



# INSTITUTE *of* EDUCATIONAL *and* 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.

## WHO ARE WE?

The IEDP is a group within the New Zealand Psychological Society and represents the needs, views and aspirations of educational and developmental psychologists in Aotearoa/New Zealand. If you have something you would like to share, email the IEDP [micheleblick1@gmail.com](mailto:micheleblick1@gmail.com)

## SPECIAL ASSESSMENT CONDITIONS PD

The IEDP has organised a professional development event on Special Assessment Conditions for NCEA on **Wednesday 6 June**, from 2.00-4.00 pm. Register at <https://www.eventbrite.com.au/e/special-assessment-conditions-report-writing-for-psychologists-tickets-45852583311>

The IEDP is currently exploring ways to record this event so it is available to the membership.

## BACK TO BASICS

by Peter Coleman

I have been reflecting on the changing role of educational psychologists over the last 50 years. I argue educational psychologists should focus on the things that can be manipulated by teachers — the instructional environment (the curriculum and mode of delivery) which are external to the pupil. Educational psychologists need to keep evolving and engage in systemic work as much as simply focusing on the learning problems of individual children.

Other prominent writers also support my argument. In 1980, Jack Bardon concluded that if school psychologists specialised too much, they wouldn't develop generalisable abilities to survive in a changing environment. Similarly, Don Brown (2010) lamented whether "the value of the profession and its capacity will again be recognised — and whether the leaders within the Ministry of Education can or will do anything about it" and enjoy a wider role. Mitchell (2010) also recommended the role of educational psychologists should go beyond the assessment and classification of children to "incorporate broader pedagogical and systems related activities, not only with such students, but also in education more generally and in community contexts." Unarguably, if we mainstream children then we have to routinely make available to regular classroom teachers the professionals who are best placed to support schools in this endeavour. How then can we do this?

## WISC-V WEBINAR

On 2 May 2018, Pearson Clinical Assessment, in conjunction with the IEDP, delivered a webinar to provide further understanding of the WISC-V and how its use can support practice in the Aotearoa/ New Zealand context. The link to the webinar is available on <https://www.pearsonclinical.com.au/WISC-training-NZ>

Refer to the Pearson website for more information about the design and administration of the WISC-V.

## STUDENT REPRESENTATIVE RESIGNS

The IEDP thanks Rachel Drayton for her time on the committee.

## MENTAL HEALTH AND ADDICTION INQUIRY

The Government's Inquiry into Mental Health and Addiction closes **5 June 2018**. Submissions can be made to the website <https://www.mentalhealth.inquiry.govt.nz/consultation-document/have-your-say/> or upload/send to [mentalhealth@inquiry.govt.nz](mailto:mentalhealth@inquiry.govt.nz).

## IEDP FACEBOOK

Join the Facebook page to find out about IEDP events and other educational and developmental psychology matters. Find us on Facebook, [fb.me/IEDPNZ](https://fb.me/IEDPNZ)

## BACK TO BASICS CONTINUED

One avenue might be through recently announced review of 'Tomorrows Schools'. This review may overtake, or incorporate the Special Education Review (renamed Special Education Update), which has been in gestation for eight years. An opportunity might also arise from the Educational Review Office (2018) report which found "some Year 1 teachers undertake assessments that identify students in their class who are not achieving, without subsequently taking responsive action." Further, many school boards "were not well informed about the impact of their resourcing on the progress and achievement of these students with special education needs ... An analysis of school reports to boards showed that only 15 percent of schools provided any achievement information for students with special needs" (p17). If educational psychologists want to ensure the survival of their profession, they might like to reflect what they can best offer teachers in the school sector. Psychologists can only do this if they are accessible and available to them and not marooned on specialist islands. Having a greater role in the professional development of teachers will necessitate an

increased involvement in curriculum and instructional issues.

Many parents and some professionals have a 'mentalistic' / 'medical model' belief that the cause of learning problems reside within the child, rather than mostly attributable to their instructional and reinforcement history.



Peter Coleman

Their cognitive processing is often equated to how a computer works. For example, referring to the brain having memory banks and appealing to short, long, and working memory as explanatory devices. In this model, perceptions, thoughts and feelings are held to be stored within the brain and retrieved from it in order to direct behaviour. In this paradigm, the phrases 'brain' and 'mind' are often used interchangeably, yet the mind is an abstraction and has no actual physical existence.

## BACK TO BASICS CONTINUED

Similarly some internal possession (e.g., syndrome, personality or trait) is held to account for the individual's behaviour with very little reference to contextual variables. It is not surprising therefore that the diagnosis of an internal disorder to explain a learning deficit, is readily accepted by the general population and by many professionals. Unlike in physical health however, there are problems in defining what a learning disorder is let alone having a consensus that the condition does indeed exist and then relating this to brain functioning. Behavioural scientists alternatively look for antecedents in the environment and the reinforcement history of the individual when accounting for learning problems. In doing this, instructional processes and the curriculum become the dependent variables rather than an inaccessible mentalist construction. Relating a pupil's poor academic performance to cognitive strengths and weaknesses is a fundamental scientific error — correlation does not imply causation. Further, cognitive processes and functions (e.g. learning style, patterns of cognitive strengths and weaknesses, visual and auditory processing, working memory, executive

functioning etc) are inferred rather than directly observed. These hypothetical internal processes can't be directly manipulated by teachers and there is no independent evidence for them (see Elliott and Resing, 2015), apart from the learning 'deficit' that they are presumably trying to explain. The pupil's traits or diagnosis are generally not causal agents (there are of course some exceptions e.g. autism, sensory impairments) and they do not assist in the identification of instructional factors which may be contributing to difficulties in learning. Therefore, I suggest educational psychologists should refocus on the things that can be manipulated by teachers – the instructional environment.

Bardon, J. I. (1980). The New Zealand educational psychologist: A comparative analysis. *Bulletin Number 16*. Wellington, New Zealand: NZCER.

Brown, D. (2010). The dodo, the auk and the oryz – and educational psychology? *Psychology Aotearoa*, 2(1), 12-18.

Education Review Office. (2018). *Evaluation at a glance: A decade of assessment in New Zealand primary schools: Practice and trends*. Wellington, New Zealand: Author.

Elliott, J. G. & Resing, W. C. M. (2015). Can intelligence testing inform educational intervention for children with reading disability? *Journal of Intelligence*, 3(4), 137-157.

Mitchell, D. (2010). *Education that fits: Review of international trends in the education of students with special education needs. Final Report*. Christchurch, New Zealand, University of Canterbury.

## TEN TIPS FOR THRIVING IN THE INTERNSHIP YEAR

by Susie Harcourt., Ministry of Education educational psychologist and 2017 Victoria University of Wellington Educational Psychology internship survivor

1. There is no such thing as a silly question – chances are if you're wondering something, so are others.
2. Try not to feel that "I'm just an intern" is an excuse or apology, but take it and own it as an opportunity to seek information, meet people, make mistakes. This year is your safe, protected chance to do this.
3. SELF-CARE SELF-CARE SELF-CARE. It is not only a good idea, it is vital to look after yourself this year. Eating well, prioritising sleep, exercising, socialising, all those things you know you should be doing, please make sure you actually do.
4. Take time off consciously – plan it and stick to it. If you make an active decision that you are not going to do any work after 8pm/this weekend/on your birthday, you will be more able to relax without thoughts of "I really should be working" buzzing around.

5. Seek help in appropriate ways, by making full use of supervision of all kinds: formal supervision in placement, with your university programme staff, other current interns, past interns, practicing psychs. These people know what you are dealing with and can probably give better advice and guidance than your partner/flatmate/dog (who of course offer other wonderful supports in their own ways).
6. Have a system that provides an overview of your assignments so you can plan for them. How much time and effort do you need to set aside? It's important to focus on what you need to do immediately, to know what's coming next, and also to acknowledge what you've done so far – I liked having a one-page calendar with due dates, and crossing each assignment off with pink highlighter after submitting it.
7. Engage with your reflections on core competencies throughout the year by adding pieces from anything you do – an article you read, notes from a PD session, a youtube video explaining something, a diagram someone drew you – into a folder straight away. Then set aside time as the year progresses to write them up properly, perhaps an hour every Tuesday morning, and your portfolio will grow with you.
8. Ask for help. This is essential. Build relationships so you have people to go to for everything, whether you're upset because of a difficult meeting, or because you can't figure out how to scan a document double-sided at 4.59pm on a Friday.
9. You know more than you think! All the years of undergrad, work experience, post-grad, and life experience that have got you to this point have taught you things that you may take for granted, but which are valuable and can make an important contribution when you share and discuss your knowledge with others.
10. Being a psychologist means different things to different people. Not everyone will have the same experiences, motivations, beliefs and opinions as you. This year is about figuring those things out for yourself (and writing assignments about them).





## ED PSYCH EVENTS AT JUBILEE CONFERENCE

The New Zealand Psychological Society Jubilee conference is on 5-8 September 2018. The IEDP has been working hard to ensure an educational psychology presence.

Conference registration will be available soon.

### **Jeanette Berman** One day workshop

From the perspective of educational casework, this workshop will consider issues around reflective professional practice in educational casework. Under consideration will be how educational and developmental psychology practice works together with responsive, inclusive teaching to increase effectiveness of intervention across contexts for the students who are the focus of our casework.

### **Jeanette Berman** Learning Intervention - Guest speaker

The ideas in this presentation are the outcome of reflecting on how decisions in educational casework are made. Jeanette will outline some key ideas and frameworks she believes can support psychologists in educational casework, including ways of thinking about how we work with inclusive classroom teachers so

that educational casework and responsive teaching combine to provide the very best intervention for students.

### **Tom Nicholson** What works in teaching reading and writing and how to provide research-based advice to teachers - Two hour mini workshop

This session will cover the myriad of reading and writing approaches and strategies that are available and how well they work. This will provide psychologists with an opportunity to ensure that they are up to date with the latest literacy research and are well positioned to support teachers with evidence-based strategies and programme design.

### **Panel Discussion** Practitioner flexibility in casework conceptualisation to enhance client outcomes

Chair:

- ♦ Jack Austin: Private practice (Social Resources Ltd)

Panel:

- ♦ Sonja Macfarlane: Associate Professor, Senior Research Fellow, School of Health Sciences, University of Canterbury
- ♦ Rebecca Abrahams: Private Practice: Abrahams Psychology
- ♦ Jean Annan: Educational Psychology Consultant, Kāhui Ako Expert Partner, Positively Psychology
- ♦ Terence Edwards: Senior Professional Clinician, Clinical Director: Educational Psychology Programme Massey University, Albany
- ♦ Julia Woodward: Practice and Implementation Advisor, Ministry of Education

In addition to these events, there will be numerous presentations from researchers, practitioners and students that are relevant for educational psychologists.



## PRESENTATION TO THE NZEI PRINCIPALS' COUNCIL

By Michele Blick

During May, I delivered a presentation to 14 Principals of the Principals' Council, members of the NZEI Te Riu Roa National Executive, and members of Te Reo Areare. The NZEI Principals' Council extended the offer to meet with the IEDP following a meeting with Paul Goulter (NZEI National Secretary), Bella Pardoe (NZEI Executive Officer), Quentin Abraham (President) and myself (IEDP Chair) in January 2018 to discuss shared concerns as outlined in the IEDP Briefing to the Incoming Minister (December, 2018).

The purpose of the presentation was to raise the profile of the New Zealand Psychological Society, IEDP and educational psychologists. I discussed the training required to become an educational psychologist and the broad skill set offered by educational psychologists. I outlined the various educational psychologist work contexts and associated challenges. Additionally, I discussed workforce issues such as a lack of diversity, and the need to increase the number of, and support for, students to complete the internship. The challenges and

opportunities as outlined in the Briefing resulted in a lively discussion.

I was surprised that the principals had a narrow understanding of the skills that an educational psychologist is able to offer. This highlighted to me the need to continue raising the profile of educational psychologists so that those in the education sector and various related sectors, as well as the general public, understand how educational psychologists are able to support the learning and wellbeing of children and young persons. Consequently, the IEDP committee is currently exploring a range of ways to raise the profile of educational psychologists.

## ASSOC MINISTER OF EDUCATION MEETING

By Michele Blick

On 24 May, Quentin Abraham (NZPsS President) and Michele Blick (IEDP Chair) met the Hon Tracey Martin, Minister for Children and Associate Minister of Education and her advisors at the Beehive. In addition to discussing the challenges and opportunities outlined in the Briefing to the Incoming Minister (December, 2017), Quentin and Michele highlighted ways that educational psychologists can contribute to the aims and policies of the Government.

The Minister and her advisors were interested to understand the range of skills that educational psychologists are able to offer and the work contexts in which educational psychologists work. We discussed ways that educational psychologists at the Ministry of Education could use their full range of skills and the importance of developing preventative programmes and engaging in systems work. We raised workforce issues such as the need to increase the number of educational psychologists trained in Aotearoa New Zealand, the diversity of the workforce, and retaining those in the workforce.

The Minister is considering screening assessments due to her concern for learners with unmet need such as Māori students with undiagnosed dyslexia, dyspraxia and autism. In addition, the Minister is exploring ways to evaluate and identify evidence-based programmes that would be available to schools.

The Minister is currently investigating a range of models to consider different ways that the diverse needs of learners can be supported. We took the opportunity to discuss the important role that educational psychologists can play as an integral part of these models and we signalled our desire to be part of ongoing conversations.

## INTRODUCING ... PETER STANLEY

Each newsletter we introduce an educational psychologist to help build connections within our profession. Today, we introduce Peter Stanley, retired educational psychologist.

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

My path to becoming a psychologist in education was certainly not direct, although I always wanted to work in this area. I made the initial mistake of thinking that qualifications in education would be sufficient and so I had to study psychology as a returning student. In addition, I became very engaged for about ten years as a secondary school teacher, and as a guidance counsellor and head of department. As it happens, I think that many people have a story to tell about how they came to do psychological work in education.

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

I am now retired, but the work I did in education varied according to when I did it. I began as an Assistant Psychologist in the 1970s with the Department of Education and, almost exclusively, I did intelligence testing. In the decade of the 1990s I worked

for the Special Education Service where conventional psychometrics had been replaced by checklists and informal prose inventories, and this was also a time when I was fortunate in being given considerable allowance to follow up my personal interests. Most recently, I was a member of a Behaviour Team with the Ministry of Education where I largely worked with parents in association with teachers and schools.

### What do you enjoy about your work?

My recent work as a psychologist in education was the best job I had, and that could have been because I now more completely understood what I was meant to be doing. There are few professional tasks that are more worthwhile than contributing in a practical way to advancing a child's (and family's) circumstance towards more positive outcomes. I used to find it intriguing that the child (and sometimes the parents and other workers) would probably never really understand what had actually taken place.

### What book would you recommend to educational psychologists?

This is a hard question but if I really have to select a single text it would probably be Kauffman and Landrum, *Characteristics of Emotional*

*and Behavioral Disorders of Children and Youth*, which is now in its eleventh edition. For me, there have been a number of particular conceptualisations that have had major significance and these include positive reinforcement, the coercion hypothesis in antisocial behaviour, the child's ecology, pathways and trajectories, evidence-based practice, parenting interventions, the importance of prevention, individual education planning, the myth of mental illness, and resilience.



Peter Stanley

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

The present age is not a good time for educational psychology. It is besieged at many turns. As a consequence, the graduates of the future will need to have a depth of understanding and relevant competencies, and the commitment and the courage, to challenge the prevailing authorities and to lead the specialty and its clients to better places.

## PETER STANLEY CONTINUED

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

I will very probably continue writing on professional topics, which I do quite a bit. The same issues keep reoccurring for me but with greater clarity. Writing can have its own sense of achievement, and I am also grateful that I have previously enjoyed the special satisfactions of productive casework relationships.

## BOOK CORNER

by Robyn Stead

### **Resilient Grieving: Finding Strength and Embracing Life After a Loss That Changes Everything. By Lucy Hone**

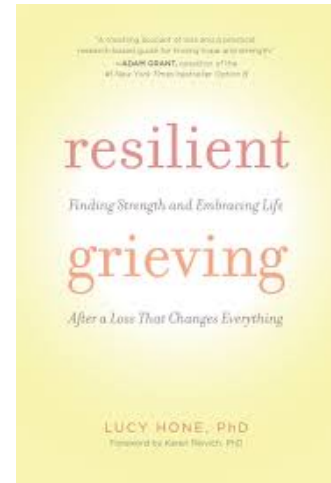
Author Lucy Hone and forward writer Karen Reivich provide an academic credibility to this book so readers in search of professional development can be confident the strategies discussed in the book come from a credible evidence base. Lucy is a psychologist who works in the field of understanding and developing resilience. She has written a book about applying her knowledge of resilience to her own experience of significant grief and loss. Lucy currently works as a researcher in resilience and well-being at

the Auckland University of Technology.

While travelling to a family holiday destination, a horrific car accident caused the death of Lucy's daughter Abi, her best friend Ella and Ella's mum who was Lucy's close friend. Lucy has written this book partially to make meaning of what has happened to her, her family and community and to offer support to others faced with similar situations which, as she points out, is all of us.

Lucy discusses honestly and openly the decisions she made when faced with an unthinkable situation. As a psychologist, armed with knowledge and experience, she was able to look to the research. She has also been able to question and reconsider some of what is often part of the landscape of grief and loss theory. One of the assumptions common in grief and loss literature which Lucy challenges is that grieving is in some sense a passive experience which happens to you and takes as long as it takes. While Lucy doesn't discount this as a process appropriate for some people, at some times, she asks how this might apply to someone like herself who has two other young children and a husband who are depending on her to support them and help them to continue their lives. She points out it is important to make choices in

the areas you are able to. The death and loss of a loved one is not a choice available to any of us however there are many other choices still open to those who are suffering grief and loss. Lucy points out that these choices give us a measure of control.



Elisabeth Kübler-Ross's five stages of grief is discussed and its limitations examined. A key criticism of this model is that the model implies that grief is somewhat linear. Grief comes in stages and as you work through each stage until you are ready to move on to the next stage. Lucy's lived experience, she explains, is more like a game of snakes and ladders in which you move up, down and back and forth in a somewhat random way depending on your own emotional state and the environment you find yourself in.



## BOOK REVIEW CONTINUED

The book is structured into two parts. The first part provides a range of strategies to support recovery from the initial loss and resultant, at times, overwhelming grief. The second part focuses on how to continue life in a meaningful way which includes honouring and remembering the lives of the deceased. At the end of the book Lucy provides 'The Resilient Grieving Model' which is pictured as a puzzle. Each piece of the puzzle is labelled with strategies and the page in the book where she fleshes out the strategy listed. Lucy writes that the pieces can fit together in whatever order is useful to the bereaved person and that each piece is a signpost or key which provide tools to manage the experience of loss.

This is a book which will find an audience in practitioners as they work with individuals and groups who are experiencing grief and loss. It is written in an easy to read style and it does have the backing of academic research and is fully referenced which is useful for professional readers. Lucy's relating of her own personal experience adds weight and credibility to the strategies. This is an excellent book to add to the pile of professional reading this year for any educational psychologist.

## CONTRIBUTIONS TO LITERATURE

### Congratulations to the following students and IEDP members who have recently published articles.

#### Massey University

Seymour, J., Nicholson, T., & Edwards, T. (2018). "I have goals and plans to achieve them". An online survey of the career perceptions of trainee and practising educational psychologists. *New Zealand Journal of Psychology*, 47(1), p. 4-12.

#### Victoria University of Wellington

In March 2018, Jeff Sigafoos served as the Guest Editor for a Special Issue on Communication Assessment and Intervention for the journal *Advances in Neurodevelopmental Disorder*.

Longerbeam, M., & Sigafoos, J. (2018). Language and children with autism. In V. A. Reed (Ed.), *Introduction to children with language disorders* (5<sup>th</sup> ed.) (pp. 235-259). New York: Pearson.

Lancioni, G. E., Singh, N. N., O'Reilly, M. F., Sigafoos, J., D'Amico, F., Pinto, K., De Vanna, F., & Caffo, A. O. (2018). Promoting ambulation in persons with advanced Alzheimer's disease: a pilot study. *Disability & Rehabilitation: Assistive Technology*, 13, 101-106. doi: <http://doi.org/10.1080/17483107.2017.1297856>

Lancioni, G. E., Singh, N. N., O'Reilly, M. F., Sigafoos, J., Alberti, G., Chiariello, V., Perilli, V., & Campodonico, F. (2018). A

smartphone-based technology package to support independent activity in people with intellectual disability and blindness. *Internet Technology Letters*, e34, doi: 10.1002/itl2.34

Lancioni, G. E., Singh, N. N., O'Reilly, M. F., Sigafoos, J., Campodonico, F., Doretta, O., Alberti, G., & D'Amico, F. (2018) Using microswitch-aided programs for people with multiple disabilities to promote stimulation control and mild physical exercise, *Journal of Intellectual & Developmental Disability*, 43(2), 242-250. doi: [10.3109/13668250.2016.1253831](https://doi.org/10.3109/13668250.2016.1253831)

Lim, N., O'Reilly, M. F., Sigafoos, J., & Lancioni, G. E. (2018). Understanding the linguistic needs of diverse individuals with autism spectrum disorder: Some comments on the research literature and suggestions for clinicians. *Journal of Autism and Developmental Disorders*. doi: 10.1007/s10803-018-3532-y

Zhang, D., Roche, L., Bartl-Pokorny, K. D., Kriebler, M., McLay, L., Bolte, S., Puustka, L., Sigafoos, J., Gugatschka, M., Einspieler, C., & Marschik, P. B. (2018). Response to name and its value for the early detection of developmental disorders: Insights from autism spectrum disorder, Rett syndrome, and fragile X syndrome. A perspective paper. *Research in Developmental Disabilities*, doi: <https://doi.org/10.1016/j.ridd.2018.04.004>

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