Presentations & In-Service Training (2006-2011)

- Assessment training workshops for support teachers on standardized instruments
- Integrated Case Management (ICM) training & conference presentations: Introduction to ICMs; Roles on ICM Teams & Facilitation Skills; ICM Information Sharing & Documentation; Conflict Resolution on ICM Teams; Using the ICM Plan Form; Roles of Parents on ICMs; ICM Community Self Assessment.
- “Special Education, A to R” presentation to SFU PDP cohort and to MCFD;
- “Introduction to Special Education” presentation to SFU PDP cohort;
- “Teen Suicide-School Intervention Procedures & Policies” presentation to secondary school counsellors;

- Presentations to SFU Post Baccalaureate Programs: Introduction to Special Education; The Learning Needs of Students with Emotional/Behavioural Disorders;
- In district workshops: Best Practices in Writing Positive Behaviour Support Plans; Nonviolent Crisis Intervention Certification Training; Adapting, Modifying & Universal Design; Special Education Resources (co-presented); Interventions for Students with Emotional/Behavioural Disorders; Documentation Requirements for Students with Emotional/Behavioural Disorders;
- “Duty to Report; Duty to Warn” presentations to Community Services;
- “Backwards by Design” co-presented workshop on curriculum planning;
- “Collaborating Together: The Ministries, Agencies and Community Services that Support Students who are Identified with Mental Health and Behaviour Disorders” presentation at MCFD Regional Conference.

Research Projects
2006-09 “Listen to Us- A Community Visioning for Service Delivery” Project, City of Pitt Meadows Community Health Promotion Fund from The Union of British Columbia Municipalities
2006-07 BC School Psychologists’ (BCASP) Survey on Role Description for School Psychologists in BC; Survey on Pay Scales & Stipends for School Psychologists in BC
2006 “Conversations about our Students Identified with Behaviour/Mental Health” project with representation from all schools in SD #42
2001 BCTF/UBC/School District #42 Research Project “Teacher Research as Communicative Action Project on Grey Area Students” in-serviced with Nel Noddings and copresented at the UBC “Examining our Practice” conference.

Scholarships
2008 Simon Fraser University Doctor of Educational Leadership Fellowship
1982 Simon Fraser University Scholarship for PDP performance
FACTORS ASSOCIATED WITH THE SUCCESSFUL GRADE-TO-GRADE TRANSITION AND GRADUATION OF HIGH SCHOOL STUDENTS IDENTIFIED WITH “BEHAVIOURAL NEEDS OR MENTAL ILLNESS” IN A SUBURBAN BRITISH COLUMBIA SCHOOL DISTRICT

ABSTRACT

Students with emotional and/or behavioural disorders (E/BD) are widely recognized for not doing well in school. In addition to their emotional and/or behavioural disorders, they frequently experience learning difficulties; academic underachievement; poor academic skill levels; course and grade failure; high rates of school noncompletion; as well as poor postschool social, educational, and employment outcomes. These students are widely recognized for being difficult to engage, teach, and maintain in school. In BC, for the 2007-08 school year, only 30% of the students identified with emotional and/or behavioural disorders did successfully graduate from high school with the British Columbia “Dogwood” Certificate of Graduation within six years of first enrolling in Grade 8. The purpose of this case study was to provide school leaders with an identity construct of the students identified with emotional and/or behavioural disorders in a suburban school district in British Columbia, Canada, so that some factors associated with the successful grade-to-grade transition and graduation of high school students identified with emotional and/or behavioural disorders could be determined. This study first provides a “snapshot” of the 384 students identified with “Behavioural Needs or Mental Illness” in the selected school district on May 30, 2008 from information obtained from the district support services office. It then focuses on the 229 students in high school, from Grades 8-12, who were identified in the “Behavioural Needs or Mental Illness” categories, as these were the grades in which grade-to-grade transition rates declined. The study compares students identified with emotional and/or behavioural disorders who successfully completed their four core subjects (English, a social studies course, a mathematics course, and a science course) at year end, or who successfully graduated with a BC “Dogwood” Certificate of Graduation at year end, with students who did not meet these criteria, in order to establish some factors associated with the successful grade-to-grade transition and graduation of students with emotional and/or behavioural disorders. Factors compared are:

- current and historic special needs identification(s) including grade(s) identified; length of time identified; and changes in identification(s);
- current living arrangements (e.g. both parents; single parent; grandparent(s), “in care”);
- current educational placement (e.g. alternate school);
- current and historic additional educational support services received (e.g. speech and language, occupational therapy); and
- current and historic community support service(s) received.

The study compares findings from the selected school district with information about children and youth identified with emotional and/or behaviour disorders (E/BD) from elsewhere. From the literature and research findings, recommendations for further study are provided. Recommendations for best practice interventions are also provided.

Academic Record

2006 – Master of Education, Simon Fraser University
1993 – Post Baccalaureate Diploma, Simon Fraser University
1982 – Professional Development Program, Simon Fraser University
1979 – Bachelor of Arts, Faculty of Fine Arts, University of Victoria

Professional Experience

2006-Present School Psychologist, School District #42, Maple Ridge-Pitt Meadows
1994-2005 Teacher, Special Education & English as a Second Language, School District #42, Maple Ridge-Pitt Meadows
1988-1993 Coordinator, Abbotsford to Coquitlam &Tutor, Teachers’ Tutoring Service Society
1982-1988 Researcher; Writer/Editor; Interpretive Supervisor; Interpretive Planning Assistant; Interpreter, Government of Canada, Parks Canada
1980-1986 Instructor; Evening Coordinator, College of New Caledonia
1979-1980 Health Educator, BC Ministry of Health
1979-1980 Part time Research Assistant, U. of Manitoba, Architecture Department
1978 Research Assistant, U. of Victoria, History in Art Department
1977 Research Assistant, U. of Victoria, Music Department/Archives