

In This Issue:

- BCASP President's Message
- Letter from BCASP to BCTF
- Vice President & Conference Chair
- Membership Chair
- Ethics Chair
- Communications Chair
- Signatures and Titles
- Leonard Sax: 5 Factors that Affect Unmotivated Boys
- School Psychology Advisory Committee
- Introducing...
- Report from the BCASP Archivist
- Upcoming Events
- A District in Flux: SD#72
- Mark Your Calendar!
- Reflections on Being Subpoenaed...

President's Message:

First, after a well-deserved Winter break, welcome back to the craziness of school psychology. Second, I would like to acknowledge the hard work and dedication of your BCASP Executive and welcome Maureen Godfrey (SD#38 Richmond) as the new Chair of the Ethics Committee. In addition, Michael Scales has moved to the position of Membership Secretary and Kenneth Cole has moved to Chair of the Communications Committee (providing the BCASP Newsletter and website). Also, I'd like to recognize the fine service provided by Margaret Chevalier during the previous year as Membership Secretary and wish her well – she will be missed on the Executive.

This has been an especially busy year for me as well as my fellow Executives and we have made some significant strides in moving the Association forward. We also have our eyes fixed on bigger things on the horizon.

I find myself at an interesting juncture – halfway through my two year tenure – looking back, looking ahead. When I look back on the message that I campaigned on – enhancing our professional status and relationships with Government and other professional bodies – we have been extremely successful. Both the Ministry of Education and the College of Psychologists of BC have recently acknowledged our members' level of training and expertise and the importance of BCASP maintaining its standards. In more practical terms, the Ministry of Education has clearly stated that one must be either a member of BCASP or a registrant with the CPBC to work as a school psychologist in BC. This is a monumental endorsement of BCASP as a professional body for school psychologists.

Looking forward, my Presidential goals for 2009 are: (1) to continue advocating for greater recognition of the expertise that school psychologists possess and that they should be reasonably compensated for what they do; (2) to develop a greater understanding of who we are as a professional body and to identify the issues of greatest concern in all corners of the province; and (3) to continue to develop and maintain relationships with other professional associations. To address the first goal, I have already written a letter to Ms. Irene Lanzinger, President of BCTF, regarding the lack of recognition that our current contracts have around the additional financial burden we often face as a condition of our employment. Regarding the second goal you have already been provided with a Membership Survey that is designed to identify and quantify your concerns. Third, as part of our relationship goal, we are in the midst of ongoing conversations with the CPBC to organize another joint conference on Ethics.

All and all – these are exciting times and BCASP is indeed on the cutting edge of creating change for the practice of school psychology in BC.

Doug Agar (president@bcasp.ca)

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BCASP Executive Correspondence

from President, BCASP to President, BCTF

January 27, 2009

Ms. Irene Lanzinger
President, BC Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC V7Z 4P2

Re: Salary Allowances

Dear Ms. Lanzinger:

I am writing on behalf of a number of school psychologists who are members of both of our associations and who have expressed concerns to the Executive of the BC Association of School Psychologists (BCASP) that their current employment contracts do not fairly represent their expertise or the additional costs of employment.

Of chief concern to our membership is the fact that school psychologists have additional professional fees not recognized within the collective agreement. School psychologists are expected to belong to either the College of Psychologists of BC (CPBC) or to BCASP to practice school psychology in this province. Registration fees with CPBC are \$1200 per year and membership in BCASP is \$125. In addition to professional dues, school psychologists are also required to participate in ongoing professional development as a condition of their memberships. One district also has the contractual agreement that school psychologists be members of the BC Psychological Association (BCPA) which requires membership in the CPBC. As a result, school psychologists could be paying more than \$2,000 per year to adhere to their district's collective agreement.

In recognition of the fact that our collective agreements are to be renegotiated in 2010 the BCASP Executive would appreciate the opportunity to meet with you and the BCTF provincial negotiating team to discuss the possibility of negotiating an agreement to provide school psychologists throughout the province an appropriate means to offset these aforementioned costs.

I look forward to hearing from you.

Respectfully,

Douglas J. Agar, Ph.D.
President BCASP
2418 Driftwood Drive
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The 2009 BCASP Conference will be held November 4th-6th in Vancouver

BCASP Membership continues to grow...

Soon, EPPP results will be allowed in lieu of the Praxis II Examination in School Psychology...

This year's Ethics Committee is already in action...

Vice President and Conference Chair

Bill Benson
vicepresident@bcasp.ca

The Conference Committee has been hard at work developing the program for our next BCASP Conference. The Conference dates have now been finalized as November 4th-6th, 2009. The hosting venue will remain as The Metropolitan Hotel in Vancouver, BC. Mark your calendars now and protect the dates of the Fall 2009 BCASP Conference!

Membership Secretary

Michael Scales
membership@bcasp.ca

First, the Good News:

Our BCASP membership continues to grow. We have several new applicants who are on the verge of becoming formal members and perhaps as many as 10 applicants in some stage of the process. The February Praxis-Prep Seminar being provided by BCASP already has 6 applicants signed up. I will also often introduce our new members to you in each newsletter. Please join me in welcoming these new members and do consider sending them a personal "welcome to BCASP" email.

I expect even more applications for BCASP to surface once our Director's Motion By-Laws amendment is finalized, allowing CPBC Registrants to use their EPPP results as an alternative to writing the PRAXIS – II, when applying for BCASP Certification. Once the Registrar of Societies has approved the By-Laws change, this option will become effective (expected late in February, 2009).

Now, the Bad News:

BCASP Membership continues to grow, so the work of Membership Secretary is constant. I am "up to my neck" with files, letters, and e-mails! ;) In all seriousness, I am enjoying the challenge of this new Executive position and I would like to take this opportunity to thank everyone for their continued support.

Ethics and Professional Conduct Chair

Maureen Godfrey
ethics@bcasp.ca

This year's Ethics and Professional Conduct Committee has been formed: Maureen Godfrey (SD #38/ Richmond) is serving as Committee Chair and she will be joined by Barbara Holmes (UBC), Susan Wagner (SD #36/ Surrey), Kenneth Cole (SD #36/ Surrey), Allison Mitchell (SD#38/ Richmond) and Michael Scales (SD#39/ Vancouver). This just-formed Committee will be providing our membership with a report regarding their work, in the next *In-Psyghts*.

Communications Committee Chair

Kenneth Cole

webmaster@bcasp.ca

newsletter@bcasp.ca

User traffic continues to increase at www.bcaspp.ca. We are working hard to ensure that our organization's website will be considered as one of the most valuable tools in your professional toolkit. We also now have a Members Only section at www.bcaspp.ca. This section will provide access to the BCASP Blog as well as to selected professional documents and resources. To obtain your Members Only username and password, email: webmaster@bcasp.ca, from your professional email address, or provide some form of validating information as to your membership identity (such as your BCASP Certification #). If you have a preferred username/password, please provide those details, otherwise a username/password will be auto-generated for your use.

With this edition of *In-Psyghts*, also comes a few changes to the appearance and content of our professional newsletter. We are now slightly reducing the paper quality and have also increased the number of electronic (paper-free) distributions to save printing and distribution costs, as well as to support our increasingly "green-friendly" operations. Also, we are increasing "email broadcasts" as a no-cost means to periodically communicate timely news and information to our members.

Additional upcoming changes for *In-Psyghts*:

- increased distribution frequency, if content is provided
- development of occasional "professionally-themed" newsletters
- increased membership involvement in newsletter content

Recently, as the new Newsletter Editor, I had a bit of a coffee-chat with some of our BCASP members and asked for guidance on a number of fronts. The results of that very helpful conversation follow.

The primary duties of the newsletter Editor are:

- to maintain the professional and 'readable' nature of the publication
- to actively solicit and encourage content from members
- to support the proper and professional presentation of content

Newsletter content:

- the general guiding statement to support appropriate content is: "the content should be considered as of likely professional interest by a majority of members"
- the content for most articles should range between 500 – 750 words; a longer submission may be presented in the newsletter as an abstract and then offered in its entirety through the organization's website at www.bcaspp.ca

Our www.bcaspp.ca website now has a *Members Only* section

With a new Editor for *In-Psyghts* comes a few changes...

Specific guidelines regarding the production of our newsletter have now been developed, based on member input

...desired newsletter content should be considered as of likely professional interest by a majority of members...

Advertising will be extremely restricted

Thanks to the SD #36/Surrey members for their assistance in developing our Newsletter guidelines!

Guidelines for stating your title as a Certified School Psychologist

- Letters to the Editor, also meeting general content requirements, should be limited to approximately 150 words
- the newsletter Editor maintains the option of editing long or poorly focused submissions - in which case the edited submission may also then be withdrawn from publication by the originator
- content language should be non-sexist and 'person-first' when referring to individuals with disabilities (not 'learning disabled students' but rather 'students who have a learning disability')
- content should be professionally presented, with fact versus opinion clearly communicated

Advertising:

- advertising intended solely to generate revenue will not be considered
- advertising that could inadvertently suggest endorsement/approval of the product/service by BCASP will not be considered
- advertising will be restricted to content that would be of specific professional interest to School Psychologists (such as Professional Development opportunities or scholarship information)

Content that will specifically not be considered as acceptable:

- content that is vulgar, offensive and/or inflammatory in intent
- content that could subject the organization to possible libel
- content that would require substantial correction or adjustment in mechanics or structure to provide professional readability
- content that does not clarify "fact versus opinion"
- anonymous content will generally not be published, although the Editor maintains the option to not disclose the origin of the submission under justifiable exceptions

These initial guidelines have been developed with support from BCASP Members Kelly Lemon, Diana Jahnsen, and Dan Thachuk of School District #36 (Surrey).

Periodic revisions of these BCASP newsletter guidelines will be developed using communications between the Newsletter Editor and interested BCASP Members. Comment and input is always welcomed: newsletter@bcasp.ca.

Signatures and Titles

A repeat from the past (*In-Psyghts*, Summer 2006):

At the BCASP Annual General Meeting on November 9, 2005, Susan Wagner requested that the BCASP Executive solicit opinion and make a determination how we as members of BCASP should collectively "sign off" on our reports. Following discussion, it was decided, and continues as the recommendation from the BCASP Executive:

James R. Jamison
Certified School Psychologist
BC Association of School Psychologists (#123)

Leonard Sax: 5 Factors that Affect Unmotivated Boys

Diana Jahnsen and Erin Kendall

Certified School Psychologists (SD#36/Surrey)

School Psychologist
"Mothers with Sons"
reflect on the 2008
BCASP Conference
Keynote Speaker

"Kindergartens, and
indeed all
elementary
classrooms...favour
girls..."

"just too many video
games for boys..."

"the responsibility for
misbehaviour is
being shifted from
parents to
physicians and
medications...."

"environmental
toxins.."

As mothers who have five boys between us, the often daunting task of choosing which speaker to see at the annual BCASP conference was solved for us this year! Dr. Sax's perspective on how an epidemic level of boys are growing up, not attending post-secondary education, continuing to reside with parents and remain unemployed was drive enough for us to want hear some options for alternative parenting. As school psychologists we didn't realize that we would be faced with one of the more provoking topics we have been exposed to in some time.

Dr. Sax began his workshop outlining the five factors he believes are detrimentally affecting the development of boys to successful, accomplished men. He began by highlighting the changes in education over the past three decades. Citing several recent studies supporting this, Dr. Sax reported that there has been acceleration in curriculum, where children are beginning academics at a much younger age than with previous generations. There is also a shift present in classroom atmosphere from one of activity and exploration to one of quiescence and rigidity. Dr. Sax postulates that Kindergartens, and indeed all elementary classrooms, cater more to strengths inherent in girls as opposed to celebrating the nature of boys. With the acknowledgement that Kindergarten is the time where global stable and non-contingent beliefs about abilities in school are set, comes the understanding that boys may begin their schooling at a great disadvantage.

The second factor highlighted in Dr. Sax's workshop was the proliferation of video games in boys' lives. He reported that an average boy spends 13 hours per week playing video games, and that the hours devoted to video games correlate negatively with academic achievement above a threshold of approximately 6 hours per week. An interesting addition to this is that the correlation holds regardless of the game content.

The third factor outlined was the "medicalization of misbehaviour". Dr. Sax reported that the focus of responsibility for children has shifted from the child and parents to professionals such as doctors and psychologists. The over-prescription of medication to treat behaviour such as difficulties with attention is felt to be contributing to the epidemic of unmotivation being seen in young men today.

Environmental toxins are the fourth factor that Dr. Sax outlined in his workshop. He cited research showing that chemicals such as polyethylene terephthalate and bisphenol A (found in common household plastics such as cups and containers) interfere with boys' and girls' puberty cycles.

The last factor mentioned was the cultural changes that have occurred over how the concept of masculinity is currently viewed in North America. After the Second World War, popular culture was filled images and stories of brave heroic men

“cultural changes have not favoured boys...”

“...it is up to parents to ensure that boys grow up to be responsible and motivated men...”

Need a consultation regarding a tough assessment case? The BCASP-SPAC is ready to support your needs!

Welcome Dana Gavrilescu, SD#40/New Westminster

who were not only athletic but intelligent. He postulated that today, young men are bombarded by images in the media depicting men as thugs or slackers, and that caring about academic success is seen as unmasculine.

As school psychologists, Dr. Sax’s message highlighted the importance we have as educators to impart our knowledge of gender differences to teachers. If a teacher has expressed concern over a boy’s behaviour or academic performance, it is important to make sure that the teacher’s teaching style is appropriate for boys’ way of learning. An example that Dr. Sax gave was assessing boys’ writing from a boy’s perspective (boys prefer to write about action, giving little detail or description). Another example given was how boys prefer active classroom environments, where the teacher is moving and the questions asked are somewhat unpredictable. As mothers we understood that boys do not naturally become gentlemen – they are taught. It is up to parents to make sure that we guide them, nurture their strengths and traits as boys to ensure that they become responsible and motivated young men.

School Psychology Advisory Committee (SPAC)

membership@bcasp.ca

The recently formed School Psychology Advisory Committee (S.P.A.C.) is a new service that BCASP is now offering to its members. It is a committee of peers that is prepared to offer consultation in support of best practices in school psychology. The members of the committee are Dr. Laurie Ford, Jeff Ballou, Simon Bazett, Jillian Morgan, and Michael Scales. The committee will respond to inquiries from members specific to the assessment, diagnosis or identification of a student with special needs, under the Ministry of Education regulations. This committee may prove to be particularly useful to our members in remote school districts where they might be the only school psychologist in the area.

To get in touch with the S.P.A.C., simply contact the BCASP Membership Secretary with your need. Please do not include any personally identifying student information specific to the case. In the future, we will have a link within the Members Only section of the BCASP web site to facilitate members submitting their requests for consultation.

Introducing: Dana Gavrilescu - Welcome!

dgavrilescu@sd40.bc.ca

Dana worked as a school psychologist with the Toronto District School Board before moving to BC to join SD#40/New Westminster. Prior to becoming a school psychologist, Dana provided career counselling to university students, adults and disadvantaged youth. Dana loves to hike with her dog, Cheeko, and she is also an artist (check out www.danasartonline.com). And no introduction could be complete without: her favourite ice cream is mint chocolate chip, she loves all kinds of music and dance, the best movie she has seen lately is “The Curious Case of Benjamin Button,” and favourite recent reading has been: “The Secret Life of Bees” by Sue Monk Kidd and “Outliers” by Malcolm Gladwell.

Archivist Report

ARCHIVIST REPORT #4

“Two Decades and Counting”

Given that we now have records spanning two complete decades, I thought it would be interesting to look back ten and twenty years ago. Here are summarized tidbits from letters to members on those dates.

Letter to Members, February 15, 1989 (the election platform of Tony Sweet and Barbara Holmes)

“The profession of school psychology in BC is currently in considerable disarray. The formation of BCASP and the campaign to amend the Psychologists Act generated much controversy and animosity....In many ways school psychology is only now beginning to emerge as a distinct profession in BC.

Our priorities for the Association:

1. **Communication.** Introduction of a regular school psychology newsletter.
2. **An Association Independent of the BCTF.** It is time school psychologists had an association that represents and is governed by their own profession.
3. **Qualifications for Practice.** Currently school districts can employ anyone, regardless of training, as a school psychologist. We believe that qualifications for the practice of school psychology must be developed and that the Association must work cooperatively with appropriate agencies to have such guidelines accepted and implemented.
4. **Ethics and Standards of Practice.** Any association of psychologists that has not adopted or developed a code of ethics and standards of practice leaves itself open to serious criticism from outside agencies. Such documents lie at the heart of our professionalism and credibility; we must make this issue a priority.”

InPsyghts, Winter 1999 (President’s Message, Sandy Stanton)

Welcome to 1999!....The Conference Committee is busy as usual, wrapping up the final accounting duties of the 1998 Conference and busily arranging speakers for the 1999 Conference. And to think this all started with a 1-day workshop at UBC with about 50 people in attendance. What a change!

One area of new business discussed at the 1998 AGM was the formation of a Pro-D Committee to plan the use of a portion of conference profits for professional development funding for BCASP members. The mandate of this

“The emergence of the practice of school psychology in BC, in 1989...”

BCASP Priorities in 1989:

- Communications
- Independent of BCTF
- Established Qualifications
- Ethical Standards

"The beginnings of our membership database as well as website, in 1999..."

February 2009
2009 Biennial
Autism Congress in
Vancouver, BC

April 2009
CEC Convention in
Seattle

committee will be to determine how these funds will be distributed.

In our exploration of the use of technology to make our lives easier and to enhance communication among our members, we discovered that we were badly in need of a new database. William Benson has been hard at work [on this]. We will also be setting up a BCASP webpage in the near future....If you have any good ideas or helpful hints, please send them along."

More retrospectives next time. Please let me know if there is something in particular you would like to hear about from our BCASP Archives!

Barbara Holmes, BCASP Archivist
bjholmes@shaw.ca

Upcoming Events

2009 Biennial Autism Congress
February 26, 2009 - March 1, 2009
Vancouver, BC
<http://www.autismvancouver.com>

The theme "Autism Through the Lifespan" reflects the evolving set of personal, familial, societal, and therapeutic issues that autism spectrum disorders present as affected individuals pass from infancy, childhood through adolescence, adulthood, and finally old age. Adopting a life-span perspective is fundamental in developing comprehensive services to individuals and families who are dealing with Autism Spectrum Disorder. The Congress features over 18 of the world's foremost autism experts speaking on topics covering the full range of issues of autism spectrum disorders across the lifespan.

Council for Exceptional Children's 2009 Convention and Expo April 1, 2009 - April 4, 2009
Seattle, WA

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ConventionExpo/>
CEC's 2009 Convention and Expo will discuss the latest issues in special and gifted education, share teaching strategies, and explore the latest special education legislation and trends and in new products and services in the exhibit hall, for those working with children with exceptionalities and their families.

A District in Flux: A Profile of School Psychology Services in SD#72 (Campbell River)

Tanya McCreith and Alyssa Bollans
Certified School Psychologists

A perspective on the practice of school psychology in the Campbell River School District

A small district with the standard salaries/benefits

Temporary contract school psychologists are filling the staffing gaps

The practice of school psychology in SD#73, while no longer including elementary counselling, includes most everything else...

School District 72 (Campbell River) is a small district with 20 schools. These schools are located across a distance that spans over 100 kilometres, 3 gulf islands, with a student population of approximately 6,000. The student demographics include a large aboriginal population. Our salary is on the grid and currently there is no stipend or department head for school psychologists. Funds for professional development are \$100.00 annually, with the potential to earn more through district sponsored learning initiatives.

We are at an interesting crossroad in our field as a number of our colleagues are moving on to another stage of their career, retirement, leaving a void that, at least in our district, has been hard to fill. School District 72 has a 3 FTE allotment for school psychologists, and last year we were only able to muster staff to fill 1.6 FTE, because it took over a year to fill a vacant position. This year we have filled our 3.0 FTE, however .8 of that is made up of two school psychologists on a temporary contract. So, where continuing contract school psychology staff would have schools on their caseload and responsibilities within Student Services and the district, our temporary school psychologists' workload is only assessment; their time is allotted for testing and report writing, they do not attend any meetings. For the most part their assessments are those required to support applications for adjudication.

Historically, our positions were that of "School Psychologist/Counsellor", but are now only "School Psychologist". Hence, now we try to answer questions about how to provide service and support to students who require counselling either through the resources within our school system (we do not have elementary school counsellors) or within the community as best we can.

In our role as school psychologists we work to provide information that goes beyond assessment. This district seeks to utilize the school psychologist as a specialist who can provide knowledge and insight to a variety of circumstances and student issues that a school or teaching staff may be facing. As such, we are regular members at School Based Team (all of which seem to start at either 7:30 or 7:45), where we consult on learning issues as well as social emotional and behavioural concerns. We help develop intervention strategies, provide a framework in which to conceptualize and work with various students, discuss designation criteria, and the development of logical next steps or a course of action. This could include, but is not limited to, the completion of assessments: Intellectual, achievement, adaptive behaviour, as well as social-emotional and behavioural. Through this collaboration and consultation approach assessment becomes one of many options that a school can pursue.

A centralized model of School Psych Services, consulting and collaborating extensively across the district as well as within the community of Campbell River

School Psychs in Campbell River professionally connect with School Psychs in other neighboring districts

Creativity results in successful child-centered services in Campbell River

Important Dates!

Student Services in Campbell River works from a centralized model. This helps to facilitate consultation and collaboration at the para-professional level since school psychologists, SLPs, child and youth care workers, and specialist teachers work in close proximity to one another. This enables school psychologists to help fulfill a problem solving role outside of individual schools. For example, school psychologists could further work and collaborate with a behaviour resource teacher in order to support a student's needs at a school. Collaboration also takes place with community and other provincial agencies as well. School psychologists meet regularly with Ministry staff, such as those working with Child and Youth Mental Health. There is also an involvement in meetings with other professionals working with other outside resources such as psychiatrists, pediatricians, and the Complex Developmental Behaviour Conditions Network, which conducts multidisciplinary assessment for children on Vancouver Island.

We are a small group that desires to connect with our colleagues and engage in school psychology related discussions, as such we have organized regular meetings (2 per year) with other school psychologists from neighbouring districts, including Comox Valley, Qualicum-Parksville, Port Alberni, Nanaimo, and most recently North Island College. SD 72 also encourages school psychologists to provide workshops to teachers within our district and participate in SD bookclubs or courses by providing opportunities to earn additional professional development funds.

The model of school psychology in this district appears to be ever evolving into what both the schools and district find effective. By incorporating consultation and collaboration as a cornerstone of effective service delivery for school psychology, it allows us to be involved in the holistic needs of a child.

Mark Your Calendar!

- Feb 15:** BCASP 2009 membership fees due
- Feb 16:** unpaid members are no longer in good standing
- Feb 24-28:** NASP Convention, in Boston, MA
- Feb 26-Mar 1:** Biennial Autism Conference in Vancouver, BC
- Mar 7:** BCASP Executive Meeting, in Vancouver, BC
- Apr 1-4:** CEC Convention in Seattle, WA
- June 11-13:** CPA Convention, Montreal, PQ
- July 7-11:** International School Psychology Colloquium, in Malta
- Aug 21:** BCASP Past President issues "Call for Nominations"
- Sept 25:** BCASP Nominations close
- Oct 5:** BCASP Election ballots mailed
- Nov 4:** Ballots must be received by BCASP Past President
- Nov 4-6:** BCASP Fall Conference in Vancouver, BC
- Nov 5:** Annual General Meeting
- Nov 9-13:** National School Psychology Awareness Week

Reflections on Being Subpoenaed...

Rick Loy, Certified School Psychologist

A School Psych reflects on the process of having a case pulled under the legal microscope...

This past September I received a request from a law firm asking to view my file on a student I had seen seven years earlier while working in another school district. It seems this student had been in a car accident and the student was now suggesting the accident as being responsible for her poor performance in school. I responded that the report/file could be requested from my former employer.

Unfortunately, the student's file that included the protocols "had been misplaced." My former school district employers were then promptly provided with a court order to hand over any and all paperwork relating to this student and I was provided with a subpoena to testify in court.

I was also requested to meet with the lawyers to review the material that they had collected to date. That meeting took place outside of regular work hours and I was able to charge them a fee for my time. After consultation with some respected peers, I established a rate of \$100/hr as a Masters level school psychologist.

The lawyers then presented me with a binder about 5" thick. Within this tome was every scrap of paper with this student's name on it that they were able to collect from my former employers. The lawyers allowed me an hour to review all relevant pages - some of which appeared to be heresay and others were general opinions, in addition to some factual school records and documents.

Then they asked what the numbers in my report meant regarding this student's educational potential, my opinion regarding any academic problems before the accident, to what extent her personal life at that time may have affected the results, and whether or not I felt there was any possibility that I might have made any errors in my calculations or conclusions. I also realized that the most important and powerful statement in your report could also be your professional opinion as to whether or not you feel your results are accurate.

The case has now been adjourned and I will keep you updated if they choose to proceed.

Lessons Learned:

- ✓ be cooperative in legal proceedings
- ✓ don't be hesitant to charge for your time
- ✓ be professional about what you say in meetings
- ✓ word your reports thoughtfully and carefully
- ✓ always include a statement regarding the accuracy of your report
- ✓ let your well-written reports speak for themselves, especially if your long-term memory skills are weak
- ✓ remind your employers about the importance of keeping protocols and reports until the student has reached 7 years past the age of majority

Important "Lessons Learned," to remember, before you have a case pulled into the court room...

