

New Zealand  
Psychological Society  
Rōpū Mātai Hinengaro o Aotearoa



## INSTITUTE *of* Educational & Developmental PSYCHOLOGY

Ko te manu e kai ana i te miro, nōna te ngahere.

Ko te manu e kai ana i te mātauranga, nōna te ao.

The bird that partakes of the miro berry reigns in the forest.

The bird that partakes of the power of knowledge has access to the world.

### IEDP MEMBERSHIP GROWING

The IEDP membership keeps growing. At 1 May 2020 the IEDP had 98 full members and 111 student subscribers, totalling 209. It is heartening to see the IEDP membership numbers increase over the last few years. Several years ago the numbers were around 100. At last year's AGM we were at 186 full members and student subscribers.

### COVID CONFESSION

Dear Netflix,  
Can you please turn off the  
"are you still watching"  
feature? We are in  
quarantine so yes we are  
still watching, I don't need  
this kind of judgment in this  
time of uncertainty. If you  
could please update it with  
a "are you sure you want to  
eat that" notice that would  
be much more helpful at  
this time.  
Sincerely, Me

boredpanda.com

## IEDP COVID-19 CONFESSIONS

by Kate Garland

**Via a zoom meeting on 4 May 2020, 20 educational psychologists shared their Covid-19 lockdown confessions. The meeting was a chance to take a light-hearted look at what psychologists were doing to get through the unprecedented times of being in a lockdown.**

Not surprisingly, many talked about the increased opportunities for physical activity. Many psychologists ran, did boot camp, and walked in their neighbourhoods, often discovering paths which, until lockdown, had been unknown to them. One psychologist became an expert in building sandcastles.

Another psychologist admitted they bought headphones so they could dance in their lounge to old-school disco music. Another participated in an organised zoom disco.

Home maintenance was also big for our psychologists – garages were tidied, fences painted, gardens weeded and cupboards decluttered.

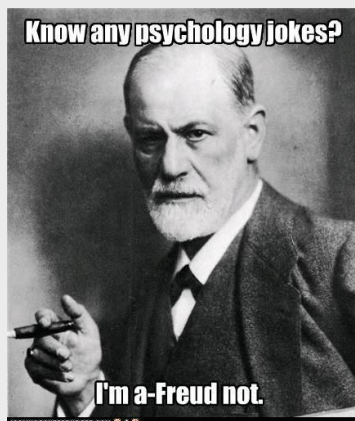
Our psychologists did not seem to follow the lockdown trend of sourdough baking. Instead, our group admitted to having a sweet tooth with "desperation-induced baking" popular.

One psychologist owned up to watching Tiger King on Netflix over three nights.

My personal favourite, someone found love and used the lockdown time to talk and get to know their new beau.

## IEDP AT PSYCHOLOGISTS' EDUCATION WORKFORCE GROUP

Michele Blick, IEDP chair, attends the Psychologists in Education Workforce Group (PEWG), which meets several times a year to discuss training and workforce issues. PEWG is made up of representatives from the Ministry of Education and the three university programmes that train psychologists for work in the education sector (Massey University, Victoria University of Wellington and University of Canterbury Child and Family Psychology programme). During the Covid-19 lockdown, the group met fortnightly via zoom to discuss the current challenges and opportunities particularly for intern psychologists.



## VIRTUAL PROFESSIONAL DEVELOPMENT

by Robyn Stead

**The IEDP committee is focused on providing opportunities for professional development and collegial interaction to all IEDP members throughout Aotearoa New Zealand. One way of overcoming geographical boundaries has been the use of video conferencing and video recording technology to engage with our members.**

So far this year the IEDP has facilitated two professional development and professional discussion opportunities for members.

**Managing Transitions Due to Covid-19. (Monday 4 May, 3pm-4pm).**

During this zoom meet up, IEDP members shared their experiences and ideas about the transitions they have made in the way they work as psychologists and transition support for students as they return to school.

**Auditory Processing Disorder. Presented by Dr Bill Keith (Friday 15 May, 1:30pm-2:30pm).**

Dr Keith presented about what Auditory Processing Disorder (APD) is, what to look out for, where to make referrals, and

typical interventions for APD. Dr Keith's presentation was recorded. Look out for it on IEDP section of the [New Zealand Psychological Society website](#).

Upcoming professional development opportunities include:

- ◆ Psychometric Assessment. Presented by Polly Schaverien (Friday 26 June, 1:30pm-2:30pm).
- ◆ Assessment of Writing. Presented by Robyn Stead and Michele Blick (Friday 7 August, 1:30pm-2:30pm).

Over the past couple of years, we have created the following resources which are available on the IEDP section of the [New Zealand Psychological Society website](#).

These include:

- ◆ Special Assessment Conditions: Report Writing for Psychologists. Presented by Fiona Ayers.
- ◆ WISC-V for New Zealand based educational psychologists. Presented by Melissa Stephens (Pearson, Australia).
- ◆ WIAT-III for New Zealand based educational psychologists. Presented by Melissa Stephens.
- ◆ Q-interactive Q&A for New Zealand based educational psychologists. Hosted by Melissa Stephens.

## INTRODUCING ... REBECCA ABRAHAMS

**Each newsletter we introduce an educational psychologist to help build connections within our profession. Today, we introduce Rebecca Abrahams. Rebecca works in private practice.**

### What led you to become an educational psychologist?

I had always wanted to be a teacher until around 6<sup>th</sup> form when the world of emotional hardship was opened to me and so too psychology. Being able to combine my passion for teaching and education with psychology made educational psychology an obvious choice. So much so it was the only avenue I explored. The training has since been invaluable... being able to take a client's situation and analyse it using the situational analysis framework in order to help improve a quality of life for someone is so very fulfilling.

### What is your work context and what does an average day look like?

My work context is all pain pain pain! I offer sessions in my Christchurch town office and travel a few times a week to provide treatment to various towns and cities in New Zealand. I worked for the Ministry of Education, Stop, Te Poutama Ārahi Rangatahi and

many children, young people and their families in my private practice before putting all my behavioural skills in use to work with people with a TBI (Traumatic Brain Injury). However, since being asked to help an adolescent in pain I was intrigued with how pain mechanisms worked and the formulation of this is so aligned with how us educational psychologists are trained. I am now well and truly hooked on pain. I really enjoy being able to specialise in pain psychology and it now means that in my private practice work I contract to a variety of ACC suppliers in order to provide pain psychology to those suffering from chronic pain following an injury. My average day sees me assess or treat around four clients a day before switching to mum mode late afternoon and then back to work mode in the evenings for report writing, emailing and/or studying at the University of Otago.

### What do you enjoy about your work?

I thoroughly enjoy putting the jigsaw together! Using the situational analysis framework to assist in understanding why a person is presenting with pain at the current time and what is maintaining it so as to best help them, is so enjoyable. I also enjoy being able to place pain amongst one's values in order to VEMA it! (Validate, Educate, Motivate and Activate it)! See [Pain Reframed Podcast](#)

### What advice would you give to students studying to become psychologists?

Observe and read as widely as you can while you have the time – believe it or not, being a student is the most privileged in terms of time for reading, self-development and reflection on one's practice. Devour every minute! If you have aspirations to work outside of education, go for it as our training sets us up to look at the ecology of someone, we can transfer this framework to many areas.



### What does the future hold for you professionally?

My aim is to get my PhD in pain. Developing my skills in being able to help those living with a pain experience and associated disability is my absolute passion. Meanwhile professionally, I'll keep working in private practice picking up a range of contracts helping those in the rehabilitation sector.

## CANTERBURY UNI UPDATE

by Sarah Whitcombe-Dobbs

Along with other professional psychology training programmes, the Child and Family Psychology programme has been navigating the new environment and challenges associated with coronavirus. This has meant learning about best practice in telepsychology, and problem-solving alongside organisations and families to continue to provide much-needed services.

Our 2020 internship cohort has picked up this work admirably, and have discovered some creative solutions to the problems of remote working. We have been very grateful to our partner organisations for the support of this. There are intern psychologists working in health, education, disability and social services. Many of these are considered 'essential services' that need to continue —albeit from a distance. Our first intensive teaching week occurred online with case presentations and workshops in motivational interviewing, cognitive behaviour therapy and risk assessment and management. Feedback was positive as to the effectiveness of this new medium, so although we would love to be back in class it is a relief that we can continue the academic programme in the meantime.

For the students in their placement year, there have been significant disruptions but again, their pragmatic and enthusiastic attitude means that most teaching and learning activities can continue. For example, the WISC-V passouts occurred surprisingly successfully via zoom. Most field supervisors have also indicated they will still be able to have students with them on placement, which is a strong commitment to continue training the next generation despite the anticipated increase in workload.

We are very mindful at the moment that staff, students, our own families as well as the families we serve are seriously impacted in different ways by the virus and lockdown measures. This has been a time to think about intentional self care, as well as the contribution that we can all make to ease things for others. For us here in Otago/Christchurch, there is a sense of déjà vu from nine years ago. Now, as then, we will adapt, survive and hopefully thrive. One wonderful outcome back then was the sense of connection over shared experiences that has widened to the world, and reading perspectives from psychologists across the globe has been a particularly interesting experience. Our role in training skilled and thoughtful practitioners feels especially important right now.

## MASSEY UNI UPDATE

by Roseanna Bourke

The Massey University EdPsych programme has tackled the challenges and change that the global situation with regards Covid-19 has brought by embracing new ways of operating and thinking about the present and future opportunities. As an opportunity for people to recalibrate, think about their life and learning in new ways, and to prioritise time in a world that lost focus for many, there are many positive outcomes of the last eight weeks. We are also aware of the difficulties people have experienced in their work and home lives, and for children and young people in their learning from home. As educational psychologists and our interns in training, this heightens the importance of understanding learning, understanding people, and supporting change systems in a calm, rational way.

### Master of Educational and Developmental Psychology

We have over 30 MEdDevPsych students working through the first two years of their programme, and we have introduced a number of 'give back' assessments to support others, including children's stories, resources for teachers and YouTube teaching clips. A series of digital narratives that can be used by teachers,

children and others, in making difficult concepts simple are underway. We are delighted to share this one with you: [Where is whanaungatanga?](#) adapted from work completed by students in the first year of the programme. The clip shows a young child anxious about their first day at school, and is looking for whanaungatanga.

### Interns

The 2020 interns have completed both face-to-face contact workshops in January, and online contact workshops in April. This went better than we expected and we would like to thank our guest speakers as well from the Ministry of Education Julia Woodward and Katherine Reilly and from his psychology practice, Matt Sheerin. All of whom facilitated excellent workshops using zoom – they were telemagificent!

We are working with the New Zealand Psychologists Board with regards the 2020 interns meeting competencies and the supervised professional practice time (typically 1500 hours) this might take. We are exploring all possibilities to ensure interns this year are not disadvantaged as we move between Alert Levels 2 and 1

The two EdPsych programmes (Victoria University and Massey) are collaborating on a survey for current 2020 interns across both universities and we will be sending the link out to 1-5 year graduates of both programmes. Please keep an eye out for this in later May. We

will report the findings here as many educational psychologists have transitioned into multiple and diverse roles, and are engaging in interesting work across the country (and beyond). As a professional group, there are many advantages to having educational psychologists in the workplace, not the least that the profession typically attracts optimistic, forward-looking, solution focused team players!

## PODCAST PD

by Kate Garland

The Covid-19 lockdown meant that my podcast listening and webinar attendance increased dramatically. Although I admit that my inbox is still full of webinars that I signed up for but haven't yet watched.

### Acceptance and Commitment Therapy

One of my highlights was listening to the [Act in Context Podcast Series](#) as it gave me a thorough grounding of the history of Acceptance and Commitment Therapy (ACT), as well as the six processes it is based on. Although recorded in 2011 and 2012, I feel the podcast is still relevant as the hosts talk to many of the big names in ACT today. Steve Hayes, a founder of ACT, discusses its development, touching upon its Relational Frame Theory underpinnings. Russ Harris, Kelly Wilson, and Louise Hayes are also guest interviewees.

For ACT enthusiasts, I also recommend signing up to Russ Harris' Facebook page, [ACT made simple- Acceptance and Commitment Therapy for practitioners](#). The group is very active and paste many useful documents and comments.

### Science of Reading

I have also been continuing my journey learning about the science of reading. I joined the [Reading League](#) for \$10, which gave me access to their Spring Symposium, [We are all in this Together](#) held during lockdown. David Kilpatrick's presentation on orthographic mapping felt similar to presentations I have seen him give before. However, I found Dr. Mary Dahlgren's presentation on sound walls gave me a new way to think about how to link speech sounds to print. I also found Amy Siracusanos' presentation about the Simple View of Writing, provided a useful way to understand the processes of writing, which in turn can support my assessments and interventions.

### Trauma and Child Development

I also completed free elearning courses through [Werry Workforce Whāraurau](#) about trauma and child development. Although some presentations are quite high-level, they provide links to other interesting websites (eg [Harvard University Centre of Developing Child](#)).

## WILL CHILDREN'S LEARNING BE AFFECTED BY COVID-19 LOCKDOWN?

by Roseanna Bourke

A suite of commissioned reports by the Australian Government has been released exploring the potential impact on remote learning from home, regarding children and young people (as a result of Covid-19). The focus of these reports are around the educational outcomes of vulnerable children that will be of interest to educational psychologists. They also address barriers and actions (evidence-based) to support these young people. Interestingly, there is also evidence where young people who typically do well in structured classrooms environments, are struggling with the same degree of success right now. The biggest challenge is that some of these issues for young people will be longer term, and not necessarily readily sorted once back at school.

1. [Learning at home during Covid-19: Effects on vulnerable young Australians](#)
2. [Ministerial Briefing Paper on Evidence of the Likely Impact on Educational Outcomes of Vulnerable](#)

[Children Learning at Home during Covid-19](#)

3. [Supporting Vulnerable Children in the Face of a Pandemic: A paper prepared for the Australian Government Department of Education, Skills and Employment.](#)
4. [Impact of learning from home on educational outcomes for disadvantaged children: Brief assessment](#)
5. [The impact of 'learning at home' on the educational outcomes of vulnerable children in Australia during the Covid-19 pandemic](#)

One of the reports [Learning at home during Covid-19: Effects on vulnerable young Australians](#) was completed by some colleagues at the University of Tasmania. I was particularly taken with Key Finding Three from the report where: Children and young people are experiencing learning loss over the period of learning at home. This delay in cognitive gain and achievement is more difficult to recover for some cohorts of students, and for others may result in them being lost to the education system. They are making a clear differentiation between these current circumstances (where learning loss might have more severe consequences for vulnerable children) and the 'Summer effect' (where learning loss is recovered overtime)

## BOOK REVIEW

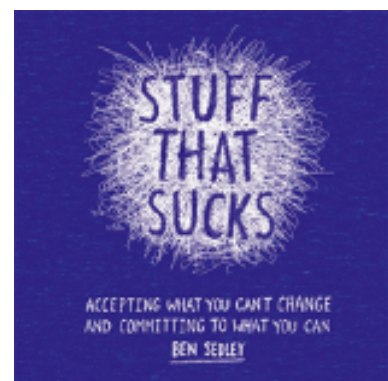
by Polly Schaverien

### Stuff that Sucks by Ben Sedley

There is a lot of stuff that sucks in life. Relationship stuff. School stuff. Family stuff. And who planned to spend two-months stuck at home this autumn while we battled a global pandemic?

Sometimes stuff really does suck and we have to acknowledge it. That is where Wellington clinical psychologist, Ben Sedley's great little book *Stuff that Sucks: A Teen's Guide to Accepting What You Can't Change and Committing to What You Can* comes in.

This pocket-sized book is targeted at teens and aims to resource them with the skills to accept and validate emotions, rather than fight them. The book is founded on evidence-based Acceptance and Commitment Therapy (ACT) principles and provides an accessible way to help teens focus on what truly matters in life.



Stuff that Sucks is short (50-odd pages) and packed with cartoon-style pencil sketches that make the content far more relateable. Even for the reluctant reader and those with low literacy, the cartoon bubbles and pencil-sketched headings are largely accessible. It is a book that young people can dip in and out of, discuss with others, or keep to themselves.

Whether you are working therapeutically with young people over a period of time, or are in a brief, guidance role and need a resource teens can use to help themselves, I thoroughly recommend Stuff that Sucks.

## IEDP COMMITTEE 2019/20

**Chair:** Michele Blick  
[micheleblick1@gmail.com](mailto:micheleblick1@gmail.com)

**Acting Secretary:** Margaret McNalley

**Treasurer:** Robert Shaw

**Professional Development:**  
Robyn Stead

**Newsletter Editor:** Kate Garland

**Advocacy:** Polly Schaverien

**Student Representative:** Jo Orchard

## IEDP CONTACT DETAILS

**Email**  
[micheleblick1@gmail.com](mailto:micheleblick1@gmail.com)

**Facebook,** [fb.me/IEDPNZ](https://fb.me/IEDPNZ)

