

## Chapter 9

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# **School Psychology in Canada: Past, Present, and Future Perspectives**

**Donald H. Saklofske, University of Calgary**

**Vicki L. Schwean, University of Calgary**

**Riva Bartell, University of Manitoba**

**Juanita M.K. Mureika, School District 18, New Brunswick**

**Jac Andrews, University of Calgary**

**Jeffrey Derevensky, McGill University**

**Henry L. Janzen, University of Alberta**

School psychologists in Canada have struggled to achieve a unique professional identity in Canadian schools and other educational contexts, as well as within psychology associations and regulatory bodies. School psychology, as a specialty area of professional psychology, has found itself embedded in a system in which it is sometimes similar or complementary and other times unique and even misunderstood. School psychologists' roles in relation to those of other educational professionals have led to competition for discrete territory. However, the past few years have witnessed some positive and optimistic changes that bode well for the future of school psychology in Canada. The increasing complexities of schools and educational environments, and the huge demands placed on educational institutions, have shifted the emphasis from "silos" of expertise to interdisciplinary collaboration. The contributions that psychology, and particularly the practice of school psychology, can make to children, teachers, and schools as social and learning environments, and to education in general, is increasingly being recognized by educators, administrators, government officials, and the public.

Only very recently has the Canadian Psychological Association (CPA), the national association and accrediting body for psychology programs in Canada, given formal recognition to the specialty of school psychology. The CPA has implemented criteria for accrediting doctoral-level school psychology training programs to complement the accreditation of clinical and counseling psychology programs. A growing interest in school psychology was witnessed at the 2006 CPA conference. The Psychologists in Education section at the conference had a very large presence of papers and posters, a growth trend that has been observed over the past few years. There was also full attendance at symposia and discussion sessions related to the training of school psychologists and practice issues. In those sessions, university faculty and trainers commented that the number of applications to graduate programs

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in school psychology was growing and that school boards are very actively recruiting school psychologists. Thus, there is every indication that school psychology is undergoing a rapid and progressive transformation in Canada.

This chapter provides a contemporary overview of school psychology in Canada, updating the previous edition to bring it in line with current developments and issues in Canadian school psychology. The chapter begins with a review of the historical antecedents leading up to the current developments. It then describes current university programs in school psychology, credentialing issues, and the roles and functions of school psychologists. The chapter ends with an overview of the professional associations and publications for school psychologists and some projections for the future.

### HISTORY OF SCHOOL PSYCHOLOGY ACROSS CANADA

The course of school psychology is traced as an independent discipline, notwithstanding the recognition that it has been influenced by other professional designations. Canada's federal government, unlike the United States', has little direct input into education, educational practices, and psychological services, with such powers being left to the appropriate provincial bodies. As such, school psychology's history is difficult to describe from a national standpoint.

#### Prior to 1950

Though some have argued that the 1950s signal the real origins of school psychology in Canada (Janzen, 1980; Perkins, 1990; Saklofske et al., 2000; Saklofske & Grainger, 1990), others have suggested a much earlier beginning (Janzen & Massey, 1990). The *attendance officers* of the early 1900s were, with somewhat of a stretch, the equivalent of today's psychological service personnel working in schools.. These attendance officers most likely provided some psychological intervention in schools with an emphasis on guidance counseling and testing.

The earliest direct mental health services in schools can be traced to the Toronto Department of Public Health in the first half of the 1900s (Perkins, 1990). As typified by the work of Binet, the primary role of the service was to help identify so-called mentally defective children for placement in special auxiliary classes. As it became clear that not all children exhibiting learning problems had intellectual handicaps, greater emphasis was placed on working more closely with school personnel to identify and intervene in the problems underlying school failure. Thus, the beginnings and evolution of school psychological services in Canada, as in the United States, likely date back to the early 1920s and are rooted in public recognition of the need to provide mental health services to children and adolescents in public school settings. Initially, these services were provided by existing personnel,

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such as teachers, visiting teachers, guidance staff, and those trained in educational and clinical psychology (Fagan, 1996b).

### 1950s and 1960s

In the report *Psychology in Canadian Universities and Colleges*, MacLeod noted that psychologists could be found working in some Canadian schools (MacLeod, 1955). Others had made a similar observation but had not elaborated on the responsibilities of those psychologists (Dorken, 1958; Dorken, Walker, & Wake, 1960; Keating, 1962). In the early 1960s, Bowers (1962) commented on the growing demand for trained psychologists in applied settings and hoped “that the staffs of university departments of psychology will keep the training of school psychologists ‘continually under review’” (p. 52). In the same year, Stein, having identified 95 school psychologists across Canada, undertook a study of their status and roles (1964). He concluded that the existing school psychology personnel had no specific university preparation or psychological experience. All had some teaching experience, and they did appear to have qualifications and experience that are “related somewhat to school psychology” (Stein, 1964, p. 12).

A few years later, McMurray (1967) noted that no Canadian psychology departments had graduated students with a specific specialty in school psychology. However, at that time, a PhD school psychology component had just been introduced within the Division of Applied Psychology, Ontario Institute for Studies in Education. This was to change with the development of school and educational psychology graduate programs at the University of Alberta, University of Calgary, University of British Columbia, and McGill University.

### 1970s and 1980s

Though school psychology began to emerge as a professional specialty in Canada only in the 1950s, by the early 1970s most areas of Canada had professionals working in the role of school psychologists (Janzen, 1976). The 1970s and 1980s witnessed considerable growth and development despite ongoing debate over the title and role definition of school psychologists. School systems throughout the country no longer wanted merely to segregate a segment of the school population that was experiencing significant learning, behavior and emotional problems. Similarly, there was a growing interest in intellectually gifted and talented individuals, each with their own special needs. School boards, such as the public system in Calgary, not only continued to increase its number of school psychologists, it also hired some with specialization in areas such as intellectual giftedness and neuropsychological assessment. Graduate students also began to avail themselves of the opportunities for school-based field placements and extensive practicum opportunities.

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With greater school needs came expanded functions for school psychologists. Weinger (1971) made an impassioned plea against the prevailing tendency to see the school psychologist as an “omnipotent, computer-like Superman, all seeing, all knowing, and ever ready to function at maximum efficiency twenty-five hours a day” (p. 125). While the numbers and roles of school psychologists were expanding, there remained a paucity of school psychology training programs in Canada, resulting in an increased reliance on American universities to train future school psychologists (Schmidt, 1976). One aspect of this solution diminished the distinction

between psychology and educational psychology, with the latter viewed as an application of general psychology to the particular field of education. This distinction also had its roots in the United Kingdom, which at that time was a great source of many professors of educational psychology in Canada.

The 1980s also witnessed debates over the roles and title of school psychologists (Holmes, 1986). At the same time, the impetus for affiliation with professional organizations was evolving at provincial, regional, and national levels. During this period Canada witnessed the development of school psychology associations. A special issue of the *Canadian Journal of School Psychology* (1990) noted that provincial organizations had been established in British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, and Quebec.

During this period of rapid growth at the provincial level, Canadian school psychologists maintained a loose affiliation with the National Association of School Psychologists (NASP) in the United States. Representation consisted of one member of the NASP Board of Directors (the Canadian–Mexican Director) and two delegates, representing eastern and western Canada. Don Dawson (1980, 1981, 1982) chronicled the relationship with NASP and, together with Marjorie Perkins from Ontario, urged expanded Canadian involvement in NASP. However, NASP soon after discontinued the Canadian/Mexican regional status and replaced it with an international affiliate membership option for Canadian school psychologists, in large part because of the formation of a national school psychology organization in Canada, the Canadian Association of School Psychologists (CASP). CASP remains a collegial rather than a regulatory association and retains a loose affiliation with the provincial school psychology organizations as well as the CPA. CASP also began publishing the only national journal devoted exclusively to school psychology, the *Canadian Journal of School Psychology*.

The rapid growth in applied training programs that had begun in the late 1960s (Arthur, 1971) and the hiring of school psychologists were reflected in Dawson’s 1982 paper, *The Future of School Psychology in Canada*, which became a rallying call for school psychologists seeking a professional identity. It also predicted that decades of the 1980s and 1990s would be a critical period for school psychology. Estimates of the number of school psychologists practicing in Canada changed from Dawson’s figure of more than 1,000 at the start of 1980 to Fagan’s (1989b) view that the number of school psychologists had grown to 4,000 by the end of the decade.

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While noting the phenomenal growth in the profession in the United States since the late 1960s, Fagan similarly predicted commensurate growth in Canada.

### 1990s

Saklofske and Janzen (1993) noted the increased prominence that school psychology had achieved in the past 10 years in Canada. They pointed to the now well-established university training programs; the significant activity, both provincially and nationally, to develop professional school psychology associations, especially in the western Canadian provinces; and the growing body of Canadian research focusing on school and educational psychology that was being published in Canadian, American, and international journals. In 1993, Holmes said “It is worth reiterating that school psychology is now experiencing its adolescent growth spurt and the attendant maturation dilemmas of that developmental period . . . To call it exciting is an understatement. Guessing the outcome in the next decade or two is impossible, except that it will be in the direction of continued expansion and change” (p. 143).

The 1990s saw a proliferation of universities offering master’s and doctoral training programs with either a specialty or subspecialty in school psychology, although none of these was accredited. This movement paralleled a shift in the roles of the school psychologist, with somewhat less emphasis on traditional psychometric functions and an enhanced role in consultative and therapeutic services. However, provinces such as Manitoba, through its Department of Education, Citizenship, and Youth, developed the school clinician (psychologist) certificate for school psychologists holding a master’s degree. McGill University’s school/applied child psychology doctoral program became the first Canadian university program to be accredited by the American Psychological Association (APA). This was followed by the APA accrediting the Ontario Institute for Studies in Education (OISE) combined school psychology and child clinical psychology program with an emphasis on children, youth and families. Institutions that have adopted this scientist–scholar–practitioner model were McGill, OISE, and the other major training programs, including those located at Mt. St. Vincent University, and the universities of Manitoba, Alberta, Calgary, and British Columbia.

### The New Millennium: 2000s

To meet the growing needs of accreditation and licensure, the Canadian Psychological Association in 2005 established national criteria for the accreditation of doctoral-level training programs in school psychology. Although no programs are currently accredited by CPA (the OISE and McGill University school psychology programs are APA accredited), it is expected that this will change in the next few years. School and educational psychologists currently play a meaningful role within the CPA and the provincial associations and regulatory bodies. The Psychologists in Education section of CPA is one of the larger and

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more active groups and will certainly be a driving force in relation to both training and the practice of school psychologists in Canada.

Although there is continued optimism for the field, the last few years have yielded some realities of budget limitations and cutbacks, as well as the search for alternatives to time-consuming psychoeducational testing. The assessment of children with special needs will and must remain a part of the school psychologist's function. At the same time, the roles and responsibilities of school psychologists in Canada are evolving. The field of school psychology will continue to address its professional status and relationships with other psychological and educational professions, along with its capability to thrive within a uniquely structured service delivery model in the schools and larger educational contexts. As a result, it will become more visible, more valued, and better funded. A recent report indicated that in western Canada, 12% of psychologists are active in the specialty of school psychology (Watkins, Dobson, & Berube, 2006). That figure is expected to grow with the increasing demands placed on schools to meet an ever-widening range of student needs. The establishment of national criteria for accreditation of doctoral-level programs in school psychology will clarify the training standards and attract more students to specialize in school psychology. In addition, as the government allocates funds to other areas of service delivery, such as medical health authorities, to pay for school psychology services, the quality and visibility of school psychology will be enhanced.

### SCHOOL PSYCHOLOGY: CURRENT ISSUES

In a 2001 special edition of the *Canadian Journal of School Psychology*, authors from across the country reviewed the status of school psychology in their respective province or territory. A number of common themes were identified to describe the status of school psychology in Canada, including professional identity, supply and demand, roles and functions, training and preparation, and credentialing and portability. The following section addresses each of these important areas.

#### Professional Identity of School Psychologists

The professional identity of school psychologists in Canada is shaped by a combination of factors, including university training programs, training standards established by accrediting agencies such as APA and NASP, legislation, provincial licensing requirements, policy documents, and districts' expectations about school psychologists and the needs of students. Also, because special education in Canada is *not* regulated and funded by federal mandates, as is the case in the United States, substantial differences can be seen in special education policies, programs, and service delivery across the provinces and Canada's northern regions (Andrews & Saklofske, in press).

In many Canadian schools and school boards, the title of school psychologist is still seen as synonymous with "the tester." Although this view has a strong element of truth, school psychologists also perform other practices, such as consultation,

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individualized educational programming, counseling, and direct and indirect intervention. Thus, the professional identity of school psychologists appears to be expanding and is more in line with a specialty area of professional psychology. Interestingly, this mirrors what studies have shown about the roles and functions of school psychologists in the United States (Fagan, 2002; Reschly & Wilson, 1995). Some discontent has been expressed among school psychologists in Canada and the United States about their roles and functions, although survey studies have consistently shown that psychologists are generally satisfied with their jobs (Hosp & Reschly, 2002). What school psychologists do or are expected to do invariably describes and defines them, and their individual and collective identities as school psychologists.

Although school psychologists are generally well regarded, their capacity to serve the needs of students, teachers, and the educational system in general are not always fully appreciated in some provincial and educational jurisdictions. For example, in some areas of Canada, school psychologists are less well recognized because of the profession's relatively small size and because professional associations, which can play a strong advocacy role, are less well developed. Furthermore, some school boards and schools expect school psychologists to assume a much broader role (for example, collaborative consultation) that is not currently being fulfilled. However, this is a double-edged sword, with many school psychologists capable of and wanting to participate in much more comprehensive service delivery than is supported by the schools.

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In addition, factors such as budget cutbacks, reduced resources, and outsourcing of some school psychology functions to other educational and allied professionals (e.g., occupational therapists) present a potential threat to school psychologists' functions. A current debate in several areas in Canada focuses on the hiring of psychological assistants and psychometrists to carry out many of the functions of fully trained school psychologists. In several provinces, some school boards are preferring or even requiring that school psychologists have a teaching degree and some teaching background. On the other side of the coin, it is not likely that students applying with only a BEd degree would have the necessary psychology prerequisites required for acceptance into a number of school psychology graduate programs. This is an area of concern for university school psychology training programs, and it is critical to role definition, job security, and professional identity of school psychologists.

Andrews (2002) addressed the issue of professional identity by stating that school psychologists should accept what they do and get better at it. He argued that school psychologists have contributed positively in the areas of assessment, consultation, and intervention over the years and that they have been generally positively viewed by those who have received their services (e.g., students, teachers, parents). In fact, it is these areas of expertise that distinguish school psychologists from other helping professions with a focus on student learning and development. Andrews suggested that in some places, school psychologists need to demonstrate to the

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public that their skills enhance the quality of learning and development in children and youth and that they are integral to promoting student success and well-being. One way of supporting this process is to strengthen the identity of school psychologists provincially and nationally. At the provincial level, faculty involved with university training programs must work more closely with the provincial school psychology associations as well as the school divisions to promote the work of school psychologists. At the national level, the Canadian Association of School Psychologists (CASP) must develop a closer and more effective relationship with the provincial school psychology associations and university training programs to promote a provincial as well as national identity for school psychology.

So far, CASP has not been sufficiently involved with provincial (school) psychology associations or universities to promote school psychology practices and training. Alternatively, the CPA Section of Psychologists in Education (SPE) has participated in the development of training recommendations and guidelines as well as supported CPA in the adopting a profile of training requirements or standards, following the lead of APA and NASP. At the June 2006 CPA conference, university faculty from across the country who are involved with training programs in school psychology interacted in a presentation that focused on identity issues. There was a consensus that the various university programs need to work closely with each other as well as with CPA and CASP to promote the development of school psychology at the provincial and national levels.

### Supply of and Demand for School Psychologists

In the 2001 special edition of the *Canadian Journal of School Psychology* (CJSP), articles frequently mentioned the heavy workload of many school psychologists, particularly in the larger school boards within more populated provinces. The underrepresentation of school psychologists, particularly in northern Canada, was also noted. In terms of the workload, the dramatic increase of special education referrals for assessment and programming, in addition to the many other school psychology functions, has significantly affected the ratio of school psychologists to students who require immediate and longer-term direct and indirect services. Also, from the perspective of a system in which school psychologists serve as an integral part of the school team to address matters of prevention and wellness and resiliency for all students, the number of school psychologists falls even further from the ideal.

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For example, school psychology caseloads in most Nova Scotia school districts are excessive. It is not uncommon for one school psychologist to serve 3,000–4,000 students distributed over approximately 12 schools (Hann, 2001). Similarly, Carney (2001) reported that ratios of psychology staff to students in large Ontario school boards typically ranged from 1:100 to 1:12,000. Carney noted that “based on data from 17 boards, . . . the overall ratio was one registered psychology

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practitioner for every 5,600 students” (p. 54). Janzen and Carter (2001) stated that large urban school systems in Alberta have full-time school psychologists on a ratio of 1:10,000 students. Saklofske and Grainger (2001) reported that the public school system in Saskatoon, Saskatchewan, had a ratio of about 1:4,400, and the Catholic system, which employed just one school psychologist at that time, had a ratio of 1:14,000.

The provincial estimate in New Brunswick in 2006 was a psychologist-to-student ratio of 1:3,800 for the Anglophone sector of the New Brunswick school system, though this also varied by district. The ratio for the Francophone school system was approximately 1:1,000. This difference reflects the fact that the Anglophone school system employs about 29 school psychologists, whereas the Francophone sector employs twice that for half the number of students. Such variability across Canada can be further illustrated in Manitoba using 2005–2006 school population data and December 2003 figures for full-time-equivalent (FTE) psychologists. Here, the K–12 student population of Greater Winnipeg is 99,000, with 57 FTE certified school psychologists, yielding a ratio of 1:1,737. In contrast, the K–12 student population of rural Manitoba is 87,600, served by 36 certified school psychologists, yielding a ratio of 1:2,417. This ratio may be misleading, because several rural school divisions do not employ school psychologists at all and, instead, use psychological services by contract or use social workers. Still, the disparity between urban and rural service ratios is noteworthy, although not surprising. These data contrast sharply with the ratio of about 1:1,000 usually recommended by NASP and other school psychology advocates. Hence, it appears that school psychologists will struggle to keep up with the demands of assessment, program planning, consultation, and so forth for the foreseeable future.

In terms of the representation or distribution of school psychologists across Canada, it is generally well known that rural areas within all provinces are typically underserved. It is difficult for rural school divisions to attract school psychologists because of quality-of-life issues and the professional encumbrances found within most rural settings (e.g., travel time and limited access to other support services, materials, and resources). Coincidentally, some urban centers also have difficulty acquiring school psychologists because of the greater appeal of other larger cities. For example, Martin (2001) reported that the practice of school psychology has experienced recruitment problems in rural and urban Newfoundland because graduates of nearby university training programs are not seeking employment as educational psychologists. He suggested that this is partially explained by low salaries and high costs associated with the profession in that region relative to other associated professions (e.g., teachers).

In addition, it is difficult to supply school psychology services to Canada’s northern regions and territories. For example, the Northwest Territories and Nunavut (the newest territory, established in 1999) have no training programs for psychologists. The departments responsible for education in the Northwest Territories do not regularly employ school psychologists, although these services may be contracted with private practitioners from the south as required. According to Blakely and Wells (2001), school divisions wanting access to full-time school psychologists must hire their own. Hence, because most divisions do not employ school

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psychologists, few teachers and students in Canada's far north have the specialized support of school psychology.

Many studies have reported that the profession of school psychology is finding it increasingly difficult to fill the academic position for trainers of school psychologists (e.g., Miller, 2001; Miller & Masten, 2000; Miller & Palomares, 2000; Tingstrom, 2000). A recent edition of the *School Psychology Quarterly* (2004, Vol. 19, No. 4) focused on the state of development of university faculty in school psychology across the United States and Canada. The articles underscored that school psychology is facing a serious shortage of faculty, which is compromising training and research (Kratochwill, Elliot, & Carrington-Rotto, 1995; Little, Akin-Little, & Tingstrom, 2004; Nagle, Suldo, Christenson, & Hansen, 2004; Rosenfield, 2004). A survey analyzing school psychology faculty by doctoral graduate programs found that accredited programs embedded within the scientist-practitioner model produced the majority of individuals in academic positions (Little et al., 2004).

Because there are only two accredited doctoral programs in school psychology in Canada (i.e., McGill and OISE), Canadian universities seeking to establish and maintain school psychology programs experience significant problems recruiting and retaining doctoral-level school psychology faculty. For example, Canadian universities typically receive only a handful of applicants for a tenure-track position in school psychology, and in many cases, candidates present with doctoral degrees in specialty areas of psychology other than school psychology (e.g., clinical or developmental). To fill positions, it is not uncommon for Canadian graduate programs in school psychology to "grow their own" faculty, a practice that may be fraught with problems. The major shortage of faculty in graduate training and research programs in school psychology in Canada has created a pressing need to focus on critical components within school psychology graduate programs that can affect students' decisions to pursue an academic

career. Foremost among these is accreditation. Other components include the incorporation of mentoring and modeling, such as participation in research groups, undergraduate teaching and supervision, and collaborative research with faculty.

The shortage of doctoral-level school psychologists seeking academic positions in Canada is, as expected, directly linked to the fact that only a half dozen or so Canadian university programs grant a PhD in school psychology and only two of these have been accredited. It is difficult to report on the number of school psychology students who are admitted into, or graduate from, existing Canadian PhD programs in School Psychology; however, there is little question but that the numbers of students is insufficient to meet the needs of academic institutions. Thus, the demand for school psychology is generally high across Canada, but the supply is limited. In light of this, it is important that the need for school psychologists be placed high on the agenda of critical issues to be addressed at the provincial and territorial levels as well as at the national level.

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**ROLES AND PRACTICES OF SCHOOL PSYCHOLOGISTS**

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**Background Issues**

An examination of the evolution of school psychology in Canada points to two important factors that have significantly affected the roles and functions of school psychologists and, consequently, defined their clientele: (1) the historical time lag between the earlier provision of psychoeducational services in schools and the eventual professionalization of the providers of psychological services in schools; and (2) the fact that external societal and consumer forces—such as demands and expectations by school district administrators, parents, and most significantly, legislative and court decisions—primarily determined the nature and conditions of delivery of school psychological services (Bartell, 2006). The impetus for the development of school psychology as a professional specialty within Canadian schools came primarily from without rather than from within the field of psychology, and it came from a multiplicity of local, provincial, and national forces. This tended to impede and blur the development of a coherent professional core and identity. On the other hand, these very same forces gave school psychologists the sense of purpose and broader scope of practice that brought them into the mainstream of schools and schooling (Bartell, 2006).

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The unique history of school psychology in North America, and the recognition that the profession continues to be driven, shaped, and controlled, at least in part, by key external forces, is actually beneficial, because it helps rejuvenate role definition and practice as circumstances change. However, the challenge to the profession's practitioners, trainers, and researchers remains. To counterbalance external influences and its identification with mainly assessment functions, the profession needs to establish an identity that reflects the changing realities: one, the context of the school as an ecological system; and two, the advances in research and knowledge in the developmental, social-psychological, learning, and clinical areas.

The development of empirically supported prevention initiatives and programs is an important case in point. There is a growing emphasis on a coordinated system of primary (universal), secondary (identified), and tertiary (targeted) preventions and interventions. In turn, this compels practitioners to adopt broader systemic, ecological, and developmental perspectives in their roles and delivery systems so they may understand, anticipate, prevent, address, and ameliorate the developmental and learning needs of all children and their families in broader supportive school and community contexts (Bartell, 1995, 1996a, b, 2003, 2006; Finn, Heath, Petrakos, & McLean-Heywood, 2002; Schwan, 2006). The growth of school psychology during the past 50 years has been unparalleled. However, changes in the traditional roles and models that define the practices of school psychologists have been slow by comparison.

The education of children in Canada is a provincial/territorial mandate. As a result, wide discrepancies in terms of job descriptions, funding, and priorities exist. Canada is a vast and diverse country geographically, culturally, and linguistically. Irrespective of this jurisdictional diversity, the primary role of school psychologists

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has been, and continues to be, focused on the problems faced by children, educators, and parents in the context of the schools. Among the factors that continue to dictate the roles and functions of school psychologists and the delivery of psychological services are the number of psychologists employed in a particular district, the size of their caseloads, the psychologist-to-student ratio, the psychologists' training and professional orientation, rural versus urban work settings, the priorities established at local levels, and the overall perceived credibility of the psychological team and the profession within each of the provinces (Saklofske & Janzen, 1993).

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Nevertheless, the literature portrays a considerable commonality in school psychologists' practices. For example, surveys conducted by Dumont (1989) and Neudorf (1989), the 1990 and 2001 special issues of the *Canadian Journal of School Psychology*, and data from a national study (Kaufman & Smith, 1998) reveal that the more traditional roles of school psychologists are still widely practiced. These include psychological and psychoeducational assessments, direct service delivery models, and the development and implementation of clinical and educational prescriptive programs. However, the more traditional roles are increasingly being modified or replaced in some jurisdictions. Alternatives to direct services to individual children have been gaining momentum in recent years. Cole and Siegel (1990, 2003) and Sladeczek and Heath (1997) address consultation, and Cole (1995) and Mykota and Schwean (2006) address prevention and intervention programs. Parent and teacher training is addressed by Greenough, Schwean, and Saklofske (1993) and Philips, Schwean, and Saklofske (1997). Multimodal school-based interventions are covered by Da Silva (2003) and Stirtzinger, Campbell, Green, DeSouza, and Dawe (2001). Canadian school psychologists are realizing that alternative roles and functions and new approaches such as systems of care (Schwean, 2006), which involve active support and participation, may be more effective and appropriate in meeting the needs of students, parents, and teachers.

Cole and Siegel (1990) portrayed the current and projected roles of Canadian school psychologists in a two-dimensional grid system. They described the goals of service delivery (primary, secondary, and tertiary) and the various recipients of school psychological services (e.g., school systems, teachers, parents, and students). Bartell (1995) recommended that to better meet the developmental and learning needs of all students, school psychologists need to transform their roles and functions and adopt a systemic ecological and developmental perspective on the broader contexts within which children live, learn, and grow. Furthermore, Canadian schools, families, and communities continue to require school psychologists to provide support in meeting the educational demands of a rapidly changing world. If Canadian school psychologists are to remain in control of their own destinies, they must continue to evolve, that is, to transform their roles and functions. Roles may continue to evolve haphazardly as circumstances and needs change, or they may be guided by a shift in the delivery paradigm that makes the school psychologist an agent of change (Bartell, 1996a, b, 2006). This topic is discussed below.

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A growing trend in several provinces is for school psychologists to work in alternative settings, such as hospitals, clinics, community service agencies, or private practice, depending on their training and licensing. Their roles may vary compared with those of a psychologist employed by a school district. In other cases, school psychologists may work in nonschool settings but provide services that are consistent with the traditional practices of school psychologists. Concomitantly, this trend to expand the training paradigm is also found in some Canadian universities. One such example is the school/applied child psychology program at McGill University, housed within the Department of Educational and Counselling Psychology. This APA-approved program emphasizes the doctoral-level training of school psychologists in the traditional school psychology role as well as in the mental health role in the wider community.

It may be argued that the diversified training of school psychologists will benefit the profession of psychology as a whole, as well as promote the specialty of school psychology. Canadian school psychologists with expertise in more than one practice setting will not only secure their own job prospects, but also promote an awareness of school psychology in settings other than schools. On the other hand, there is grounds to argue that splitting one's professional expertise could dilute, blur, or even jeopardize the unique role of the school psychologist. Bartell (1996b) argued for an ecological, contextualized, and systemic conception of the role and service delivery of the school psychologist and for the infusion of mental health influences throughout the school as a whole. This theme continues to be discussed at recent APA and NASP conferences as well as at the 2006 CPA conference in Calgary.

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The recent interest in new ideas and perspectives is encouraging and is reflected in the school psychology literature literature, for example, on the ecology of school psychology (Sheridan & Gutkin, 2000), on decontextualized programs (Elias, Zins, Graczyk, & Weissberg, 2003), and on systems of care (Schwean, 2006).

### **Changing Roles and Functions of School Psychologists**

The changing roles of school psychologists in Canada can be illustrated in the Atlantic province of New Brunswick, one of the smallest in Canada. The province further highlights the importance of external provincial influences on the roles and functions of school psychologists in Canada. In 2002 the New Brunswick Department of Education released a landmark document, *Guidelines for Professional Practice of School Psychologists* (New Brunswick Department of Education & CPA, 2001). This document and the 2004 *Guidelines for Referrals for School Psychological Consultation* (New Brunswick Department of Education & CPA, 2004) were based largely on research emerging from the National Association of School Psychologists that suggested that traditional testing (the "refer-test-place" model of practice) was less reliable and useful than curriculum-based assessment and classroom

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interventions. Following the IDEA reauthorizations of 2004, these documents noted the lack of reliability of the ability–achievement discrepancy model of diagnosing learning disabilities, the appropriateness of response-to-intervention (RTI) approaches to programming for students with learning differences, and the need for school psychologists to be more prevention-oriented in their service delivery.

New Brunswick is in a unique position in that the inclusive education policy frees school psychologists from the mandate to test for placement. Instead, school psychologists are able to spend their time in schoolwide prevention initiatives, solving problems within schools for students with difficulties and assisting with RTI approaches, and also to use their assessment skills when the more ecologically based interventions have not provided sufficient insight into the student's problems.

The New Brunswick documents were recently adopted by the Canadian Psychological Association as policy documents. They are currently being rewritten, with the permission of the New Brunswick government, to reflect and influence Canadian practice nationally. The CPA has also taken an active interest in the development of school psychology as an important domain of the profession of psychology. In 2002, the CPA released two documents describing the role of the school psychologist as well as a position paper advocating the enhanced participation of psychologists in schools ([www.cpa.ca/documents/school%5F2.pdf](http://www.cpa.ca/documents/school%5F2.pdf); Mureika, French, & Service, 2002a, b). The Canadian perspective on the practice of school psychology was also presented at the 2003 NASP convention and is detailed in the *Trainers of School Psychologists* newsletter (Mureika, Falconer, & Howard, 2004) as well as in the *CASP* newsletter and publications of the CPA Section of Psychologists in Education in 2004.

### ***Direct Student Services***

Under most circumstances, school psychologists in Canada are not likely to regularly provide direct educational and psychological assistance for students. This type of activity is usually designated to teachers, learning specialists, and special educators. However, a growing number of school psychologists report that they are more often asked to provide some direct clinical services, usually in the form of therapeutic intervention and counseling. In most cases, this support is short-term, with students who are being referred to outside agencies for long-term treatment. School psychologists play a central role in the development of individualized educational programs (IEPs) and individual behavior support plans (IBSPs), and they may be called on to monitor a child's academic and behavioral progress and the success of the implemented IEPs or IBSPs.

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The most obvious direct service role provided by school psychologists is psychological and psychoeducational assessment. In fact, this is a professional role that school psychologists should embrace, as it is a defining strength of the profession. This role is not testing for the sake of testing or overly simple ability–achievement discrepancy testing; rather, it is an empirically driven process of describing the psychological strengths and needs of children, which will in turn better serve their needs

and interests (Prifitera, Saklofske, & Weiss, 2005; Weiss, Saklofske, Prifitera, & Holdnack, 2006).

### ***Psychological and Psychoeducational Assessments***

School psychologists continue to work in close collaboration with educators to assess student learning and academic progress and other factors that may contribute to or detract from successful school experiences. Assessments by Canadian school psychologists often vary depending on the presenting problem and the reason for the referral (e.g., to develop a program for a particular child, or for placement or retention decisions). These assessments often include standardized instruments, some of which have been developed in Canada and others that have been adapted with Canadian norms (e.g., WISC-IV) to assess intellectual, educational, social, emotional, personality, or neuropsychological development (Saklofske & Janzen, 1990). More recently, other types of assessment procedures have been implemented and are gaining in popularity, including curriculum-based instructional assessment, dynamic assessment, bilingual assessment, functional-behavioral assessment, and continuous performance appraisal. Psychological assessment is not merely relegated to standardized tests but can also include informal assessment, interviews, as well as observations of classroom behavior following Sattler's (2001) four pillars of assessment (Saklofske, Schwean, Harrison, & Mureika, 2006).

Placement, referral, and retention decisions should be made on the basis of the comprehensive assessment findings that are designed to provide an in-depth understanding of the child's ability, achievement, and behavior. Specific recommendations for the child, teacher, and family will emanate from the assessment. Parent, child, and teacher meetings to discuss the findings, recommendations, and a plan of action are also part of the typical assessment process (e.g., Lawrence & Heller, 2001). However, there is some evidence that Canadian school psychologists may not be using a comprehensive assessment protocol in certain instances, such as the diagnosis of mental retardation (Lecavalier, Tassé, & Lévesque, 2001). This may compromise the integrity and effectiveness of the intervention and prevention processes, which rely on complete and accurate information. In 2004 the CPA developed a position paper, the *Ethical Use and Reporting of Psychological Assessment Results for Student Placement* (CPA, 2004), linking the appropriate use of psychological test results with the CPA Code of Ethics and stressing the importance of using more than one source of information to make placement decisions about students.

### ***Referral, Interdisciplinary Collaboration, and Consultation***

School psychologists play a key role as agents referring individuals to community services (Carney, 1995a, b). They are also linked into a multidisciplinary service delivery system for children and adolescents more often than educators. Collaboration between physicians, including psychiatrists, pediatricians, and neurologists, is common practice for many Canadian school psychologists. Additional service to children is often supplemented by publicly funded professionals allied with the medical field, including physiotherapists, occupational therapists, social workers, and nurses. Government cutbacks and fiscal restraint can affect the level of these services, but the principle of universality aims at ensuring medical treatment for all

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Canadians. This multidisciplinary and interdisciplinary approach is particularly helpful in situations where children are experiencing considerable educational, psychological, and physical health difficulties and require the assistance of many partners to enhance their success in school and in their everyday lives.

Consultation has become a widely used approach for providing services to children and adolescents, although in the late 20th century, these models were slow to be implemented in certain parts of Canada (Sladeczek & Heath, 1997). Although differences exist across models of consultation (e.g., Cole & Siegel, 2003), the adop-

**Consultation allows for greater collaboration between the student's home and the school . . . More and more, it appears that consultation is the first service offered by school psychologists.**

tion of consultation by many school psychologists and educators has far-reaching implications. The challenge of Canada's vast geography and external forces have provided the foundation for greater availability of consultation services. For example, Greenough et al. (1993) described the relevance of collaborative consultation in more sparsely populated and remote regions of northern Saskatchewan where the population is predominantly aboriginal. These regions of Canada pose unique social, cultural, economic, linguistic, and educational demands that require a very different approach to school psychology service delivery.

Consultation models represent an important educational role for teachers and parents, increasing their skills in analysis and problem resolution of problems. As discussed in chapter 4, consultation not only represents a more cost-effective service, it also promotes several additional benefits that are not usually associated with more traditional school psychology roles such as assessment. Consultation allows for greater collaboration between the student's home and the school, and increased home and school collaboration has been shown to increase student achievement and learning (Christenson, Rounds, & Gorney, 1992). Collaborative consultation is also more likely to be effective when students with behavioral disorders are treated in the interactive context of the school, rather than in isolation (Bartell, 1995; Finn et al., 2002; Schwean, Saklofske, Shatz, & Folk, 1996). Successful behavioral consultants must have expertise both in coordinating and facilitating the problem-solving process and in modifying behavior (Kratochwill, Elliott, & Carrington-Rotto, 1995).

Canadian school psychologists have shown considerable progress in the development of consultation skills. Continued application of consultation methods, supported by Canadian-based research, will undoubtedly increase the prevalence of this important role for school psychologists. More and more, it appears that consultation is the first service offered by school psychologists. Through this process, the psychologist is able to assess the totality of the student's situation, including the student's and others' response to that situation, and engage in problem-solving with the school and family to quickly begin the intervention process. Teachers report that this approach is very supportive and enables them to intervene immediately on behalf of a student without having to wait for formal test results. From the perspective of classroom practice, the problem-solving approach seems to offer more timely information than the formal test results, which are understandably belated.

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The recent and increasing role of consultation in school psychology practice can be nicely illustrated using the framework of positive behavior interventions and supports (*www.pbis.org*). That framework is being promoted in New Brunswick as a model of schoolwide discipline through the Department of Education document *Meeting Behavioural Challenges* (New Brunswick Department of Education, 2004). In the framework, psychologists intervene at three levels in different ways, the first two of which are very much grounded in the consultation role. At level 1, school psychologists engage in schoolwide support, teaching and in-service, and screening. At level 2, school psychologists support school-based problem-solving teams in identifying, developing, and monitoring short-term, targeted interventions for students at risk of either behavioral or learning difficulties. At level 3, school psychologists employ direct student interventions (e.g., psychological assessment or functional-behavioral assessments) to support either special education plans or individual Behavior support plans.

### ***Crisis Intervention and Crisis Team Management***

Canadian school psychologists have become much more visible in the role of crisis intervention and crisis team management. Increasing school violence, school bullying and aggression, substance abuse, catastrophic accidents, critical events within a community (e.g., mass unemployment), and natural disasters require swift, immediate action and intervention. For example, Beran and Tutty (2002) reported that 27% of children in grade 4–6 experienced both verbal and physical bullying, with similar figures noted for children in grades 1–3. In many ways, the skills of the school psychologist must be relied on to deal with community-based disasters, such as the death of a student or teacher in a car accident, and the stress responses that can follow such tragic events. These events may also serve as “teachable moments,” in which adults can help students learn from the realities that life unexpectedly hands them instead of, as used to be the case, not talking about or addressing the effects of traumatic events.

The unfortunate reality is that no school is immune or exempt from the kinds of crises that can significantly and negatively affect all members of a school community. Even successful schools in affluent areas are at risk for some type of crisis (Jay, 1989). Recent events of fatal school shootings both in Canada and the United States clearly demonstrate this sobering fact. Canada is considered a safe haven for many refugees from around the world. As a result, many Canadian schools receive children who have witnessed or experienced tragic circumstances. Estimates indicate that approximately 31% of Canadian immigrant children have lived in some form of unstable and poor conditions (Cole, 1998). Children exposed to violence in their school and community are at risk for immediate psychological stress responses and for posttraumatic stress disorder (PTSD). Through crisis intervention, students who are at risk for developing PTSD can be monitored and, if required, referred for mental health services by the school psychologist. School psychologists can also play a key role in supporting school staff who see these children on a daily basis.

**The unfortunate reality is that no school is immune or exempt from the kinds of crises that can significantly and negatively affect all members of a school community.**

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Prevention and intervention are also necessary components of any crisis intervention team (Poland, Pitcher, & Lazarus, 1995). Cole (1995) contends that primary intervention programs can focus on all students in a school and encourage prosocial behaviors and antiviolenace beliefs. Secondary programs target at-risk students who are experiencing academic, social, and emotional difficulties that could lead to violence. Tertiary prevention programs focus on students who have a history of difficulty and may require specialized programs such as anger management. In most jurisdictions in Canada, school psychologists occupy an important role in crisis intervention and crisis team management. As a case in point, New Brunswick developed a protocol for *Keeping Our Schools Safe: Violence Prevention and Crisis Response in New Brunswick Schools* (New Brunswick Department of Education, 2001). This document outlines prevention, intervention, and postvention practices and procedures for schools. Ongoing Canadian research has also examined the effectiveness of school-based programs for reducing and preventing bullying in schools (Beran, Tutty, & Steinwrath, 2004). There is a clear role for school psychologists in this process at all levels of implementation.

### ***Program Development and Evaluation***

The expanding roles of Canadian school psychologists include program development and the evaluation of existing programs. The new emphasis on outcomes requires school psychologists to occupy a more active role in program evaluation, with the associated ability to design, implement, and evaluate curriculum programs and social intervention programs (e.g., substance abuse, antiviolenace, HIV/AIDS prevention, and suicide prevention). Some Canadian school psychologists are more active than others in this role, depending on caseloads and district policy. Increased responsibilities and accountability in this area represent an exciting opportunity for Canadian school psychologists by diversifying their roles and allowing them to implement evidence-based programs to increase student learning and well-being (Greenspoon, 1998).

### ***Parent Training***

From a pedagogical perspective, educators have long sought to build a partnership between the school and home. Within rural communities, the school often has assumed a leadership role in community events. Psychologists in smaller towns are well integrated within the community, and they could fill the need for educational workshops on a multitude of issues. Where available, these workshops are well attended. Also, parenting courses, designed to improve parenting skills and decrease child-rearing problems, are thriving.

### **Recent Examples of the Changing Roles of School Psychologists in Canada**

The Canadian mosaic has changed rapidly during the past decade as Canadian society has become more ethnically and culturally diverse. The need for psychological services in Canada's two official languages, French and English, has been increasing. The pressure to provide services in French and to offer French immersion

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classes inside and outside Quebec and New Brunswick continues to grow. The demand for teachers of English as a second language has also increased dramatically to meet the needs of a large number of immigrants. This influx of new Canadians is in addition to the large number of children of aboriginal and First Nation Indian ancestry, and schools emphasize a sensitivity to cross-cultural differences (Ormrod, Saklofske, Schwean, Harrison, & Andrews, 2006; Saklofske et al., 2006). Parents and communities want opportunities for their children to learn in both official languages as well as to preserve languages from a family's cultural heritage (e.g., Chinese, Cree).

### ***Canada's Two Official Languages: The Case of Quebec and New Brunswick***

This sensitivity to cross-cultural differences of language and culture, including religion, in relation to school psychology services, may be described most clearly in terms of historical and contemporary changes in the province of Quebec. Unlike other provinces, the public education system in Quebec was predicated on religious lines. Although the province has a number of private secular and religious schools (e.g., Jewish, Greek, and Muslim), the vast majority of students within the province attend public, provincially supported schools. Throughout the province, two separate school systems exist, the Catholic and Protestant school boards. The Catholic school system has a strong religious program of instruction as well as the traditional educational component. The Protestant school boards were created for all individuals who were not Catholic, and the schools have no religious program, with the exception of a course in moral and nondenominational religious education. This is further complicated by the fact that the language of instruction could be either French, for the majority population, or English. While children throughout the province are franco-phone, a considerable number are English-speaking pupils (anglophone). As a result, many Quebec school boards have both English- and French-speaking populations, so that a large city such as Montreal, for example, could have four elementary schools that reflect four combinations of student populations: Catholic-French, Catholic-English, Protestant-French, and Protestant-English.

Given a significantly declining population and the provincial government's desire to maintain its linguistic heritage, Quebec passed legislation mandating that children whose mother tongue was not English were no longer eligible for an English education and were required to attend French schools. Thus, psychological services had to be provided in French and English. With a further decrease in the school population and a need to consolidate services in 1998, school boards were realigned based upon linguistic and geographical lines. Now that the schools and school boards are designated as either English or French, French is a required subject for all elementary and secondary school students. In French immersion programs (English-speaking children attending English schools where most of the curriculum is presented in French) school psychologists must have a working knowledge of French to be familiar with the curriculum. They are frequently required to complete educational assessments using French versions of standardized instruments, such as the WISC-IV. Psychological reports can be written in English, but parent meetings often are held in French; thus, although being bilingual is not necessarily a

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**As a result, many Quebec school boards have both English- and French-speaking populations, so that a large city such as Montreal, for example, could have four elementary schools that reflect four combinations of student populations: Catholic-French, Catholic-English, Protestant-French, and Protestant-English.**

requirement, it is extremely advantageous, especially in the public school system. The need for bilingual proficiency in some private English schools is not as compelling.

In New Brunswick, language also has had an impact on school psychology. Two distinct and separate departments of education exist, defined by language. There are nine English and three francophone school districts, and psychologists are hired to work in both settings. However, there is no crossover of psychologists, and very little collaboration exists between the departments and districts. Anglophone school psychologists formed an association in the late 1980s, the New Brunswick Association of Psychologists and Psychometrists in the Schools. The group has about 30 members who maintain

active and ongoing communication through an e-mail discussion list and biannual meetings. The francophone school psychologists have not had such an association for a number of years; however, they recently developed guidelines for practice in conjunction with the Department of Education, with practice guidelines similar to those in the anglophone association document. Issues related to language, culture, and other sociopolitical factors continue to influence the roles and services assigned to, and provided by, school psychologists; however, the hope is that children's and teachers' needs will be the primary focus of the kind and extent of these services.

### **Extension of School Psychology Services to Preschool Children and Adults**

The involvement of school psychologists as service providers to children in kindergarten and early childhood programs, and in adult education, has been slow to develop in many Canadian communities. Clearly, the involvement of school psychologists will have to increase if early identification and prevention programs are to be implemented comprehensively and effectively. With many adults also returning to colleges for continuing education, school psychologists have an opportunity to participate at all levels of educational service delivery. It is now recognized that many incarcerated adolescents and adults had learning disabilities, ADHD, and other conditions that may have contributed to school failure and early school leaving, and those conditions must be confronted if rehabilitation programs are to be effective. School psychologists will also continue to play a significant role in special education services delivered across the full spectrum of age and grade ranges.

### **Concluding Comments on School Psychologists' Roles and Functions**

As the 21st century gets under way, the roles of school psychologists in Canada are becoming more diverse. The performance of psychoeducational assessment will not decrease because such tests are essential to identifying and addressing the psychological and educational problems of individual students, whether children or

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adults. Certainly, school psychologists rightly view psychological testing for diagnosis and program planning as their unique expertise in school settings. However, there is also a greater movement toward interprofessional collaboration, consultation, and program development, plus a growing need to provide services in both official languages, to be responsive to community and cultural groups, and to provide prevention service programs. Given these trends, it is fairly evident that a much larger number of school psychologists will be needed to work collaboratively with administrators, teachers, allied professionals, and parents in multicultural, bilingual, or even multilingual environments.

Canadian districts will follow the experiences of school districts in the United States, which have moved to a problem-solving, consultative model from a model that involves only testing for placement. That change has resulted in an increased demand for psychological services in schools, and the number of school psychologist positions has, in turn, increased. School psychologists also will need the relevant training to position themselves in leadership and liaison roles that will enable them to help raise social policy issues and promote effective educational and psychological programs in the broader community of the school.

### TRAINING OF SCHOOL PSYCHOLOGISTS

The levels and kinds of university training and entry-level qualifications for employment as a school psychologist vary across Canada (Saklofske, 1996). Until more Canadian school psychology training programs endorse specific accreditation standards (e.g., those developed by APA or CPA for doctoral-level training or by NASP for specialist-level training) training programs found across Canadian universities will continue to vary. Fortunately this now seems to be the direction for the future. School psychology programs such as those found at the University of British Columbia and the University of Calgary have continued to evolve and to be guided, in part, by the recommendations and standards proposed by the Trainers of School Psychologists, the National Association of School Psychologists, the Canadian Psychological Association, and the International School Psychology Association. Furthermore, according to reports at the 2006 CPA conference, the doctoral training programs at the universities of Calgary, Alberta, and British Columbia are preparing for CPA accreditation within the next few years.

At this time, relatively few programs in Canada specifically prepare school psychologists (see Table 9.1). Only five programs grant a PhD in school psychology, and only two of those programs, McGill University and the Ontario Institute for Studies in Education, University of Toronto (OISE), have sought and been awarded accreditation from the American Psychological Association. Although the CPA has now endorsed accreditation standards for PhD programs in school psychology, to date, no Canadian program has received

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**Table 9.1** Graduate School Psychology Programs in Canada

<b>Program</b>	<b>Degrees Granted</b>	<b>Accredited</b>	<b>Admission Criteria</b>	<b>Academic Preparation</b>	<b>Professional Preparation</b>	<b>Length of Program</b>
Department of Education, Mount Saint Vincent University, Halifax, Nova Scotia	MA, School Psychology	No	Undergraduate degree in psychology. Prefer that students also hold a degree in education. In addition, students require related work or volunteer experience; three letters of reference; and an individual interview. (see <a href="http://www.msvu.ca/calendar/Graduate/Programs/">www.msvu.ca/calendar/Graduate/Programs/</a> )	Required courses (11 ½ units), which include coursework in the core academic areas of psychology, assessment and intervention services, interpersonal and consultation skills, ethics, and research methodology and statistics.	3 ½ units are directed toward internship and practicum courses.	Two-year, full-time program
Department of Educational and Counselling Psychology, Faculty of Education, McGill University, Montreal, Quebec	PhD and post-PhD, MA Graduate Diploma in School/ Applied Child Psychology	APA	For the PhD, generally, an MA or MEd in Educational Psychology, two letters of recommendation, summary proposal of intended thesis research, statement of experience, career plans, and program appropriateness, copy of research project, results of the Graduate Record Examination, and undergraduate major or honours degree in psychology (see <a href="http://www.coursecalendar.mcgill.ca/gps2005-06/GPSO-5-26.html">www.coursecalendar.mcgill.ca/gps2005-06/GPSO-5-26.html</a> )	There are 60 credit units of required courses in areas such as psychological assessment, ethics, professional practice, the core academic areas of psychology (e.g., development, cognition, biological bases of behavior), professional practice, and interventions.	Of the 60 credit units, 12 credit units are practicum courses. In addition, students must select an additional 12 credit units of practicum complementary courses that are situated within school and community contexts. A 24-credit unit internship is also required.	Unspecified

<p>Human Development and Applied Psychology, Ontario Institute for Studies in Education, University of Toronto, Toronto, Ontario social bases of behavior, psychological assessment, psychoeducational intervention, and psychosocial intervention.</p>	<p>MA and PhD in School and Clinical Psychology</p>	<p>Admission to the MA program requires a 4-year bachelor's degree in psychology, or its equivalent. Admission to the PhD program normally requires a 4-year bachelor's degree in psychology or its equivalent and an MA in SCCP or its equivalent (see <a href="http://www.oise.utoronto.ca/depts/ldap/sccp.html">www.oise.utoronto.ca/depts/ldap/sccp.html</a>)</p>	<p>MA comprises 11 half-courses, a practicum, and a thesis. Coursework focuses on psychological and psychoeducational assessment, ethics, core areas of psychology, intervention, and research. The PhD program comprises eight half-courses, a practicum, a comprehensive examination, a doctoral dissertation, and an internship. Students are required to take courses in research, statistics, biological bases of behavior,</p>	<p>MA students are required to undertake a 250-hour practicum. All PhD students are required to undertake a 2-day per week practicum (approximately 500 hours of experience) and to complete at least 1,500 hours of supervised internship in an approved training center.</p>	<p>MA 2-year, full-time program. There is a residency requirement of at least 2 years of full-time study for the PhD.</p>
<p>Department of Psychology, University of Manitoba, Winnipeg, Manitoba</p>	<p>MA, School Psychology</p>	<p>Applicants are expected to have completed a 4-year honours degree in psychology. Students lacking sufficient background in psychology may be eligible for admission to a pre-master's program. Other components taken into consideration include undergraduate grade-point average, scores on the Graduate Record Examination, and letters of reference (see <a href="http://www.umanioba.ca/faculties/arts/psychology/school_psychology/program.php">www.umanioba.ca/faculties/arts/psychology/school_psychology/program.php</a>)</p>	<p>This is a 60 credit hour program that includes coursework focusing on ethics and professional standards, assessment, intervention, the core areas of psychology, consultation and collaboration, decision-making, program evaluation, and research methodology and statistics.</p>	<p>An initial three-credit-hour practicum (150 hours) is scheduled for the winter semester of the candidate's first year and focuses primarily on assessment activities. The second six-credit-hour practicum (300 hours) takes place in the winter semester of the second year and is intervention-based.</p>	<p>Two years of full-time study</p>

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CPA accreditation. In addition to these five programs (which also grant master's degrees), three additional programs offer a master's degree in school psychology. It is difficult to report on the number of school psychology students who are admitted into, or graduate from, existing Canadian school psychology programs each year, because almost all of these programs vary their admittance rates annually. Readers are encouraged to consult the websites of these and other Canadian universities to ensure up-to-date information.

### CREDENTIALING AND REGULATION OF SCHOOL PSYCHOLOGISTS IN CANADA

#### Credentialing Agencies

The title of psychologist may only be used by persons who hold certificates of registration from the provincial or territorial psychology regulatory boards. The registration of psychologists occurs at the provincial and territorial levels, and variability is reflected in the entry-level qualifications: academic entry requirements, supervised experience, examinations, and exemptions. These eligibility criteria have been summarized by the Canadian Psychological Association (see Table 9.2). Current descriptions and criteria for registration for the 10 provinces and two territories

**Although a teaching degree or teaching background is not required for provincial certification and licensure as a psychologist, some departments of education and school districts within the provinces have stipulated or shown a preference for valid teaching certification for school psychologists.**

are posted on to the CPA website ([www.cpa.ca](http://www.cpa.ca)), under provincial and territorial regulatory bodies. Unless the jurisdiction's laws allow other agencies, such as school boards and education departments, to hire and title individuals as school psychologists, school psychologists must also be registered psychologists.

Although a teaching degree or teaching background is not required for provincial certification and licensure as a psychologist, some departments of education and school districts within the provinces have stipulated or shown a preference for valid teaching certification for school psychologists (e.g., Newfoundland and Labrador). Moreover, provincial certification and licensing requirements have changed significantly in the past few years. Hence, those interested in school psychology positions in Canada should review information in the recent policy

manuals of provincial departments of education and school districts, as well as consult with provincial psychology regulatory associations.

Manitoba and British Columbia have unique, long-standing approaches to the regulation of school psychologists. Both systems external to the provincial psychology regulatory bodies. School psychologists in Manitoba are hired by school divisions and the Child Guidance Clinic. To be hired as school psychologists, candidates must first obtain a clinician certificate issued by the Manitoba Provincial Department of Education, Citizenship, and Youth, which has clearly articulated education and training criteria. In turn, to be certified as a school psychologist, practitioners must be full members of the Manitoba Association of School Psychologists

**Table 9.2** Provincial Certification and Licensing Requirements for Psychologists

	Academic Entry Requirements	Supervised Experience	Examinations <sup>1</sup>	Exemptions
<b>British Columbia</b>	<b>Doctoral</b>	<b>Doctoral</b>		
	• Independent practice	• 1 year predoctoral	• EPPP 70%	University, government, schools
	<b>Master's</b>	<b>Master's</b>		
	• Psychological Associate Independent practice	• 1 year post-master's internship and 3 years supervised practice	• Written jurisprudence -Ethics exam	
<b>Alberta</b>	<b>Master's</b>	<b>Master's</b>		
	• Independent practice	• 1 year (1,600 hours) post-master's	• Oral -Ethics exam	University (unless teaching in professional practices areas)
<b>Saskatchewan</b>	<b>Doctoral</b>	<b>Master's</b>		
	• Independent practice	• 1 years (1,500 hrs.) post-master's	• Oral -Ethics exam	None with respect to counseling and clinical psychology or psychological assessment
<b>Manitoba</b>	<b>Doctoral</b>	<b>Doctoral</b>		
	• Independent practice	• 1 pre- and 1 post- year	• EPPP doctoral 70%; master's 65%	University, government, schools, hospitals
	<b>Master's</b>	<b>Master's</b>		
	• Psychological Associate independent practice	• 2 years post	• Oral (both)	

**Table 9.2** (Continued)

	<b>Academic Entry Requirements</b>	<b>Supervised Experience</b>	<b>Examinations<sup>1</sup></b>	<b>Exemptions</b>
<b>Ontario</b>	<b>Doctoral</b>	<b>Doctoral</b>	<ul style="list-style-type: none"> <li>• EPPP 70%</li> </ul>	
	<ul style="list-style-type: none"> <li>• Independent practice</li> </ul>	<ul style="list-style-type: none"> <li>• 1 pre- and 1 post- year</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> </ul>	University
	<b>Master's</b>	<b>Master's</b>	<ul style="list-style-type: none"> <li>• Ethics included in written jurisprudence exam</li> </ul>	
	<ul style="list-style-type: none"> <li>• Psychological Associate – Independent practice</li> </ul>	<ul style="list-style-type: none"> <li>• 4 years post plus 1 year on supervision register</li> </ul>	<ul style="list-style-type: none"> <li>• No EPPP</li> </ul>	
<b>Quebec</b>	<b>Doctoral (proclaimed 2006)</b>			
	<b>Master's (prior to 2006)</b>	None (supervised experience is consistent with graduate program requirements)	<ul style="list-style-type: none"> <li>• Written or oral ethics exam as part of French language proficiency exam, if required</li> </ul>	None
<b>Newfoundland &amp; Labrador</b>		<b>Doctoral</b>	<ul style="list-style-type: none"> <li>• EPPP 70%</li> </ul>	
	<b>Master's</b>	<ul style="list-style-type: none"> <li>• 1 pre- and 1 post- year</li> </ul>		
	<ul style="list-style-type: none"> <li>• Independent practice</li> </ul>	<b>Master's</b>	<ul style="list-style-type: none"> <li>• No oral</li> </ul>	University
		<ul style="list-style-type: none"> <li>• 2 years post</li> </ul>	<ul style="list-style-type: none"> <li>-No ethics exam</li> </ul>	

<p><b>Northwest Territories</b></p> <p><b>Master's Psychology</b>, from a Canadian university</p>	<p>1 year (1,600 hours) while on an intern's registry. Previous supervised experience from another jurisdiction may be considered.</p> <p>-exam may be required -No ethics exam</p>	<p><b>None</b></p>
<p><b>Nova Scotia</b></p> <p><b>Master's</b></p> <ul style="list-style-type: none"> <li>Independent practice</li> </ul>	<p><b>Doctoral</b></p> <ul style="list-style-type: none"> <li>1 pre- and 1 post- year</li> </ul> <p><b>Master's</b></p> <ul style="list-style-type: none"> <li>4 years post</li> </ul>	<p>• EPPP 70%</p> <ul style="list-style-type: none"> <li>Oral</li> </ul> <p>EPPP requirements waived if qualified for transfer under MRA</p>
<p><b>Prince Edward Island</b></p> <p><b>Master's</b></p> <ul style="list-style-type: none"> <li>Independent practice in institute/agency only</li> </ul>	<p><b>Doctoral</b></p> <ul style="list-style-type: none"> <li>Independent practice</li> </ul> <p><b>Master's</b></p> <ul style="list-style-type: none"> <li>Independent practice in institute/agency only</li> <li>2 years post</li> </ul>	<p>• EPPP 70%</p> <ul style="list-style-type: none"> <li>Oral</li> </ul> <p>-Ethics exam</p> <p>University</p>
<p><b>New Brunswick</b></p> <p><b>Master's</b></p> <ul style="list-style-type: none"> <li>Independent practice</li> </ul> <p>Note: CPNB recently voted to move to a doctoral entry level for licensing, effective 2011</p>	<p><b>Doctoral</b></p> <ul style="list-style-type: none"> <li>1 pre- and 1 post- year</li> </ul> <p><b>Master's</b></p> <ul style="list-style-type: none"> <li>3 years post</li> </ul>	<p>• EPPP 70%</p> <ul style="list-style-type: none"> <li>Oral or interview</li> </ul> <p>-Ethics exam</p> <p>University</p>

Updated August 27, 2002 (CPA) and 2004 Amendments to the Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists in Canada, June 2004. Further updated by authors (2006).

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(MASP). MASP is an independent body, separate from the Psychological Association of Manitoba (PAM), which is the regulatory body for granting certification as a psychologist. Should a new Psychologists' Act be proclaimed that results in the removal of current registration exemptions (e.g., being able to practice school psychology within schools) and the clinical certificate, the status and practice of school psychology in the province could change in undetermined ways. For example, would master's-level school psychologists become psychological associates (as is the case in Ontario)? Would Manitoba follow the Saskatchewan model, or would it maintain a one-level registration with entry at the master's level, as is the situation in Alberta? In this regard, changes in provincial credentialing requirements for psychologists in Manitoba could affect the university training programs students' preparation to meet these requirements. This could be particularly problematic if a having a PhD remained a requirement for certification and there are no exemptions for master's-level clinicians to practice school psychology in schools.

The British Columbia Psychological Association (BCPA) now registers psychologists at the master's and PhD levels. Prior to this, there was a considerable strain in the relationship between BCPA and the British Columbia Association of School Psychologists (BCASP). This led BCASP to set standards independently for school psychologists, which have been widely accepted by employers of school psychologists. These standards follow standards outlined by NASP and require the candidate to successfully pass the school psychology Praxis examination offered by the Educational Testing Service (ETS). Of course, this credential is only applicable and valid in the school setting because of the exemptions in the Psychologist's Act, which also includes colleges, universities, and government institutions. Since the exemption clause to the act is quite specific in defining the employment situation in which a person can be called a school psychologist, BCASP can exclude a person from membership if he or she is not employed in a school setting or a publicly funded and operated education setting.

Canada's provinces and territories vary considerably with respect to the registration of school psychologists and the regulation of school psychology practice. Additional changes can be expected in several provinces over the next few years. (Readers can consult the CPA website ([www.cpa.ca](http://www.cpa.ca)) for links to the provinces' and territories' regulatory bodies and current descriptions of their licensing requirements.)

### **Portability of School Psychology Credentials**

For many years, it was very difficult for school psychologists to move their practices from one province or territory to another because of the variability of entry standards for the independent practice of psychology. For example, in the late 1990s, British Columbia maintained a doctoral-level entry requirement for psychologists, Ontario opted for a two-tiered entry standard (master's and PhD) for independent practice, Alberta maintained the master's degree entry level, and Saskatchewan was exploring a change from an exclusively doctoral-level entry to also recognize a master's-level entry for independent practice. Quebec was also actively debating a change to a doctoral standard for entry practice. Moreover, the provincial regulatory

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boards also varied in the specific skills and knowledge required and the assessment of these areas with respect to the registration of applicants. In many cases, school psychologists from one province or territory who wanted to reside and practice in another province or territory had to go through a lengthy, and sometimes costly, recertification process within their new province or territory. In other cases, it was just not possible to make such a professional move.

**Canada's provinces and territories vary considerably with respect to the registration of school psychologists and the regulation of school psychology practice.**

In 1998, representatives from each of the regulatory boards in Canada began meeting to develop an agreement that would allow psychologists registered in one Canadian jurisdiction to have their registration for another jurisdiction fast-tracked by psychology boards. In 2001, the Regulatory Bodies for Professional Psychologists in Canada signed the Mutual Recognition Agreement articulating the conditions under which a psychologist who is licensed and registered to practice without supervision in one Canadian jurisdiction will have his or her qualifications recognized in another jurisdiction (see, e.g., *www.cap.ab.ca*).

Under the provisions of the Mutual Recognition Agreement, psychologists already registered in one province or territory will be able to achieve registration in another jurisdiction much more quickly if they possess the entry-level qualifications required by that regulatory body. In this regard, qualified applicants will not have to undertake a period of supervised practice in the new jurisdiction or retake oral or written examinations if they have already met those requirements in another jurisdiction in Canada. However, regulatory boards may still require additional information or examinations on issues specific to practice in that particular jurisdiction. Among other things, the Mutual Recognition Agreement identified an agreed-upon core of competencies and assessment methods for several areas, including interpersonal relationships, assessment and evaluation, intervention and consultation, research, ethics and standards, and general knowledge in psychology. This agreement was last amended in June 2004 (see *www.cpa.ca*).

### PROFESSIONAL ASSOCIATIONS

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#### **Identity Issues Revisited: Psychology Versus Education Professional Associations**

School psychologists in Canada tend to identify more or less with the professions of psychology and education. This identity is partly influenced by their university training programs. Those who initially completed BEd degrees and who may have teaching experience are more likely to maintain their connections with the provincial teachers' associations. This link with the teaching profession is also related to the requirement, in some provinces and school districts, that school psychologists and other support staff hold teacher certification in order to be hired to work in the schools. This also makes it considerably easier for school boards to link their psychology positions to teacher salary grids, pension programs, and other benefit packages. School psychologists who have been more aligned with the discipline and

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practice of psychology are more likely to identify with the provincial and national psychology associations. However, issues of professional identity and affiliation have created a kind of schism in what should be a unified profession. For example, many more school psychologists are practicing than is reflected in the membership of the school psychology associations, either provincially or nationally. CASP has attracted only a very small percentage of practicing school psychologists into its membership, even though it has been in existence since the mid-1980s. Thus, no one national association lays claim to representing school psychology and school psychologists; however, at the provincial level, associations such as BCASP and MASP can be viewed as such.

### **Organization of School Psychology Associations**

The relationships among the various associations that represent psychologists have not always been positive. The creation of provincial school psychology associations, which are independent of the provincial psychology regulatory bodies, has produced some direct conflicts. This unfortunate tug-of-war most often relates to the use of the title *psychologist* as a professionally regulated title or as part of the name of a provincial association. This conflict has been somewhat conspicuous in British Columbia (McKee, 1996) but also can be seen in other provinces such as Manitoba. Sweet (1990) documented the series of events that led to the formation of BCASP. After several years of injunctions, court hearings, and legislative changes, BCASP was granted the status of a registered society, independent of both the British Columbia Psychological Association and the British Columbia Teachers' Federation. At that time, Sweet clearly saw the need to explore the regulation of school psychologists:

The profession remains largely fragmented, lacks an identity, and most serious of all, is unregulated; since the lifting of restrictions on the use of title within school districts, anyone can be hired by a district and called a psychologist ... We have moved from a situation replete with Type 1 errors, where *bona fide* school psychologists were denied title, to one which is fraught with the danger of Type 2 errors, the granting of title (and function) to unqualified persons. There is no doubt that a major task for the profession in the near future is to police its own ranks ... To fail to do so would be to invite those who opposed the amendment to seek its revocation. (p. 5)

A fairly recent event in Ontario provided a reassuring example of the pulling together of various organizations in support of school psychologists. In 1996 the *Canadian Journal of School Psychology* published a special edition with a collection of papers from depositions made on behalf of a number of psychological associations. The submissions responded to the Toronto school board's 1995 threats to reduce psychological services by two thirds (Carney & Cole, 1995). Several of the submissions were received from representatives of CASP (Carney, 1995b), the CPA (Beal & Service, 1995), the Ontario Psychological Association (Hamovitch, 1995),

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and the Section on Psychology in Education of the Ontario Psychological Association (Jobin, 1995). The initial recommendation to significantly reduce school psychologists and their services was reversed, and the Toronto Board of Education continues to provide quality psychological services.

**The creation of provincial school psychology associations, which are independent of the provincial psychology regulatory bodies, has produced some direct conflicts.**

### Provincial Psychology Associations

Table 9.3 lists the associations and contact information for the provincial and territorial psychology associations. Links to the provincial regulatory bodies can be found through the provincial psychology associations' websites and through the CPA website.

### Provincial School Psychology Associations

Historically, in instances in which school psychologists were not eligible for registration because of doctoral or other requirements, they were much more likely to either form their own associations, as occurred in western Canada, or to maintain closer connections with provincial departments of education. Manitoba presents an interesting mosaic of professional connections. Though many school psychologists have joined MASP, and a large number are registered psychologists with the Psychological Association of Manitoba, all are required to hold a clinicians certificate from the Manitoba Provincial Department of Education, Citizenship, and Youth. In instances in which school psychologists, at either the master's or the PhD level, are required to be registered as psychologists (e.g., Saskatchewan and Ontario), there is a much stronger affiliation with the provincial psychology associations. However, in Saskatchewan, where the act regulating all psychologists was only enacted several years ago, the provincial association for school psychologists also remains very strong.

It was possibly because of this split identity, along with the increased recognition of school psychology as a specialty area of training and practice, that school psychology associations began to appear during the 1980s. The increasing numbers of school psychologists employed by school systems produced the critical mass necessary for the creation of these new associations. The formation of provincial school psychology associations arose from common needs: a sense of professional identity, a communication network, continuing professional education, and a body that could lobby and act as advocates for a profession that felt somewhat disconnected from psychology associations but also not fully connected with the teaching profession.

The creation of school psychology associations, which was primarily a phenomenon of the 1980s, was especially conspicuous in western Canada, where they still continue to thrive. Unfortunately, the Alberta Association of School Psychologists, which was a driving force in creating the national school psychology association CASP, has essentially ceased to exist. In the Atlantic provinces, smaller associations representing school psychologists have also been formed to provide continuing education and meet other professional needs (e.g., New Brunswick Association of

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### AQ8 **Table 9.3** Provincial and National Psychology Associations

Association des psychologues du Québec (APQ) Tel: 514-738-1881, 1-800-363-2644 <i>www.ordrepsych.qc.ca</i> <i>info@apq.psycholog.qc.ca</i> Quebec, <i>www.aqps.gc.ca</i>	Association of Newfoundland Psychologists Tel: 709-739-5405 <i>www.nfpsych.com</i>
Association of Psychologists of Nova Scotia  Tel: 902-422-9183 <i>apns@apns.ca</i> <i>www.apns.ca</i>	Association of Psychologists of the Northwest Territories  <i>omegathree@theedge.ca</i>
British Columbia Psychological Association Tel: 604-730-0501 Toll-Free: 1-800-730-0522 <i>www.psychologists.bc.ca</i> <i>bcpa@telus.net</i>	College of Psychologists of New Brunswick Tel: 506-382-1994 <i>cpnb@nbnet.nb.ca</i> <i>www.cpnb.ca</i>
British Columbia Association of School Psychologists <i>www.bcasp.ca</i>	
Manitoba Psychological Society Inc. Tel/Fax: 204-488-7398 <i>www.mps.mb.ca</i> Manitoba. <i>www.masp.mb.ca</i>	Ontario Psychological Association Tel: 416-961-5552 <i>info@psych.on.ca</i> <i>www.psych.on.ca</i>
Prince Edward Island Psychological Association Tel: 902-888-8371 <i>www.cpa.ca/peipro/html</i> <i>tadixon@edu.pe.ca</i>	Psychologists Association of Alberta Tel: 780-424-0294 Toll-Free: 1-888-424-0297 <i>www.psychologistsassociation.ab.ca</i> <i>paa@psychologistsassociation.ab.ca</i>
Psychological Society of Saskatchewan  <i>pss@psychsociety.sk.org</i> <i>www.psychsociety.sk.org</i> Saskatchewan Educational Psychology Association <i>www.saskedpsych.ca</i>	Registration of Psychologists in the Nunavut Territory Government of Nunavut Box 390, Kugluktuk, NU, X0B 0E0 Tel.: 867-982-7668
Canadian Psychological Association 151 rue Slater Street, Suite 205 Ottawa ON K1P 5H3  Tel: 613-237-2144 Toll-Free: 1-888-472-0657 Fax: 613-237-1674 <i>www.cpa.ca</i>	Canadian Association of School Psychologists CASP Executive Director 10660 Trepassey Drive, Richmond, B.C. V7E 4k7 <i>www.cpa.ca/casp</i>

Psychologists and Psychometrists in the Schools). However, many of Newfoundland's school psychologists, whether or not registered as psychologists within the Newfoundland Psychologists Association, have joined other associations, such as the School Counsellors' Association of Newfoundland.

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The greatest number of psychologists who represent all specialty areas and work in all areas—health, social services, corrections, public and private corporations, private practice, and educational settings—are found in Quebec and Ontario. In 1988, Quebec school psychologists working primarily in the elementary schools formed an interest group called the Groupe d'intérêt en Psychologie Scolaire with the support of the provincial regulatory association. This specialty interest group is now known as the Association Québécoise des Psychologues Scolaires. However, L'Ordre des Psychologues du Québec (OPQ) is the regulatory body, with about 7,500 members, and all psychologists working in schools must be registered by the OPQ. Until this year, a master's degree in psychology was the entry-level requirement for registration as a psychologist in Quebec. This has now changed so that the PhD is the entry-level degree for registration. As noted in Table 9.2, Ontario employs a two-tier registration system. During the period that the doctoral degree was the required academic qualification for registration (prior to 1978), the interests of nondoctoral psychologists, including a number of psychologists employed by education boards in Ontario, led to the creation of the Ontario Association of Consultants, Psychometrists, and Psychotherapists. However, changes to the Psychologist's Act increased the prominence of psychologists employed in educational settings as a special interest group within the Ontario Psychological Association.

**Historically, in instances in which school psychologists were not eligible for registration because of doctoral or other requirements, they were much more likely to either form their own associations, . . . or to maintain closer connections with provincial departments of education.**

Because many school psychology associations are relatively small, the mailing addresses and contact persons (i.e., president, secretary) tend to change with annual elections. Though several of the more established associations have websites (e.g., British Columbia, [www.bcasp.ca](http://www.bcasp.ca); Saskatchewan, [www.saskedpsych.ca](http://www.saskedpsych.ca); Manitoba, [www.masp.mb.ca](http://www.masp.mb.ca); Quebec, [www.aqps.gc.ca](http://www.aqps.gc.ca)), the best way to contact provincial school psychology associations is through the provincial psychology associations (see Table 9.3).

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### National Psychology Associations

Canadian school psychologists have demonstrated a strong desire to extend their professional networks to include national and international associations. They were active in NASP prior to the formation of many of the provincial school psychology associations. NASP continues to be an attractive association for Canadian school psychologists, as does Division 16 for those who are members of APA. A smaller number of Canadians have also joined the International School Psychology Association.

### Canadian Association of School Psychologists

While the provincial school psychology associations were gathering momentum, the seeds of the Canadian Association of School Psychologists (CASP) were planted by Dr. Barry Frost in the early 1980s. Following the establishment of the

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four western provincial school psychology associations, an informal working group composed of Dr. Carl Anserello (British Columbia), Drs. Barry and Ruth Frost (Alberta), Dr. Don Saklofske (Saskatchewan), Retha Finch-Carriere (Manitoba), and Dr. Marjorie Perkins (Ontario) developed the framework for what became known as CASP. Shortly after, CASP was incorporated as a professional association of school psychologists across Canada. The following objectives of CASP are included in its bylaws:

- To promote professional educational and social accountability among school psychologists across Canada
- To provide professional development for school psychologists nationwide
- To develop and promote national standards and ethical principles for school psychologists
- To represent the concerns and interests of school psychologists in a variety of settings
- To facilitate communication between and among professionals working in the area of school psychology

**The future of CASP is currently being debated, and the next year or two will determine if CASP continues to exist as a professional organization.**

CASP has three levels of membership and maintains an informal and loose connection with Canadian provincial school psychology associations, the International School Psychology Association, and the CPA. CASP has developed standards for professional practice in school psychology (Bartell & Saklofske, 1998) as well as a code of ethics. CASP also publishes the *Canadian Journal of School Psychology* (CJSP) and, until recently, a joint newsletter with CPA. Although annual conferences were previously held in partnership with one of the provincial school psychology associations, this has not occurred for some time. However, CASP has cosponsored several recent workshops that have been well attended.

Unfortunately, the membership in CASP has declined markedly over the past several years, from about 400 to approximately 140 members. The drop in interest could be due to several factors, including the general inactivity of CASP in providing a strong voice for school psychologists, the lack of regular conferences, difficulties publishing the CJSP, and changes to provincial regulatory standards. For example, Saskatchewan once had the largest CASP membership, but several years ago psychologists with master's degrees became eligible to be registered with the Saskatchewan Psychological Association. Furthermore, Saskatchewan school psychologists continue to maintain strong professional connections through the Saskatchewan Educational Psychology Association. The CASP membership from Ontario and Quebec was never large, and unfortunately the impact of CASP has not been great in Atlantic Canada, even though there are smaller numbers of psychologists in these provinces. The future of CASP is currently being debated, and the next year or two will determine if CASP continues to exist as a professional organization.

### ***The Canadian Psychological Association***

The Canadian Psychological Association was organized in 1939 and incorporated in 1950. The CPA is the national professional association and in most ways parallels the American Psychological Association. More than 6,000 members make this a relatively strong national association, although the provincial psychology group in Quebec has about as many members as CPA. At the same time, CPA has become an effective organization through the development of professional standards and codes of ethics, and through the promotion of training and educational opportunities for psychologists. As is the case with the APA, the CPA has created a number of special interest divisions.

The CPA's Section on Psychologists in Education (SPE), with a membership of more than 230, has a much more diverse membership than APA Division 16, NASP, and CASP. The membership of the CPA section includes university trainers, researchers, school psychologists in direct practice and in administrative roles, psychologists in the public and private sector addressing issues relevant to education and mental health, and graduate students in school psychology and the more general area of educational psychology. The following is excerpted from the section's mission statement (see [www.cpa.ca/psyedu.html](http://www.cpa.ca/psyedu.html)):

The CPA Section on Psychologists in Education includes members across Canada who are front-line school psychologists, psychologists in hospitals, agencies, and private practice addressing issues pertinent to education and mental health for infants to elderly; university academics in education psychology and psychology departments who conduct applied research and/or act as clinical trainers; and graduate students from all the above areas. Section goals included urging communication between members over this wide country so that common issues can be addressed between and among Provinces; indeed, so that issues can be confronted with support from [the] CPA head office in Ottawa. The section has merged its newsletter recently with CASP's to increase circulation and, thus, communication among Psychologists in Education in Canada.

A recent revision to the SPE mission statement includes the following goals:

- To promote communication among Canadian psychologists interested in education issues
- To facilitate the application of research outcomes in educational psychology to instructional settings
- To increase public awareness of the activities and contributions of Canadian psychology to the whole area of education
- To enhance the quality of education at all levels, from preschool to university

One example of the collaboration between the CPA-SPE and CASP is the publication of the research-based booklets in the CANSTART series. These

**The CPA is the national professional association and in most ways parallels the American Psychological Association.**

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program booklets are authored by Dr. Marvin Simner from the University of Western Ontario (retired) and are available from the CPA ([www.cpa.ca/publist.html](http://www.cpa.ca/publist.html)). Titles include *Predicting and Preventing Early School Failure: Classroom Activities for the Preschool Child*; *Promoting Reading Success: Phonological Awareness Activities for the Kindergarten Child*; and *Promoting Skilled Handwriting: The Kindergarten Path to Meaningful Written Communication*.

### Other Professional Groups

AQ4 Some school psychologists also have received some of their training through teacher education and special education programs and thus may identify more with organizations such as the Canadian Council for Exceptional Children and the Canadian Society for the Study of Education, as well as the provincial and national teachers federations. Some school psychologists have come from graduate programs with a strong emphasis in counseling and therefore are more likely to maintain memberships in the Canadian Counselling Association and its provincial counterparts. For example, in Newfoundland, school psychologists do not have an association. They are registered with the board of examiners of the Newfoundland Psychological Association, and their professional identity is linked to the National Physicians Survey; however, school psychologists are also found in the membership of the School Counsellors Association of Newfoundland.

### RESEARCH AND PUBLICATIONS BY AND FOR SCHOOL PSYCHOLOGISTS

Saklofske & Janzen (1990) stated that a journal signals that a profession or discipline has a history and future and an identity and status, and that it is important for the dissemination of knowledge and applications. The publications in school psychology represent an exchange of information and ideas about basic and applied research, clinical applications, and professional issues. Although the United States has several well-established school psychology journals and numerous other publications of direct relevance to school psychologists, far fewer are published in Canada.

The primary Canadian journal focusing on research and applied or practice issues in the field of school psychology is the *Canadian Journal of School Psychology*. The first issue of this journal appeared in 1985 and provided a national forum for practitioners and researchers in school psychology and education to publish the results of their investigations, especially those that are particularly relevant to the Canadian context. Although the journal continues to publish mainly refereed research and applied papers, new sections have been included that focus on research in progress and on reviews of tests and books, both in English and in French. The editorial board consists of prominent Canadian and American researchers, trainers,

**The primary Canadian journal focusing on research and applied or practice issues in the field of school psychology is the *Canadian Journal of School Psychology*.**

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and practitioners. Three of the authors of this chapter (Derevensky, Janzen, and Saklofske) have served as CJSP editors.

The journal is published twice a year and continues to produce a number of special issues (e.g., “Behavior Disorders of Children and Adolescents,” “Advocacy Issues and Events in School Psychology,” and “Challenges and Issues for School Psychologists in the 21st Century”), along with regular issues. Two special issues merit mention: the 1990 special issue, “The State of the Art of School Psychology in Canada,” represented a collection of papers portraying school psychology training, practices, and professional issues in each of the Canadian provinces and the Yukon. A similar special issue, *School Psychology in Canada*, was published in 2001.

The Canadian Psychological Association publishes the *Canadian Journal of Behavioural Science* and *Canadian Psychology*, two bilingual journals that frequently include articles of relevance to school psychologists (e.g., ethics, assessment, intervention, consultation, and addiction). The CPA also publishes monographs (see [www.cpa.ca/publist.html](http://www.cpa.ca/publist.html)) that have been well received by school psychologists. Other Canadian journals that are frequently read by school psychologists include the *Alberta Journal of Educational Research*, and the *McGill Journal of Education*. Several special education journals, including the *Canadian Journal of Special Education*, *Exceptionality Canada*, and the *Developmental Disabilities Bulletin* are also important references for school psychologists.

All of the provincial psychology and school psychology associations publish newsletters, which usually include a mix of business, professional announcements, and short articles of an applied nature. Similarly, the various specialty areas within the CPA (e.g., clinical psychology, counseling psychology, school and educational psychology) publish newsletters. CASP and the SPE have a joint newsletter, which is published by the SPE, thus reaching a wider readership of interested researchers and practitioners. Furthermore, a growing number of school psychology researchers in Canada publish in a wide range of national and international publications.

Canadian psychologists also publish in and edit journals, journal articles, books, and book chapters. For example, Saklofske recently became the editor of the *Journal of Psychoeducational Assessment*, and Snyder and Saklofske continue to coedit the *Canadian Journal of School Psychology*. Some recent books with contributions from Canadian school and educational psychologists include *Effective Consultation in School Psychology* (Cole & Siegel, 2003); *Handbook of Psychoeducational Assessment* (Andrews, Saklofske, & Janzen, 2001); *Clinical Interpretation of the WAIS-III and WMS-III* (Tulsky et al., 2003); *WISC-IV Clinical Use and Interpretation* (Prifitera et al., 2005); *Culture and Children's Intelligence* (Georgas, Weiss, van de Vijver, & Saklofske, 2003); *WISC-IV Advanced Clinical Interpretation* (Weiss et al., 2006); *The WISC-IV Companion: A Guide to Interpretation and Educational Intervention* (Truch, 2006); *Educational Psychology, Third Canadian Edition* (Woolfolk, Winnie, & Perry, 2006); and *Principles of Educational Psychology, Canadian Edition* (Ormrod et al., 2005).

Finally, these publications demonstrate the links, forged through research, between science and the practice of school psychology. In Canada, most psychology researchers are doctoral-level academics employed by university psychology departments. Continuing basic research is needed in areas such as the psychological

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constructs of attention, perception, memory, and language; language and literacy; developmental psychopathology; and cognitive neuroscience. Equally important is applied research that addresses the need for evidence-based prevention and intervention practices to address student learning, social-emotional development, behavioral performance, instructional methodology, school practices, classroom management, and other areas salient to school-based services and improved student outcomes. The range of questions posed by research in real-life settings requires concerted efforts to conceptualize and advance research as a process that incorporates design, implementation, evaluation, and analysis in ways that are sensitive to specific contexts of practice.

### **THE CHANGING FACE OF SCHOOL PSYCHOLOGY IN CANADA: PROJECTIONS FOR THE FUTURE**

Many of the traditional roles and practices of school psychologists will continue well into the 21st century. Significant advances in understanding of the conditions (both exogenous and endogenous) that can affect a child's educational as well as psychosocial and emotional development, together with the increasing emphasis on the development of effective educational programs, will certainly ensure that diagnostic assessment remains a major contribution from school psychologists. At the same time, the skills and knowledge that school psychologists bring to educational settings have been restricted by the almost exclusive role of testing. The role of school psychologists must expand to meet the changing needs and expectations of schools in Canada (Saklofske et al., 2006). There is an increased recognition that school psychologists must vary the way they use their professional knowledge and, in turn, the way they participate in the delivery of services

**The skills and knowledge that school psychologists bring to educational settings have been restricted by the almost exclusive role of testing. The role of school psychologists must expand to meet the changing needs and expectations of schools in Canada.**

in school and educational settings. This last section portrays and encourages a paradigm shift and the changing roles of school psychologists in Canada.

The number of Canadian children at risk for school-related problems because of genetic, prenatal and natal, infectious disease, or experiential factors, including poverty, is significant and disconcerting. For example, recent data reveal that close to half a million Canadian children ages 5 to 14 years present with a diagnosable disability (Statistics Canada, 2001). Depending on their severity and clinical characteristics, these risk factors represent a developmental threat to adaptation that has a lifelong impact; they can place children onto life trajectories that significantly affect health and well-being. Unfortunately, Canada has a severe shortage of school psychologists. As a result, student waiting times for assessment and intervention are far beyond acceptable limits (Lupart, Goddard, Hebert, Jacobsen, & Timmons, 2001). In an era in which society recognizes the rights of children to receive appropriate and timely developmental and educational experiences, it is critical that the helping professions understand and assess the nature of vulnerability and protective factors

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experienced by children at risk for poor school outcomes, and that practitioners use the results as a basis for developing effective intervention strategies (Mash & Dozois, 1999).

Particular attention has been drawn toward the high level of mental health needs of Canadian children. Mental health problems are currently the leading health issues Canadian children face. Recent surveys have demonstrated that despite prevention and intervention efforts, anywhere from 14% to 20% of children ages 4 to 17 years exhibit clinically significant mental disorders at any given time. Within this context, it is disconcerting to note that only a minority of these children receive intervention services. For example, in a recent position paper, the CPA (2002) reported that only 5% of children with a diagnosable mental health condition receive any form of intervention, and only 1% to 2% are treated by specialists. Even more catastrophic are findings that the diagnosis and treatment of mental health problems follow a pattern of economic inequity; services are frequently not available in minority and low-income communities, which have a higher prevalence of child mental health problems. Relative to other Canadian children and youth, children of First Nations are more likely to be born into poverty and are among those at greatest risk for mental health problems. Recent epidemiological studies have demonstrated a prevalence rate almost three times that of the national rate in this group. This high prevalence often occurs within a context of fragmented or nonexistent services (Mussell, Cardiff, & White, 2004).

For the majority of children who have mental health problems or disabilities, or who are at risk for these conditions, the school is the sole provider of primary support and services. Though schools can play a strong equalizing role in delivering a wide range of assessment and intervention services, several factors impede their ability to meet this challenge. The shortage of school psychologists, together with a prevailing service delivery model that focuses primarily on the delivery of specialist services, results in children with the most severe and apparent conditions being the only ones who receive appropriate psychological support and services within educational settings. The vast majority of children at risk for mental health and learning problems are not identified at an early and critical point, and early intervention is virtually nonexistent. The lack of investment at a critical stage in the development of these children will be reflected in their long-term disadvantages and economic and social dependency. The ability of schools to address the diverse needs of children presenting with or at risk for varying conditions is further compromised by significant fragmentation of child services among various federal and provincial jurisdictions, sectors, and disciplines. Several ministries and agencies, including education, social services, justice, and health, typically deliver services to children and families, with little coordination among them. Contributing further to the fragmentation, many institutions, agencies, and professionals function within disciplinary “silos,” which further impairs professionals’ ability to use the existing services and resources effectively and efficiently, including those available within schools.

AQ6

Given the degree of unmet need, the significant shortage of school and applied child psychologists, and the fragmentation of existing services, continued investment in a specialist service delivery model is unlikely to adequately address the needs of at-risk children, resulting in a variety of poor outcomes. Rather, what is needed is a

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universal paradigm shift toward a comprehensive service delivery system that emphasizes the promotion of healthy development for all children, the prevention of disorders in children at risk, and the provision of treatment for children with disorders (Waddell, McEwan, Shepherd, Offord, & Hua, 2005). Many child advocates have argued that the logical place to situate this system is within schools, as they are accessible community settings that are comfortable and nonstigmatizing for most children and their families, and they house well-trained personnel, access to supportive services, and mandated service delivery mechanisms.

AQ7 The value of providing . . . services within the school setting is intuitively apparent. Schools offer familiar environments to intervene with children and adolescents . . . and in many jurisdictions are recognized as key players in the provision of . . . services and supports. . . The Committee was advised that when appropriate, services should be delivered in places where children, adolescents, and their families spend most of their time (schools and homes) and at appropriately flexible times of the day. (Kirby & Keon, 2004).

Realization of comprehensive services within schools can best be implemented by adopting a “systems of care” approach. In systems of care, all agencies work together to ensure that children with needs and their families have access within their home, school, and community to the services and supports they need to succeed. Generally, systems of care are developed around the principles having child-centered, family-driven, strengths-based, culturally competent, community-based, cost-effective, interdisciplinary, collaborative, and multimodal or integrative services. They are driven by objective, clinical research and program evaluation data, while also being responsive to the unique needs and perspectives of the child and family. Of critical importance is the creation of a separate, single funding envelope that combines various funding streams for delivery of services. Many systems of care adopt an implementation vehicle known as *wraparound*. In essence, *Wraparound* is a definable planning process involving the child and family that results in a unique set of community services and natural supports individualized for that child and family to achieve a positive set of outcomes. Although many argue that achievement of this vision within Canadian schools and communities is a pipe dream, there are already numerous examples of systems of care that have been successfully implemented within school divisions throughout Canada.

Several practices are integral to the success of systems of care in schools, including psychologists’ need to take on expanding roles. In contrast to the current situation in Canada, where most school psychologists spend a disproportionate amount of their workdays involved in student-focused direct and indirect assessment and intervention (i.e., delivery of specialized services), the school psychologist within a systems of care would broaden his or her role to include roles such as the following:

- Frontline provider of educational and mental health services
- Developer and provider of strengths-based promotion and prevention strategies

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- Advocate for the child, family, and system
- Interprofessional team participant or leader
- Consultant to other professionals
- Administrative leader in the delivery organization or system
- Quality assurance and quality improvement consultant
- Outcome evaluator and researcher in systems of care
- Provider of in-service training
- Case manager
- Developer of educational and mental health services policy and planning within communities, regions, and provinces

These evolving roles have significant implications for the training of school psychologists. A paradigm shift toward delivering services through a systems of care approach requires that the psychology community and academia must also shift their training, their practices, their perception of the role of research, and their approach to policy in this area (Tolan & Dodge, 2005). Training models must be developed that emphasize (a) organizing services using evidence-based practice; (b) working with other professionals in prevention, consultation, education, and other areas in addition to direct treatment; (c) developing models that enable mid-career incorporation of new approaches; (d) focusing studies on epidemiology, developmental psychopathology, preventive and mental health approaches, interprofessional collaboration, community capacity-building, and evaluation procedures; and (e) placing more emphasis on research as the tool for developing the field. Most important, training programs should emphasize preparing psychologists to serve as advocates for effective treatment, prevention, and promotion of efforts by demonstrating the value of scientific research and scientific method in guiding public policy (Tolan & Dodge, 2005).

This chapter is a call for the profession of school psychology in Canada to take up the challenge—to promote systemic change in child care policies and service delivery systems in order to ensure that the burden of suffering experienced by children at risk for poor life outcomes can be significantly reduced. School psychologists in Canada can bring about this change by uniting under a national umbrella that gives a strong, unified voice to the issues at hand. As Mureika (2007) notes, linking school psychologists through the CPA Section of Psychologists in Education provides a venue for a national network that can ultimately press for a responsive, accessible, effective, coordinated, and comprehensive system of care for children.

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#### Author Queries

- AQ1: Add intro text to break up stacked heads
- AQ2: add intro text to break up stacked heads
- AQ3: I think they should be on the table for expediency.
- AQ4: Is this correct name for NPS?
- AQ5: different title for 2006. Which?
- AQ6: define this word; don't just put in quotes. What is the implication of it?
- AQ7: Need a page number.
- AQ8: why not just add the URLs for the SP groups that have them? Otherwise, they're just mentioned in the text-not useful.