



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 micheleblink1@gmail.com

IEDP FACEBOOK PAGE

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

INTRODUCING THE IEDP COMMITTEE

Michele Blink — Chair. After teaching for many years I completed my educational psychology training at Massey University. I currently work at an RTL cluster in East Auckland. I love my work - it is stimulating, rewarding and offers diverse professional experiences.

JUBILEE CONFERENCE HIGHLIGHTS

The IEDP Committee worked hard behind the scenes to bring presenters with an educational psychology perspective to the 50th New Zealand Psychological Society Conference. The Committee share their highlights of the conference.

WHAT WORKS IN TEACHING READING

by Michele Blink

Professor Tom Nicholson, former Professor of Literacy Education at Massey University and member of the Reading Hall of Fame, was a perfect choice of guest speaker for members of the IEDP interested in hearing about current research in the area of literacy. Tom shared research examining evidence-based approaches to teaching reading and writing. The purpose of the presentation was to support the practice of psychologists working in education as well as to ensure that practitioners have the knowledge to support teachers with evidence-based strategies and programme design. With 25% of Year 8 students struggling with reading and 66% with writing, it is important that psychologists are familiar with the most effective ways to support the development of reading and writing skills. While Tom shared research examining the effect sizes of a range of reading and writing approaches, the interactive style of the presentation allowed those present to engage in discussions and share practice.

Margaret McNally — Secretary

I started my journey as a psychologist in the Air Force. After having my second son and spending several years at Playcentre I decided to retrain in educational psychology. I have been part of the Lower Hutt Ministry of Education Learning Support team for five years. I enjoy working in a range of areas including complex needs, behaviour and early intervention.

Robyn Stead — Professional Development Coordinator

I started my private practice in February this year. Previously I was a Practice Leader in the RTL B service. My job on the IEDP committee is to develop professional development opportunities.

Robert Shaw

I work as a counsellor and Family Dispute Resolution mediator at Family Works Taranaki. Many of my clients are court referrals or young people.

Kate Garland — Student Representative

I have just completed my Postgraduate Diploma in Educational and Developmental Psychology. I look forward to beginning work as an educational psychologist at the Ministry of Education next year.

Debbie Sutton — Student Representative

I am heading into an internship with the Ministry of Education in 2019. I am excited about putting my existing knowledge to practice, and developing the skills required to be an effective educational psychologist.

LEARNING INTERVENTION

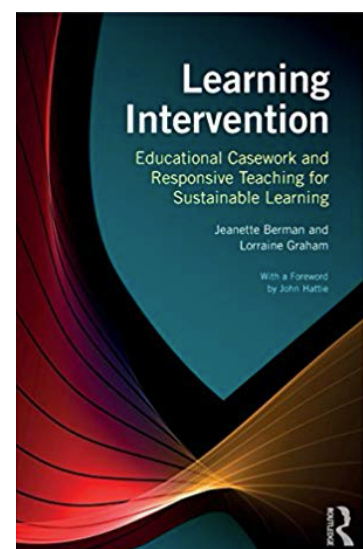
by Margaret McNally

This year at conference I was fortunate to attend the workshop about educational casework presented by Jeanette Berman and Lorraine Graham. The workshop was an affirming experience that gave me new ideas about how to think about casework. In particular, the detailed information about the types of questions asked at different stages of responsive teaching in comparison to the questions asked during educational casework. For example “How do I teach all my learners?” compared to “How do we intervene?” I was very impressed with the clarity that they depicted different stages of case work and I decided to purchase their book *Learning Intervention: Educational Casework and Responsive Teaching for Sustainable Learning*.

The book is easy to read and succinctly gives a detailed description of casework in a way that works in the Aotearoa context. The book introduces a framework for areas of assessment that easily link to the New Zealand curriculum key competencies: ATRiUM (Active learning, Thinking, Relating to others, Using language, symbols and texts, and Managing self). One of my favourite parts of the book are the illustrations that summarise key ideas. For

example, there is an illustration of evidence-informed learning intervention that describes the types of evidence including the evidence from within the intervention. This really made sense to me and I was able to think about it in relation to my own casework. The book was a great way to refresh my memory about a number of different concepts that are important to our profession. I must admit when I was reading the section about validity there were a few types of validity that I had not thought about for some time.

Learning Intervention is an up to-date reference for educational casework that is written for use in Aotearoa and Australia. Hence, it refers to ideas that are familiar and relevant for practitioners in this country. It is refreshing to read material that is ecological, inclusive and incorporates culture appropriately. I would recommend the book for those who are starting their journey in educational casework or those who want to refresh their practice.





IEDP and conference presenters left to right: Robyn Stead, Jeanette Berman, John Hattie, Tom Nicholson, Michele Blick

GROWING UP IN NEW ZEALAND

by Robyn Stead

The Growing up in New Zealand Symposium was a glimpse into the rich information coming from the Auckland-based, longitudinal study that tracks 7000 children from before birth until young adulthood. Elizabeth Peterson highlighted the participants are reflective of a culturally diverse Auckland and the information being generated is pertinent to psychologists. Presenting with Elizabeth were Maria Corkin and Sahrish Ahmad. The three studies which made up the symposium investigated the:

- ♦ impact of moderate or low alcohol consumption during pregnancy on early socio-

emotional development of pre-schoolers

- ♦ relationship of media exposure to symptoms of attention deficit hyperactivity disorder in pre-schoolers
- ♦ prevalence and trajectories of change in socio-emotional competence in pre-schoolers.

Each of the papers presented had a wealth of information of interest to educational and developmental psychologists. Highlights of these for me were:

- ♦ despite the often confusing messages presented in the media about alcohol consumption during pregnancy, the results from Growing Up in New Zealand demonstrate that even moderate alcohol

consumption can negatively impact infant behaviour

- ♦ parent mediation of children's screen time through co-viewing and careful selection of content can moderate the impact of screen time on children's behaviour—children's relationship with screen time is more complicated than just the amount of exposure
- ♦ children's socio-emotional development in the pre-school years is not entirely linear but appears to develop and change at varying times.

I encourage all psychologists to bookmark the Growing Up in New Zealand website <http://www.growingup.co.nz> to keep up to date with the information coming out of this study.

IEDP STUDENT CONFERENCE AWARD

Congratulations to Sophia Attwood, recipient of the 2018 IEDP Student Conference Award. The award supports a student subscriber of the IEDP to attend the NZPsS Annual Conference. The following is Sophia's reflection about her conference experience.

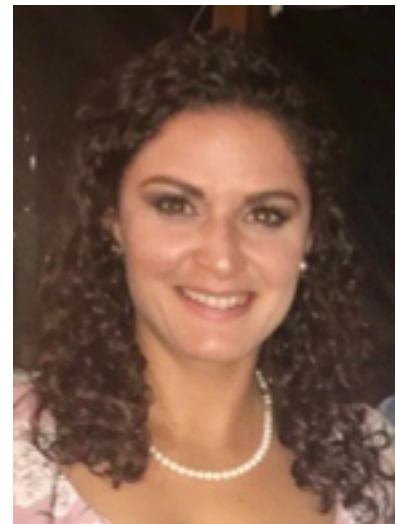
Having just discussed the many nuances of a mihi whakatau at university the day before, the opening of the 2018 Jubilee Conference took on a new significance for me. Yes, I *heard* the host acknowledging his whenua. Yes, I *saw* the young members of the rōpu perform a moving haka powhiri. But what I *felt*, was a phenomenon that I am not able to aptly articulate. As the opening proceeded, I visualised the host's ancestors coming to stand at his side and join in the welcome. I sensed their wairua and felt part of something bigger than my own experience in the 'now'.

The host's comments about the parallels between our profession and his "sooth-saying" ancestor prompted me to think of the Te Ao Māori frameworks I've been investigating throughout my internship year. It reaffirmed for me the importance of frameworks that are open enough to allow people to make sense of their situation,

instead of forcing my own worldview upon them. Dr Siautu Alefaio's presentation on Friday reinforced this notion. She spoke about her journey to developing Saili Matagi, a framework that allows us to appreciate the extent to which indigenous beliefs and values shape the thinking of Pacific peoples.

Without doubt, there were many times throughout the conference I sought to make meaning of new information by integrating it with *my* core beliefs and values. For instance, I found myself repeatedly making links to the field of positive psychology. Whether this was a bad case of *confirmation* bias is certainly up for discussion (I'm admittedly a disciple of the field). Keynote speaker Shaun Robinson spoke about the Mental Health Foundation's (MHF) vision for "a society where all people flourish". I felt invigorated that a person in a position of such influence conceptualises mental health as a state of flourishing. Meanwhile, Dr Patrick McGorry's address about the economics of mental health lamented the fact that diagnosis-dependent funding mechanisms are too cost-intensive and not conducive to an early intervention model. At the end of his speech, I felt an overwhelming urge to ask Dr McGorry about his view on the role of a positive education curriculum in schools as a solution to the "global burden of mental illness". (Being a fledgling psychologist, I

prudently kept quiet). Later, Dr Anthony Grant's interpretation of Coaching Psychology as a profession that supports people to achieve their goals also harkened back to a solution-focussed and humanistic view of mankind. Undeniably, these themes demonstrated that the focus in psychology is shifting toward investigating how projecting and evaluating future possibilities drives thought and action. The days of incessantly ruminating on the past may well be numbered.



As an emerging educational psychologist I can't say I am sure of much. But thanks to my experience at the Conference, I can decisively say that I subscribe to a humanistic paradigm. I'm now resolute in my belief that we are all motivated towards growth. So despite the misery, inequity, and exclusion I may face in the day-to-day grind as a young psychologist, I am heartened by the fact that as a workforce, we are privileged to be nurturing optimism in people.

COMMUNITY OF PRACTICE

by Veerle Van Cooten,
Behaviour Specialist -
Educational Psychologist,
Explore

In the Wellington and Lower Hutt region we have been maintaining a local Community of Practice (CoP), where a group of educational psychologists meet once a month to support each other on various professional matters. The group was initially formed from some graduates of the Educational Psychology Programme at Victoria University of Wellington, who had completed their internship together. Over the last few years, new interns and recent graduates have been added to the group. The group consists of psychologists working for the Ministry of Education, Explore, Resource Teachers Learning Behaviour service, in research/academics, and in private practice. While we can't all make the meeting each month, the setup gives us enough flexibility to come along as often as we can and keep a regular ongoing network, feel supported, and keep contributing to the growth of our professional practice.

This year the meetings have taken place at one of the local Explore offices, providing a space where we could meet early on a Wednesday morning. The topics of interest that are discussed vary widely

and are mostly based on sharing experiences and learnings from our practice, as well as questions that come up that we would like to explore together. Usually one of the CoP members presents on a topic they have explored in detail in their work setting, which is interesting for other educational psychologists to learn about. This can sometimes take the form of a journal club, or may include someone presenting from their own casework. Examples of topics from this year are Dyslexia; the Early Start Denver Model research project; Autism, Gaming and Sleep; and the Teen Life programme. We have also had discussions where one or more of us were seeking feedback from our peers within the CoP. For example, where do we see the needs for early intervention in our work settings; what would be good topics to take from our work to present at national conferences; how to get the most out of supervision; and how to prepare if you are

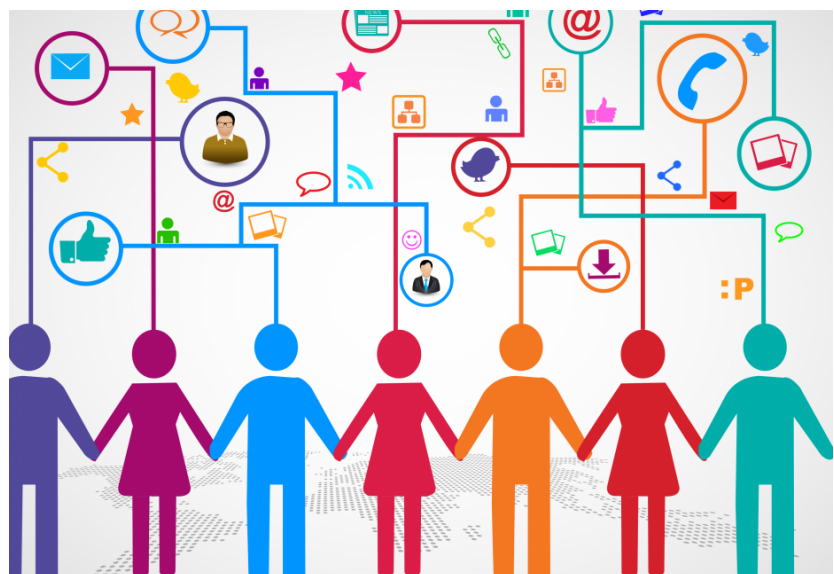
selected for a Psychologists Board audit.

We find this CoP provides a valuable ongoing opportunity to network, learn and keep developing our practice. We hope this model might be useful for you and we would encourage you to set up your own local CoP. Do you have a similar setup in your local area? Let us know how this is working for you, so others can learn from it, and perhaps join you if they work in your area. Want some more information about how we are organised, or tips on how to get started? Feel free to email me:

vmdevriesmsc@gmail.com.

ACCESS WEBINARS

Go to the IEDP webpage to access recordings and notes of professional development webinars <http://www.psychology.org.nz/membership/member-groups/institute-of-educational-and-developmental-psychology/#.XABDBC17Esk>



WORKING WITH FAMILIES, WHĀNAU AND CAREGIVERS IS A PRIVILEGE – AN INTERVIEW WITH JILL PHILLIPS

by Margaret McNally

Jill Phillips recently retired from Learning Support, Ministry of Education. She spent over 40 years working as a teacher and educational psychologist in the early intervention team. I always appreciated her wisdom during our informal conversations in the staff room. I decided she would be a great person to ask about how she managed to keep working in the difficult area of behaviour. This is a summary of our conversation.

How can we maintain respectful relationships with families, whānau and caregivers?

- ♦ Keep your responsibilities towards the Treaty of Waitangi at the forefront of your mind. Early on in my career I had the benefit of learning the basics of pronunciation of te reo Māori and some aspects of tikanga. I have continued to use the MoE resources for te reo classes. Working alongside Kaitakawaenga also helped me develop my practice. I still want to learn more, my name is on the waiting list for further te reo Māori classes.
- ♦ Remember the Psychologists' Code of Ethics and the importance of being respectful and doing no harm.
- ♦ Have a respectful workplace with a professional culture. This reminds us how to be respectful and it is modelled on a daily basis.

When is working with families, whānau and caregivers most challenging?

- ♦ Usually this is when there are safety concerns for a child. Good quality and regular supervision is essential. You must deal with the concerns elsewhere so that you continue to be available and the concerns do not become a

barrier to the relationship between yourself and the family, whānau or caregiver.

How do you stop yourself making generalisations about families, whānau and caregivers?

- ♦ Maintain an awareness that families, whānau, caregivers might be less confident about engaging with us. Accept where they are at.
- ♦ Build relationships and let them maintain the decision making. Let them make informed choices and as things progress maintain informed consent. This might mean having to go really slowly and accepting that this is the best thing at the time.
- ♦ Be mindful of addressing their family, whānau, caregiver priorities because they have made a giant step of committing to the service. Help them access supports in the community. Use links to community agencies and prioritise developing these links by attending events such as Strengthening Families network meetings. For example, if housing or respite is an issue you need to know who you can refer them to for support. Remember we can't do all the work. Stay curious about the situation. Be creative in working with them to find ways of addressing their concerns.

Do you have any recommendations for practitioners working with families, whānau or caregivers?

- ♦ Look after yourself – remember the self-care. Keep a work/life balance and make sure you have enough support.
- ♦ Get quality supervision. This is important all of the time and most importantly when you have concerns about a family's wellbeing or safety.
- ♦ Have a manager who understands work in complex and challenging situations.
- ♦ Keep linked in to professional groups, such as the IEDP, ED Psych Forum, and learn from one another and use informal mentoring.

JILL PHILLIPS INTERVIEW CONTINUED

What resources do you refer to?



- ♦ Code of ethics for psychologists working in Aotearoa/New Zealand
- ♦ Distressed or deliberately defiant? Managing challenging student behaviour due to trauma and disorganised attachment by Judith Howard
- ♦ Te pikinga ki runga: Raising possibilities by Sonja Macfarlane
- ♦ Providing positive guidance: Guidelines for early childhood education providers by Ministry of Education
- ♦ Te Whāriki: Early childhood curriculum by Ministry of Education
- ♦ Guiding children's behaviour by Louise Porter

PODCAST PD

by Kate Garland

Professional development comes in many forms. I have spent a lot of time driving this year and I enjoy listening to podcasts to develop my knowledge. I have been listening to:

Psych Crunch

<https://digest.bps.org.uk/podcast/>

PsychCrunch is the podcast from the British Psychological Society's Research Digest and presented by [Dr Christian Jarrett](#) and [Ginny Smith](#). Each episode explores findings from psychological research.

<https://digest.bps.org.uk/2018/08/29/episode-13-how-to-study-and-learn-more-effectively/>

This episode explored the evidence about learning styles. The commentators reported that although people think they learn better when information is presented according to their preferred learning style (auditory, visually, or kinaesthetically), their learning is not affected. Instead, the commentators recommended the most effective learning style depends on the nature of the material being taught. The commentators also dispelled the myth that brain gym was effective.

Education Council of Aotearoa – Teaching Today

<https://educationcouncil.org.nz/content/teaching-today-podcast-episode-1-physical-restraint>

Although these podcasts are directed at teachers, I found them really valuable for my practice.

1. Physical Restraint
2. Teacher Wellbeing
3. A case study of culturally responsive teaching
4. Modern Learning Environments

Practically Perfect Parenting Podcast

<http://practicallyperfectparenting.libsyn.com>

I attended a session by Prof. John Sommers-Flanagan at the 50th New Zealand Psychological Society Conference about how to have difficult conversations with teenagers. He promoted his podcast, which he does with Sara Polanchek.

I value listening to a podcast that is designed for parents (so talks about issues using everyday language) but is delivered by clinicians/ academics and so is based on best evidence and research.

Please share what podcasts you are listening to. Email micheleblick1@gmail.com

VICTORIA UNIVERSITY UPDATE

This year saw an increase in student enrolments in the Masters of Educational Psychology programme at Victoria University of Wellington. For example, the number of enrolments in *Evidence-based Practice in Education* (EPSY 530) increased from 18 in 2017 to 27 in 2019.

In addition there is a record number of students ($n = 20$) completing the Applied Research Project this year, with a range of topics being explored, such as:

- ♦ Evaluation of an early intervention programme for children with autism spectrum disorder
- ♦ Evaluation of information booklets for providing information related to the educational needs of children with fragile X syndrome
- ♦ Effects of self-regulated learning strategies on writing performance of Year 1 students.

Publications

Since June 2018, the following papers have been published:

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

Schlosser, R. W., Belfiore, P., & Sigafoos, J., Briesch, A., & Wendt, O. (2018). Appraisal of comparative single-case experimental designs for instructional interventions with non-reversible target behaviors: Introducing the CSCEDARS ("Cedars"). *Research in Developmental Disabilities*, 79, 33-52. doi: 10.1016/j.ridd.2018.04.028

Sigafoos, J., & Marschik, P. B. (2018). Commentary on "intensive toilet training targeting defecation for a child with autism spectrum disorder" (Sutherland, Carnett, van der Meer, Waddington, Bravo, & McLay, 2017). *Research and Practice in Intellectual and Developmental Disabilities*, 5, 98-102. doi: 10.1080/23297018.2017.1385413

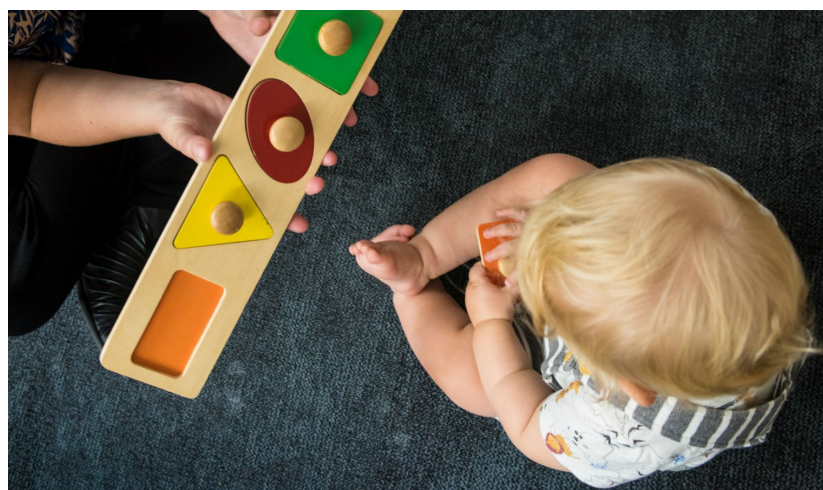
Sigafoos, J., Roche, L., Stevens, M., Waddington, H., Carnett, A., van der Meer, L., O'Reilly, M. F., Lancioni, G. E., Schlosser, R. W., & Marschik, P. B. (2018). Teaching two children with autism spectrum disorder to use a speech-generating device. *Research and Practice in Intellectual and Developmental Disability*, 5, 75-86. doi: 10.1080/23297018.2018.1447391

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>

AUTISM RESEARCH ON TV

Victoria University of Wellington's research programme on early intervention for children with autism spectrum disorder, being conducted by Drs. van der Meer and Waddington, was featured on TV1 in October:

<https://www.tvnz.co.nz/one-news/new-zealand/new-research-shows-play-based-therapy-in-small-doses-positive-children-autism>



BOOK CORNER

by Robyn Stead

Everybody lies: Big data, new data, and what the Internet can tell us about who we really are by Seth Stephens-Davidowitz

Seth Stephens-Davidowitz is a former Google data scientist who has a BA from Stanford, and a PhD in Economics from Harvard. His research looks at uncovering hidden behaviours and attitudes through using big data sources. The focus of his book, *Everybody Lies*, is on using Google Trends, Google Adwords, Facebook, Wikipedia, Pornhub and other large scale sources of data as a way of tracking the thoughts that many of us would otherwise hide from examination by a researcher. When faced with questions about what we may consider socially unacceptable all of us are likely to lie to some degree even in what may be a confidential survey or poll conducted by a researcher. There are a couple of other areas in which it is immediately obvious that big data can trump other forms of traditional information gathering. Firstly, the sheer volume of data that is available for analysis and secondly, this data is all free and unencumbered by the costs of traditional research and the constraints that this brings.

Seth writes for a wide audience and the book is humorous and easy to read. This is the kind of book that could be read on a holiday or

over a long weekend break. The thinking underpinning the book however, is far from lightweight. The possibilities of insight into all kinds of human issues are vast when considering the use of big data. Some of the issues he discusses are topical and of interest to many of us such as the election of Donald Trump as president of the USA. While this came as a surprise to many of us, Seth was able to look at big data to find indicators that showed the likely outcome of the election. Some of the issues discussed are ones that are central to all human beings such as human sexuality and attitudes towards cultural and racial differences. Access to big data in this area could lead to breakthrough understanding as previously access to data was limited to what people were prepared to consciously reveal about themselves.

If you are interested in getting a big picture overview of the way that big data analysis has the power to change social sciences and the way that we are able to understand human behaviour then this is a great place to start. Issues of privacy and understanding of what one is consenting to when signing up to social media or using big search engines such as Google are not examined in this book and there are many questions left begging to be answered. In order to understand the moral and ethical challenges of using big data you would need to read wider to put this book

into context. As social scientists and users of social media and internet searches it will be important for Educational Psychologists to upskill ourselves in this area. Many of us will remember brief discussions during our training of internet protocols and the care we need to take in using social media. In the face of this new use of big data it seems that we as a profession will need to have a deeper understanding than this in order to be informed consumers and to guide the people we work with to protect their privacy and personal information and make choices in using social media and the internet that are safe and beneficial to them.

EVERYBODY LIES

BIG DATA, NEW DATA,
AND WHAT THE INTERNET
CAN TELL US ABOUT WHO
WE REALLY ARE



SETH STEPHENS-DAVIDOWITZ
FOREWORD BY STEVEN PINKER

PSYCH WEEK ARTICLE

To help mark Psychology Week in 2018 the IEDP wrote the following article for Tots to Teens magazine. Transition is frequently cited as a time when difficulties can arise. Tots to Teens has 26,000 on-line subscribers and we're informed the article had good reach.

https://www.totstoteens.co.nz/education-and-learning/helping-children-transition-from-ece-to-primary-school/?fbclid=IwAR1DKjxfwBbmWyn-hPXv4OPy_3rdowDVq3yKj5pNWMJLX2n0hL0oOLN5hUo

IEDP NEXT YEAR

The IEDP often works behind the scenes to support and promote the educational psychology profession. Next year the IEDP will:

- ♦ provide members professional development opportunities. As always, we'd love to hear your ideas about professional development you would like
- ♦ arrange the key note speaker for the 2019 NZ Psychological Society conference
- ♦ revise our mission and goals to make sure they are relevant and align with the work we do

- ♦ continue to keep you updated about educational psychology ideas and events via our Facebook page
- ♦ publish two newsletters
- ♦ represent educational psychologists in the media
- ♦ be looking for a treasurer and student representative to join the IEDP committee.

IEDP CONTACT DETAILS

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Happy
Holidays
to all