

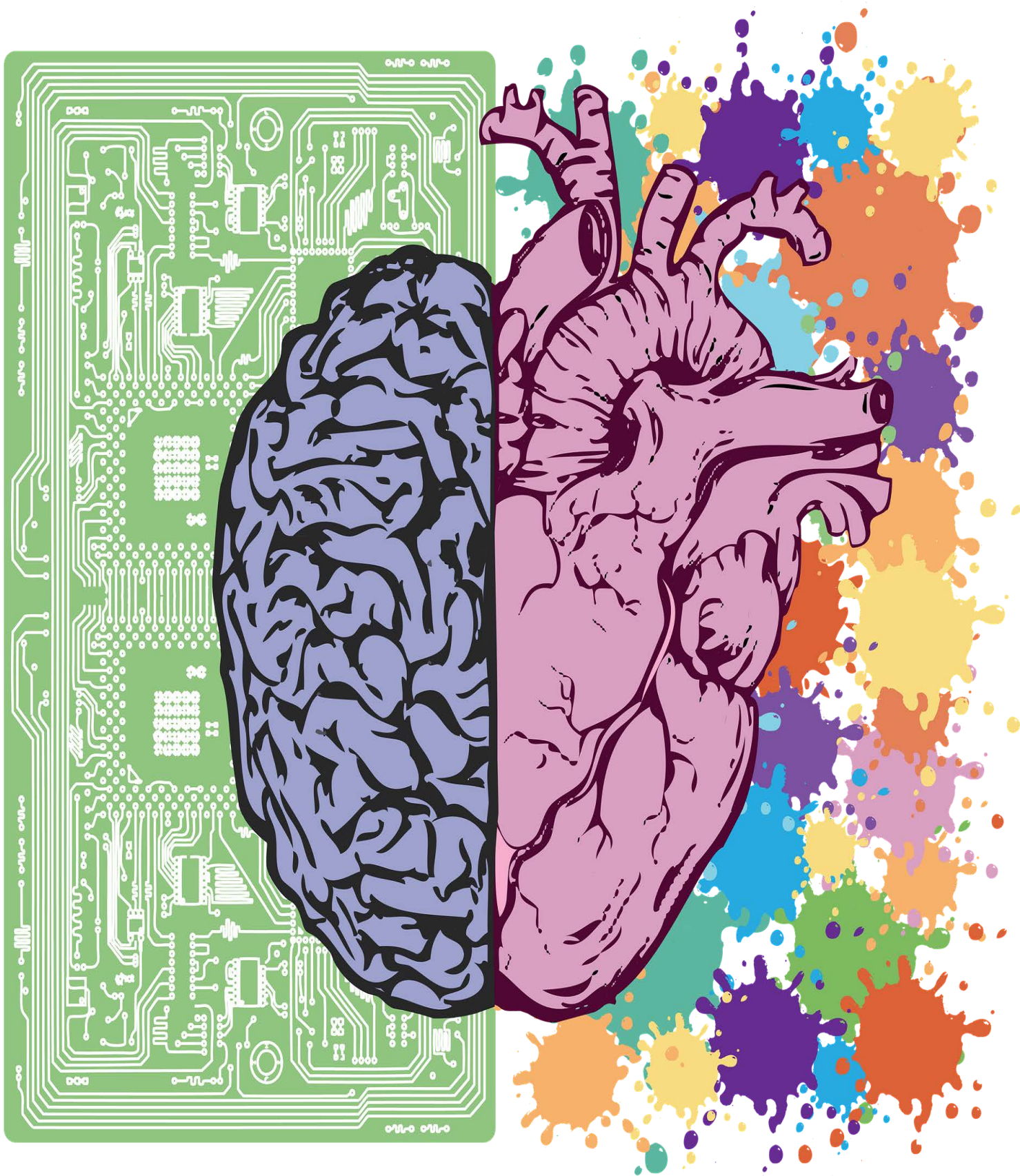
MASP Psyn Post

Manitoba Association of School Psychologists

MASP is a professional organization representing school psychologists working in Manitoba. We believe in creating a community for networking between professionals. We are active in advocating for the profession, and regularly provide professional development opportunities.

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MASP President Dawn Hanson

When I accepted a Board appointment as interim President in November 2017, having already served a previous stint as an elected President, I did not envision remaining in office through to the current 2020-2021 MASP year. But here I am, still President, now ready to retire from paid employment as a School Psychologist and happy to let another of our talented and hard-working members have the honour of serving MASP members in this role. Members will soon have the opportunity to nominate and choose your new President at the 2021 Annual General Meeting of the Association. I will have the privilege of sitting on the Board as Past President to support the incoming President in their new role.

A year ago, COVID-19 necessitated that teachers, parents, students, and clinicians teach, support, learn, and intervene clinically in innovative and sometimes stressful ways. Working together, we have adapted and have made the best of a challenging situation, one that unfortunately is not yet over.

Reflecting on the 2020-2021 year to this point, I am pleased to report that our Board meetings, and hence the work of the Board, has continued to be possible via Google meetings and email communications. Our website has also enabled us to stay in touch with both our members and our mission. Via the following Committee reports, you will hear from the Committee Chairs about upcoming changes to our website, professional development events and plans, progress

on the Truth and Reconciliation webpage, planned advocacy for our profession via advertisements in selected publications, as well as the ongoing work with Government for School Psychologists to be an integral part of a College of Psychologists.

The Committee Reports section of this newsletter allows the Committee Chairs an opportunity to share their work and plans. However, there are other hardworking Board members and volunteers who keep the organization running smoothly. Specifically, these are: Treasurer, Julie Comte; Secretary, Kelly Malcolmson; and Members-at-Large, Mary Markesteyn and Jacquelyn Klassen; who also make valuable contributions to Board discussions, decisions, and tasks. “Retiring” School Psychology Program students, Francesca Silla and Shaelyn Steinwandt, are owed a sincere thanks for their leadership roles on the Student Committee. Additionally, Ang Bartley, has volunteered to sit on the ad hoc 2020-2021 MASP Awards Committee, which brings-to-mind that an exciting announcement about the recipient of said award will be coming shortly. Although this award is a formal recognition of one person, many others are also deserving. Let us always remember to support and celebrate one another! On my various walks and runs through the trails around Winnipeg, I frequently see, affixed to a pole or tree, a small hand-painted sign of encouragement that reads: “Press on Winnipeg”. Because we represent School Psychologists throughout Manitoba, I will close this message with the mantra: “Press on Manitoba (School Psychologists)”!

Membership Update

Tiffany Anderson

MASP 2020-2021 memberships have remained consistent with previous years with Full Memberships at 57, Student Memberships 15, and retired memberships dropping slightly to 6 for a total of 78 members.

The Board sincerely thanks all of those who renewed their membership when providing face-to-face Professional Development, a main perk of being a member, has not been possible. Both members and non-members were able to participate in a webinar that focused on tele-practice assessment when the board members worked with Pearson to coordinate this in our effort to serve all school psychologists during a trying time. Members received a link to access to the recorded webinar on demand and numerous other links in regards to practice during the pandemic that were added to the site following the event. It is the fees paid for membership that support the development and maintenance of the MASP website and the board does its best to identify those that will be relevant for our members. Check out the school psychology brochure available on the website that you can print to share with other educators and parents. Should you be aware of sites or resources that would enhance the practice of school psychology in Manitoba that you would like to see added to the site please feel free to contact any board member. Members will receive one more opportunity to participate in virtual professional development before the end of the membership term! Two days of information on reading development, assessment, and intervention will be offered through webinars facilitated by Dr. Kilpatrick.

If you have not renewed your membership yet, you will want to soon in order to be able to take advantage of the reduced registration fee members will receive for the event!

MASP COMMITTEE REPORTS



Issues Committee

Eric Alper

The Issues Committee continued to focus on MASP's advocacy goal for a new and inclusive College of Psychologists under the Regulated Health Professions Act. As reported at the 2020 MASP Annual General Meeting, Manitoba Education did not support the number of MASP-PAM (Psychological Association of Manitoba) agreed-upon supervision hours and the four-year time span to attain these hours; thus, the process stalled.

MASP requested that the Minister of Health refer the supervision matter to the Health Professions Advisory Council to recommend solutions in order for School Psychologists to be included in the new College of Psychologists. However, the Minister of Health declined our request for referral to the Health Professions Advisory Council, recommending alternatively that MASP work out the supervision issue with Manitoba Education.

Although the MASP Board had earlier decided to pursue our advocacy at the Ministerial level, with significant changes at the bureaucratic level, the Board agreed that it would be worthwhile to work with the new Manitoba Education staff before moving to the Ministerial level. Consequently, a meeting date in late February has been arranged for the MASP president and issues committee chairperson to meet with senior Manitoba Education staff. The MASP Issues Committee recently met online to discuss and prepare for this meeting. As the issue's committee chair I look forward to continuing to advocate for our profession next year.

MASP COMMITTEE REPORTS

Professional Development Report [During a Global Pandemic]

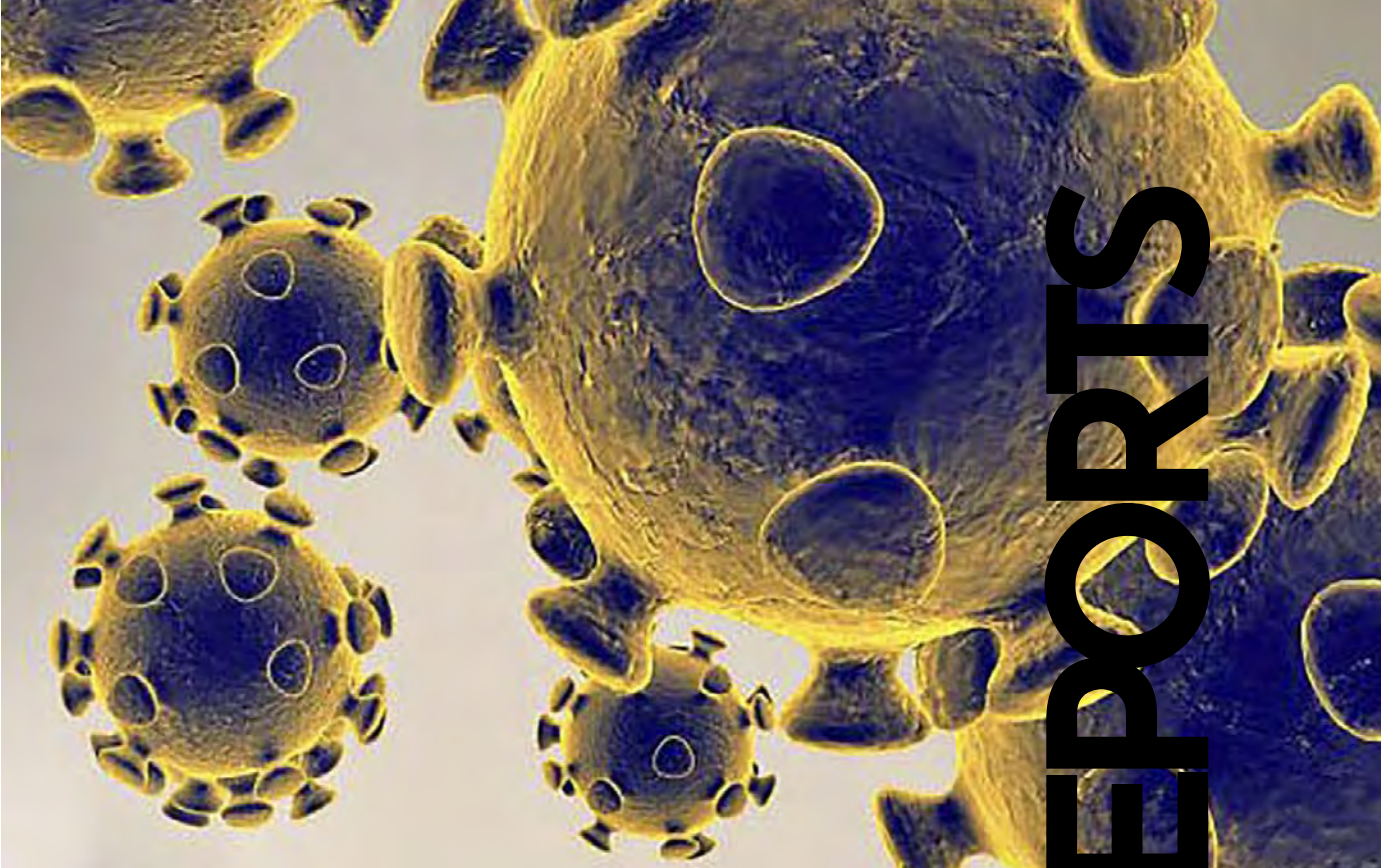
Shelby Nickel

With the ongoing pandemic making significant changes to all aspects of working and personal life, the role of professional development has also adapted to fit the current environment. MASP continued to offer professional development supports during these uncertain and uncharted times through new formats and platforms – adaptations that have been made and felt by all throughout education.

On April 28th, 2020, MASP was pleased to host Michael Charron and Jeremy Clarke from Pearson Canada for a professional development session and web conference on Telepractice Assessment. This web conference was MASP's first exclusively virtual presentation and was offered specifically in response to the initial suspension of in-school learning in March 2020, due to the COVID-19 pandemic. More than one hundred Manitoba school psychologists and other clinicians participated in the presentation and web conference. The presentation included a review of the resources available through Pearson's telepractice webpages:

<http://pearsonclinical.ca/en/telepractice.html> <http://pearsonclinical.ca/fr/telepratique.html>

It also includes general guidelines for telepractice developed alongside other clinical associations, recommended guidelines to determine if telepractice is clinically appropriate, information regarding the use of remote facilitators with assessment-specific webpages for more details of what that could look like for each subtest, and remote practice considerations for administering and interpreting assessment tools like the WISC-V cognitive assessment. Through Pearson's online assessment platform, Q-Global, many assessment instruments currently have remote on-screen administration options available. Pearson also offered for a limited time more than one hundred complimentary digital manuals and stimulus books for clinicians to use and reference during the sudden shift to remote learning and working from home. Michael Charron and Jeremy Clarke also engaged in a Q & A period with our members that allowed for school



psychologists across the province to gain valuable feedback regarding their most pressing remote assessment and telepractice questions.

This web conference with Michael Charron and Jeremy Clarke was well received and provided much needed and timely information for Manitoba school clinicians in how to adapt to the drastic shift in professional practice.

With the uncertainty surrounding the reopening of schools in September 2020, there were significant changes to the anticipated 2020 Manitoba Teachers' Society Professional Development Day (MTS PD Day) on October 23rd, 2020. There was some initial confusion regarding whether MTS PD Day would continue as planned. As a result, not all school divisions in Manitoba considered the day a mandatory professional development day this year while other divisions arranged for internal professional development where their school psychologists were required to join or facilitate. In response to this uncertainty, plans for a formal professional development session were postponed and emphasis was given to exploring on-demand virtual professional development sessions and discussions for members through the MASP website. A discussion forum was set up on the MASP website to provide a platform for members to share virtual professional development presentations, engage in discussion and sharing of resources, and discuss ideas and needs for further professional development. The discussion forums can be found by MASP members at:

[https://www.masp.mb.ca/members/forum/.nManitoba \(School Psychologists\)!](https://www.masp.mb.ca/members/forum/.nManitoba(School%20Psychologists))

See upcoming events on page 9 for information about our next PD!

MASP COMMITTEE REPORTS



Website Committee Report

Keith Moen

Perhaps the biggest and most exciting news is that the board has decided to move our website content management system from Wordpress.org to Wordpress.com!

I know, you are probably saying, wow... you call that exciting news! Well, here are the differences. The dot-org version is the free version of WordPress that is open-sourced. Most website designers will choose this method of developing a website as you can modify and configure it to your heart's desire. However, with great freedom comes great responsibility. And with every little tweak and new plugin update, the site can, and has become broken. As well, it leaves the website owners with the chores of ongoing maintenance of updating and configuration of plug-ins. Plus, dealing with the challenge of relentless attempts of being hacked, which also has happened! In comparison, the dot-com version of WordPress is the paid for service. The advantage of this move will be that all the updates and security is maintained by the dot-com. Plugins will function and always be as secure and up to date as possible. So, website owners just have to worry about content. The rationale behind this move is clear in the preliminary survey and data collection. This move will make the Website Committee position to be 62% less daunting, 35% more appealing, and 29% more fun. And with a 95% confidence interval, one day I will retire from this position within the time frame of 3 years (+/- 1.8 months). Thus, it is a good idea to find a mentee to mentor.

Other exciting news is we have decided to acquire a new domain name and radically change our cherished website location from www.masp.mb.ca to something completely different, wild, inspiring, and novel. Do I dare share this exciting new venture? Yes, one day in the next year, you'll find us at www.masp.ca ! Phew, the anticipation is barely containable.



Communications & Publications Report

Elise Regehr

As the new Publications and Communications Chair this year has been spent learning how to navigate our MASP website so I can post School Psychology jobs and field requests to post other information on our site. I have also been responsible for liaising between the graphic designer and the board in the creation of our beautiful new printable brochure! Most importantly as the chair I have been responsible in creating this issue

of the Psyn Post!. To ensure that it includes all of the necessary information I have been busy contacting and encouraging members to send in their written blurbs about their committee, book reviews or interesting school projects. This year the MASP board is also considering advertising about MASP in the Manitoba Teacher magazine. We will explore this idea further in the coming year.

Student Committee Report

Teighan Francis, Rachel Roy, & Candace Wilson

The Student Committee collaborates with other students in the School Psychology program and represents the perspectives of student members. This is done by bringing forth any student issues that may arise over the course of the year and relaying relevant information back to student members. Given the collaborative nature of this role, MASP student board members gain valuable leadership skills. By sharing a platform with leaders in our field, the student committee has a voice in supporting meaningful change within our profession.

This past year in 2020, the MASP Student Committee was comprised of two third-year school psychology thesis-stream students from the University of Manitoba, Shaelyn Stienwandt and Francesca Silla, and one third-year school psychology student from the University of Calgary, Candace Wilson. Shaelyn, Francesca and Candace were involved with providing feedback about students' interest in professional development topics and sharing



their perspectives regarding numerous matters affecting school psychology students and MASP. They also began gathering resources that could be used by school psychologists to address the Truth and Reconciliation Commission (TRC) Calls to Action.

In the 2021 year, Shaelyn and Francesca will be leaving the student committee, and two new student members will be joining: Rachel Roy and Teighan Francis (first-year school psychology students from the University of Manitoba, in the thesis and comprehensive streams respectively). Together, Rachel, Teighan and Candace will work to connect the U of M School Psychology program and MASP by bringing a student perspective to the Board. This year, the student committee will continue the TRC project detailed above. These resources will soon be available to school psychologists on the MASP website.

MASP COMMITTEE REPORTS

WISCkey Jacks



Submitted by School
Psychologists- Keith Moen, Julie
Comte and Sebastien North

Who doesn't love that old TV show 'Kids Say the Darndest Things'? We're bringing back the school psychology version of it with WISCKey Jacks! No one gets tired of hearing the hilarious and ridiculous responses to the WISC (or WIAT), so enjoy the following word for word responses courtesy of our little munchkin examinees. Do not worry this time about keeping a standardized straight stoic face - embrace the joy and the laughter!

Q: In what way are a HORSE and a COW alike?

A: "They are both vegans."

Q: What does TRANQUIL mean?

A: "Something you take when you are sick."

Q: Name a kind of TREE

A: "I'll name it Jerry."

Q: If you had 5 pennies and you take away 2, how many pennies would you have left?

A: "Oh this is for sure a trick question because pennies don't exist anymore. Ha! Can't fool me."

Q: What does FRUGAL mean?

A: Student pauses, looks upward in deep reflection and states- "Well that sounds like a fancy way of saying google. Or... maybe it's how frogs google things".

Throughout this coming year, please forward your own WISCKey jacks for next years PsynPost to Elise Regehr at masp.mb.communications@gmail.com



Upcoming

Dr. David Kilpatrick PD

MASP is excited to host David A. Kilpatrick, PhD, for two virtual professional development sessions on March 4th and 11th, 2021.

David is a professor of psychology for the State University of New York College at Cortland. He is a New York State certified school psychologist with 28 years of experience in schools. He has been teaching courses in learning disabilities and educational psychology since 1994. David is a reading researcher and the author of two books on reading, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*, and is a co-editor of a third, *Reading Development and Difficulties: Bridging the Gap Between Research and Practice*. The first session (March 4th) will focus on understanding the nature of word-level reading development and supporting problems through practical applications and effective strategies. This first session is intended for all who work with students in reading development, including teachers and student services. The second session (March 11th) will build upon the first with the goals of designing more educationally relevant assessments and guiding intervention recommendations. This second session is intended for clinicians and will be focused on clinical assessment with opportunities for facilitated questions and case studies. For more information and to register, visit: <https://www.masp.mb.ca/events/overcoming-reading-difficulties/>.

It is MASP's mission to continue to bring members high quality professional development opportunities. If you would like to suggest presenters or topics for future professional development activities, please contact me, the Professional Development Chair, Shelby Nickel, by emailing pd@masp.mb.ca.

The Whatifs by Emily Kilgore


**Book Review by:
Tia Nienhuysen**

The story is about a young girl named Cora who worries. Cora's worries, which she calls the Whatifs, are about many things and pop up at various places. She often gets caught up thinking about her Whatifs. As Cora's piano recital approaches, she becomes worried about her performance, even with all of the practice she has put in.

The story is well written and I liked the use of language. In particular, it is creative that the character refers to her worries as the Whatifs. I believe that most can relate to the story by remembering a time that they had worried and thought: "What if ...". I especially liked the book's illustrations by Zoe Persico. The colourful pictures nicely depict the thoughts and feelings of the character for children—the way that Cora's Whatifs sneak up to and stay with her, and when they change and are replaced. This book is recommended for children ages 4-8. Still, I feel that it could be a useful resource to share with students who are older and go along with an introduction or as a discussion starter on anxiety. In the story, Cora changed her Whatifs, which could be a point to teach coping skills for worrying with students.

As a former early years teacher, there was truly nothing that I did not like about this book. I believe that younger students would also enjoy it and that it could bring about valuable discussion and teaching afterward. I can also imagine this book fitting in well with social and emotional learning lessons. *The Whatifs* is a great book to share with teachers and students!





SCHOOL PSYCHOLOGY

BY: KEITH MOEN

SCHOOL

This fall I had the privilege to teach the Consultation and Supervision School Psychology course at the University of Manitoba. It was a tremendously interesting experience for me to have returned to teach a course that I myself took over a decade ago. In attempt to make the course interesting and relevant, I had arranged for some of my colleagues to come in and speak to the students. Of guests we had a School Social Worker, Occupational Therapist, Speech and Language Pathologist, Student Services Teacher, a Principal, and a Parent of a Student in which school was not a positive experience. Each guest brought their own angle of the school experience for the students to consider. I had asked each guest in advance to tell the class what they want and need from a School Psychologist. I have permission to share with you what one of those guests spoke.

Even if Troy Reinhardt were not a dear friend of mine, I would still shout his praises as a school Principal of highest standard. With 26 years of public education experience, and having taught around the world, Troy knows how to build a well-run and healthy school community.

This is what Troy spoke to our little class of 8 students and one teacher. I share it with you, because even though I have been a School Psychologist for over a decade, I could not have said it anywhere near as clear and inspirational as Troy. To be honest, I also learned more clearly from Troy of what is needed from a School Psychologist. In short, it felt like he declared a manifesto. Here is what he said:

What do I want from our School Psychologist?

I want you to become a member of our staff community. Please don't squirrel away and isolate. You need to eat with people, visit with people, get to know the people that are working hard every day with the children and families you will be supporting. Through these professionals, you will gain a sense of community. You will build their confidence that you are there for our children. You will get a better understanding of the school's philosophy towards children. It allows you to fit if it feels comfortable and gently challenge and push if it doesn't.

Become a member of our classroom communities. In order to understand any child and how they are doing or why they may be struggling or surviving, you must become part of the classroom community. You need to be familiar with the approaches, the atmosphere, the stimuli that children are facing. You need to witness the complexities of the classroom profile. This can be paramount in terms of its impact on student's outcomes. You need to work alongside the professionals, the teachers, and the educational assistants, and it will build confidence and rapport. Run a student group to work on peer relationships, social skills, and grow rigidity into flexibility. This could look like a chess club or a Pokémon club. Classroom teachers need to see you caring about them and their kids. It is a very intimate relationship and not one that you can walk in and advise upon without living it, experiencing it, and providing evidence of caring.



Become a member of our school community with our families. *Clinicians are not welcomed with trust and open arms in some communities. At times, lived experiences have led to mistrust and hesitancy whether warranted or not. Put on presentations in the evenings to parent groups. Make home visits to observe the circumstances and realities of our children and families. Attend the occasional school event to build relationships and trust. Many families in our community do not have the capacity to navigate the health system and properly advocate for the needs of their children.*

What would I look for if I were hiring a School Psychologist?

I would look for a love for children. Humility. Being an active listener. A collaborative problem solver. A personality that I could see engaging with children. A team player. An understanding of human diversity: cultural, socio-economic, gender/sex/sexual orientation. A willingness to learn from others. Someone with Emotional Intelligence, as no matter what your objective School Psychologist opinion may be, sometimes school staff are not in a place to hear it. Someone who generally assumes that staff are doing the best that they can at all times and are trying everything in their toolbox to help children. Don't come into a meeting and start asking the obvious. Someone who will get down on the floor and play with children and smile and laugh with them, as good luck with assessments without a relationship. Someone who will accompany a family to an important medical appointment because they need you to. Someone who doesn't say, "Okay, but if you want to add this student to my caseload, then who needs to come off." Make a list, make priorities, get as far as you can on the list. I don't get to take them off my list. There are aspects of the public education system that are not optimal in terms of human resources – don't have any illusions about it if this is what you want to do. Someone who NEVER stops being the advocate for a child or children. And someone who has balance and knows how to attend to their own wellness and make it a priority.

"The bottom line is that your role in public schools and in our communities is absolutely vital!"



First Nations School Psychology Students to Graduate in Fall of 2021!

Candace Wilson

In 2016, a partnership was created between the Manitoba First Nations Education Resource Centre (MFNERC) and the University of Calgary's Werklund School of Education to address the shortage of First Nations school psychologists in Manitoba. The unique program was designed to honour reconciliation and the belief systems and values of First Nations people. A cohort of 10 students, comprised of individuals from several First Nations throughout Manitoba, continue to receive training that concentrates on the specific needs and challenges of First Nation communities in Manitoba. The 10 students will be graduating from the University of Calgary in the fall of 2021. They will be providing clinical services and support to as many as 56 First Nation communities in Manitoba.

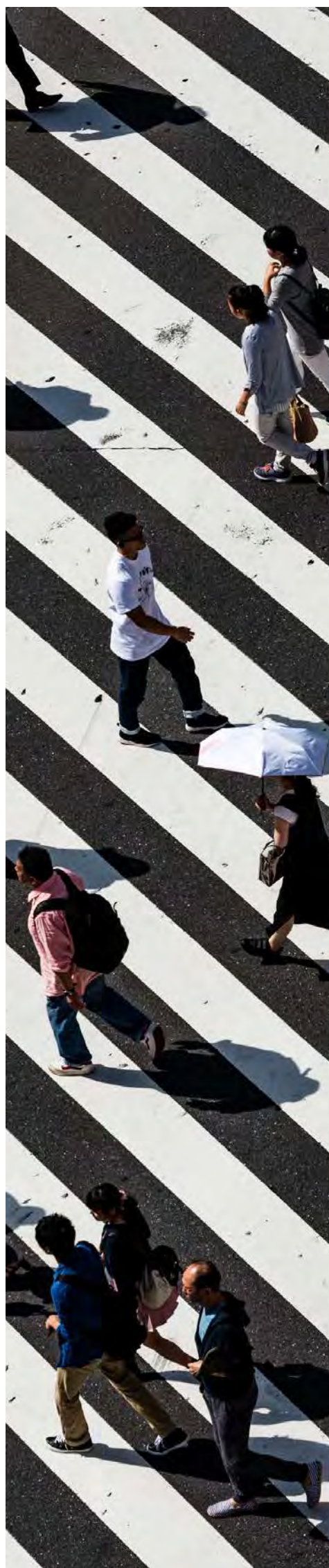
This program is unique from other school psychology programs as Indigenous perspectives are interwoven in the training, practicum experiences, and coursework. The program was extended over a four-year period, allowing the students to continue their full-time employment for the first 3 years while attending classes on weekends and during the summer. The final year of the program is a full-time internship year, where students are currently placed in school divisions throughout Winnipeg, Brandon, and with the Manitoba First Nations Education Resource Centre.

Being part of this cohort has helped me to recognize the diversity within First Nations communities and that each has their own unique strengths, needs, and challenges. I have developed long-lasting relationships with my classmates and have become part of a strong support system of practitioners.

PSYCHOLOGISTS SUPPORTING SCHOOLS IN STRANGE AND CHALLENGING TIMES

Kelly Malcolmson

While the global pandemic has brought many changes and challenges to our lives and to our roles as school psychologists, there have also been opportunities to contribute meaningfully. In addition to our work with students and families, school psychologists and social workers in Pembina Trails have been collaborating to provide professional learning for staff, as well as opportunities for staff to process their own emotions and experiences related to the pandemic. A pre-recorded Trauma-Informed Schools video was shared with all staff in every school on the first day back to work in August, as well as with divisional support staff, including bus drivers, custodians, and office staff. The material was presented to all school leaders earlier in August to highlight the importance of recognizing the many different impacts of COVID-19 on staff, students and families, and the importance of collecting everyone as we stepped back into school buildings. We know that resilience is more likely to come when we feel seen, heard, supported and



valued, and it was great to see these important messages being prioritized and valued at the start of the school year. These opportunities have continued as there have been multiple requests throughout the school year from senior administration and school leaders for clinicians to present and facilitate further discussions with administrators and school staff. Psychology and Social Work again collaborated to develop a Processing the Pandemic facilitation model that has been used and adapted with many different staff groups. We continue to advocate for opportunities for staff to have space to process their experiences and to connect with others (creatively and socially distanced!), and for the impacts of the pandemic to be recognized and acknowledged. **As Dr. Jody Carrington reminds us...if the adults are not okay, the kids don't stand a chance.**



Call For Book Reviews

It is never too late for members of MASP to apply for a reimbursement of up to \$75 Canadian dollars to purchase a school psychology related item in exchange for a written review of that item. Reviews can include books, apps, software, toys, games, PDs or other items relevant to the practice of school psychology. The written review will be posted on the MASP website and may be included in the MASP PsynPost newsletter!

For further inquiries please contact publications chair at: masp.mb.communications@gmail.com



MASP Memberships expire on March 31st. Renewals are best processed online at: www.masp.mb.ca

GIVE YOUR POINT OF VIEW

MASP Classifieds

MASP is currently looking for members who would be willing to join the Executive Board.

The following positions are available:

1. VICE-PRESIDENT (1-year term)
2. PRESIDENT
3. SECRETARY (2-year term)
4. 2 MEMBERS AT LARGE (1-year term)

Information about the above listed Executive Board Job Descriptions can be found here:

<https://www.masp.mb.ca/about/masp-board-members-job-descriptions/>

Please contact either Dawn Hanson (President) or Elise Regehr (Publications and Communications Chair) for more information or to express interest in joining the Board.

<https://www.masp.mb.ca/about/executive-board/>

The MASP executive meet at 4:30pm on the 1st Monday of every month. All MASP members are welcome to attend.

LOUD & CLEAR





PREPARE FOR AWARD OF EXCELLENCE 2022

HELP US CELEBRATE THE CONTRIBUTIONS OF
OUR FELLOW COLLEAGUES!

MEMBERS IN GOOD STANDING ARE INVITED TO
SUBMIT NOMINATIONS FOR THE 2022 MASP
AWARD OF EXCELLENCE.

DO YOU KNOW SOMEONE WHO:

- Has made an outstanding contribution to the practice of school psychology in the school setting and/or
- Has made an outstanding contribution/or innovation resulting in a qualitative change in the lives of children and/or adolescents

1. The recipient of this award will get a plaque at the spring Annual General Meeting
2. A news release and photograph will be posted in the Winnipeg Free Press.
3. A letter of commendation will be sent to the recipient's employer to recognize their contributions.

Administrative Procedures:

1. All nominations are strictly confidential.
2. Only MASP members in good standing are eligible to make nominations.
3. Nomination forms and procedures are available on the MASP website:
<https://www.masp.mb.ca/members/the-masp-award-of-excellence/>
4. Nominations must be received by the MASP President by March 31st.
5. Upon receipt of the nomination, the President will maintain the nominations in a confidential MASP Award file.
6. The nominations committee consisting of the President, Past President, and 2 selected MASP members will review nominees and make their selection which will be announced at the annual general meeting.
7. The Past President will communicate the committee's decision to the selected nominee and enquire if they will accept the award.
8. Completed applications of nominees who are not recipients will be returned, with an accompanying letter of explanation by the immediate past president.
9. Nominations can be resubmitted the following year!