

**APPENDIX V**  
**PUBLICATIONS IN CALENDAR YEAR 2005**

**RESEARCH PUBLICATIONS****Published (Jan – Dec 2005)****AULLS, MARK**

Rosenfield, S., Dedic, H., Dickie, L., Rosenfield, E., Aulls, M.W., Koestner, R., Krishtalka, A., Milkman, K. and Abrami, P. *Etude des facteurs aptes à influencer la réussite et la rétention dans les programmes de la science aux cégeps anlophones*. FQRSC Action Concertée project report PRS-89553.

Aulls, M. W., Dickie, L., Hou, D. D., & Hong, Y.-J. (October, 2005). Qualitative and quantitative groupings of CEGEP teachers' view of instruction. In Rosenfield, S., Dedic, H., Dickie, L., Rosenfield, E., Aulls, M.W., Koestner, R., Krishtalka, A., Milkman, K. and Abrami, P. *Etude des facteurs aptes à influencer la réussite et la rétention dans les programmes de la science aux cégeps anlophones*. FQRSC Action Concertée project report PRS-89553.

**BREULEUX, ALAIN**

Lamon, M., & Laferrière, T., & Breuleux, A. Networked communities. In P. Resta, Ed., *Teacher development in an e-learning age: A policy and planning guide*, UNESCO.

Laferrière, T., Lamon, M., & Breuleux, A. *Blended learning environments*. In P. Resta, Ed., *Teacher development in an e-learning age: A policy and planning guide*, UNESCO.

Lang, M., Charlier, B., Saunders, M., Bonamy, J., Laferrière, T., & Breuleux, A. Collaboration in Cross National Networks for Teacher Professional Development. In P. M. Denicolo and M. *Connecting Policy and Practice: Challenges for Teaching and Learning in Schools and Universities*. Swets and Zeitlinger.

Laferrière, T., Breuleux, A., Inchauspé, P., & Beaudoin, J. (2005). L'école éloignée en réseau, un concept nouveau axé sur la réussite scolaire pour les jeunes de petits villages québécois. Dans L. DeBlois & D. Lamothe (Eds.), *La réussite scolaire: comprendre et mieux intervenir* (pp. 97-107). Québec: Presses de l'Université Laval.

Laferrière, T., & Breuleux, A. (2005). Remote Networked Schools: A Case for Collaborative Knowledge Building. In C. Crawford, C. Carlsen, I. Gibson, K. McFerrin, J. Price, R. Weber, & D. A. Willis (Eds.), *Proceedings of SITE 2005, the 14th International Conference of the Society for Information Technology and Teacher Education* (pp. 933-938). Charlottesville, VA: Association for the Advancement of Computing in Education.

**BURACK, JACOB**

Burack, J. A., Russo, N., Matejka-Grivas, A., Bonnel, A., & Iarocci, G. (2005). Science in motion: The quest for coherence in emerging research on autism. *Current Psychology of Cognition*, 23, 84-93.

Cornish, K., Burack, J. A., Rahman, A., & Russo, N. (2005). Theory of mind deficits in fragile X syndrome. *Journal of Intellectual Disability Research*, 492, 372-378.

Goldman, K., Flanagan, T., Shulman, C., Enns, J. T., & Burack, J. A. (2005). Voluntary orienting among children and adolescents with Down syndrome and MA-matched typically developing children. *American Journal on Mental Retardation*, 110, 157-163.

Ristic, J., Mottron, L., Friesen, C. K., Iarocci, G., Burack, J. A., & Kingstone, A. (2005). Eyes are special but not for everyone: The case of autism. *Cognitive Brain Research*, 24, 715-718.

**CORNISH, KIM**

Cornish, K. M. (2005). Pathways to understanding the social cognitive deficits in Fragile X syndrome: A preliminary ERP investigation. *Proceedings of the 38<sup>th</sup> Annual Gatlinberg Conference*, Annapolis, MD.

Cornish, K. M., Burack, J., Rahman, A., Munir, F., & Rossi, N. (2005). Theory of mind in children with Fragile X syndrome. *Journal of Intellectual Disability Research*, 49, 372-8.

Cornish, K. M., Kogan, C., Turk, J., Dalton, A., Manly, T., et al. (2005). Is the Fragile X premutation without phenotypic effect: A molecular-neuropsychological perspective? *Brain and Cognition*, 57, 279.

Cornish, K. M., Kogan, C., Turk, J., Manly, T., James, N., & Dalton, A. (2005). The emerging Fragile X premutation phenotype: Evidence from the domain of social cognition. *Brain and Cognition*, 57, 53-60.

Cornish, K. M., Lexin, L., & Jacquemont, S. (2005). Deconstructing the attention deficits in carrier males with the Fragile X premutation: The central role of inhibition. *Proceedings of the 38<sup>th</sup> Annual Gatlinberg Conference*, Annapolis, MD.

Cornish, K. M., Manly, T., Savage, R., Swanson, J., Grant, C., Morisano, D., et al. (2005). Association of the dopamine transporter (DAT1) 10/10-repeat genotype with ADHD- symptoms and response inhibition in a general population sample. *Molecular Psychiatry*, 10, 686-98.

Cornish, K. M., & Wilding, J. (2005). Visual search performance and attention ratings in a population based sample of school children: Is there a link between genes and behavior? *Brain and Cognition*, 57, 278.

Cornish, K. M., Zhao, Z., Fu, G., Shao, J., Hammond, P., Mill, D., Tassabehji, M., & Karmiloff-Smith, A. (2005). Cognitive-brain phenotyping in Chinese children with genetic disorders. *Journal of Cognitive Neuroscience*, D85 Suppl. S.

Karmiloff-Smith, A., Cornish, K. M., Hammond, P., Lee, K., Mills, D., Tassabehji, M., et al. (2005). Cognitive-brain phenotyping in Chinese children with genetic disorders. *Proceedings of the 38<sup>th</sup> Annual Gatlinberg Conference*, Annapolis, MD.

Kogan, C., Cornish, K. M., Zangenehpour, S., Bertone, A., Faubert, J., & Chaudhuri, A. (2005) Cortical visual impairments in fragile X syndrome. *Journal of Cognitive Neuroscience*, D300 Suppl. S.

Manly, T., Cornish, K. M., Dobler, V., Grant, C., & Hollis, C. P. (2005). The relationship between poor attention and visuo-spatial bias within the normal child population. *Journal of Child Psychology and Psychiatry*, 46, 1337-44.

Morisano, D., Cornish, K. M., & Joobor, R. (2005). Task attendance behaviors and the dopamine transporter gene in school-aged children. *Brain and Cognition*, 57, 284.

Rahman, A., Levey, S., Archambault, K., Maragos, I., Roy, S., Ostfield, D., & Cornish, K. M. (2005). Numerical processing in children with typical and atypical developmental pathways: A cross-syndrome perspective. *Brain and Cognition*, 57, 285.

Scerif, G., Cornish, K. M., Wilding, J., Driver, J., & Karmiloff-Smith, A. (2005). Early attention difficulties in fragile X syndrome: Underlying mechanisms and developmental trajectories. *Journal of Cognitive Neuroscience*, D18 Suppl. S.

Scerif, G., Karmiloff-Smith, A., Campos, R., Elsabbagh, E., Driver, J., & Cornish, K. M. (2005). To look or not to look? Typical and atypical control of saccades. *Journal of Cognitive Neuroscience*, 17, 591-604.

Wilding J., & Cornish, K. M. (2005). The nature of cognitive deficits in Fragile-X syndrome: specific modules or general processing? *Neuroscience*, *11*, 1-6.

#### **DEREVENSKY, JEFFREY**

Byrne, A., Dickson, L., Derevensky, J., Gupta, R., & Lussier, I. (2005). An examination of social marketing campaigns for the prevention of youth problem gambling. *Journal of Health Communication*, *10*, 681-700.

Chevalier, S., Gupta, R., Martin, I., & Derevensky, J. (2005). Jeux de hasard et d'argent. In Dubé, G. (Ed.). *Enquête québécoise sur le tabagisme chez les élèves du secondaire (2004)*. Québec: Institut de la statistique du Québec, 131-146.

Derevensky, J., & Gillespie, M. (2005). Gambling in Canada. *International Journal of Mental Health & Addiction*, *3*(1), 3-14.

Magoon, M., Gupta, R., & Derevensky, J. (2005). Juvenile delinquency and adolescent gambling: Implications for the juvenile justice system. *Criminal Justice and Behavior*, *32*(6), 690-713.

Messerlian, C., & Derevensky, J. (2005). Youth gambling: A public health perspective. *Journal of Gambling Issues*, *14*, 97-116.

Messerlian, C., Derevensky, J., & Gupta, R. (2005). Youth gambling problems: A public health framework. *Health Promotion International*, *20*(1), 69-79.

#### **DONIN, JANET**

Frederiksen, C. H., & Donin, J. (2005). Coaching and the development of expertise: Designing computer coaches to emulate human tutoring in complex domains. In S. Pierre (Ed.), *Développement, intégration, et évaluation des technologies de formation et d'apprentissage* (pp. 179-219). Presses Internationales Polytechnique.

Frederiksen, C. H., & Donin, J. (2005). Coaching and the development of expertise: Designing computer coaches to emulate human tutoring in complex domains. *Actes du colloque DIVA 2005*, 161-164.

#### **DRAPEAU, MARTIN**

Beretta, V., de Roten, Y., Drapeau, M., Kramer, U., Favre, N., Despland, J.N. (2005). Clinical significance and subjective perception of change in 4 sessions of Brief Psychodynamic Intervention: characteristics of early responders. *Psychology and Psychotherapy: Theory, Research, and Practice*, *78*, 347-362.

Beretta, V., de Roten, Y., Drapeau, M., Plancherel, A.C., & Despland, J.N. (2005). Patient coordination and early alliance building. *Schweizer Archiv für Neurologie und Psychiatrie / Swiss Archives of Neurology & Psychiatry*, *155*(6), 273-280.

Beretta, V., de Roten, Y., Drapeau, M., Stigler, M., Fischer, M., & Despland, J.N. (2005). Influence of patient's interpersonal schemas on early alliance building. *Swiss Journal of Psychology*, *64*(1), 13-20.

Despland, J.N., Drapeau, M., & de Roten (2005). The Brief Psychodynamic Investigation: a study of the efficiency of a four session format. *Brief Treatment and Crisis Intervention*, *5*, 368-378.

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Drapeau, M., Körner, A.C., Granger, L., & Brunet, L. (2005). What sex abusers say about their therapy: results from a qualitative study on pedophiles in treatment at a Canadian penitentiary clinic. *Journal of Child Sexual Abuse, 14*(1), 91-115.

Drapeau, M., Körner, A., Granger, L., Brunet, L., & Caspar, F. (2005). A Plan Analysis of pedophile sexual abusers' motivations for treatment: a qualitative pilot study. *International Journal of Offender Therapy and Comparative Criminology, 49*(3), 308-324.

Junod, O., de Roten, Y., Martinez, E., Drapeau, M., & Despland, J.N. (2005). How to address patients' defenses: a pilot study of the accuracy of defense interpretations and alliance. *Psychology and Psychotherapy: Theory, Research, Practice, 78*, 419-430

### **FREDERIKSEN, CARL**

Frederiksen, C.H. (2005). Preface. In J.P. Rossi, *Psychologie de la mémoire: de la mémoire épisodique à la mémoire sémantique*. Bruxelles: Éditions De Boeck Université.

Frederiksen, C. H., & Donin, J. (2005). Coaching and the development of expertise: Designing computer coaches to emulate human tutoring in complex domains. *Actes du colloque DIVA '2005*, 161-164.

Frederiksen, C. H., & Donin, J. (2005). Coaching and the development of expertise: Designing computer coaches to emulate human tutoring in complex domains. In S. Pierre (Ed.), *Développement, intégration, et évaluation des technologies de formation et d'apprentissage* (pp. 179-219). Presses Internationales Polytechnique.

### **GROUZET, FREDERICK**

Grouzet, F.M.E., Kasser, T., Ahuvia, A., Fernandez-Dols, J.M., Kim, Y., Lau, S., Ryan, R.M., Saunders, S., Schmuck, P., & Sheldon, K. (2005). The structure of goal contents across 15 cultures. *Journal of Personality and Social Psychology, 89*, 800-816.

Otis, N., Grouzet, F.M.E., & Pelletier, L.G. (2005). The latent motivational change in academic setting: a three-year longitudinal study. *Journal of Educational Psychology, 97*, 170-183.

Miquelon, P., Vallerand, R.J., Grouzet, F.M.E., Cardinal, G. (2005). Perfectionism, academic motivation, and personal adjustment: an integrative model. *Personality and Social Psychology Bulletin, 31*, 913-924.

### **HEATH, NANCY**

Heath, N. L., Toste, J. R., & Missiuna, C. (2005). An exploration of the relationship between motor impairment and emotional/behavioural difficulties amongst children suspected of having DCD. *Israeli Journal of Occupational Therapy, 14*(4), 153-171.

Heath, N. L., & Glen, T. (2005). Positive illusory bias and the self-protective hypothesis in children with learning disabilities. *Journal of Clinical Child and Adolescent Psychology, 34*(2), 272-281.

Zinck, L. C., Finn, C. A., Whitley, J., & Heath, N. L. (2005). Parental awareness of services and severity of children's emotional and behavioural difficulties (E/BD). *Exceptionality Education Canada, 15*(1), 61-75.

### **LAJOIE, SUSANNE P.**

Lajoie, S. P. (2005). Cognitive tools for the mind: The promises of technology: Cognitive amplifiers or bionic prosthetics? In R. J. Sternberg & D. Preiss (Eds.), *Intelligence and technology: Impact of tools on the nature and development of human skills* (pp. 87-102). Mahwah, NJ: Erlbaum.

Lajoie, S. P. (2005). Extending the Scaffolding Metaphor. *Instructional Science, 33* (5-6), 541-557.

Lajoie, S. P. & Azevedo (2006). Teaching and learning in technology-rich environments. In P. Alexander and P. Winne (Eds.), *Handbook of Educational Psychology (2nd ed.)* (pp. 803-821). Mahwah, NJ: Erlbaum.

Lajoie, S. P., Faremo, S., Wiseman, J. & Gauthier, G (2006). Promoting self-regulation in medical students through the use of technology. *Technology Instruction Cognition and Computing*, 3 (1-2), 81-87.

Lajoie, S. P., Faremo, S., Wiseman, J. & Gauthier, G (2005). Technology tools for promoting self regulation in medical students. S. Pierre (Ed.). *Développement, Intégration et Évaluation des Technologies de Formation et d'apprentissage* (pp. 621-640). Montreal, QC: Presses Internationales Polytechnique.

Lajoie, S. P., & Nakamura, C. (2005). Multimedia learning of cognitive skills. In R. Mayer (Ed.), *Cambridge Handbook of Multimedia Learning* (pp. 489-504). Cambridge: Cambridge University Press.

Nakamura, C., Lajoie, S. P., & Berdugo, G. (2005). Do Information Systems Actually Improve Problem-Solving and Decision-Making Performance? An Analysis of 3 Different Approaches to the Design of Information Systems. In G. Richards (Ed.), *Proceedings of E-Learn 2005: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education* (pp. 2251-2257). Norfolk, VA: Association for the Advancement of Computing in Education.

Winne, P. H., Nesbit, J. C., Kumar, V., Hadwin, A. F., Lajoie, S. P., Azevedo, R., Perry, N.E. (2006). Supporting Self-Regulated Learning with gStudy Software: The Learning Kit Project, *Technology Instruction Cognition and Learning*, (3), 105-113.

Winne, P. H., & The Learning Kit Project Team. (2006). The Learning Kit Project: Advancing research on learning as learners learn in everyday settings. *Proceedings of the 6th IEEE International Conference on Advanced Learning Technologies*. Kerkrade, The Netherlands.

### **McALPINE, LYNN**

McAlpine, L., Gandell, T., Winer, L., Gruzleski, J., Mydlarski, L., Nicell, J., & Harris, R. (2005). A collective approach towards enhancing undergraduate Engineering Education. *European Journal of Engineering Education*, 30 (3), 377-384.

Beardmore, S., Kline, P., & McAlpine, L. (2005). An empowering field placement for social work students. *Canadian Journal of Social Work*, 21 (1), 23-37.

McAlpine, L., Maguire, S., Lee, M.D. (2005). Pedagogy Excellence Project: A professor-student team approach to authentic inquiry. *Teaching in Higher Education*, 10 (3), 355-370.

McAlpine, L.(2005). The impact of academic development: Questioning my evaluation practices. *Educational Developments*, 6 (1), 5-8.

McAlpine, L. (2005). (Ed.). *International Journal for Academic Development*, 10 (1).

McAlpine, L., (2005). Conversations: negotiating professional learning and power, *International Journal for Academic Development*, 10 (1), 1-2.

McAlpine, L. (2004). Teaching as an academic responsibility in Canada: Emerging trends. In S. Brendel, K. Kaiser, & G. Macke (Eds.) *Modularization and standardization of programmes for higher education: an international comparison*. Sehries Blickpunkt Hochschuldidaktik. Bielefeld: Bertelsmann, 71-86.

Blackmore, P., Chalmers, D., Dearn, J., Frielick, S., Hofgaard Lycke, K., Mason O'Connor, K., McAlpine, L., Prosser, M., Scott, I., & Trigwell, K. (2004). Academic Development : What Purpose and

Whose purpose? In Elvidge, E. M. (Ed.) *Exploring academic development in higher education: Issues of engagement*. Cambridge: Jill Rogers Associates, 17-27.

McAlpine, L. (2004). Dimensions of culture and learning in conflict resolution processes: The lived experience. In M. Raith (Ed.). *Procedural Approaches to Conflict Resolution*. New York, NY: Springer Verlag.

McAlpine, L., Weston, C., Berthiaume, D., Fairbank-Roch, G., & Owen, M (2004). Reflection on teaching: Types and goals of reflection. *Educational Research and Evaluation*, 10 (4-6), 337-363.

McAlpine, L., (2004). Designing learning rather than designing teaching: A model of instruction for higher education that emphasizes learner practice. *Active Learning in Higher Education*, 5 (2), 119-134.

### **SAVAGE, ROBERT**

Cornish, K. M., Manly, T., Savage, R. S., Swanson, J. C., Grant, D., Morisano, N., Butler, G., Cross, G., Sutherland, L., & Hollis, C. P. (2005). Association of the dopamine transporter (DAT1) 10/10-repeat genotype with ADHD- symptoms and response inhibition in a general population sample. *Molecular Psychiatry*, 1, 1-13.

Hipps, G. Abrami, P., Savage, R. S., Cerna, N., & Jorgensen, A. (2005). ABRACADABRA: Research, design, and development of a web-based early literacy software. In Pierre, S. (Ed.), *Innovations et tendances en technologies de formation et d'apprentissage: Développement, intégration et évaluation des technologies de formation et d'apprentissage*. Québec: Presses Internationales Polytechnique. Valeurisation de Recherches de Québec, (DIVA), (pp. 89-112).

Savage, R. S. (2005). Classroom assistants aid reading development. *Literacy Today*, 42, 20-21.

Savage, R. S. (2005). Friendship and bullying patterns in children with language impairments. *Educational Psychology in Practice*, 21, 25-38.

Savage, R. S. & Carless, S. (2005). Learning Support Assistants can deliver effective reading interventions for 'at-risk' children. *Educational Research*, 47, 45-61.

Savage, R. S., & Carless, S. (2005). Phoneme manipulation but not onset-rime manipulation is a unique predictor of early reading. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 46, 12, 1297-1308.

Savage, R. S. & Frederickson, N. (2005). Evidence of a highly specific relationship between rapid automatic naming of digits and text reading speed. *Brain and Language*, 93, 152-159.

Savage, R. S., Frederickson, N., Goodwin, R., Patni, U., Smith, N., & Tuersley, L. (2005). Evaluating current deficit theories of reading: The role of phonological processing, naming speed, balance automaticity, rapid perception and working memory. *Perceptual and Motor Skills*, 101, 345-361.

Savage, R. S., Frederickson, N., Goodwin, R., Patni, U., Smith, N., & Tuersley, L. (2005). The relationship between rapid digit naming, phonological awareness, motor automaticity, and speech perception. *Journal of Learning Disabilities*, 38, 12-28.

### **SHORE, BRUCE M.**

Shore, B. M., & Irving, J. A. (2005). Inquiry as a pedagogical link between expertise and giftedness: The High Ability and Inquiry Research Group at McGill University. *Gifted and Talented International*, 20, 37-40.

Tabatabai, D., & Shore, B. M. (2005). How experts and novices search the Web. *Library and Information Science Research*, 27, 222-248.

**TALWAR, VICTORIA**

Global Deception Research Team. (2006). A world of lies. *Journal of Cross-Cultural Psychology*, 37, 60-74.

Bala, N., Duvall-Antonacopoulos, K., Lindsay, R., Lee, K., & Talwar, V. (2005). Bill C-2: Reforming Canada's child witness laws. *Canadian Criminal Reports*, 32, 48-182.

Bala, N., Talwar, V & Harris, J. (2006). Voices of the Children, *Canadian Family Law Quarterly*, 24, 221-279.

**WESTON, CYNTHIA**

Perlman, C., Weston, C. & Gisel, E. (2005). A web-based tutorial to enhance student learning of activity analysis. *Canadian Journal of Occupational Therapy*, 72(3), 153-163.



**APPENDIX VI**  
**RESEARCH PUBLICATIONS**  
**January-May 2006**  
**In Press**  
**Submitted for Review**  
**Advanced State of Preparation**  
**Other Scholarly Activities**  
**Information Pertaining to Co-Authors**

**Published (Jan – May 2006)****CARTWRIGHT, GLENN**

Cartwright, Glenn F. Beyond Parental Alienation Syndrome: Reconciling the alienated child and the lost parent. In: Gardner, R., Sauber, R. and Lorandos, D. [Eds.] (2006) *The International Handbook of Parental Alienation Syndrome: Conceptual, Clinical and Legal Considerations*, Springfield, Illinois, Charles C. Thomas Publisher, Ltd.

**DUMONT, FRANK**

Dumont, F. (2006). Practitioners' approaches to personality and psychopathology: A synthesis in three volumes. Review of M. Hersen & J. C. Thomas (Eds.), *Comprehensive handbook of personality and psychopathology*, Vols. 1, 2, and 3. *PsycCRITIQUES (Contemporary Psychology: APA Review of Books)*, Vol. 51, 1-13.

**HEATH, NANCY**

Smith, T. E. C., Polloway, E. A., Dowdy, C. A., Heath, N. L., McIntyre, L. J., & Francis, G. C. (2006). *Teaching students with special needs in inclusive settings, Second Canadian edition*. Toronto: Pearson Education.

**MCALPINE, LYNN**

McAlpine, L., Weston, C., Berthiaume, D., & Fairbank-Roch, G. (2006). How do professors explain their thinking when planning and teaching? *Higher Education*, 51, 125-155.

McAlpine, L., & Norton, J. (2006). Reframing our approach to doctoral programs: A learning perspective. *Higher Education Research and Development*, 25 (1), 3-17.

McAlpine, L., & Sharpe, R. (2006). (Ed.). *International Journal for Academic Development*, 11 (1).

McAlpine, L., & Sharpe, R. (2006). Examining, questioning, challenging our taken-for-granted assumptions. *International Journal for Academic Development*, 11 (1), 1-2.

**In Press****AULLS, MARK**

Aulls, M. W., Kalman, C., Rohar, S., & Godley, J. Helping students take responsibility for learning in Gateway Physics courses. *Canadian Journal of Physics*

Aulls, M. W., & Shore, B. M. Inquiry in education: The conceptual foundations for research as a curricular imperative. *Mahwah, NJ: Erlbaum.*

Redden, K.C., Simon, R. & Aulls, M.W. Alignment in teacher education: Identifying contextually dependent student presage factors and associated learning outcomes. *Teacher Education Quarterly.*

Shore, B. M., Aulls, M. W., & Delcourt, M. A. B. (Eds.), Inquiry in education: Where ideas come from and where they lead: Overcoming barriers to successful implementation. *Mahwah, NJ: Erlbaum.*

Aulls, M.W. Developing students' inquiry strategies: A case study of teaching history in the middle grades. In Shore, B. M., Aulls, M. W., & Delcourt, M. A. B. (Eds.), *Inquiry in education: Where ideas come from and where they lead: Overcoming barriers to successful implementation.* Mahwah, NJ: Erlbaum.

Manconi, L., Aulls, M.W., and Shore, B.M. Teachers' use and understanding of strategy in inquiry instruction. In Shore, B. M., Aulls, M. W., & Delcourt, M. A. B. (Eds.), *Inquiry in education: Where ideas come from and where they lead: Overcoming barriers to successful implementation.* Mahwah, NJ: Erlbaum.

**BRACEWELL, ROBERT**

Bracewell, R. J., Le Maistre, C., Lajoie, S. P., & Breuleux, A. The role of the teacher in opening worlds of inquiry learning with information and communication technology. In B. M. Shore, M. W. Aulls, M. A. B. Delcourt, & F. G. Rejskind (Eds.), *Inquiry: Where ideas come from and where they lead.* Mahwah, NJ: Lawrence Erlbaum Associates. (35 pages) Principal author

Bracewell, R. J. & Witte, S. P. The implications of activity, practice, and semiotic theory for cognitive constructs of writing In J. Albright and A. Luke (Eds.), *Pierre Bourdieu and Literacy Education.* Mahwah, NJ: Lawrence Erlbaum Associates.

**BRAMWELL, F. GILLIAN**

Rejskind, G., Halliday, F., & McBride, J. Creating Change: Teachers' reflections on changing their teaching. In B. M. Shore, M. W. Aulls, M. A. B. Delcourt, (Eds.), *Inquiry: Where ideas come from and where they lead.* Mahwah, NJ: Erlbaum.

**BREULEUX, ALAIN**

Bracewell, R.J., LeMaistre, C., Lajoie, S.P., Breuleux, A. The role of the teacher in opening worlds of inquiry-driven learning with technology. In B. Shore, M. Aulss, M. Delcourt (Eds.), *Inquiry in Education, Volume II.* Mahwah, NJ: Erlbaum.

**BURACK, JACOB**

Burack, J. A. (Ed.). *Development at risk.* New York: Oxford University Press.

Burack, J. A., Hodapp, R. M., & Zigler, E. *Handbook of mental retardation, 2nd edition.* New York: Oxford University Press.

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- Burack, J. A., Flanagan, T., Peled, T., Sutton, M., Zygmuntowicz, C., & Manly, J. T. Social perspective-taking skills in maltreated children and adolescents. *Developmental Psychology*, 42, 207-217.
- Burack, J. A., & Enns, J. T. *Cognitive neuroscience, development, and psychopathology*. New York: Oxford University Press.
- Burack, J. A., & Weeks, D. J. Essential policy contributions from the World Congress on Down Syndrome. *Journal of Policy and Practice in Intellectual Disabilities*.
- Burack, J. A., & Weeks, D. J. Essential research contributions from the World Congress on Down Syndrome. *Journal of Intellectual Disability Research*.
- Burack, J. A., Russo, N., Hodapp, R. M., & Zigler, E. Looking to the future of developmental approaches to mental retardation: Issues in theory, methodology, and interpretation. In R. M. Hodapp, J. A. Burack, & E. Zigler (Eds.), *Developmental approaches to mental retardation: A look to the future*. New York: Cambridge University Press.
- Conrad, N. J., Schmidt, L. A., Niccols, A., Polak, C. P., Riniolo, T. C. & Burack, J. A. Frontal electroencephalogram (EEG) asymmetry during affective processing in children with Down syndrome: A pilot study. *Brain and Cognition*.
- Evans, D. W., Flanagan, T., & Burack, J. A. History of developmental approaches to mental retardation. In R. M. Hodapp, J. A. Burack, & E. Zigler (Eds.), *Developmental approaches to mental retardation: A look to the future*. New York: Cambridge University Press.
- Hodapp, R. M. & Burack, J. A.. Mental retardation. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology (Volume 3): Risk, disorder, and adaptation*. New York: Wiley.
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McAlpine, L., Weston, C. & Timmermans, J. What and how are students thinking during in-class instruction? *Instructional Science*.

Perlman, C. & Weston, C. Enabling meaningful learning through Web-based instruction with occupational therapy students. *Educational Technology Research and Development*.



**In an Advanced State of Preparation****AULLS. MARK**

Aulls, M.W., Hoa, D., Dickie, L. and Hong, Y.J. A contextual model of college instruction in mathematics and sciences: the correspondences among, dimensions of instruction, discipline, approach to teaching, successful teaching practices and barriers to teaching practices. *European Journal of Higher Education*.

Aulls, M. W. *Emergent Literacy and Reading Skills: The Joint Influences of Home and School*.

Aulls, M. W., Hoover, M., Simon, R., Hong, H. J., Hoa, C. & Redden, K. *Effects of constructivist-based Educational Psychology courses and pre-service teacher beliefs about effective instruction on surface and meaningful learning outcomes*.

Aulls, M. W. *The relationships between Canadian pre-service teachers conceptualizations of the nature of inquiry and number of inquiry situations recalled from elementary, secondary and post secondary schooling: Implications for current views of educational reform*.

Aulls, M. W. *Pre-service teachers' recollections of exposure to inquiry instruction during formal schooling and its relationship to current beliefs about the nature of inquiry and who can successfully participate in inquiry-oriented instruction*.

Aulls, M. W., Hong, Y. J., Hoa, C., Simon, R., & Redden, K. *Pre-service teachers' conceptions of teaching: The ways teacher characteristics, classroom context and student and teacher roles define effective and ineffective teachers*.

Aulls, M. W., & Hoa, C. *A reading, writing, discussion and reflection cycle: Its correspondence to higher order thinking choices and students self evaluation of learning during a beginning graduate level qualitative research course*.

Aulls, M. W. *Middle grade students' emotional, social, and cognitive experience of the enactment of a general history curriculum*.

Aulls, M. W. *The extent of correspondence between pre-service teachers, experienced teachers and Educational Psychology graduate students perceptions of the nature of inquiry and what happens as inquiry at different levels of formal schooling*.

**BREULEUX, ALAIN**

Turcotte, S. & Breuleux, A. *Emerging Chat Practice Of Elementary School Children*.

**CARTWRIGHT, GLENN**

Cartwright, Glenn F. (2005). *The Role of Continuing Education in the Research-Intensive University*. Paper presented at the 3<sup>rd</sup> Annual Hawaii International Conference on Education. Honolulu, HI

Cartwright, Glenn F. (2005i). *What are Glendrites?*

Cartwright. Glenn F. (2005h). *Blackstone and Me*.

Cartwright, Glenn F. (2005g). *Excursion to Rawdon*.

Cartwright, Glenn F. (2005f). *Rawdon Junction*.

Cartwright, Glenn F. (2005e). *Iceland's Railway*.

Cartwright, Glenn F. (2005d) *Nelson Lamorande*.



Cartwright, Glenn F. (2005c) *Fred Johnson*

Cartwright, Glenn F. (2005b). *A Christmas Letter from Vernon Barford (1876-1963)*

Cartwright, Glenn F. (2005a). *Clock Ladies of the Royal Victoria Hospital*.

### **CORNISH, KIM**

Bertone, A., Hanck, J., Faubert, J., & Cornish, K. M. *Ventral and dorsal stream development as a function of information complexity: which pathway gets there first?*

Cornish, K. M.. Developmental disorders of attention. In J. Burack (Ed.), *Handbook of Mental Retardation and Development* (2nd edition). New York: Oxford University Press.

Cornish, K. M., & Hollis, C. P. *Association between the DRD4 7 repeat allele and neuropsychological deficit in a population sample of children with ADHD symptoms*.

Cornish, K. M., & Kogan, C. *Age-related changes in working memory in pre-mutation carriers of the fragile X syndrome*.

Cornish, K. M., Li, L., Kogan, C., Turk, J., & Hagerman, P., et al. *Does CGG repeat length predict cognitive performance in pre-mutation carriers of the fragile X syndrome*.

Cornish, K. M., Li, L., Kogan, C., Turk, J., & Hagerman, P. et al. *Psychiatric problems in pre-mutation carriers of the fragile X syndrome*.

Cornish, K.M., & Oliver, C. *Challenging behaviours and their association with autism in child with cri-du-chat syndrome*.

Cornish, K. M., & Wilding, J. *Genes, Brains and Attention*. Oxford: Oxford University Press.

Cornish, K. M., Wilding, J., Burack, J., Ostfield, D, Daniel, K, & Waxman, N. *The development of early counting skills in young children*.

Hanck, J. & Cornish, K. M. *The trajectory of attention in typical developing children aged 3-7 years*.

### **DEREVENSKY, JEFFREY**

Derevensky, J., Lussier, I., Ellenbogen, S., Gupta, R., Wynne, H., & Messerlain, C. (2005). *The Identification of Risk, Cultural and Protective Factors Associated with Youth Gambling Problems. (L'identification des variables culturelles et des facteurs de risque et de protection associés aux problèmes de jeu chez les jeunes )*. FRSQ, 30 pp.

Gillespie, M., Gupta, R., Derevensky, J., Pratt, L., & Vallerand, R. (2005). *Adolescent Problem Gambling: Evaluating Perceived Risks and Benefits (Le jeu problématique chez les adolescents : perceptions des risques et des bénéfices)*. FRSQ, 36 pp.

Messerlian, C., Derevensky, J., Gupta, R., & Shea, B. (2005). *Youth Gambling Prevention Campaigns: Evaluating the Message, the Target and the Medium*. Ontario Problem Gambling Research Centre, 39 pp.

Pratt, L., Derevesnky, J., Gillespie, M., & Gupta, R. (2005). *The Development of an Instrument to Assess the role of Gambling Outcome Expectancies for Adolescents :A Qualitative Analysis of Perceived Risks and Benefits of Adolescent Gambling*. Ontario Problem Gambling Research Centre, 31 pp.

Ross, N., Gilliland, J., Wilson, D., Derevensky, J., Gupta, R., Olson, S., & Haase, I. (2006). *La*

*loterie video dans les quartiers de Montreal : Une approche geomatique. (Opportunities for video lottery terminal gambling in Montreal: A geometric approach).* FRSQ), 42 pp.

### **DE STEFANO, JACK**

Rowat, R., De Stefano, J. & Drapeau, M. *The role of client generated metaphors on in-session counselling process.*

### **DONIN, JANET**

Berdugo-Oviedo, G & Donin, J. *Analysis of students' representation of word problems read in the first and second languages.*

Donin, J, Berdugo-Oviedo, G & Bauer, E. *Learning to become a science writer in a second language.*

Frederiksen, C.H., Donin, J., Koschman, T., & Kelson, A. (2005). *Investigating diagnostic problem-solving in medicine through cognitive analysis of clinical discourse.*

### **FREDERIKSEN, CARL**

Frederiksen, C.H., Donin, J., Koschman, T., & Kelson, A. (2005). *Investigating diagnostic problem-solving in medicine through cognitive analysis of clinical discourse.*

Frederiksen, C.H., Roy, M. & Bedard, D. *Expert tutoring in engineering: Tutorial discourse and the development of expertise.*

Frederiksen, C.H., Grouzet, F., & Alie, C. *A generalized linear models approach to analysis of consistencies across cases in qualitative research.*

### **FITZPATRICK, MARILYN**

Fitzpatrick, M. & Stalikas, A. *What do we really know about positive emotions anyway?*

Atkins, S. & Fitzpatrick, M. *A Qualitative Study into the Development of Multicultural Awareness of White Counsellors.*

Jaouich, A., Rogan, K., Fitzpatrick, M., Desbois, A., & Janzen, J. *Assessing client involvement: An Experiencing Scale decision tree.*

Tellides, C., Fitzpatrick, M., Drapeau, M. & Bracewell, R. *The Manifestation of Transference in The Formation of the Therapeutic Relationship: Study of a High-Functioning Population.*

Tellides, C., Fitzpatrick, M., & Drapeau, M. *The Manifestation of Transference in The Formation of the Therapeutic Relationship: Exploring an Alternate Therapist Data Source/ Exploring or Improving Methodology/Exploring Alternate Methodology.*

### **GROUZET, FREDERICK**

Kasser, T., & Grouzet, F.M.E. *A cross-cultural study of the effect of goals on well-being.*

Thompson, G.L., Desrochers, A., Cormier, P. & Grouzet, F.M.E. Two latent factors capture letter-string decoding performance in the primary grades: Evidence from structural equation modeling. *Journal of Experimental Psychology: General.*

Boiché, J., Sarrazin, P., Grouzet, F.M.E., Chanal, J., & Pelletier, L.G. Students' motivational profiles in physical education and achievement outcomes: A self-determination perspective. *Journal of Educational Psychology.*

Grouzet, F.M.E., Légaré, C., & Lajoie, J. Le cybermentorat vocationnel: une formule innovatrice pouvant contribuer à la motivation scolaire. *Revue Québécoise de Psychologie.*

**HEATH, NANCY**

Glen, T., Heath, N. L., Bloom, E. L., & Karagiannakis, A. "*Can I have your attention please?*" An analysis of teachers' understanding of emotional/behavioural disorders.

Heath, N. L., Charlebois, A., Toste, J. R., & Nedecheva, T. *Self-injury in young adults: The role of social factors.*

Heath, N. L., Toste, J. R., & Wagner, C. *Self-injurious behaviour: What do high school teachers think?*

Heath, N. L., Zinck, L., & Borovay, L. *Parent, teacher, and self-perceptions of depressed and non-depressed children with behavioural difficulties.*

Heath, N. L., Anderson, N., & Ross, S. *Coping strategies of adolescents who engage in self-injurious behaviours.*

Whitley, J., Heath, N. L., & Finn, C. *The role of attention / hyperactivity difficulties in the self-perceptions of children with behavioural difficulties.*

**LAJOIE, SUSANNE P.**

Lajoie, S. P. *Aligning theories with the practice of technology innovations in education.* To appear in the British Journal of Educational Psychology - Monograph Series: Psychological aspects of Education: Changing media, changing minds- Current Trends Edited by: Jean Underwood and Julie Dockrell

Nakamura, C., & Lajoie, S. P. (2006, October). *Can Clinical Reference Tools Support Medical Students during Hypothesis Generation?* Paper to be presented at the E-Learn 2006: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Honolulu, HI.

**PARK, JEESEON**

Park, J., & Bieschke, K. J. Development of the Heterosexism Scale. *Measurement and Evaluation in Counseling and Development.*

Park, J. *Minority faculty as advisors: Challenges and needs of new generation.*

Park, J. Implication of utilizing a multicultural feminist model of mentoring in working with mentees of Asian descent.

Park, J., Oala, M., & Bonnel, A. *Feminist integration of Buddhism and psychotherapy.*

Park, J., & Irving, J. *Building therapeutic relationships with clients with clients through "otherness": Reconceptualizing cultural empathy in multicultural counseling.*

**SAROYAN. ALENOUSH**

Saroyan, A. A framework for developing and assessing quality assurance systems. Chapter to appear in R. Hopper (Ed.), *Quality Assurance: Issues and Challenges in Developing Countries.* The World Bank.

Saroyan, A. & Arcuri, N. *Departmental leadership and perceptions of teaching environment.* International Journal for Academic Development.

Arcuri, N., & Saroyan, A. *Effective leadership from chair and faculty perspectives: Matched or mismatched perceptions.* Studies in Higher Education.

Cao, L., & Saroyan, A. *Prospects and problems concerning teacher reflection research: A critical analysis of rhetoric and methodology.* Review of Educational Research.

**SAVAGE, ROBERT**

Savage, R. S. (2006). The relationship between classroom environment and attainment in grade 1: The role of teacher, observer, and pupil perceptions. *Journal of Educational Psychology*.

Savage, R. S. & Carless, S. & Erten, O. (2006). Further evidence concerning the long-term effects of early phonic programs delivered by classroom assistants. *British Journal of Educational Psychology*.

Savage, R. S., Carless, S., & Ferrero, V. (2006). Predicting curriculum and test performance from pupil background, baseline skills and phonological awareness at age 5: A six-year follow-up at the end of Key Stage 2. *Journal of School Psychology*.

Savage, R. S., Lavers, N., & Pillay, V. (2006). Working memory and reading difficulties: What we know and what we do not know about the relationship. *Educational Psychology Review*.

Savage, R. S. & Rvachew, S. (2006). The structure of phonological awareness and early reading acquisition in pre-school children. *Journal of Child Language*.

**SHAW, STEVEN**

Shaw, S. R., & Woo, A. Best Practices in Collaboration with Medical Personnel. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology-V*.

Shaw, S. R., & McCabe, P. *Hospital to School Transition for Children with Chronic Illness: Meeting the New Challenges of an Evolving Health Care System*.

Shaw, S. R., & Brown, M. *Improving homebound instruction for children with medical and behavioral issues*.

Shaw, S. R., & Woo, A. *Advances in developing behavioral phenotypes for microdeletion syndromes: A review of educational utility*.

Shaw, S. R., Holly, S., Saracino, J., & Schaub, K. *Academic resilience: A pilot study of academically successful children with borderline intelligence*.

**SHORE, BRUCE M.**

Casey, K. M. A., & Shore, B. M. *The particular value of mentoring experiences for gifted students*.

Irving, J. A., & Shore, B. M. The Quebec secondary mathematics curriculum: Strong enough for students of high ability? *Journal of Secondary Gifted Education*.

**SINACORE, ADA**

Sinacore, A. L., Kassan, A., & Lerner, S. *Cultural Transition, Integration and Occupational Stress in Argentinean Immigrants*.

Akcali, O. & Sinacore, A. *Women's spirituality and career transition*.

Sinacore, A.L. *Organizational Cultural Competencies: A Protocol for Self-Assessment*.

**SLADECZEK, INGRID**

Ford, M. A., Kratochwill, T. R., Sladeczek, I. E., Karagiannakis, A., Miodrag, N., & Saracino, J. *Children with selective mutism, reluctant speech, and suppressed speech: A survey analysis*.

Grobe, P., & Sladeczek, I. E. *Child-based consultation: Theoretical considerations*.

Martel, C. A., Haider, M., Karagiannakis, A., Sladeczek, I. E., & Morganstein, T. *Influence of mediation on teachers children's perceptions and behaviour problems.*

Sladeczek, I. E., Blidner, A., Miodrag, N., Karagiannakis, A., & Saracino, J. *Attrition from problem-solving consultation: Who drops out of treatment for children with conduct problems.*

Sladeczek, I. E., Grobe, P., Miodrag, N., Karagiannakis, A., & Saracino, J. *Child-based problem-solving consultation: Empirical findings.*

Sladeczek, I. E., Karagiannakis, A., Miodrag, N., Illsley, S., & Saracino, J. *Parent-teacher intervention project: The evaluation of three interventions for children with behaviour problems.*

Sladeczek, I. E., Viola, T., Karagiannakis, A., Miodrag, N., & Saracino, J. *Remediating behaviour problems in children with developmental disabilities.*

Sladeczek, I. E., Wayland, L. A., August, P. J., Gotlieb, M., Madden, L., & Blidner, A. *Treatment of children with problem behaviors: The efficacy of conjoint behavioural consultation and the impact on parent and teacher collaboration.*

### **STRINGER, RON**

Stringer, R., French, L., Gottlieb, M., Haider, M., Irannejad, S., McCoubrey, G., & Wolforth, J. *Current Canadian practice in learning disabilities assessment.*

Stringer, R. & Heath, N. *Academic self-perception and performance.*

Stringer, R. & McCoubrey, G. *Are slow RAN times indicative of deficit? Evidence from a bilingual population.*

Stringer, R. & van Daal, V. *Why fluency, not accuracy, may be the ultimate hallmark of dyslexia.*

### **TALWAR, VICTORIA**

Talwar, V., Gordon, H., & Lee, K. *Lie-telling Behavior in School-Age Children. Developmental Psychology.*

### **WESTON, CYNTHIA**

Weston, C., McAlpine, L., Timmermans, J., Fairbank-Roch, G., & Berthiaume, D. *Documenting and displaying parallel perspectives on a shared phenomenon.*

Amundsen, C., Weston, C., & McAlpine, L. *Concept mapping in course design: A 'mindtool' for re-examining subject matter.*

McAlpine, L., Amundsen, C., & Weston, C. *Becoming a 'multilingual' researcher: A higher education example of the potential of integrative research*

**Other Scholarly Activities****AULLS, MARK**

Aulls, M.W., Dickie, L., Hou, D & Hong, Y.J. (2005, Fall) *Math and Science Teachers Perceptions of Successful Practices and their relationship to Specific Approach to Instruction*. Unpublished Poster presentation and video clip Center for Learning and Performance Research Fair. Concordia University

**BRACEWELL, ROBERT**

Tung, I-P., Bracewell, R. J., & Patrick, T. (2006, April). Digital Portfolios for Assessing Academic Achievement at the Elementary Level: Issues and Reactions. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco.

Zhou, W. & Bracewell, R. J. (2006, April). The Potential of Video Portfolios in Preservice Teacher Training. Poster presentation at the annual meeting of the American Educational Research Association, San Francisco.

Bracewell, R. J. (2006, May). Constructs of Cultural Historical Activity Theory. Keynote address to the Technology and Teacher Education Pre-conference, 2006 Congress of the Humanities and Sciences, York University, Toronto.

**BREULEUX, ALAIN**

Wall, A. E., Breuleux, A., & Tanguay, V. (2006). *IT-Supported Learning and Networking in the Anglophone Educational Community of Québec: Addressing the Challenges of Distance in Education*. Report to the MELS, Secteur des services à la communauté Anglophone.

Laferrière, T., & Campos, M. (2006, April). Online Collaborative Learning in Higher Education: Pathways to Effective Practice in Campus-based Courses. Paper to be presented at the American Educational Research Association (AERA), San Francisco.

Breuleux, A. (2006, May). Key findings from a recent study of ICT in English Schools in Quebec . Presentation at the first meeting of Technology and Teacher Education (TATE), Canadian Society for the Study of Education (CSSE), York University, Toronto

Turcotte, S., Breuleux, A., Laferrière, T., Allaire, S., & Hamel, C. (2006, May). *Collaborer pour comprendre la résistance de l'air*. Paper presentation at the annual ACFAS conference, Montréal.  
Laferrière, T., Breuleux, A., Allaire, S., Hamel, C. & Turcotte, S. (2006). *Apprendre dans une école éloignée à l'ère des réseaux!* Nouvelles CSQ.

**BURACK, JACOB**

Van Hamel, A., Matejka-Grivas, A., Mitchell, P., & Burack, J.A. (2005, June). *The development of boundary extension in typically developing children*. Poster presented at the Jean Piaget Society Conference, Vancouver, BC.

Iarocci, G. & Burack, J. A. ( 2005, July). *The visual orienting system in people with autism: Clues about how it functions*. Invited paper presented in symposium in honor of Dorothy Bishop at the Experimental Psychology Society Conference, Montréal, QC.

Burack, J. A. (2005, September). *Understanding your child's abilities and the importance of fostering relationships*. Public lecture sponsored by the Jewish Association for Retarded Citizens, Detroit, MI.

Jemel, B., Hosein, A., Roy, S., Burack, J.A., & Mottron, L. (2005, September). *Subjective perception does not modulate early visual processing of ambiguous pictures in high functioning autistic individuals*. Poster presented at The International Conference on Cognitive Neuroscience, Havana, Cuba.

Burack, J. (2006, May). Academy of Mental Retardation Annual Meeting (Montreal), Invited Symposium on Autism, Convenor and Chair.

### **CORNISH, KIM**

Reisinger, L. & Cornish, K.M. (2005, June). *Similarities and differences in the language profile of children with pragmatic language impairment and children with autism*. 16th Annual Conference on Theoretical and Experimental Neuropsychology, Montreal, Quebec.

Cornish, K. M. (2005, July). *A survey of the health needs of adults with cri-du-chat syndrome*. Invited talk to the 5p Minus (cri-du-chat syndrome). Annual Conference for Families and Professionals, Philadelphia, US.

Cornish, K. M., Hollis, C., & Savage, R. (2005, November). *The DAT 1 – ADHD association is mediated by reading ability in a general population sample*. ADHD Genetic Network Meeting, Miami, USA.

Ostfield, D., Hillgrove, J., Maragos, I., Waxman, N., & Cornish, K.M. (2005, November). *The typical developmental trajectory of early number concepts: The relationship between approximate arithmetic and nonverbal intelligence across childhood*. Canadian Child Health Clinician Scientist Program, St. John's, Newfoundland.

Cornish, K. M. (2005, December). *Self-injury in genetic disorders: an example from cri-du-chat syndrome*. Meeting of the Intellectual Disability Forum, Royal School of Medicine, London, UK.

Cornish, K. M. (2006, January). *Does the Fragile X pre-mutation predict phenotypic outcomes in males?* Department of Human Genetics, Emory University, Atlanta, USA.

Cornish, K.M. (2006, March). *Fragile X Syndrome and other developmental disorders*. Annual Meeting of the Learning Disability Association of Quebec, Montreal, Quebec.

Cornish, K.M. (2006, May). The DAT 1 association with ADHD behavior is mediated by reading ability in a general population sample. 2<sup>nd</sup> Spring Conference. Child Developmental Research Group, Montréal.

### **DEREVENSKY, JEFFREY**

Derevensky, J. (2005, June). *Youth gambling: Myths, reality, and new understandings-implications for policy*. Invited keynote address presented at the European Association for the Study of Gambling conference, Malmo, Sweden.

Derevensky, J. (2005, June). *Youth gambling problems: A public health perspective toward prevention*. Invited keynote address presented at the SNSUS (Scandinavian Countries) Gambling conference, Malmo, Sweden.

Derevensky, J., Gupta, R., & Byrne, A. (2005, June). *An empirical study of Internet gambling among adolescents: Need for concern?* Invited paper presented at the European Association for the Study of Gambling conference, Malmo, Sweden.

Derevensky, J. (2005, June). *Working with adolescent problem gamblers: From research to treatment*. Invited address presented at the SNSUS (Scandinavian Countries) Gambling conference, Malmo, Sweden.

Lussier, I., Derevensky, J., & Gupta, R. (2005, June). *Youth gambling problems: The role of resilience*. Poster presented at the annual meeting of the Canadian Psychological Association, Montreal.

- Nower, L., Gupta, R., & Derevensky, J. (2005, August). *Disordered girls: Characteristics of female youth problem gamblers and substance abusers*. Paper presented at the Midwest Conference on Problem Gambling and Substance Abuse. Kansas City, Missouri.
- Paskus, T.S., Petr, T., Derevensky, J., Jacobs, D. F., & Dunkle, J. (2005, August). *Prevalence of gambling and its relationship to associated risky behaviors among college student-athletes*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Derevensky, J. (2005, August). *Public policy: Being a change agent*. Invited plenary speaker at the Midwest Conference on Problem Gambling and Substance Abuse. Kansas City, Missouri.
- Derevensky, J. (2005, August). Youth gambling: Some critical issues and a cause for concern. Invited keynote address presented at the Midwest Conference on Problem Gambling and Substance Abuse. Kansas City, Missouri.
- Derevensky, J. (2005, October). *Internet gambling and adolescents: Should we be concerned?* Invited paper presented at the Nova Scotia Responsible Gambling Conference, Halifax.
- Derevensky, J. (2005, October). *Pathological gambling among adolescents: Phenomena, risk factors and forensic issues*. Invited paper presented at the American Academy of Psychiatry and the Law annual meeting, Montreal.
- Derevensky, J. (2005, November). *All you wanted to know about gambling problems: Our current knowledge, psychological interventions, and future directions*. Invited paper presented at the First Conference on Pathological Gambling and Other Impulse Control Disorders. Brazilian College of Surgery, Rio de Janeiro, Brazil.
- Derevensky, J. (2005, November). *Problem gamblers: Impulse control disorder?* Invited paper presented at the First Conference on Pathological Gambling and Other Impulse Control Disorders. Brazilian College of Surgery, Rio de Janeiro, Brazil.
- Derevensky, J. (2005, November). *Treating adolescents with gambling problems: From research to practice*. Invited address presented at the Inaugural Asian Problem Gambling Conference. Hong Kong.
- Derevensky, J. (2005, November). *Working with adolescent problem gamblers: Cognitive, behavioral and psychodynamic perspectives*. Invited paper presented at the First Conference on Pathological Gambling and Other Impulse Control Disorders. Brazilian College of Surgery, Rio de Janeiro, Brazil.
- Derevensky, J. (2005, November). *Youth gambling and problem gambling: Myths, lessons learned and future challenges*. Invited keynote address presented at the Inaugural Asian Problem Gambling Conference. Hong Kong.
- Dagher, A., Aulakh, H., Gupta, R., Sescousse, G., Aw, A., Farago, P., & Derevensky, J. (2005, December). *Brain activity during gambling: A functional MRI study comparing pathological gamblers to normal controls. Preliminary results*. Poster presented at the Institute for Research on Pathological Gambling and Related Disorders annual conference, Las Vegas,
- Derevensky, J. (2005, December). *From research to prevention: Working to prevent adolescent and adult pathological gambling*. Invited address presented at the New York State Council on Problem Gambling Think Tank, Albany.
- Derevensky, J., Ste-Marie, C., & Gupta, R. (2006, April). *Parenting styles and family environment: Influences on youth problem gambling*. Invited paper presented at the Responsible Gambling Council (Ontario) annual conference, Toronto, Ontario.



Messerlian, C., Derevensky, J., & Gupta, R. (2006, April). *A social marketing approach to youth gambling: An adolescent perspective*. Paper presented at the Responsible Gambling Council (Ontario) annual conference, Toronto, Ontario.

Dane, A., McPheee, J., & Derevensky, J. (2006, May). *Parenting style and youth gambling: The moderating effect of temperament*. Paper presented at the 13<sup>th</sup> International Conference on Gambling and Risk-Taking, Lake Tahoe.

Derevensky, J., Gupta, R., Martin, I., & Ellenbogen, S. (2006, May). *Cultural differences in gambling behaviours among adolescents*. Paper presented at the 13<sup>th</sup> International Conference on Gambling and Risk-Taking, Lake Tahoe.

Derevensky, J., Gupta, R., & Messerlian, C. (2006, May). *Can a social marketing approach to youth gambling work?* Paper presented at the 13<sup>th</sup> International Conference on Gambling and Risk-Taking, Lake Tahoe.

Gupta, R., Derevensky, J., Pratt, L., & Nower, L. (2006, May). *Gambling binges amongst youth: A qualitative study*. Paper presented at the 13<sup>th</sup> International Conference on Gambling and Risk-Taking, Lake Tahoe.

#### **DE STEFANO, JACK**

Heath, N. L., Beettam, E., & De Stefano, J. (2005, November). *Adolescent self-injury: What every high school teacher needs to know*. Workshop presented to the Quebec Provincial Association of Teachers annual convention, QPAT, Montreal, Quebec.

De Stefano, J. (2005, November). *A crash course in counselling psychology*. Workshop presented in Prof Stringer's EDPE 624 – Practicum in School Psychology.

De Stefano, J. (2005, November). *Marital and Family Therapy: The abbreviated course*. Seminar presented in Prof Dumont's EDPC 609 – Theories of Counselling.

De Stefano, J. (2006, April). *Doing ultrabrief, intermittent intervention in schools*. Workshop presented in Prof Stringer's EDPE 624 – Practicum in School Psychology.

De Stefano, J., Atkins, S., Beettam, E., Heath, N. L. (2006, April). *Deliberate Self-injury: Myths, Realities & Interventions*. Teaching session presented at the American Counseling Association/Canadian Counselling Association, Montreal, Quebec.

De Stefano, J., D'Iuso, N. T., Blake, Fitzpatrick, M., Drapeau, M., & Chamodraka, M. (2006, April). *Supervision and Impasses: A qualitative study of novices' experiences*. In N. Gazzola (Chair), *Critical incidents in counsellor education and supervision*. Symposium presented at the joint annual meetings of the American Counseling Association/Canadian Counselling Association, Montreal, Quebec.

De Stefano, J., Atkins, S., Beettam, E., Heath, N. L. (2006, April). *Deliberate Self-injury: Myths, Realities & Interventions*. Teaching session presented at the American Counseling Association/Canadian Counselling Association, Montreal, Quebec.

De Stefano, J., D'Iuso, N. T., Blake, Fitzpatrick, M., Drapeau, M., & Chamodraka, M. (2006, April). *Supervision and Impasses: A qualitative study of novices' experiences*. In N. Gazzola (Chair), *Critical incidents in counsellor education and supervision*. Symposium presented at the joint annual meetings of the American Counseling Association/Canadian Counselling Association, Montreal, Quebec.

Oala, M. & De Stefano, J. (2006, April). *Extramarital affairs: Recurring issues, implications and interventions*. Teaching session presented at the American Counseling Association/Canadian Counselling Association, Montreal, Quebec.

Daniel, K. S., Cornish, K.M., Reisinger, L., De Stefano, J. (2006, May). *Educating children with different developmental disabilities within an inclusive classroom: the role of genes and environment*. Poster presented at the International Summit for the Alliance on Social Inclusion Conference: American Association on Mental Retardation (AAMR), Montreal, Quebec.

**DRAPEAU, MARTIN**

Koerner, A., Perry, J.C., & Drapeau, M. (2005, June). *Childhood trauma and adulthood motives in treatment resistant patients from the Austen Riggs Center*. Society for Psychotherapy Research International Meeting, Montreal.

Bond, S., Shannon, D., & Drapeau, M. (2005, June). *The relationship between supervision process, structured training of supervisors and supervisee self-efficacy: a pilot study*. Annual International Interdisciplinary Clinical Supervision Conference, Buffalo, June.

Drapeau, M., Perry, J.C., & Dunkley, D. (2005, June). *Observer ratings of coping and cognitive errors: The Cognitive Errors and Coping Action Patterns (CECAP) method*. Society for Psychotherapy Research International Meeting, Montreal, June

Despland, J.N., Favre, N., Drapeau, M., de Roten, Y., & Stiefel, F. (2005, June). *Adaptation of the DMRS to the study of therapist defense mechanisms (DMRS-T): Evolution of therapist defense mechanisms before and after training*. Society for Psychotherapy Research International Meeting, Montreal.

Thygesen, K.L., Hunter, W., Lecours, S., & Drapeau, M. (2005, June). *English Validation of the Defense Style Questionnaire-60 and comparison of French- and English-Canadians*. Canadian Psychological Association Annual Meeting, Montreal.

DeStefano, J., Blake, E., D'Iuso, N., Fitzpatrick, M., & Drapeau, M. (2005, June). *A pilot study of resolved and unresolved impasses in counselling and of the effects of supervision on supervisees*. Canadian Psychological Association Annual Meeting, Montreal.

Perry, J.C., Drapeau, M., & Semeniuk, T. (2005, June). *Evidence for recovery following the psychotherapy for personality disorders: A systematic meta-analysis*. Society for Psychotherapy Research International Meeting, Montreal.

Bond, S., & Drapeau, M. (2005, June). *The relationship between supervision process, structured training of supervisors, and supervisee selfefficacy: A pilot study*. Society for Psychotherapy Research International Meeting, Montreal.

D'Iuso, N., DeStefano, J., Blake, E., Fitzpatrick, M., & Drapeau, M. (2005, June). *A pilot study of impasses in counselling and the effects of supervision*. Society for Psychotherapy Research International Meeting, Montreal.

Fitzpatrick, M., Jaouich, A., Drapeau, M., & MacKinnon, C. (2005, June). *Alliance development and client experiencing in critical incidents and across the course of therapy*. Society for Psychotherapy Research International Meeting, Montreal.

Sorbo, A., Beveridge, P., & Drapeau, M. (2005, June). *A case study of one mother's experience of recovery from a chemical dependency*. Society for Psychotherapy Research International Meeting, Montreal.

Thygesen, K.L., Hunter, W., Lecours, S., Trijsburg, W., & Drapeau, M. (2005, June). *Cultural variability in defensive functioning amongst French and English Canadians using the defense style questionnaire-60*. Society for Psychotherapy Research International Meeting, Montreal.

Trijsburg, W., Bond, M., Drapeau, M., Thygesen, K., & de Roten, Y. (2005, June). *The defense style questionnaire (DSQ-60): Shorter but improved*. Society for Psychotherapy Research International Meeting, Montreal.

Perry J.C., Drapeau, M., & Semeniuk, T. (2006, March). *To every Change there is a Season: Recovery in Personality Disorders*. Invited lecture, Vinderen Psychiatric Institute, Department of Psychiatry, University of Oslo, Norway.

De Stefano, J., D'Iuso, N. T., Blake, E., Fitzpatrick, M., Drapeau, M., & Chamodraka, M. (2006, April). *Supervision and Impasses: A qualitative study of novices' experiences*. In N. Gazzola (Chair), Critical incidents in counsellor education and supervision. Symposium presented at the joint annual meetings of the American Counseling Association and the Canadian Counselling Association, Montreal, Canada, April.

Perry, J. C., Drapeau, M., & Semenuik, T. (2006, May). *Evidence for recovery in the psychotherapy of personality disorders*. American Psychiatric Association, Toronto.

#### **DUMONT, FRANK**

Dumont, F. (2005, June). *The evolution of psychotherapy over the past century*. Invited address to the Canadian Psychological Association convention, Montreal, QC.

#### **FITZPATRICK, MARILYN**

Blake, E., DeStefano, J., Drapeau, M., Fitzpatrick, M., & D'Iuso, N. (2005, June). *A pilot study of resolved and unresolved impasses in counselling and the effects of supervision on supervisees*. Paper presented at the Canadian Psychological Association, Montreal, QC.

D'Iuso, N., DeStefano, J., Fitzpatrick, M., Drapeau, M., Chamodraka, M., & Blake, E. (2005, June). *A pilot study on the experience of impasses and the effects of group supervision*. Paper session presented at the annual meeting of the Society for Psychotherapy Research, Montreal, Canada.

Fitzpatrick, M. (2005, June). *Counselling psychology in Canada: First we take Manhattan, then we take Berlin*. Invited speaker at a roundtable, Vivian Lalande, moderator, *Questions of Identity: Counselling Psychology in Canada*. Presented at the Canadian Psychological Association, Montreal, Quebec.

Fitzpatrick, M., Jaouich, A., Drapeau, M., & Mackinnon, C. (2005, June). *Alliance development and client experiencing in critical incidents and across the course of therapy*. Paper presented at the Annual Meeting of the Society for Psychotherapy Research, Mtl., QC.

Janzen, J., Fitzpatrick, M., & Romano, V. (2005, June). *Critical incidents in alliance development: Client attachment to therapist and pre-treatment client attachment*. Paper presented at the annual meeting of the Society for Psychotherapy Research, Montreal, Canada.

Jaouich, A., Fitzpatrick, M., & Gartenberg, D., & Hunter, W. (2005, June). *Individualism/-collectivism and the therapeutic alliance: The moderating effect of multicultural competence*. Paper presented at the Annual Meeting of the Society for Psychotherapy Research, Montreal, QC.

Kerner, E., Fitzpatrick, M., Feldman, E., Bains, P., Boutri, A., & Stalikas, A. (2005, June). *Broadening in psychotherapy sessions: Exploration of the construct with a Canadian sample*. Paper presented at the Annual Meeting of the Society for Psychotherapy Research, Mtl, QC.

Mertika, A., Seryianni, C., Fitzpatrick, M., & Stalikas, A. (2005, June). *Exploring positive affect and broadening in psychotherapy sessions*. Paper presented at the Annual Meeting of the Society for Psychotherapy Research, Montreal, QC.

Romano, V. & Fitzpatrick, M. (2005, June). *Client and counselor match: The corrective emotional experience and in-session exploration*. Paper presented at the annual meeting of the Society for Psychotherapy Research, Montreal, QC.

Theriault, A., Gazzola, N., & Fitzpatrick, M. (2005, June). *How do therapist feelings of incompetence influence the therapeutic relationship?* Paper presented at the Annual Meeting of the Society for Psychotherapy Research, Montreal, QC.

#### **HEATH, NANCY**

Beettam, E., Toste, J. R., Popliger, M., Wagner, C., & Heath, N. L. (2005, June). *Attitudes towards self-injury*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Montreal, Quebec.

Heath, N. L., Toste, J. R., & Bloom, E. L. (2005, June). *Exploring cross-cultural perspectives of self-injury as a theory of resilience*. Round table discussion presented at the International Pathways to Resilience Conference, Halifax, Nova Scotia.

Rinaldi, C. M. & Heath, N. L. (2005, June). *Children's and adolescent's interactions with dyadic competitive tasks: Winners and losers in social exchanges*. Paper presented at the Jean Piaget Society, Vancouver, British Columbia.

Karagiannakis, A., Heath, N. L., Petrakos, H., Finn, C., McLean-Heywood, D. & Rousseau, C. (2005, August). *Qualitative investigation of a three-way school-hospital-university collaboration*. Poster session presented at the American Psychological Association annual convention, Washington, DC.

Heath, N. L. (2005, September). *Resilience and adaptive functioning in youth at-risk*. Invited speaker in Developmental Seminar Series, Department of Educational and Counselling Psychology, McGill University.

Beettam, E., Toste, J. R., & Heath, N. L. (2005, October). *A new understanding of adolescent self-injury*. Paper presented at the New England Psychological Association annual meeting, NEPA, New Haven, CT.

Heath, N. L. (2005, November). *The importance of relationship in working with adolescents with LD*. Invited speaker, From Research Into Practice II: A Conference on Learning Disabilities for Educators, Practitioners, Parents and Researchers, Toronto, Ontario.

Heath, N. L., Beettam, E., & DeStefano, J. (2005, November). *Adolescent self-injury: What every high school teacher needs to know*. Workshop presented to the Quebec Provincial Association of Teachers annual convention, QPAT, Montreal, QC.

Toste, J. R., Bloom, E., & Heath, N. L. (2005, November). *The classroom alliance: Research into practice*. Workshop presented to the Quebec Provincial Association of Teachers annual convention, QPAT, Montreal, QC.

Heath, N. L. (2006, January). *Self-injury in the community: Developing differential assessment and treatment*. Psychiatry Rounds, Jewish General Hospital – Institute of Community and Family Psychiatry.

Heath, N. L. (2006, February). *Self-injury in the schools: Understanding, assessment, and school protocol*. Workshop presented to Jewish Family Services counsellor training.

DeStefano, J., Atkins, S., Heath, N. L., Beettam, E., & Bloom, E. (2006, March). *Deliberate self-injury: Myths, realities, and interventions*. Workshop presented at the annual conference of the Canadian Counselling Association, CCA, Montreal, QC.

Finn, C., Petrakos, H., & Heath, N. L. (2006, March). *Preventing emotional/behavioral disorders using an ecologically-based intervention approach*. Paper presented at the National Association of School Psychologists annual convention, NASP, Anaheim, CA.

Heath, N. L., Chair (2006, March). *Personal interactions of adolescents with learning disabilities*. Panel presented at the Learning Disabilities Association of Quebec conference, LDAQ, Montreal.

Panel participants:

Zinck, L. C., & Heath, N. L. (2006). *Family functioning and personal adjustment*.

Toste, J. R., & Heath, N. L. (2006). *Developing a working alliance with educators*.

Bloom, E. L., & Heath, N. L. (2006). *Emotion recognition and social functioning*.

Heath, N. L., Toste, J. R., & \*Beettam, E., Bloom, E., Glen, T., Holly, S., Karagiannakis, A., Miodrag, N., Naeem, A., Nedecheva, T., Schaub, K., Wagner, C., Zinck, L. (2006, March).

*Mechanisms of resilience and adaptive functioning in youth at-risk*. Poster colloquium presented at the Education Graduate Student Society conference, Montreal, QC.

Petrakos, H., Finn, C., & Heath, N. L. (2006, March). Family-school connections and their benefits for children with behavioral difficulties. Paper presented at the National Association of School Psychologists annual convention, NASP, Anaheim, CA.

Toste, J. R., & Heath, N. L. (2006, March). *Academic resilience in students with learning disabilities: The predictive value of the classroom working alliance*. Finalist presentation at the Quebec University Research Forum of the Fédération étudiante universitaire du Québec, FEUQ, Montreal, Quebec.

Heath, N. L., Chair (2006, May). *Self-injury in the schools*. Round table accepted for presentation at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Toronto, ON.

Round table participants:

Beettam, E., Wagner, C., Bloom, E., Toste, J. R., & Heath, N. L. (2006). *School professionals' attitudes toward adolescent self-injury*. McGill University.

Karagiannakis, A., & Heath, N. L. (2006, May). *L'évaluation quantitative d'un modèle pour inclure les enfants avec des difficultés émotives, comportementales et d'apprentissage*. Paper accepted for presentation at the annual congress of the Association francophone pour le savoir, Acfas, Montreal, QC.

Nedecheva, T., Heath, N. L., Holly, S., & Schaub, K. (2006, May). *La prévalence des comportements auto-blessants dans les écoles*. Paper accepted for presentation at the annual congress of the Association francophone pour le savoir, Acfas, Montreal, Quebec.

Nedecheva, T., Heath, N. L., Holly, S., & Zinck, L. (2006, May). *Stressors associated with self-injurious behaviour in young adults*. Poster accepted to the Association for Psychological Science, APS, New York, NY.

Toste, J. R., & Heath, N. L. (2006, May). *La valeur prédiction de l'alliance en salle de classe*. Poster accepted for presentation at the annual congress of the Association francophone pour le savoir, ACFAS, Montreal, Quebec.

Toste, J. R., & Heath, N. L. (2006, May). *Success through alliance-building: The role of relationship in working with students with LD*. Paper accepted for presentation at the Ontario College Counsellors (OCC) and The College Committee on Disability Issues (CCDI) 35<sup>th</sup> Annual Conference, Toronto, Ontario.

Toste, J. R., Heath, N. L., & Dallaire, L. (2006, May). *How the classroom alliance relates to student performance*. Paper accepted for presentation at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Toronto, Ontario.

Toste, J. R., Nedecheva, N., Holly, S., & Heath, N. L. (2006). *Retrospective development of self-injurious behaviour*. McGill University.

Zinck, L. C., Toste, J. R., Schaub, K., & Heath, N. L. (2006). *Self-injury from a resilience perspective: Guiding international interpretation*. McGill University.

### **HOOVER, MICHAEL**

Hoover, M. (2006, March). *Five-Day Workshop on integrating technologies into statistics instruction*, Department of Psychology, Universidad Nacional Autonima de Mexico (UNAM).

### **LAJOIE, SUSANNE P.**

Lu, J. & Lajoie, S. (2005, June). Facilitating medical decision making with collaborative tools. Presented at the Conference on Educational Multimedia, Hypermedia & Telecommunications (ED-MEDIA), Montreal, Canada.

Lajoie, S. P. (2005, July). *Supporting student-centered learning with cognitive tools*. Keynote Speaker, International Kaleidoscope Symposium on Technology-Enhanced Learning, Oberhausen, Germany.

Lajoie, S. P. (2005, October). *Computer tools for enhancing learning and instruction*. University of Amsterdam.

Nakamura, C., Lajoie, S. P., & Berdugo, G. (2005, October). *Do Information Systems Actually Improve Problem-Solving and Decision-Making Performance? An Analysis of 3 Different Approaches to the Design of Information Systems*. Presented at the E-Learn 2005: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Vancouver, BC, Canada.

Lajoie, S. P. (2005, November). *Technology and learning*. University of Delaware.

Chiarella, A., & Lajoie, S. P. (2006, February). *Self-organising systems: Using indirect collaboration to support learners*. Paper presented at the Harvard Graduate School of Education Student Research Conference 2006, Harvard University, Cambridge, MA.

Nakamura, C. & Lajoie, S. P. (2006, February). *HGT: Technological support for generating diagnostic hypotheses in medical education*. Paper to be presented at the Harvard Graduate School of Education Student Research Conference and International Forum, Cambridge, MA.

Lajoie, S. P. (2006, February). *Cognitive tools: Some examples and initiatives*. Presented at Stanford University.

Lajoie, S. P. (2006, March). *Applying cognitive theories to the design of computers as cognitive tools*. Presented at Stanford University.

Lajoie, S. P. (2006, March). *Supporting Diagnostic Reasoning with Computers as Cognitive Tools*. Presented at the Stanford University Medical Media and Information Technology seminar series.

Blatter, J. & Lajoie, S. P. (2006, April). Beyond the Image: Strategic Use of Drawing-In-Discourse in Display-Based Reasoning in an Animation Studio. Presented at the American Educational Research Association, San Francisco.

Lajoie, S. P. (2006, April). *Cognitive models and cognitive tools in educational applications*. Presented at the American Educational Research Association, San Francisco.

Chiarella, A., & Lajoie, S. P. (2006, May). Collaborative reading software: using a self-organising systems approach. Paper presented at the 2006 CADE/AMTEC Annual Conference, UQAM, Montreal, Quebec

### **McALPINE, LYNN**

McAlpine, L., Amundsen, C., Weston, C., Mundy, A., & Krbavac, M. (2005, July). *Using an integrative methods approach to research academic development activities: A case example*. Paper for the Higher Education Research and Development Society of Australasia, Sydney, Australia.

Amundsen, C., Weston, C., & McAlpine, L. (2005, August). *A collegial approach to course design and teaching development: What professors find meaningful and why*. Paper for the European Association for Research on Learning and Instruction, Cyprus, Greece.

McAlpine, L. (2005, August). *Academic development workshops: In what ways/ to what extent are they effective learning environments in supporting student learning?* Symposium for the European Association for Research on Learning and Instruction, Cyprus, Greece.

McAlpine, L. (2005, August). *Teachers' beliefs and conceptions*. Symposium for the European Association for Research on Learning and Instruction, Cyprus, Greece.

McAlpine, L. (2005, August). *The impact and success factors of staff development activities for university teachers*. Symposium for the European Association for Research on Learning and Instruction, Cyprus, Greece.

McAlpine, L. (2006, April). Chair. *Evaluating impact and situating our practice as faculty developers*. Symposium for the American Educational Research Association, San Francisco, USA.

Paré, A., McAlpine, L., & Starke-Meyerring, D. (2006, April). *Entering the text: Learning doctoral rhetoric*. Paper presented at the American Educational Research Association, San Francisco, USA.

Starke-Meyerring, D., McAlpine, L., & Pare, A. (2006, May). *Engaging in Knowledge Making in Doctoral Education: Faculty and Student Perspectives across Disciplines*. Paper presented at the Canadian Association of Teachers of Technical Writing, Toronto, Ont.

Beauchamp, C., Gonsalves, A., Starke-Meyerring, D., McAlpine, L., Paré, A., d'Apollonia, S., Harris, D., Schwartz, M., Weston, C., Ashgar, A., & Amundsen, C. (2006, May). *Uncovering the Invisible Curriculum of Disciplinary Knowledge Making: An Interdisciplinary Approach*. Paper presented at the Canadian Association of Teachers of Technical Writing, Toronto, Ontario

McAlpine, L., Jazvac-Martek, M., Harris, D., Paré, A., Schwartz, M., Starke-Meyerring, D., Asghar, A., & Gonsalves, A. (2006, May). *Unpacking the invisible curriculum across the post-secondary sectors: A*

*framework for examining academic underachievement*. Paper for the Canadian Society for Studies in Higher Education, Toronto, Ontario.

McAlpine, L., Paré, A., & Starke-Meyerring, D. (2006, May). *Transitioning to doctoral work: A study of disciplinary rhetorics and identities in doctoral supervision sessions*. Paper presented at the 11th Writing Development in Higher Education (WDHE) Conference, Open University, Milton Keynes, UK.

### **PARK, JEESEON**

Park, J. (2005, August). *Ethnic minority and women faculty as advisors*. Paper presented as part of a symposium titled "Next generation: Counseling psychology faculty challenge the ivory tower," Annual Meeting of the American Psychological Association. Washington, DC.

Park, J., D'Iuso, N., Ellwood, J., Marek, N., & Thibeault, M. (2005, June). *The applications of multicultural counseling skills gained from classroom experiences*. Annual Meeting of the Canadian Psychological Association. Montreal, QC.

### **SAROYAN, ALENOUSH**

Saroyan, A. (2005, December). *Quality in Malaysian universities: Analysis and recommendations*. Technical Report prepared for the World Bank, 48 pages.

Saroyan, A., & Salmi, J. (2006, March). *League table as policy instruments*. Invited paper presented at The International Barcelona Conference: Higher Education in the World 2007. Accreditation for Quality Assurance. What is at Stake?, Global University Network for Innovations (GUNI) and UNESCO, Barcelona, Spain.

Salmi, J., & Saroyan, A. (2006, May). *League table as policy instruments: League Tables as Policy Instruments: The political economy of accountability*. Invited paper presented at the Second Meeting of the International Rankings Expert Group (IREG), Berlin, Germany.

Saroyan, A., Jazvac-Martek, M., Bateman, D., Zhou, Y., & Dagenais, J. (2006, April). *Two coins or two sides of one coin? Perspectives on teaching and learning*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, USA.

Bouchard, J. & Saroyan, A. (2006, April). *Problem based learning in physics*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, USA.

Bouchard, J., & Saroyan, A. (2006, May). *Les approches de l'étude des étudiants de physique et leurs perceptions de leur rôle en tant qu'étudiants*. Paper presented at the 74th congrès of the Association francophone pour le savoir, Montréal, QC, CA.

### **SAVAGE, ROBERT**

Deault, L., & Savage, R. S. (2005, June). *Preliminary data concerning children's use of multiple analogy clues in early reading*. Presentation to the principal of Mountainview school.

Pillay, V., Melidona, S., & Savage, R. S. (2005, June). *Response inhibition, RAN, and reading difficulties*. Presentation to the staff of Vanguard school for children with Learning Disabilities. June 13<sup>th</sup> 2005.

Savage, R. S. (2005, June). *Epi- and meta-linguistic phonological skills in pre-reading children*. Interactive paper presented at annual conference of the Society for the Scientific Study of Reading, Toronto, Ontario.

Savage, R. S. & Hipps, G. (2005, June). *ABRACADABRA: Evaluation of a balanced text- and word-level reading intervention - Preliminary findings*. Report for the director of the Sir Wilfred Laurier School Board.



Savage, R. S. & Hipps, G. (2005, June). *ABRACADABRA: Evaluation of a balanced text- and word-level reading intervention -Preliminary findings*. Report for the research committee of the English Montreal School Board. <http://doe.concordia.ca/csllp/Downloads/PDF/ABRAPreliminaryRep140605.pdf>

Savage, R. S., Pillay, V., & Melidona, S. (2005, June). *Rapid naming, response inhibition, and the prediction of reading difficulties*. Poster presented at the Canadian Language and Literacy Research Network Annual Conference, Toronto, Ontario.

Abrami, P., Savage, R. S., Wade, A., & Hipps, G. (2005, August). *Using technology to help children to learn to read and write*. Keynote address: National Educational Technology Conference, Brock University, Ontario, Canada.

Savage, R. S. (2005, October). *An independent evaluation of the ADOR early reading program and other forms of effective teaching in Level 1 Cycle 1*. Report for the director of the Sir Wilfred Laurier School Board.

Savage, R. S. & Carless, S. (2005, October). Learning support assistants and effective reading interventions for 'at-risk' children. Department for Education and Skills (DfES). <http://www.standards.dfes.gov.uk/research/>.

Cornish, K., Savage, R. S., & Hollis, C. (2005, November). *Is the association between DAT1 and ADHD mediated by reading ability?* Poster presented at the 6<sup>th</sup> annual meeting of the ADHD Molecular Genetics Network Miami Beach, Florida.

Hipps, G., Comaskey, E., Deault, L., & Savage, R. S. (2005, November). *ABRACADABRA: An early reading resource*. Interactive presentation presented at the annual research fair Centre for the Study of Learning and Performance. Concordia University, Montreal, Quebec.

Savage, R. S. (2005, November). *Epi- and meta-linguistic phonological skills in pre-reading children*. Poster presented at annual research fair Centre for the Study of Learning and Performance. Concordia University, Montreal, Quebec.

Savage, R. S., Pillay, V., & Melidona, S. (2005, November). *Rapid naming, response inhibition, and the prediction of reading difficulties*. Poster presented at the annual research fair Centre for the Study of Learning and Performance. Concordia University, Montreal, Quebec.

Savage, R. S. & Slee, R. (2005, November). *Inclusion and change issues in New Frontiers School Board*. Presentation to the staff of New Frontiers School Board.

Savage, R. S. (2005, November). *Recent research on computer-based reading interventions*. Paper presented at annual research fair Centre for the Study of Learning and Performance. Concordia University, Montreal, Quebec.

Savage, R. S. (2006). Contribution to 'Teaching Assistants: How effective are they?' *National Education Research Forum Evidence for Teaching and Learning Bulletin*, 4, 5-6.

Savage, R. S. (2006, January). *Recent research on reading and spelling acquisition and interventions*. Presentation to the McGill University Faculty of Education Research Exchange Forum.

Savage, R. S. (2006, January). *The structure of phonological awareness and its relationship with early reading and writing*. Applied Linguistics Research group, Concordia University.

Savage, R.S., Deault, L., Moskovic, B., & Comaskey, E. (2006, January). *An independent evaluation of the ADOR reading program and other forms of effective teaching of reading in Level 1 Cycle 1*.

Presentation to the Principals Development Meeting Sir Wilfred Laurier School Board, Rosemère, Québec..

Savage, R. S. (2006, March). *Recent research on effective early literacy interventions*. Presentation to the FQRSC mid-term evaluation committee international site visit team.

Savage, R. S. & Slee, R. (2006, March). *A model for researching movement toward Inclusion in New Frontiers School Board*. Presentation to the staff of New Frontiers School Board.

### **SHAW, STEVEN**

Shaw, S. R. (2005). Review of the Early Reading Diagnostic Assessment—Second Edition. In J. Close Conoley & J. C. Impara (Eds.), *The sixteenth mental measurements yearbook* (pp. 347-349). Lincoln, NE: Buros Institute of Mental Measurements.

Shaw, S. R. (2005). Review of Wordchains. In J. Close Conoley & J. C. Impara (Eds.), *The sixteenth mental measurements yearbook* (pp. 1165-1166). Lincoln, NE: Buros Institute of Mental Measurements.

Shaw, S. R. (2005). The other side of multiculturalism. *NASP Communiqué*, 34(4), 31.

Shaw, S. R. (2005, October). *Building academic resilience for slow learners*. One-half day session presented to the conference of the North Carolina School Psychology Association. Charlotte, NC.

Shaw, S. R. (2006, February). Slow learners and mental health issues. *Guidance Channel Ezine*.

Shaw, S. R., (2006, May). *Microdeletion syndromes as natural experiments: the case of 22q13 deletion syndrome and schizophrenia*. Paper presented to the McGill/Montreal Children's Hospital Child Developmental Research Group. Montreal, QC.

Shaw, S. R. Review of Kaufman Brief Intelligence Test, Second Edition. *The seventeenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

Shaw, S. R. Review of Visual Patterns Test: A Test of Short-term Visual Recall. *The seventeenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

### **SHORE, BRUCE M.**

Irving, J. A., Morisano, D., Redden, K. C., Saunders, K. S., & Shore, B. M. (2005, August). *The multifaceted importance of inquiry-based teaching and learning in gifted education*. Symposium presented at the biennial World Conference on Gifted and Talented Children, New Orleans, LA.

Shore, B. M., Assouline, S. L. G., Birlean, C., Borovay, L., & Bramer, D. H. H., (2005, November). *What school psychologists need to know from research about giftedness and gifted education*. Symposium to be presented at the annual meeting of the National Association for Gifted Children, Louisville, KY.

Shore, B. M. (2005, October). *Like student, like professor: A research integrity policy for all*. Paper to be presented at the annual meeting of the annual meeting of the Center for Academic Integrity, Blacksburg, VA.

Robinson, A., Shore, B. M., & Enerson, D. (2006, May). *Evidence-based practices for high-ability learners: What educators want to know*. Paper presented at the Eighth Biennial Henry B. & Jocelyn Wallace National Research Symposium on Talent Development, Iowa City, IA

### **SINACORE, ADA**

Sinacore, A. L. (2005, June). Invited to present at Workshop entitled, "*Children, Family and State*", Workshop participants include: Daniel Weinstock, University of Montreal, Colin McLeod, University of

Victoria, Samantha Brennan, University of Western Ontario and Shauna VanPraagh, McGill University. McGill University, Faculty of Law.

Sinacore, A, Gotlieb, M. & Kassan, (2005, June). *Immigrants Experiences of Cultural Transitioning and Occupational Stress*. Poster to be presented at the Annual Convention of the Canadian Psychological Association Montreal, Quebec, Canada.

Sinacore, A.& Mancuso, C. (2005, June). *New Beginnings: Career Counselling for New Immigrants*. Poster to be presented at the Annual Convention of Canadian Association of College and University Student Services.

Sinacore, A. & Ali, Saba, (2005, August). *Diversity feminisms and their contributions to multicultural feminist pedagogy*. In Enns, C.Z. & Sinacore, A. (Co-Chairs), Symposium to be presented at the American Psychological Association Annual Convention, Washington, D.C., U.S.A.

Sinacore, A. (2005, September). *Occupational Stress and Cultural Transition in Argentinean Immigrants*. Paper presented at the AIOSP/IAEVG International Association for Educational and Vocational Guidance, Lisbon Portugal.

Blake, E., Oala, M. & Sinacore, A. (2006, February). *The merging of cultures: Negotiating Spirituality and Religion in Psychotherapy*. Paper presented at the annual meeting of the Association of Women in Psychology, Ypsilanti, Michigan.

Guberman, A. & Sinacore, A. (2006, February). *Multicultural Feminist Therapy: Addressing Multiple Oppressions to Empower Adolescents*. Paper presented at the annual meeting of the Association of Women in Psychology, Ypsilanti, Michigan.

Sinacore, A., Kassan, A., Lerner, S., Cairns, K., & Mackinnon, C. (2006, February). *Cultural Transitioning : Negotiating Immigrant, Ethnic and Religious Identities*. Paper presented at the annual meeting of the Association of Women in Psychology, Ypsilanti, Michigan.

Sinacore, A. & Perlin, J. (2006, February). *Cultural Transition: Challenges faced by Adolescent Immigrants*. Paper presented at the annual meeting of the Association of Women in Psychology, Ypsilanti, Michigan.

Sinacore, A.L. (2006, March). *Models of Assessing and Training Multicultural Competencies*. Coordinated Access, Ottawa, Ontario.

Sinacore, A.L. (2006, May). *Multicultural competencies for Medical Educators*. McGill Centre for Medical Education, McGill University, Montreal, Quebec.

### **SLADECZEK, INGRID**

Karagiannakis, A., & Sladeczek, I. E. (2006, March). *Classwide Peer Tutoring: Preliminary findings on the academic achievement, on-task behaviour and self-concept of children with and without behaviour problems*. Paper presented at the Education Graduate Students Society 5<sup>th</sup> annual conference, McGill University, Montreal, QC.

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Karagiannakis, A., Sladeczek, I. E., & Rice, J. (2006, May). *The efficacy of Classwide Peer Tutoring: An intervention program for children with behaviour problems*. Roundtable presented at the Canadian Society for the Study of Education 34<sup>th</sup> annual conference, York University, Toronto, ON.

Miodrag, N., Sladeczek, I. E., & Karagiannakis, A. (2006, May). *The efficacy of a problem-solving program with parents and consultants for children with developmental delays and behaviour problems*. Paper presented at the American Association on Mental Retardation annual meeting, Montreal, QC.

**STRINGER, RON**

Stringer, R. (2005, July). Update on recent reading research. Presentation to the Learning Associates of Montreal, Montreal, QC.

**TALWAR, VICTORIA**

Talwar, V. (2005, August). Program Chair for Section on Child Maltreatment, Division 37 Child, Youth and Family Services, American Psychological Association Convention, Washington D.C.

Talwar, V. (2005, October). (October, 2005). *Development of lying in children and related cognitive-cultural-social factors*. Presentation given at McGill University Division Child Psychiatry Research Seminar Series, Montreal, QC.

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**WESTON, CYNTHIA**

McAlpine, L., Amundsen, C., Weston, C., Mundy, A., and Krbavac, M. (2005, June). *Using an integrative methods approach to research academic development activities: An example*. HERDSA, Australia.

Amundsen, C., Weston, C. and McAlpine, L. (2005, August). *A collegial approach to course design and teaching development: What professors find meaningful and why*. EARLI, Nicosia, Cypress.

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