

Southeast Regional School Psychologists

Meeting Minutes

Hosts: Allison Bate, Nick Enns, Stephen Schluter, Sherri Smart, & Ron Teffaine

1. Ms. Michelle Bahuaud presented **updates from Manitoba Education and Advanced Learning, as well as MASP**. She said that there is a recommended website to help students who are being sexually exploited called NeedHelpNow.ca. Information about this will be sent out all school divisions. She also showed us a book on *Functional Behavior Analysis* by Dawn Reithaug that is being recommended. She said that the mental health workshops this year have been quite successful, and that a video and handouts from the last one on the DSM-5 will soon be available online. In addition, there are still some mental health workshops coming up later this year. One will be on autism spectrum disorder, while the other will be about cultural considerations in mental health interventions by Dr. Mark Coltec on May 1, 2014. Next November 13-14, there will be a large mental health conference hosted by Manitoba Education and the Manitoba Association of School Superintendents. She also mentioned that a new *Code of Conduct Manual* will be available by June 30, 2014 from Manitoba Education that includes recommended guidelines for school divisions. Manitoba Education and Advanced Learning will also be releasing a revision to its M-Course Designation guidelines. She also talked about the fact that students do not need to be receiving provincial funding to have individualized exemptions allowed during provincial exams. Nevertheless, an AEP may be needed to identify these. Later, she talked about the necessity for transferring all files, including clinical files, when students transfer to other school divisions within the province. She said that school divisions should develop a protocol for this to facilitate efficient transfer of all relevant information. On the other hand, school divisions will not be required to automatically transfer all files to parents if a student is going to be home-schooled. Finally, Michelle said that MASP and PAM have been working on how to implement the College of Psychologists in Manitoba, and that the SLPs had their college established in January this year. Belonging to the college will allow you to do private practice in your declared areas of competence. Of course, you won't be able to do private practice in your school division because of the conflict of interest. She said you'd be able to diagnose mental disorders based on your background and training.
2. Ms. Ashima Rastogi from Pearson Canada did a presentation on **Cogmed Working Memory Training**. She said that this is an evidence-based intervention to improve working memory and attention that can be implemented in schools. This involves software that can be accessed via the Internet. There are three versions of the software for different developmental levels: **Cogmed JM** for preschoolers, **Cogmed RM** for students between the ages of 7 and 17, and **Cogmed QM** for adults. With Cogmed RM, students play a variety of online video games that train their working memory. There are also three intervention tiers: **Tier I** = school readiness and early intervention for all students delivered by classroom teachers and EAs; **Tier II** = for older at risk students who need remediation in either reading or mathematics, delivered by various school personnel (e.g., principal, resource teacher, classroom teachers, EAs, etc.) and parents; and **Tier III** = for students who have been identified by school psychologists as having working memory deficits, and delivered by the school psychologist, resource teacher, EAs, and

parents. The latter two tiers are the most common, and the program now has a built-in working memory screener to determine if the program is appropriate for a particular student. The process involves a 5-step procedure, which includes a(1) structured interview, (2) start-up session, (3) training sessions with weekly coach calls, (4) a wrap-up session, and (5) optional extension training. The training protocols include three options: (1) 25 min. per session, 5 days per week, over 8 weeks, (2) 35 min. per session, 5 days per week, over 6 weeks, or (3) 50 min. per session, 4 days per week, over 7 weeks. There are also various pre and post measures that can be used to measure progress. Following Ms. Rastogi's presentation, Ms. Toni Peretta and Mr. Brian Lee talked about their experience with implementing a Cogmed pilot program in Lord Selkirk School Division last year. They said that one of the key aspects to getting results is to maintain the integrity of the interventions by frequently checking in with people who are implementing the program to ensure that they are doing what is expected of them. There are different pricing options for Cogmed. For example, 5 site licenses will allow one staff member to be trained to deliver the program to five students for a cost of \$1000. If you purchase 10 site licenses, it will cover the cost of two staff members to be trained to deliver the program to 10 students for a cost of \$1500.

3. Mr. Mike Hogan delivered a comprehensive and entertaining presentation about the upcoming **Woodcock-Johnson-IV** and **WISC-V**. The Woodcock-Johnson-IV should be available for purchase later this year, while the WISC-V CDN may be available next year. Although the WISC-V is innovative in that it has an optional electronic version administered via two Bluetooth-linked iPads, it will be much more expensive than the WJ-IV. Both tests have impressive improvements, with a few disappointments. Mr. Hogan said that he would email his slides to those who want them.
4. Mr. Ron Teffaine delivered a presentation about the **Symbol Imagery Test** (SI-T) developed by Ms. Nanci Bell, a pioneer in the field of remedial reading. In 1986, she co-founded a company called Lindamood-Bell Learning Processes, which currently has 48 centers in the United States, one in Britain, and one in Australia. Her test of symbol imagery is important when assessing whether orthographic processing is a problem for students with significant weaknesses in word recognition and spelling. Although the PAL-II has two orthographic coding subtests, the norms only span grades 1 to 6. In contrast, the SI-T has age norms that span 6 years to 17 years 11 months. Mr. Teffaine uses the SI-T when assessing adolescents. It is relatively inexpensive (\$180.00) and takes only 15-20 minutes to administer. It also can be used as a pre and post measure when using the Seeing Stars remedial program.
5. Mr. Nick Enns and Ms. Allison Bate presented the **Seeing Stars** program developed by Ms. Nanci Bell. It is better than the orthographic training guidelines provided by Dr. Virginia Berninger because it has all the necessary materials included in the kit. It costs a few hundred dollars.
6. Ms. Sherri Smart presented a systematic method for quickly developing a **Behavior Intervention Plan**, along with the case study that included some data collection sheets. Ms. Smart also e-mailed copies of these materials to the members.