



In-Psyghts

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President's Message:

I would like to take this opportunity to welcome you back following what I hope has been a wonderful and rejuvenating Summer.

To paraphrase Charles Dickens... *"these are interesting times in which we live"* – the revenue shortfall for the BC treasury and the subsequent call for school boards to consider amalgamation, the possibility of school amalgamations and school closures, the elimination of the Annual Facilities Grants, the accountability audit of Special Education services by the Auditor General, and the financial pressures placed on the Ministry of Education and school districts to provide an ever increasing level of service with fewer dollars – all come as fully unanticipated and rather unwelcome challenges.

However, with all that said I am confident that we will *"weather this storm"* and find innovative and positive ways to meet these challenges and continue to provide our respective school communities the support they require to support our vulnerable students.

I want to wish everyone a good start up and I hope to see you all at the BCASP Conference in Vancouver at the Metropolitan Hotel on November 4 to 6, 2009. Until then, I encourage you to take the time to acknowledge the good work and many accomplishments that continue to be provided by you and your colleagues in our Province.

Doug Agar
president@bcasp.ca

Vice President and Conference Chair

The BCASP Conference is *just a few weeks away*. All BCASP members are encouraged to join in on the professional and social activities associated with our annual School Psychologists' Conference. This event is always rewarding!

For this year, the BCASP Conference is returning once again to The Metropolitan Hotel in Vancouver, on November 4th – 6th. The AGM will be on the evening of November 5th. For full Program information as well as to obtain the Registration particulars, please check: www.bcasp.ca.

I hope to see you there!

Bill Benson
vicepresident@bcasp.ca

Ethics and Professional Conduct Chair

The Ethics Committee has, after many, *many* working hours, completed a draft revision of our *Ethical Conduct and Professional Practice: Principles and Standards*. **A copy of this draft document is distributing along with this newsletter. Please review it before the Annual General Meeting next month.** Committee members have been tireless in their efforts and, in particular, we have benefited from the formidable formatting and editing skills of **Susan Wagner** and **Barbara Holmes**. We look forward to your comments!

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The UBC Corner



We are off to another great year in School Psychology at UBC! We are just back from our 7th annual "Back to School" Retreat. This year, nearly 40 faculty and students participated in our event held at Alice Lake. Each year, the Puppet Theatre just gets better and better and our "Banquet in the Woods" was absolutely amazing. These events, along with our cooperative games, speakers, and chance to just hang out and spend time together has become a very special tradition for our program and this also serves as a powerful way to help build a strong sense of community in our School Psychology Program at UBC. We will have pictures posted on the website soon.

As many of you may know, we have received funding from the Ministry of Advanced Education to expand our program. We are very appreciative for this funding and the opportunities it brings and many of our current program happenings are related to these expansion funds. We are currently conducting searches for both an Assistant and an Associate Professor. It is an extremely challenging time to search for new faculty as there are tremendous shortages of school psychology faculty in North America with over 60 positions advertised in the last few years. By the way, the research presentations from our candidates are also open to the public and if you are interested in knowing when they are scheduled, please contact me and I'll provide some information.

As an additional benefit of this increased funding we are also expanding our enrollments over the next few years to help address the developing School Psychology shortages in the field. While our goal is to admit 18 new Masters and 6 new Ph.D. students each year, we were pleased to start with 14 new Masters students this fall and 3 new Ph.D. students will be starting in January. Our new students are from all over Canada and many have also had professional experiences around the world. Welcome to UBC **Calli, Carola, Courtney, Daniella, Ellen, Kelly, Larissa, Laura, Matt, Monica, Sandra, Shayna, Verronica, and Veronique!** **Jessica P., Jessica T. and Rashmeen...**we are also pleased that you have decided to continue on with us for your doctoral study.

We are also happy to announce that **Dr. Georgina Robinson** will be joining us this year as a half time Visiting Assistant Professor supporting our teaching and supervision while two of our core faculty are medical and research leaves. In addition **Drs. Sharon Missiaen** and **Debbie Amaral** are doing sessional teaching with us this year. **Dr. Kenneth Cole** has also been appointed as Adjunct Faculty with our program. Kenneth joins our other Adjunct Faculty: **Drs. Joy Alexander, Lee Cohene, Barbara Holmes, Sharon Missiaen, Georgina Robinson, Aaron While, and Ted Wormeli** in supporting our program in many different ways. We appreciate their ongoing support.

With many new faces joining us we would like to also take the time to acknowledge those moving on to careers in school psychology --- our recent graduates. In May, **Erika Forster** and **Jill Etmanskie** graduated with their Ph.D. --- congratulations, Drs. Forster and Etmanskie! **Simone Leung** and **Niomie Penner** graduated with their Master's degrees in May. **Steve Schluter** and **Sarah Wehr** completed Master's degree requirements in August and will graduate in November. A number of our students are completing their internships during the 2009-2010 academic year. This is also the first year we had students participate in the APPIC (Association of Psychology Postdoctoral and Internship Centers) process. All four of our doctoral candidates who went through the APPIC process were placed (100%!) which is great given the overall acceptance rate is around 75%. **Michelle Kozey** and **Yvonne Martinez** are completing their internships with the Illinois School Psychology Internship Consortium and **Aviva Laye-Gindu** and **Pauline Low** are completing their internship with the Fraser Child and Youth Community-Based Psychology Residency Program. A number of other students are completing local internships through the UBC School Psychology Internship Consortium. Masters interns and their placements are **Leah Gillespie** and **Janet Kidd** (Catholic Independent School District Vancouver Archdiocese); **Juliana Negreiros** (Surrey School District); **Sarah Husain** (Langley School District); **Jacque Brown** (POPARD and Delta School District) along with **Suretha Swart** who is completing her PhD internship with Delta School District and POPARD. Finally, two students are completing intensive

The School Psychology Program at UBC is very active and also expanding...

For information regarding this Program, please contact Dr. Laurie Ford

The SPAC is a service provided to our BCASP members...

Understanding proper *Supervision* is an important responsibility for all of our BCASP members...

Masters practicum before they begin their Ph.D. study: **Jessica Parker** with VSB and **Jessica Trach** with the Richmond School District. Congrats to all our students for making it to this point in their training and *a most special thanks to those school psychologists who supervise our students.* We could not do this without you.

Last year we had great participation in the second year of our Supervision Seminar. The seminar will continue this year with sessions approximately once a month involving readings and discussions. If you would like to learn more, please contact **Dr. Bill McKee**. We will also continue with our student School Psychology Program Towne Meetings as well as our student led social and service events.

If you would like to keep up to date about all of the happenings in School Psychology at UBC, please check out our updated website content at: <http://www.ecps.educ.ubc.ca/>.

All the best for the upcoming school year...and I hope to see you at the BCASP Conference!

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The School Psychology Advisory Committee (SPAC)

The 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 (membership@bcasp.ca). *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.

School Psychology Supervision

Unless you are a person applying for membership in BCASP, it is unlikely that you have noticed all the changes to the BCASP membership process this year. Several new documents have been added to the BCASP website to ensure that school psychologists who want to become certified school psychologists receive adequate and appropriate supervision to ensure that they will be able to perform their duties at the high standards expected of BCASP members.

Firstly, there is now a set of BCASP Supervision Guidelines to help both supervisees and supervisors ensure that the supervised experience required for membership is an effective and educational experience for aspiring certified school psychologists. Secondly, there is a Sample Supervision Plan. This is a document that helps to confirm the expectations about the supervised experience between the supervisee (aspiring certified school psychologist), the clinical supervisor (a registered and/or certified school psychologist) and the administrative supervisor (administrator). Finally, there is a new and improved Form 6: Evaluation of Supervised School Psychology Experience. This is the form that is now used to evaluate the performance of a supervisee by their supervisor.

For more information, check out: <http://www.bcaspp.ca/membership/application.html>

2009 General Membership Survey Results

In February of 2009, our organization completed a **General Membership Survey** to develop an accurate profile of our BCASP members and for our organization. We had a 77% response rate with 127 of our 165 members providing completed surveys.

Following are some selected results from those provided by our members. Thank you to each member who provided a completed General Membership Survey!

What is the highest degree you hold?

Masters	77.2%
Ed.S.	2.4%
Doctorate	15.7%
Other	4.7%

When did you graduate with your highest degree?

1970 – 75	4.8%
1976 – 80	4.8%
1981 – 85	11.1%
1986 – 90	21.4%
1991 – 95	19.8%
1996 – 00	17.5%
2001 – 05	15.1%
2006 – 09	5.6%

Are you a member of the BC College of Teachers?

Yes	72.8%
No	27.2%

Are you a member of the BCTF?

Yes	82.3%
No	17.7%

How many additional years do you plan to work before retirement?

1 year	9.3%
2 years	9.3%
3 years	8.5%
4 years	3.4%
5 years	11.0%
6 years	4.2%
7 years	2.5%
8 years	5.1%
9 years	4.2%
10 years+	42.4%

The majority of School Psychologists in BC hold a Master's Degree...

Many School Psychologists in BC are members of the College of Teachers and the BCTF...

Perhaps as many as 1/3rd of our current School Psychologists are planning to retire within the next 4 years...

After retirement, are you planning to return to work as a school psychologist?

Yes	47.8%
No	52.2%

If your district or employer provides a salary allowance to help offset your professional expenses, how much is that allowance?

No allowance	61.7%
\$100 - \$300 /year	6.7%
\$400 - \$700 /year	4.2%
\$800 - \$1100 /year	9.2%
\$1200 - \$1500 /year	0.0%
\$1600 - \$1900 /year	0.8%
\$2000 - \$2300 /year	0.8%
\$2400 - 2700 /year	0.8%
\$2800 - \$3000 /year	2.5%
\$3000+ /year	13.3%

If your district or employer provides a “supplement” for an advanced degree beyond a Masters, how much is that supplement?

No supplement	90.2%
\$100 - \$300 /year	0.0%
\$400 - \$700 /year	2.7%
\$800 - \$1100 /year	1.8%
\$1200 - \$1500 /year	0.9%
\$1600 - \$1900 /year	0.9%
\$2000 - \$2300 /year	0.9%
\$2400 - 2700 /year	2.7%
\$2800 - \$3000 /year	0.0%
\$3000+ /year	0.0%

Does your school district or employer provide a Pro-D supplement that is in addition to the Pro-D funds already provided to the teachers’ workgroup?

No additional Pro-D	65.8%
\$100 - \$300 /year	10.8%
\$400 - \$700 /year	12.5%
\$800 - \$1100 /year	5.8%
\$1200 - \$1500 /year	0.8%
\$1600 - \$1900 /year	0.0%
\$2000 - \$2300 /year	1.7%
\$2400 - 2700 /year	0.0%
\$2800 - \$3000 /year	0.8%
\$3000+ /year	1.7%

About 1/3rd of School Psychologists receive allowances to help offset professional expenses such as memberships, fees, and practice insurance

Most districts and employers do not provide supplemental pay for advanced degrees above a Masters

About 1/3rd of School Psychologists in BC receive additional Pro-D pay to offset the costs of training needs and requirements

It is expected that we will be repeating our General Membership Survey, each spring, so that we can maintain an accurate membership profile for our organization.

Parent Education: School District 19 (Revelstoke) and Screen Smart

Andrew Sykes

BCASP Certified School Psychologist

As a result of a concern originating from their School Psychologist, a small community in BC is making big differences in managing "screen time" for school-aged children

School District 19 (Revelstoke) is a small district with 5 schools and a student population of approximately 1100. In addition to assessment, I consult, collaborate, and problem solve as part of school based teams. I also spend time working on early intervention and prevention initiatives. I would like to share a project I have been working on in my school district for the past five years or so - a parent education initiative in part designed to mitigate environmental factors that may contribute to learning difficulties and behaviour problems.

Screen media plays a big part in our daily lives and kids today are the first generation to grow up in this digital world. Media use – TV, video games, internet – can be alluring, entertaining, and addictive. By graduation, the average teen will have spent more time watching screens than in the classroom, playing sports or talking with their parents. If Canadian kids are spending an average of 6+ hours a day watching TV, playing video games, and/or surfing the internet, can this affect the development of body and mind, and shape behaviour? Does 'screen time' matter when it comes to learning and socialization at school? Is 'screen time' worth considering in the practice of school psychology? I have become convinced that the answer to all these questions is 'yes'.

When you "connect the dots" in the research literature, there emerges clear evidence that 'screen time' is influencing a generation's social, emotional, cognitive, and physical development. Of particular interest to school psychologists, too much 'screen time' appears linked to a *lack* of school success - poor grades, lower reading scores, inattention, dulled thinking, and social problems. Clearly, TV, video games, and internet activities can interfere with healthy eating and sleeping habits, and getting your homework done. Less well known is how 'screen time' can rob children in the early years and primary grades of opportunities to develop essential learning skills. Further, new research from the world of neuroscience indicates that too much 'screen time' - versus not enough 'face time'- may well be wiring children's brains in ways that can make learning in the classroom, and getting along with teachers and other students more difficult. The media's influence on child development is powerful, but why 'screen time' matters is not widely understood.

Consider adding Jane Healy's *Endangered Minds* to your personal or professional reading list!

Five years ago, after reading Jane Healy's "*Endangered Minds*", and doing some digging of my own, I approached my Superintendent and the Revelstoke Early Childhood Development Committee with the rationale for a broad-based education initiative and an idea that became known as 'Screen Smart.' I reasoned that if parents and children developed an awareness and understanding of why 'screen time' matters, and were encouraged to enjoy a healthy media diet as part of a balanced childhood, these kids might enjoy more success at school. Further, if the information and solutions were delivered by a broad-based community organization, as opposed to educators, then the issue of 'screen time' could be community owned and solved.

Over the past few years, Screen Smart has morphed into a coalition of local professionals, parent, and volunteer groups. Partners today include: School District 19, Selkirk Medical Group, Revelstoke Health Unit, Revelstoke Speech-Language Clinic, Columbia Basin Alliance for Literacy, City of Revelstoke, Child Care Society, Okanagan Regional Library, Revelstoke ECD Committee, Parks Canada, and the RCMP (Revelstoke). The Superintendent of Schools and District Principal (Support Services), both sit on the Screen Smart Executive Board.

Our goals are simple: (1) Provide parents with information on how media affects child development; (2) Suggest ways families can better manage media at home; and, (3) Recommend healthy alternatives to 'screen time' available in our community.

Screen Smart actively promotes a healthy media diet to parents and children on an on-going basis, through *existing* community services, and in a number of informational formats. Screen Smart partners author brochures and newspaper articles, facilitate parent and teacher workshops, and deliver media literacy and internet safety curricula in the schools. We have just launched our website - www.screensmart.ca. – that brings 'all things screen' together in one place. The site

The Revelstoke Community is now on a healthy "Screen Smart" diet!

Adele Diamond is a Professor at The University of BC, Vancouver

Bilingualism accelerates the development of Executive Functioning!

provides research-based information on how 'screen time' affects the lives of children at various ages and stages of their development with recommendations from doctors, educators, and child development experts on how best to manage 'screen time', and includes suggestions for activities children can do instead and throughout the community. Finally, each spring Screen Smart coordinates the annual '*Screen Smart Challenge*' - a fun opportunity for Revelstoke children and their families to turn off their screens, unplug, and get active. The week serves to focus the attention of the community on the need for a healthy 'media diet.'

Revelstoke is a caring community where parents and professionals work well together to support children of all ages. Screen Smart has become an important part of that support network. We may never know the extent of Screen Smart's role in preventing learning difficulties or behavioural problems. However, we do know that if kids spend less time plugged-in, and experience a greater breadth of healthy childhood activities, then our efforts will have been time well spent.

A Day with Adele Diamond...

Rick Loy

BCASP Certified School Psychologist
Vancouver School Board

The Vancouver district learning services workgroup was recently fortunate to have Adele Diamond present to us. Adele Diamond is one of the founders of the field of Developmental Cognitive Neuroscience. She holds the Canada Research Chair Tier 1 Professorship in Developmental Cognitive Neuroscience at the University of British Columbia.

Adele's presentation was comfortably paced and included some of the most current research findings in the area of executive functioning. She has a passion for her work and it showed in her presentation.

Some of the points I found most interesting in her presentation are as follows:

- Contrary to current belief, executive functioning can occur in very young children although it has not been fully developed until age 2
- 25% of children with ADHD have sleep apnea or other problems sleeping --- therefore, ask kids how they are sleeping and if they feel rested in the morning
- Executive functioning (EF) depends on the prefrontal cortex and includes 3 core abilities: (1) inhibitory control (paying attention and staying on task despite boredom and distractions), (2) working memory, and (3) cognitive flexibility (changing focus based on needs). EF is strongly associated with school readiness
- Stress impairs EF and can make someone appear to be ADHD --- putting an emotional experience into words alters the way it is represented in our brain and psychological and physical health improves
- Early bilingualism challenges inhibitory control and accelerates the development of executive functioning and preserve higher cognitive functioning into old age
- When kids engage in pretend play they exercise three executive functions: cognitive flexibility, inhibitory memory and working memory.

A more complete description of her current research, findings, and programme development can be found on her website: <http://www.devco neuro.com>.

Notice of Motions for
the November 5th
Annual General
Meeting

Please read – and
consider these
proposed changes –
before the AGM!

Welcome to all of
our new BCASP
members!

Important Dates

Annual General Meeting “Notice of Motions”

2009 BCASP AGM
Thursday November 5th, 4:15pm – 5:30pm

Motions submitted by Michael Scales (Membership Secretary)

Amend 3.1.1 (b) Educational Qualifications

Remove the phrases “a related field such as” and “Counselling Psychology” and “Special Education”.

The new wording would be: “A master’s or doctoral degree in Educational Psychology from a university approved by the Membership Committee and which includes all of the following:”

Amend 3.1.2 (b) Experience

Replace the phrase “2 years” with the phrase “1200 hours” and add the phrase “in accordance with BCASP Supervision Guidelines”

The new wording would be: “Evidence of 1200 hours of successful supervised experience as a school psychologist in accordance with BCASP Supervision Guidelines”

Introducing New Member *Erika Forster...*

eforster@sd43.bc.ca

Erika began working as a school psychologist with the Coquitlam School District in September 2008. Prior to becoming a school psychologist, Erika was a special education teacher (vision resource teacher) for 13 years, working primarily with students who have visual impairments.

Erika recently completed her Ph.D. in School Psychology at UBC. She is now looking forward to spending a bit more time with her husband and two young children. She is an avid world traveller, fashion enthusiast (read: serious shopper), and “French fry connoisseur.”

Mark Your Calendar!

Nov 4 - 6: BCASP Fall Conference (Vancouver)

Nov 5: BCASP Annual General Meeting (Vancouver)

Nov 9 - 13: National School Psychology Week

Mar 2 - 6: National Association of School Psychologists (Chicago)

Apr 21 - 24: Council for Exceptional Children (Nashville)

June 2 - 5: Canadian Psychological Association (Winnipeg)

