



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.

NEW IEDP MEMBERS

Jo Orchard - Student Rep

Jo is the new student representative on the IEDP. Jo lives in Tauranga. Originally a primary teacher, she has been a Resource Teacher Learning Behaviour (RTL) for six years. Jo has just completed a Masters in Educational and Developmental Psychology. In 2020 she begins the internship and will continue to work with RTL. Contact Jo with questions or ideas for activities.

jo.o@teakaukipapamoaschool.nz

Polly Schaverien - Advocacy

Polly has recently joined the IEDP and taken on the advocacy portfolio. She is a Wellington-based clinical psychologist working in private practice, mostly in the educational psychology space. She is passionate about supporting young people on their learning and development journey. If you have ideas for how the IEDP could be active in advocating for change, please get in touch.

polly@howilearn.co.nz

IEDP GOES ON-LINE WITH ZOOM

by Robyn Stead

This year, the IEDP has used video-conferencing to enable its members to access professional development and attend the Annual General Meeting — all from the comfort of their chair.

The IEDP has run two professional discussions using Zoom, a video-conferencing platform, so that members throughout New Zealand could participate. The first professional discussion focused on supporting teachers to provide an inclusive environment for students with additional needs. We had 11 members attend this session and attracted a mix of students and experienced educational psychologists.

Our second session focused on reluctant writers, including what approaches educational psychologists use to support students who are reluctant to write. We had 6 members attend this session and again the group was a mix of students and more experienced practitioners.

After the session a google folder was created with resources shared and discussed during the sessions and this was shared with all participants. Conversations were lively and diverse across both sessions with ideas being freely shared. From the committee's perspective this has been a successful initiative and we are keen to continue with them in the future. We are currently developing plans for more professional discussions using Zoom, as well as discussions with invited speakers.

VICTORIA UNIVERSITY AUTISM CLINIC

The Victoria University of Wellington Autism Clinic is now fully up and running <https://www.victoria.ac.nz/autism-clinic>

AUTISM LEARNING COMMUNITY

Learn strategies, discover resources, and find support for your work with students with autism. Join the Monarch Centre for Autism community for invitations to free edWebinars with live chats, access to a resource library, and online discussion forums <https://www.edweb.net/autism>

WHO'S AFRAID OF LEARNING? LECTURE

Roseanna Bourke, Professor of Learning and Assessment, Massey University, delivered an Inaugural Professorial Lecture on Friday 1 November. Drawing on theories of social and cognitive learning and motivation, the lecture explained how fear of new things can limit our capacity to learn. The lecture is available on <https://webcast.massey.ac.nz/Mediasite/Play/8876b075376f483c935d1719db64ccb11d>

CONFERENCE HIGHLIGHTS

by Michele Blick

The IEDP invited Linda Theron to be a keynote speaker and workshop facilitator at the New Zealand Psychological Society conference held on 27-30 August.

Linda Theron, professor in the Department of Educational Psychology and Centre for the Study of Resilience at the University of Pretoria, shared her research on resilience processes for young people challenged by significant adversity. When conceptualising resilience, she acknowledged the complexity of the concept. Rather than conceptualise resilience solely as being due to personal attributes, she defined resilience as an ecosystemic concept, a process involving sociocultural contexts that shape resilience and determine which resilience-enablers support positive adaptation to adversity. This conceptualisation resonated with the way educational psychologists in Aotearoa New Zealand acknowledge the ecological and dynamic systems that interact in a young person's life. It is important for educational psychologists to understand how and why some young people can 'beat the odds'. This knowledge provides educational psychologists with the ability to support a young person's resilience by identifying the protective factors and resources that will facilitate resilience and equip a young person to move towards positive adjustment. If you were not able to attend the conference and would like to learn more, you may like to access the book Professor Theron co-edited: *Youth resilience and culture: Commonalities and complexities*.



LindaTheron delivering her keynote address

RESTORYING TRAUMA

by Sapphire Telford

Michelle Johnson-Jennings facilitated a pre-conference workshop about restorying historical trauma for healing.

Michelle is a clinical psychologist who lives in Canada. She is from the Choctaw Nation in America and has devoted much of her life, research and work to supporting indigenous communities to re-discover the strengths of their ancestors and culture. In her workshop, Michelle discussed the impact widespread trauma can have across generations. Not only can there be psychological impact but even biological, affecting the phenotypic expression of genes that can make individuals more vulnerable to outcomes such as obesity and addiction.

Michelle explored the impact of colonisation and the trauma that ensued on the narratives of indigenous people. This includes today's narratives, where indigenous communities are often seen as past victims. However, by reclaiming the strengths of their ancestors and the idea that they pushed through much trauma and difficulty to ensure future generations would come to be, indigenous communities can reclaim their strengths and identity and in turn think about the type of ancestor they want to be. Michelle has used a form of narrative therapy informed by indigenous expertise to create projects and treatment that can help indigenous people and communities to reclaim their ancestral strengths and tell a new story. Her work was an inspiring framework for how we too in Aotearoa can support self-determination, strengths-based views and ultimately flourishing for our indigenous and minority communities.

RETHINKING THE LANGUAGE OF DISORDER

by Sapphire Telford

Peter Kinderman, gave a conference address about rethinking the language of disorder.

Peter, a UK clinical psychologist, is working to change the approach we take to mental health and medication from a clinical to an ecological perspective. Mental health distress is commonly an understandable response to stressors. It is also important that the client knows they have a choice about whether or not they want to accept a diagnostic label and that all diagnoses are socially constructed. For example homosexuality was once considered a disorder in the DSM-II. Peter noted that we need to be aware of diagnostic labels being stigmatising and influencing others' responses. Also, mental health support should be targeted to populations that are known to be vulnerable (e.g. children in care) rather than given on the basis of diagnosis.

Peter is also contributing to work around rethinking medication. While medication has certainly been used effectively in some situations, the exponential increase in prescriptions for drugs such as antidepressants and ADHD medication for children raises concern. While drugs may support addressing the symptoms of mental health distress, they do not address the cause. Peter believes the idea about correcting chemical imbalance in the brain is widely pervasive and yet there is little evidence to link this as the key cause, or even a cause of much mental health distress. Also, an increase in prescriptions of antidepressants to children is concerning, particularly as research has not adequately explored the risks of this. Working from an ecological perspective, Peter advocates teaching strategies and skills to cope alongside, or instead of, medication and making sure clients have a choice and self-determination.

AUNTY DEE TOOL

by Sapphire Telford

Monique Faleafa, a keynote speaker, at the conference, shared the work her organisation Le Va is doing for Pacific people. This included the development of an online tool, Aunty Dee, which helps people to work through problems or distress using a cognitive behavioural therapy approach informed by Pacific expertise. This tool is designed to be culturally responsive to Pacific communities, particularly young people and picks up on key risk words, which if the person types will give them the opportunity to speak to a trained counsellor. The tool is free, something Monique emphasises is important to her with the tools they develop, as she believes it is one way to democratise psychology.



DAME MARIE CLAY AWARD

by Margaret McNally

On Friday 20 September I had the pleasure of seeing Valerie Bridge being presented the Dame Marie Clay Award by the New Zealand Psychological Society President Dr John Fitzgerald. What made it extra special was that many of her current and previous learning support colleagues attended as well. This reflects the high esteem that Valerie is held in. Talking to Valerie about what she has done during her long career reminds me of the variety of ways that educational psychologists can help support students. I am very interested in the work she has done supporting students with complex needs to transition from school to the

community and using narrative assessment to guide programme development.

Those of us who are lucky enough to know Valerie are aware that she holds professional standards and ethics at the forefront of her practice. Her knowledge and clarity in these areas has helped support many other practitioners. Funnily enough we even managed to discuss a difficult topic on the evening she was presented with her award!

More information about narrative assessment is available on line at <http://assessment.tki.org.nz/Assessment-tools-resources/Learners-with-diverse-learning-needs/Through-different-eyes>.



Val Bridge receiving her Dame Marie Clay Award

INTRODUCING ... MARIE PETERSEN

Each newsletter we introduce an educational psychologist to help build connections within our profession. Today, we introduce Marie Petersen. Marie is a Resource Teachers Learning Behaviour cluster manager.

What led you to become an educational psychologist?

I had been working as a teacher and have always been drawn to the kids that are not served well by our education system. I wanted to understand better how I might make a difference and began my journey into educational psychology.

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

I manage a service of 38 Resource Teachers, all specialist teachers who are highly skilled. We work alongside the 74 schools in the Western Bay to support students, families / whanau, teachers and schools / kura to better provide for students with diverse learning needs.

We take Requests for Support from schools / kura and we work alongside to provide learning opportunities for those students who struggle with academic or social / emotional learning. We get to

work with individuals, families, teachers and schools. Lately we've been involved in projects involving groups of schools, and that is so exciting to see positive changes on that level.

What do you enjoy about your work?

I love it. It's the best job in the world. Every day I get to work alongside the most skilled and positive group of people who go over and above to make a student's learning more meaningful. Every day is different and every student is a unique individual, that's what makes this job both challenging and rewarding.

I have to comment on the Resource Teacher team. They are the most dedicated and skilled group of people I have ever had the privilege of working with. They truly give 110% to make a difference for a child and are innovative and creative in how they do this.

What books do you recommend to educational psychologists?

OK I have a few:

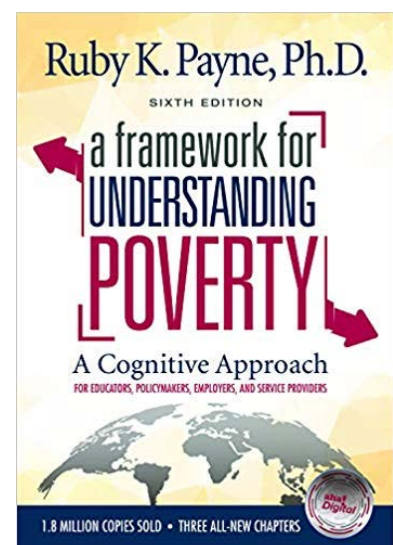
- ◆ Visible learning: A synthesis of over 800 meta-analyses relating to achievement by John Hattie (2009)
- ◆ Learning in the fast lane by Suzy Pepper Rollins (2014)
- ◆ Casework in education: Planning and decision

making for specialist practitioners by Jan Johnson (2016)

- ◆ What really works in special and inclusive education (2nd ed) by David Mitchell (2014)
- ◆ Distressed or deliberately defiant? by Judith Howard (2013)
- ◆ Diagnosing 'disorderly' children: A critique of behaviour disorder discourses by Valerie Harwood (2006)

And the one I'm currently reading:

- ◆ A framework for understanding poverty: A cognitive approach created for educators, employers, policymakers and service providers by Ruby Payne (2018)



What advice would you give to students studying to become psychologist?

Psychology is the study of people, so you have to be extraordinarily interested in people and how they tick. The journey to becoming a 'great' psychologist never stops, you are always learning. That's the fun part of the job! So my advice would be to never stop learning. Find your passion within psychology and carve out your knowledge niche within that.

What does the future hold for you professionally?

I'm very interested in supporting those with high anxiety, sadness and depression, unfortunately it's a growing concern amongst our schools. Currently we rely on Australian resources and whilst they are very useful, it would be great to have a New Zealand based resource that caters for our culture.

I'm also interested in supporting our older community. It's a frightening statistic when you consider suicides in those aged 75 and older and I wonder how much psychological support is available for our older community.

So there is always something new to wonder, ponder and learn!



ED PSYCH FORUM

Massey University is hosting the 12th Educational Psychology Forum on 3-4 February 2020.

If you are interested in seeing what educational psychologists *actually* do then come along to learn about breaking edge practice and research in the field. In 2020 we have a mixture of research, and practice based presentations.

We have the amazing Melinda Webber and Laura Lundy as keynotes, as well as a creative performance as part of our two day line up. This will be relevant to anyone working in education, or with an interest in psychology.

For more information visit <http://www.eenz.com/epf/> and register for what will be an amazing two days of sharing and learning.



UNDERSTANDING THE *WHY* — THE ROLE OF COGNITIVE ASSESSMENT

by Polly Schaverien

When young people reach our team for assessment, it is usually because they (their families and teachers) have got “stuck”. School-based supports have been tapped, a range of interventions have been trialed, yet the young person is continuing to experience challenges in terms of learning or behaviour.

More often than not, what I have found is that the reason interventions have not worked, is because the team involved can see what is happening (e.g. a child is struggling to learn to read, or to listen in class), but are still grappling with why. It is hard to choose the right intervention, until that *why* is fully understood.

This is where I find that cognitive assessment can play a role. With the move away from diagnosis as the determinant of need, back in the early 2000s, the reliance on cognitive testing has reduced. This is positive in many ways, as it opens the door for much richer and wide-ranging assessment practices. There is still, however, an important place for cognitive assessment as one of the forms of data we gather. This is because, when used well, cognitive assessment can offer a window into how foundation skills for learning are developing, and therefore why a person is experiencing difficulty in the classroom.

Consider Heidi, who is aged 10 and struggling to follow her teacher’s instructions in class. Heidi is falling further behind in her learning as a result and it is starting to impact her social relationships. Observation suggests that Heidi ‘tunes out’ soon after the teacher starts talking. Interview suggests it happens when Heidi is chatting with her peers as well, and parents experience difficulty at home when

asking her to help around the house. There are no broader issues with attention noted. Her hearing has been checked. English is the first language spoken at home. She is not reported to be overly anxious or to have experienced a recent trauma – both explanations for why she might ‘tune out’.

We have therefore eliminated some physical and emotional possibilities. Yet we don’t know about the cognitive factors. If we stop gathering data at this point, how can her teacher, parents and other support people help? Let’s think about a few additional possibilities that a cognitive assessment might reveal:

- ◆ If her verbal comprehension score was low, Heidi may struggle to follow instructions because the language used by the teacher outstretches her current vocabulary. A focus on building vocabulary would therefore help her comprehend instructions.
- ◆ If her fluid reasoning score was low, Heidi may struggle with the way in which instructions are given. She may need information to be very concrete and factual in order to follow it and struggle with nuance, jokes, or inferred meaning. If this is the case, a focus on supporting her to learn how to problem-solve could help.
- ◆ If her working memory score was low, Heidi may be in overload when her teacher is giving instructions. She may understand the language used, and be able to problem solve – but experience difficulty ‘catching and holding’ the information in mind, so she can action it. If this is the case, then having the teacher slow down, break information into small chunks, and coaching Heidi in to use memory tricks could assist.
- ◆ If her processing speed score was low, Heidi may understand what she hears, and remember what was said, but need longer to sit with and work through the information before she can action it. Perhaps the teacher

could be coached to let Heidi sit with information a moment, before checking in, and give Heidi longer to complete tasks.

Many factors could therefore explain the single challenge described. Trial and error is certainly one option for working out which one of these factors (or others) could be creating a barrier. When a child's learning is at stake, however, the faster we can narrow down our hypotheses and the better tailored our interventions, the fewer opportunities will be lost. By triangulating data across these many methods – including cognitive assessments - we have the best chance of getting to the core of the *why* and tailoring intervention directly to need. That's why I value cognitive assessments as one of the tools in my toolbox.

Polly Schaverien is a Wellington-based clinical psychologist working in private practice, predominantly in the educational psychology space. She and her colleagues take a holistic, strengths-based approach to learning and behaviour with the aim providing clarity to young people, about how they learn.

ED PSYCH SURVEY

Roseanna Bourke, Ros Pullen and Nicole Mincher are Registered Psychologists teaching in the Massey University EdPsych programme. They invite you to participate in a short survey exploring the dilemmas and tensions educational psychologists face around assessment and inclusive practices in education. This survey asks questions around three vignettes of tensions in practice. It will take no longer than 15 minutes. If you decide to complete the survey, your responses are anonymous and we are not collecting demographic data that could identify you. If you require more information, please contact Ros Pullen (Senior Professional Clinician, Educational Psychology) r.pullen@massey.ac.nz

To respond to the survey open the link https://massey.au1.qualtrics.com/jfe/form/SV_3CzrpR7M0FWW58x

PODCAST PD

by Kate Garland

I'm officially a podcast junkie. My latest addiction is the schoolpsychedpodcast, which can be accessed on YouTube. The podcast format is conversational rather than formal presentations (which makes the series even easier to listen to while driving). Hosts talk with a range of psychologists and other educational professionals. Some of the more well-known interviewees include Dr Daniel Siegel (<https://www.youtube.com/watch?v=a0SwHetizhk>) and Dr David Kilpatrick (<https://www.youtube.com/watch?v=xRmPBW8ixnc>).

I especially enjoyed Dr Kilpatrick's podcast. He effortlessly summarised vast amounts of reading research and suggested how to put it into practice. As is common in the world of podcasts, I then went down a rabbit hole of related podcasts and found the 95 percent group webinar series <https://www.95percentgroup.com/kilpatrick-webinars>, which presents three podcasts based on Kilpatrick's book *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. Kilpatrick also gives presentations as part of the Reading League, <https://www.youtube.com/watch?v=yjosh5W7i0o>

On a different topic, I've also been watching and listening to Ted Talks and conference presentations about autism spectrum disorder (ASD). I've enjoyed Ami Klin, who discusses studies he has conducted showing that babies (who are later identified to have ASD) show different patterns of eye tracking with their parents and caregivers as opposed to neurotypically developing babies <https://www.youtube.com/watch?v=bIT6W7Hx9LE>

BOOK REVIEW

by Emma Levy

Making sense of interventions for children with developmental disorders: A guide for parents and professionals by Caroline Bowen and Pamela Snow

I've been following Pamela Snow for some time. An Australian psychologist and speech/language therapist (imagine bringing that combination to your work!), she has a blog called The Snow Report. The blog addresses the evidence base around teaching children to read, and various reading intervention programmes. So, I was very excited to hear she had a new book coming out. Co-authored with Caroline Bowen, *Making Sense of Interventions for Children with Developmental Disorders* is the book you've been waiting for, if you want to save yourself hours of research into what interventions have been found to work, and not, for a variety of developmental issues.

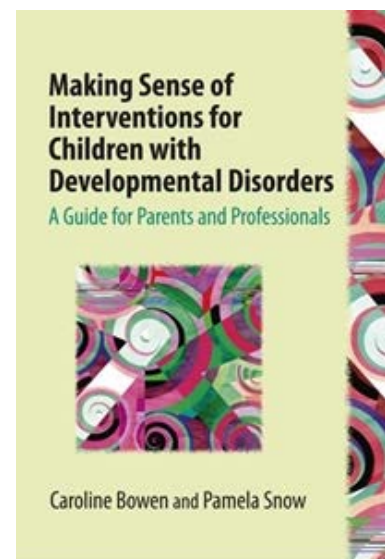
The chapter on Auditory Processing Disorder (APD) caught my eye immediately. I've never been certain whether it's an independent disorder, or a collection of symptoms found in people with diagnoses of ASD, ADHD, or language and literacy difficulties. Is it really 'a

thing'?? The chapter works through how the thinking on APD has evolved, what the research has found about whether or not it's an independent disorder (no spoilers here!), and then moves on to interventions that address APD, and what the research has found about each.

You'll find chapters on reading, ASD, language, attention and working memory, and even diets, supplements and nutrition, amongst many more. Each chapter works through the evolution of thinking in that area and the interventions, linking each to solid, peer reviewed research, and pointing out flaws in research methodology associated with some popular memes. If you're trying to remember the name of the paper that said vaccines don't cause autism, you can find it there! If you're wondering whether the Arrowsmith reading programme is a worthy investment for your local school, it'll tell you!

The book combines a light-hearted approach, written in language we can understand and talking directly to the reader at times, with a tone that is clear and firm about what the research has found. There's no "I reckon" or "I prefer" in this book – it's all "this is what the research says".

Whilst ostensibly a book for both parents and professionals, I don't think it would be an easy read for all parents, but those who like to research what's out there for their children will definitely find it useful. For professionals, Caroline and Pamela have gone to all the effort for us. This will be your go-to book if you want a shortcut straight to the research in an area of child development, so you can feel confident in the recommendations you are making to support young people.



TOP BOOKS

by Robyn Stead

The IEDP loves reading. Here are Robyn's top six picks.

1. *At the cutting edge* by Tom Nicholson.

This book is my go to resource. for early primary children who are struggling to learn the basic building blocks of literacy. Tom writes from a depth of knowledge of the research but also a practical knowledge of what learning looks like in a New Zealand classroom. I've used this book as a starting point to create interventions a class teacher can use with a small reading group and a teacher aide can extend. I've even been able to create small games that a more able child can play with a less able child to add to the amount of practice a child having difficulty can experience.

2. *Phonics handbook* by Tom Nicolson

This book provides a systematic approach to teaching phonological skills. The book is the whole package done up in an easy to locate on the bookshelf bright blue. There is an explanation of why and what the research says, a set of assessments to support understanding of where a child might be missing key skills and knowledge and then a step by step intervention

programme with lesson plans. Tom has included common high frequency word lists and word lists of more phonologically complicated words that students will need to learn and practise. Because the book doesn't have coloured illustrations or any other markers to place it in the junior classroom, I have used the book to assess and develop interventions for students throughout primary and intermediate school.

3. *Writing for impact 1 and 2* by Tom Nicholson

These are new volumes and were published in 2018. Volume 1 is a thorough review of the research including effect sizes of various writing interventions. Volume 2 is a teaching guide including lesson plans. As Tom points out in volume 1 writing is something that teachers think they know how to do well but the evidence is suggesting that perhaps they don't use the best strategies. Any of the teaching methods suggested in *Writing for Impact* are evidence based and teacher tested so as a psychologist you can be confident that they are doable.

4. *What really works in special and inclusive education: Using evidence-based teaching strategies (2nd ed)* by David Mitchell

From cooperative group teaching to parent

involvement and support to Assistive technology David Mitchell's book covers a wide range of commonly encountered interventions. If you are wondering how effective an approach is or you are wondering what to recommend this is an excellent resource.

5. *Visible learning and the science of how we learn* by John Hattie and Gregory Yates

A bit similar to the David Mitchell book but the focus is on wider educational approaches and how the teaching profession approaches how to teach so that children learn. I tend to dip in and out of this one depending on what I'm seeing in classrooms.

6. *He'll be OK, growing gorgeous boys into good men* by Celia Lashlie

As the mum of two young men I came to this book when it was initially published for some personal guidance on how to raise my boys. As a professional I often refer back to it when I'm speaking with parents or helping teachers understand why the boys in their class may be behaving the way they are. This is a much-thumbed book which expresses a great deal of technical wisdom in a very approachable way. It's also very funny and at times a bit of lightness is just what everyone needs.

IEDP STUDENT CONFERENCE SCHOLARSHIP

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

This year I was the very fortunate recipient of the IEDP Student Conference Scholarship to attend the NZPsS annual conference. This was the most informative and interesting conference I have ever attended! The conference theme – 'Tuia te ao whānau whānui kia puāwai – our relational world, psychology contributing to human flourishing' was so evident in the words of each speaker and each workshop that it was held continuously in the forefront of my thoughts.

I began my conference experience by attending two half-day workshops. 'Engaging Pasifika: Cultural competency training for working with Pasifika people' was run by Le Va. The Le Va team welcomed us at the door and their presenters kept us focused, entertained and learning.

Linda Theron's workshop 'Supporting clients to beat (or change) the odds' changed my perspective on resilience! Linda was an engaging speaker and with absolute ease had us all participating and contributing. Attending Linda's workshop was one of the highlights of my conference experience.

I found all the conference keynote speakers to be absolutely stunning in their presentation skills and their dissemination of information. While I enjoyed every speaker, in particular I found Dr Monique Faleafa (Democratising psychology for Pasifika and beyond), Professor Linda Theron (Towards human flourishing under stress: what can psychologists learn from innovations in resilience theory and practice?), Professor Michelle Johnson-Jennings (Transformation of trauma through love and land: indigenous

movements towards healing and thriving) and Professor Christina Richards (Counselling psychology approaches to gender and sexuality) to be outstanding in their respective fields.

My favourite presentation was 'Whakapiki Wairua - the study of a Māori mindfulness intervention in a wharekura'. I enjoyed attending programme items from the Institute of Criminal Justice and Forensic Psychology symposium, in particular Jim Ogloff's presentation on the assessment of risk for stalking. I found the professional practice seminars well-g geared towards those of us working through our internships. The students who presented the mini workshop on reflections and insights on the Christchurch terror attack elucidated their topic exceptionally well.

The student breakfast was an excellent opportunity for networking, as was the whakawhanaungatanga conference welcome function. I enjoyed using the conference app Attendify and found it easy to navigate.

I enjoyed attending this conference wholeheartedly. Thank you immensely to the IEDP for the scholarship which allowed me the opportunity to attend. In light of my experience, I have already diarised my attendance at the 2020 NZPsS conference in Dunedin!



Cathy Cooper attending the IEDP conference social. Left to right Kerry Gibson, Tania Anstiss, Michele Blick, Fiona Howard and Cathy Cooper

ABOUT THE IEDP

The goals of the IEDP are to:

- ♦ provide professional support and networking opportunities to members
- ♦ raise the profile of educational and developmental psychologists to highlight the contribution the profession can make to individuals, whanau, communities and society
- ♦ represent educational and developmental psychologists to the public, media and government to promote the use of psychological knowledge to support equality and uphold the spirit and intent of Te Tiriti o Waitangi.

IEDP COMMITTEE 2019/20

Chair: Michele Blick micheleblick1@gmail.com

Secretary: Vacant

Treasurer: Robert Shaw

Professional Development: Robyn Stead

Newsletter Editor: Kate Garland

Advocacy: Polly Schaverien

Student Representative: Jo Orchard

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Happy
Holidays
to all