Counseling Psychology

Symptoms, Coping Skills, and Change in Longer-Term Counselling
Amberley Buxton, Susan Rodger, Anne Cummings, and Alan Leschied

Abstract. This study examines the outcome of extended counselling sessions at a community counselling centre. The participants consisted of forty-five adult clients who volunteered to take part in the research. These clients were categorized by the agency as one of the following issues: trauma, multiple acute issues, complicated grief, or support while waiting for referral. For purposes of this study, categories of multiple acute issues, complicated grief and support while waiting for referral were group under the title "other issues". The results of the study support the hypothesis that there would be a lessening of symptoms and an increase in coping skills at the final counselling session for clients belonging to both groups. However, there was no difference found between trauma and other issue clients in symptom reduction and ways of coping. Furthermore, client demographic variables were not found to be related to coping strategies and symptoms at the beginning of the extended sessions. In addition this research explored differences between trauma and other issues clients in terms of how they believed their selves and their lives changed as well as what occurred during counselling to help them change.

Spirituality and Transition in Female University Students: A Multidimensional Investigation
Kimberly DeMunck and Anne Cummings

Abstract. Participants for this study were women between the ages of 22-30 years, within the Faculty of Education at the University of Western Ontario who considered themselves to be in a life transition and a spiritual person. The goal of the study was to determine the possible role of spirituality during the life transition of student to professional teacher. Participants completed a tape-recorded interview which was analyzed qualitatively for definitions of spirituality, spiritual practices, use of spirituality during a transition, and level of spiritual development. The women generally defined their spirituality as including an internal component referring to a relationship with their self, and a sense of connectedness to an Higher Being, and others in their environment. Typical spiritual activities for the women were meditating, grounding, praying, and being in nature. Participants reported intentions to focus on their spirituality in the future for personal or familial benefit. The study also revealed that participants generally described using spirituality experientially as guidance or encouragement to continue on their chosen path during their life transition.

An Outcome Evaluation of the SafeTeen Girl's Program: A Violence and Sexual Assault Prevention Program for Adolescent Girls
Tamara Fernandez and Susan Rodger

Abstract. This study examined the effectiveness of the SafeTeen Girl's Program, a skills-based violence and sexual assault prevention program for adolescent girls. The study was conducted with 96 female secondary school participants in a pre-post experimental design with a one-month follow-up. A total of four schools were recruited to participate, half from an urban community and the other half from a rural community. These schools were randomly assigned to either an experimental condition or to a usual service condition. However, participants in the usual service condition received the treatment upon completion of the study. Examination of results revealed that, as predicted, participants of the SafeTeen program experienced an augmentation of knowledge of assertiveness in the context of violence, an increase in multidimensional perceived self-efficacy, a decrease in their endorsement of physical, verbal, and relational aggression, and an increase in their expectation that their use of assertiveness skills will make a difference in violence prevention in their lives. Contrary to predictions, participating in the program was not found to raise levels in perceived self-efficacy for assertive behaviour, to increase the intention to resort to assertive behaviour in response to conflict, nor to decrease the intention to resort to direct aggression and relational aggression in response to conflict.

Alan W. Leschied, Susan Rodger, Anne Cummings, Robert Hurley, Tracy MacGregor, and Jordanna Nash

Abstract. The role of foster care within the Children’s Aid Society has been a vital part of service to insure not only that children are safe, but that they are well cared for during the time they are under the state’s supervision. This study examined the motivations for persons to provide foster care support and factors within the experience that sustain foster parent involvement. The study was prospective in nature consisting of both qualitative and quantitative methodologies examining fostering within the nine southwest Ontario children’s aid societies. Descriptive data provided a profile of the foster care resources in the region, with particular attention paid to factors that bear on the recruitment and retention of foster parents. Findings suggested that individuals who foster commit primarily because of internalized desires to provide...
care for needy children. Factors that sustain involvement rest on the nature of the relationship that foster parents experience with the child’s worker with the agency and the extent to which they feel valued as part of the child welfare team. These results were presented as they relate to considerations for recruitment and retention strategies within child welfare.

Better to Build a Child Than Fix an Adult: A Report to the Canadian National Crime Prevention Council on the Predictors of Risk for Youth Who Proceed to the Adult Justice System and the Programs that Work to Reduce that Likelihood

Alan W. Leschied, Elizabeth Nowicki, Susan Rodger, and Debbie Chi odo (Co-principal investigators)

Abstract. Increasingly, intervention within the human services is concerned with the prevention of later difficulties. This paradigm represents a departure from what has largely been a reactive response to persons following the identification of trauma, crisis, or other forms of risk. Sufficient research now exists in the psychology of criminal conduct literature to address the long-term impact of early childhood and adolescent experiences on later adult outcomes. This meta-analysis examined research studies that tracked the impact of a variety of early childhood and adolescent experiences on long-term outcomes characterized as relating to the likelihood of early experiences being linked with later criminal behaviour. Thirty-eight studies met the selection criteria for inclusion in the meta-analysis. Major findings indicate that dynamic versus static predictors are more highly related to adult criminal justice involvement. Within the set of dynamic predictors, childhood factors that rate most highly include a variety of behavioural concerns including aggression, attentional problems, motor restlessness and attention seeking. Emotional concerns relating to depression are also represented. These include withdrawal, anxiety, self-deprecation, social alienation as well as a variety of other mood/psychiatric disorders. A number of family descriptors also factor into the set of predictors. These include a variety of parenting strategies, such as coerciveness, authoritarian behaviours and lack of child supervision, as well as family structure variables, such as family conflict, witnessing violence, interparental conflict, a number of family stressors and poor communication. Findings from the meta-analysis formed the basis for a second literature search. This search focused on treatment studies related to the predictors of criminal behaviour. One hundred and twenty-eight studies met the selection criteria. This qualitative summary is organized around the following major themes: behavioural and emotional concerns of childhood and adolescents; domestic violence; parenting strategies; and, family-based interventions. A brief overview of the components of service that characterize these treatment studies is provided at the beginning of each section. Following these overviews, a brief but detailed summary of each study is provided, emphasizing the characteristics of effective service within each treatment evaluation.

Children in Foster Care: An Investigation of the Impact of Experiences with Neglect and Physical Abuse on Placement Outcomes

Robyn Marquis and Alan Leschied

Abstract. Over the last 10 years, there has been a dramatic increase in the number of children that have been abused and neglected and require foster care placements. The current research contributes to the maltreatment and foster care literature by investigating how past exposure and/or experiences of abuse and neglect influence placement experiences and stability, of children in the foster care system in one large urban children’s aid society. The current study utilized the information from the files of 110 children admitted to the London-Middlesex CAS in 2001, to assess the children’s experiences in foster care and experiences once discharged from care. The major findings include, abused children were more likely than neglected children to have more level changes and critical incidents during their foster care placements, have more behavioural difficulties, including hyperactivity and conduct-related difficulties. In contrast to the abused children, neglected children were more likely to have been exposed to woman abuse and to be estimated to spend less time in care upon admission into foster care, but more likely to be readmitted to care at a later date once discharged from care. The findings suggest neglected were more likely to and abused children exhibit different behaviours and have qualitatively different needs while in and once discharged from foster care. The results of the current study are discussed in terms of their implications for child welfare service delivery, counselling service delivery, and future research.

The Experience of Fostering Neglected Children: Examining the Impact on Foster Parent Retention

Jordanna J. Nash and Alan Leschied

Abstract. Investigating the experience of foster parents who were caring for children who had experienced neglect and the impact of this experience on foster parent retention within the child welfare system was the overarching purpose of the current study. It was expected a large proportion of foster parents would be fostering children who had experienced neglect and their fostering experience would differ from foster parents of children who had not experienced neglect. It was hypothesized that foster parents of neglected children would face challenges in parenting the child in their care and that these challenges would impact their satisfaction and intent to continue fostering. Foster parents completed questionnaires designed to investigate role satisfaction and to describe their fostering experience. Nearly three quarters of the foster parents in the sample were currently caring for children who had experienced neglect. In comparison to foster parents of non-neglected children, foster parents rated the behaviour of neglected children to be significantly more difficult and they dealing with difficult behaviour had more impact on their consideration to withdraw from fostering. Overall, foster parents reports of their experiences in fostering neglected versus abused children were quite similar, contrary to hypotheses. Despite facing challenges when fostering a neglected child, these foster parents did not report a lower level of satisfaction in their fostering role. These findings have significant implications to policy, training, treatment, and future research.
Helping Teachers Help Children
Oona Ross

Abstract. Preservice teachers' attitudes, knowledge, concerns and beliefs about child abuse were examined in this survey of preservice teacher education students. The current study investigates the perceived barriers to reporting child abuse and aims to identify the gaps in teacher training and knowledge. The goal of this study is to inform teacher educators and teachers about the current level of knowledge and awareness regarding child abuse and mandatory reporting, and make suggestions for changes to enhance child safety. The current study aims to identify the gaps in knowledge for preservice teachers about child maltreatment issues, and mandatory reporting, and preservice teachers' level of prosocial attitudes. This information can be then used to develop curriculum for teacher education and aid administrators, teacher educators, and child welfare organizations in supporting teachers who report abuse. In doing so, we hope to improve teachers' access to information and resources so that they can best be supported and aid in the protection of children and youth. It is hoped that information that is gathered in this study can be used to develop curriculum for teacher education, aid administrators in supporting teachers who report abuse, and identify any other barriers that may contribute to teachers’ failure, reluctance, or reservations in identifying children who are showing signs of maltreatment and/or reporting the maltreatment. In doing so, we hope to improve teachers' access to information and resources so that they can best aid in the protection of children and youth.

Curriculum Studies

Music Education in Canada: What is the State of the Art?
Carol Beynon, Faculty of Education, Kari Veblen, Faculty of Music, Uresha De Alwiss, Faculty of Education

Abstract. Music education programs in public schools of Canada are being cut for a variety of reasons ranging from budget cuts, lack of enrolment in secondary schools, the current emphasis on skills-based education, to a perceived inflexibility by music educators to meet the needs of 21st century society or the growing awareness of diversity in the country. This work represents the culmination of a large research project that involved 45 of Canada's leading researchers and practitioners in music education in which each examined the current state of the art of music education in Canada in order to look proactively at directing and improving the future of music education across Canada, primarily in schools. Often, we the researchers, are ready to suggest what should be happening in future practice, but this comes at the expense of not taking the reality of the current situation into account. The original examination took the form of discussions and papers on topics ranging from reviews of traditional music education issues to discussions of philosophical, political, and sociological factors that are having a significant impact on education today. This work provides both an overview and then a conceptual analysis of the findings of the project.

Moral Education and the Elementary Teacher
Danielle Brown

Abstract. My project theoretically explores the necessary relationship moral education has with moral philosophy. This connection illustrates that it is plausible to claim that a classroom’s moral environment is determined by an educator’s moral beliefs. To demonstrate this, I outline the role that an elementary teacher has in the classroom: (a) by way of his/her position as role model, (b) the decisions that he/she makes in his/her classroom, and (c) the ethical responsibility that each educator has of fostering autonomy in his/her students. I look at the most common worry associated with moral education – indoctrination – and suggest that a virtue-ethics based moral education model is best for today's pluralist classrooms. Rationale: To discuss and explore the informal curriculum of elementary education. Question: What role does the teacher’s beliefs play in his/her elementary classroom’s informal learning environment? Methodology: Theoretical (conceptual) investigation of primary moral philosophy and moral education texts. Result: Conceptual evidence that favours a deeper look at the effect moral philosophy has on the informal elementary classroom environment.

Tracking the TIPS Mathematics Document: Curriculum Negotiation and Professional Development Models
Daniel Jarvis

Abstract. In light of the low achievement results of Grade 9 Applied Mathematics students on provincial EQAO assessments, the Ontario Ministry of Education commissioned a resource document, namely, Targeted Implementation and Planning Strategies: Grade 7, 8, 9 Applied Mathematics (TIPS) (2003), to assist Intermediate panel teachers. To address research questions focusing on the curriculum negotiation process, this case study tracked the perceptions of 64 participants involved in the document development and implementation stages. Issues discussed at length include the following: perceived key messages in TIPS; examples of responses to the conceptual conflict associated with the TIPS innovation; a newly-presented negotiation strategy, Parametric Creativity; perceptions regarding the necessity of TIPS development in Ontario; and a comparison of three professional development models. Possible implications for various groups in education are posited, as are recommendations for future research.
Issues Regarding Role-play in Classroom Practice
Yi Lin

Abstract. As a dramatic methodology serving an educational purpose, role-play is very effective in service of improving children’s second language skills. However, there are few studies and practice that document how teachers might use this form in language classes such as English classes in China. As a language teacher, I want to offer my colleagues in China a deeper understanding of role-play and help popularize this methodology in schools in China. Therefore, my paper intends to explore different issues concerning role-play; draw attention to the roles and responsibilities of teachers in running role-play; the tasks that teachers need to accomplish and the possible procedures to accomplish them.

Can Associate Teachers Help Student Teachers to Develop a Vision of Education?
Margaret McNay & Richard Graham

Abstract. Research in teacher education is increasingly concerned with notions about teachers’ visions of education, and their sense of calling, mission, and professional identity. This study was designed to discover how vision is understood by a selection of outstanding associate teachers. Using a short questionnaire followed by focus group interviews, we explored associate teachers' visions of education, their ideas about what makes a good teacher, and whether or not they consider vision—and the independence of spirit which, it has been suggested, a strong vision fosters—to be relevant to that role. Our findings suggest that outstanding associate teachers have a strong sense of why they teach, share purposes and goals around several themes, and believe student teachers should be given the support they need to be creative and take risks while learning to teach.

Bridging the Home-School Divide in Chinese and English-Speaking Children’s Bilingual Development: Some Guidelines
Yu Liu

Abstract. Cummins and Swain (1986) suggest that bilinguals’ “experience with either language can promote development of the proficiency underlying both languages, given adequate motivation and exposure to both either in school or in the wider environment” (pp. 82-83). This research examines how parents and teachers can assist young immigrant children to build their mother tongue and English on each other, and subsequently bridge the home-school language divide to foster additive bilingual development in children. The focus of this poster is on how educators and parents of children who are recent Chinese immigrants can be jointly involved in encouraging the children’s learning of English and maintenance of Chinese. The guidelines presented are the result of a six month-long investigation into the bilingual development of a preschooler whose language experiences were tracked since he arrived in North America. Lessons learned from his bilingual development can be applied to newly arrived children at other levels of schooling.

Toward a Conceptual Framework for Processes Involved in Second Language Acquisition
Yanyan Sun

Abstract. This purpose of this poster presentation is to provide a comprehensive overview of the relationship between comprehensible input, negotiated meaning exchanges, and comprehensible output, with an emphasis on conversational interactions. I argue that second language acquisition (SLA) comprises both classroom-based instruction and exposure to the target language outside of class. Therefore, SLA is not a fixed phenomenon; it is an interactive, dynamic process that integrates a learner’s prior experience, receptive knowledge and skills, and situations embedded within varied, locally known social systems. Drawing on Kashen’s Monitor theory (1981), and recent studies conducted by Gass and Selinker (2001), Long (1996), Lyster (2002), and Swain and Lapkin (2002), this paper attempts to develop and construct a conceptual framework in which interactional negotiation serves as a potentially solid base for studying processes involved in SLA.

Cultural Synergy in TESL—What We Can Learn from the Popularity of Crazy English in China
Ping Wang

Culture and language are interwoven, and so culture study has been an important aspect of research in TESL. Many researches have been done on the acculturation of L2 learners and how to integrate target culture into L2 teaching, but few people have proposed the natal culture as a useful tool in L2 learning/teaching. This poster uses discourse analysis to discover the cultural values embodied in Crazy English, an unconventional and unorthodox method of TESL in China. I argue that the strategies of promoting natal cultural values and explicitly instructing target cultural values account largely for the popularity of Crazy English. A cultural synergy that values natal culture as well as target culture in TESL is then proposed.

How Did They Make It? Case Study: Exploring the Success of Two High-Achieving Immigrant Elementary School Students
Hongfang Yu
Abstract. Making the realities of how high-achieving immigrant students succeed in the new school environment known to educators is the theme of my study. My purpose is twofold. First, I will detail the nature of the challenges faced and the conditions of immigrant students' success, so that they may be further understood by educators and researchers working in this area. Second, usually immigrant students' poor performance at school is attributed to their low English proficiency. Is language the only or the most salient factor to explain their low achievements? Does low English proficiency disguise immigrant students' talent? So in my study, I will also examine the relationship between immigrant students' English proficiency and their academic achievements. I will use the case study approach to explore the research problems. I will have two high-achieving immigrant students and their teachers as my study subjects. Data will be collected and analyzed from the three sources: (a) field notes taken during class observation; (b) interviews; (c) written work by high-achieving immigrant students. I hope in my study I can disclose the "secret" of their success because their successful stories will provide useful models for all the other immigrant students.

ESL Children Can Make a Difference: A Case Study of Bilingual Development in Mandarin-speaking Children
Hongfang Yu

Abstract. This case study examines the development of biliteracy in a 9-year-old Chinese immigrant child who came to southwestern Ontario a year and a half ago. Since her arrival, this Mandarin-speaking child has demonstrated extraordinary second language (L2) learning ability. She has not only exceeded provincial standards in reading and mathematics, but has also been granted acceptance to a gifted class. The purpose of this study is to provide a guide for classroom and ESL educators as well as parents in their efforts to facilitate immigrant children's L2 learning efforts and to gain knowledge of their strengths. The author explored the child's study habits, and her family's role in her successful development of biliteracy. Her successful L2 learning experience may inform educators of other possible scenarios for immigrant children than deficit models that focus on remedial teaching of English.

Using Informational Picture Books to Enhance Comprehension of Secondary ESL Students
Hong Zhao

Abstract. While picture books have been primarily used in elementary schools, secondary teachers have also begun to dabble in this territory in consideration of their students' diverse needs. Informational picture books hold exceptional appeal for supporting students with diverse language proficiencies and for assisting them to comprehend the subject content. This article starts with an analysis of the difficulties encountered by ESL students when they are mainstreamed into regular classrooms and the importance of comprehension in taking in the subject content, then goes to how informational picture books can provide an excellent vehicle for English language learners, reinforcing language through content learning.

Supporting the Development of “Vision” in New Teachers Via Mentoring
Kelly Zuber & Margaret McNay

Abstract. The professional development of new teachers through induction and mentoring programs should encourage beginning teachers to move beyond pedagogical competence and mere survival in the classroom to become outstanding teachers—leaders, innovators, and risk-takers who are independent-minded, flexible, and critical thinkers. The purpose of this research is to explore the possibility that mentoring programs might be structured to assist novice teachers in developing a “vision” of education that will support the personal and autonomous development characteristic of outstanding teachers. Methods include (1) an Autobiographical Case Study of the role of mentoring in the development of the first author’s vision of education, and an account of the mentoring he has offered other teachers; and, (2) Experienced Teachers’ Stories about Mentoring, with analysis of the stories for ideas about how mentoring may assist the development of vision. Data are currently being analyzed. Preliminary results will be available for the poster presentation.

Educational Psychology and Special Education

A Marginal Pedagogy: L’Arche and the Education of the Heart
Anne Escrader

Abstract. The Research Questions: 1) What can be learned from the pedagogy of L'Arche, and, 2) What might this new knowledge contribute to dominant understandings of pedagogy? Rationale: Numerous articles address the breakdown in education, using terms such as “market-driven,” “decline,” “crisis,” and so on, painting a rather bleak and hopeless picture. Side by side, there is a body of literature that focuses on articulating a space for the heart in education, and my research about L’Arche is part of that discourse, which aims to connect education and the heart. Founded by Jean Vanier in 1964, L’Arche can be described as a unique residential community for persons with developmental disabilities and those who come to support them as assistants, sharing life and creating an atmosphere of home and family. L’Arche is also called a school of the heart. Using hermeneutic phenomenology, my doctoral dissertation is an in-depth investigation into the L’Arche model of inclusion, more specifically, into that which is described as the pedagogy of L'Arche, or pedagogy of the heart. There are two distinct movements to this study: 1) phenomenological, pertaining to the lived experience within L’Arche, and 2) hermeneutical, pertaining to an interpretation of that experience. The research findings are analyzed and discussed adopting a hermeneutics of marginality, which is described as a way of looking, understanding, participating, judging, deciding and
acting from the margin in solidarity with those who live on the periphery. This thesis is itself, an exercise in a hermeneutics of marginality.

**Children’s Attitudes Towards Girls and Boys of Higher or Lower Learning Ability.**
*Elizabeth Nowicki*

**Abstract.** Research is clear about children’s negative biases towards members of the opposite gender and towards peers of lower academic ability. There is also evidence supporting the hypothesis that younger children are more negatively biased than older children towards outgroup members, and that the magnitude and valence of these attitudes may be dependent on the nature of the attitude measure. However, it is not known how these factors interact. One hundred and five elementary school children were administered three attitude measures across four target conditions: girl who finds learning easy, girl who finds learning difficult, boy who finds learning easy, and boy who finds learning difficult. Attitudes addressing beliefs revealed preferences for same gender target children of higher ability, and showed that older boys had the most negative biases against the higher ability target girl. Attitudes addressing behavioural intent indicated that older children preferred same gender target children regardless of ability, although younger children demonstrated the most positive behavioural intent towards the higher ability boy and the least towards the lower ability girl. Attitudes tapping into affect showed girls had more positive feelings towards all target children whereas boys preferred their own gender.

Results show that attitudes are multi-faceted and complex. Studies focusing on multidimensional aspects of attitude formation are necessary in order to better understand the inter-relations among variables.

**The Effects of a Writing Workshop Designed to Improve Narrative/Story Structure and Organization of Students**
*Rita Rumbold*

**Abstract.** Approximately eighty percent of children with Attention Deficit Disorder with and without hyperactivity (ADHD) show significant lags in academic achievement, especially in the language domain. Writing is perhaps one of the most difficult activities for these students because of its simultaneous demands on cognitive, motor and memory faculties. The current study amalgamated the ideas from a writing program called Self-Regulated Strategy Development (Graham & Harris, 1996), with recommended teaching practices for those with ADHD to form a program to improve the writing ability of students with the disorder. Eleven boys from grades 4 to 8, who had a diagnosis of ADHD, were used in the research. A standardized test (TOWL-III), and a designed writing assessment were used to measure quality of stories pre and post treatment. Students were taught in bi-weekly sessions of hour duration and lasting six weeks. Lessons emphasized story structure, organization and clarity of communication. Still an ongoing study but so far results look positive.

**Student Strategies for Decoding Unfamiliar Words**
*Samuels, B., Piacente-Cimini, S., and Klein, P.*

**Abstract.** This study investigated the strategies used by beginning readers to decode unfamiliar words in texts to determine whether multiple or single strategies are used, and whether these strategies differ between good and poor readers, and between Grade 1 and 2 students. Data was collected from 110 Grade 1 and 2 students detailing which strategies they reported using to read 10 target or unfamiliar words in texts, and which strategies and behaviours were observed. Results indicate that most students used multiple strategies over their reading, used combinations of strategies on any given word, and favoured phonetic strategies. Educational implications are discussed.

**Pathfinding in the research forest: Developing efficient keyword searches for large-scale databases.**
*Sandieson, Robert*

**Abstract.** There is an emphasis throughout science and recently in education to reference evidence-based research for policy and practice. However, there is little guidance to inform people how to search for such information, particularly within large databases. Studies indicate that even experienced researchers have difficulty performing thorough searches. The present investigation used the newly developed Pearl Harvesting Information Retrieval Theory (PHIRT) for producing effective literature searches. The theory was tested on the topic of special education mathematics instruction using ERIC and Psychinfo. An exhaustive list of keyword terms was generated and compared to the database thesauri, and the search findings of a published review of the literature on this topic. The database thesauri were found to be limited. Using the same article selection procedure as the review, 43% more articles were found using PHIRT.

**School Roles: A Possible Way to Study Participation**
*Jacqueline Specht, Cheryl Barry, Eleni Cardabikis, Nadine Newman, Nicole Normand and Tiffany Periard*

**Abstract.** Participation is defined broadly as involvement in life situations (World Health Organization, 2001) and has repeatedly been shown to be key in the healthy adjustment of individuals. Higher levels of participation have been linked to a variety of positive outcomes (e.g., academic achievement, lower school drop-out, decreased delinquency). A consistent finding is that children with special needs tend to participate less than children without special needs. Role engagement may be a reason for the difference in this participation. The present study employed a qualitative methodology and analysis to investigate the roles of children in the school setting as it is the major context for the participation and socialization of children. Twenty-four school-age children (9 with disabilities and 14 without) were observed while participating in their daily routines at school. A number of roles emerged that fit into 3 categories: behavioural, learner, and social. Children with special needs tended to assume less positive social roles and less positive academic roles.
Preservice Teachers’ Attitudes Towards Students with Behaviour Difficulties as a Function of Practicum Experience
Amanda Williams and Jacqueline Specht

Abstract. As part of a larger research project, this study examined the impact of practicum experience on preservice teachers’ attitudes towards the inclusion of students with behavioural difficulties. A questionnaire package, consisting of the Educational Attitude Survey (EAS) (Reynolds & Greco, 1980), the Best Educational Setting (BES) survey (Moberg, Zumberg, & Reinmaa, 1997), and a demographic information sheet, was administered to preservice teachers at two different points in time; one in September at the beginning of the program, before students had experienced practicum placements, and one in January at the middle of their program, after students had experienced practicum placements. The sample consisted of 37 participants who returned the questionnaire package at both time points. Datum received from the demographic information sheet and scores on the EAS were statistically analyzed using Chi- Squares and paired samples t-tests in attempts to determine the impact of practicum experience on attitudes towards including students with behaviour difficulties in the regular educational setting.

Recasting: Corrective Feedback in L2 Teaching
Laura Williams

Abstract. A recast is a form of corrective feedback used by second language (L2) teachers. In recasting, immediately following an error produced by the L2 learner, the teacher provides explicit feedback such as repeating the utterance, replacing the error with the correction. This literature review focuses on recasting in oral L2 teaching and learning.

What Interventions Can Youth With AD/HD Benefit From?
Mandy Zheng

Abstract. The impairments of ADHD greatly impacts children’s lives, especially their academic achievements at school. Over the last few decades a number of interventions for ADHD have appeared. Each of the interventions claim to be the most effective leaving parents, teachers and school administrators confused about which intervention to use. My purpose of this study is to review the practical issues that are involved in the treatments of ADHD and sort out what interventions provide the most academic gains for children with ADHD. I used a computer-assisted bibliographic search. It was conducted from ERIC, PSYINFO, MEDLINE, and Dissertation Abstract databases from 1995 to 2005 and also all recently published issues of the journals from 2000-2005 were manually searched to locate relevant studies. The results of most empirical studies demonstrate that there are relatively few studies that examine the academic outcomes of school-based interventions for school-children with ADHD, and as a result more research is needed.

Gender, Equity, and Social Justice

Respect at Work
Mandy Bonisteel, Jude Fairweather, Barb MacQuarrie

Abstract. Rationale: Earlier research of the Centre for Research on Violence Against Women and Children highlighted the need for human rights based, intersectional approaches to addressing workplace harassment and for training that incorporates a gender analysis. CRVAWC has addressed these research recommendations by developing workplace training that includes not only a gender analysis of harassment, but also an analysis of the gender-based barriers to creating an overall positive and healthy workplace culture. Research question: How can we encourage organizations to acknowledge and engage with the complex, gendered forces underlying current organizational norms? Methodology: An Advisory group of representatives with experience working for social justice in activist and institutional settings helped to create the training. Cultural Relational Theory and Intersectional theory provide a theoretical foundation for the program. Theory is combined with human rights education to foster the skills of relational communication. Training participants explore how relational practice can decrease intersectional barriers for others by applying specific skills to typical workplace scenarios. Major results: The training shifts relational communication from the realm of the intangible to a measurable workplace skill set. Respect-at-work helps to create a workplace environment in which diversity is celebrated, relational communication is formally measured, and harassment cannot thrive.

Preparing Preservice Teachers for Diversity: A Study of Ontario Faculties of Education
Jillian Collins

Abstract. Teachers in Ontario are increasingly faced with the challenge of providing equitable education to learners of diverse cultural and ethnic backgrounds. I examine the extent to which teacher education programs in this province are explicitly committed to issues of equity and diversity. Through a case study of one exemplary program, I describe ways in which student teachers can be provided opportunities to learn, and learn to teach, equitable education. Using Cochran-Smith’s (2003) conceptual framework for multicultural teacher education, I describe differences between what teacher education programs claim in theory and do in practice. In focusing on an exemplary program, I identify ways in which other preservice teacher education programs might be strengthened in their commitment to equity. Specifically, faculties of education need a shared directive of equity articulated in policy, and faculty members committed to the implementation of that policy.
Let's Talk Old! Engaging Elders as Colleagues in Research About Growing Old
Trudy Litster

Abstract. The participation of older adults as true research partners, or colleagues, in qualitative research into aging produces data of particular benefit to the research because it is not filtered by the perceptions of a younger researcher. The notion of elders as research colleagues is explored in the literature and their contribution is recognized. What is missing is research focused directly on the experience of being an elder research colleague. This study examines that experience both from the perspective of the research colleague and of the researcher. I and three elders, aged from 70 to 84 years, carried out a research project together in order to examine these questions: What is the role of the elder research colleague? What is the nature of the relationship between the researcher and the elder research colleague? The elder research colleagues and I each chose two age-peers as our participants and conducted in-depth one-to-one interviews with them about the transition from midlife to old age. After a preliminary analysis of our data, we switched to the purpose of this study, which was to examine the experience of ‘doing research’ together. I found that after a brief training period, the elder research colleagues were able to function well as partners in the research, enjoying doing research rather than having it done to them. Their particular insight during the preliminary analysis of our data helped enrich my own understanding. The value of having a small group working together was evident, as they saw themselves more as colleagues with each other than with me, and supported each other in their work. In addition, we found that there was substantial personal benefit to the elder research colleagues themselves.

Policy

Unintended Consequences: Mathematics Teachers’ Perceptions of the Facets of Validity of the EQAO Grade 9 Mathematics Assessments
Rick Kitto

Abstract. Given that large-scale assessments such as the grade nine province-wide mathematics assessments in Ontario are expensive and time-consuming, it is important to see if they do what their proponents claim they do, and if there are unintended negative consequences of the sort claimed by some students, parents, teachers, and administrators. The theoretical basis of the research was Messick’s reconceptualization of validity in which the evidence for, and consequences of, both interpretation and use of assessments need to be examined. The most significant quadrant is the consequential basis of test use in which teachers report their perceptions regarding the validity of the assessments, and the consequences of their use. The study used an integrative mixed-methods approach in which data were gathered from five streams including e-mail interviews and an on-line survey. All data pointed to profound concern by teachers about the validity of the assessments and their affects on classroom practice, assessment, and personal well-being.

Trust and its Role in Principal Succession: A Preliminary Examination of a Continuum of Trust
Robert B. Macmillan, Matthew, J. Meyer, and Shawn Northfield

Abstract. Trust is a critical factor in determining whether principal-teacher working relationships are positive or negative. This study begins to explore the concept of trust and its development in twelve Canadian secondary schools that experienced frequent principal turnover in a period of eight years. The authors found that the development of trust between principals and teachers could be described as a four phase continuum that begins at the time of a principal’s entry. Perceived ability (knowledge, skills, competence and consistency), the degree to which interpersonal relations develop, and the rate of principal turnover influence whether trust between principals and teachers progresses along the continuum or becomes stalled. The four types of trust along this continuum are Role, Practice, Integrative and Correlative.