Another academic year brings new students, much excitement, and new challenges. As Departmental Chair, I hope that you will enjoy reading about our many accomplishments and ongoing activities in Dialogues, our new departmental newsletter. According to the QS World University Rankings, McGill continues to be ranked #1 in Canada and among the top 25 universities in the world. Despite continued financial challenges and administrative staffing shortages, our Department remains strong and is considered a leader both nationally and internationally for excellence in its academic, clinical and research programs.

This quarterly newsletter is intended to highlight the many accomplishments of our faculty and graduate students, help inform our current/former students and faculty members of the many activities in which we are engaged, present some of our innovative research labs, and to let everyone know about important upcoming events.

This past year has seen numerous accomplishments. We are most pleased to welcome new faculty members Drs. Adam Dubé, Chiaki Konishi and Tina Montreuil. Our current students continue to excel in their academic studies and have been the recipients of an exceptionally large number of highly competitive fellowships and awards. Our faculty continues to maintain a strong provincial, national and international presence. Our scholarly contributions continue to grow and I urge everyone to check our departmental website www.mcgill.ca/edu-ecp as well as the individual websites of our faculty and many research groups.

In this edition we highlight many of our recent accomplishments. We look forward to another great and productive academic year and hope you find Dialogues informative.

Jeffrey Derevensky
Chair and Professor
Department of Educational & Counselling Psychology
Little Liars: Children’s Developing Concept of Truth and Lies and the Implications for Child Witness Testimony

In this edition, the research of Dr. Talwar is featured. Her research has found that lying follows a universal pattern emerging in the preschool years and is related to children’s emerging cognitive abilities (e.g., theory-of-mind and executive function) irrespective of cultural norms and expectations.

Recently, Dr. Victoria Talwar’s 4-year-old was caught standing in suspicious circumstances. He was hiding behind the pantry door, but when questioned about what he was doing, he took on an air of complete innocence. “Were you eating one of the cookies?”—one of the forbidden cookies that he had been told he could not have. The 4-year-old shook his head “No!” but there was a chocolate smear around his lips. When questioned about these marks on his face, the 4-year-old paused and his mind feverishly searched for a reply. Finally, the answer came in a sigh “Dirt! I’m just dirty mummy!” Although Dr. Talwar did not smile then, she had to chuckle later. Playing out in her kitchen was a scene she has seen a thousand times before in her research lab at McGill.

Dr. Victoria Talwar is a Canada Research Chair (II) and an Associate Professor in the Department of Educational and Counselling Psychology at McGill University. She has been working in the area of developmental psychology for over fifteen years with an emphasis on children’s social, cognitive and moral development. Her research on the development of children’s lie-telling behavior and related child witness issues has had a significant impact across both scientific and public domains (e.g., legal reform). Her interdisciplinary research is informed by the disciplines of psychology, education, and law to examine behaviours that are pertinent to children’s adaptive development, child witness testimony, and professionals who work with children.

The primary focus of Dr. Talwar’s research is on the development of children’s understanding of the concepts of truth and lies and their actual truth-telling and lie-telling behaviour. Like the example with her 4-year-old, Dr. Talwar and her graduate students examine situations where children tell lies both in the lab and in natural settings like home or school. In some of her lab studies, children play games and complete tasks in which they can commit a transgression like sneaking a peek at a forbidden toy, or they help another person by letting the other person “win” a game, or they can be politely positive when given a disappointing gift like a bar of soap (instead of an attractive toy). In such situations, Dr. Talwar and her team are examining how children come to grips with the moral implications of lying, whether children are gullible or able to detect others’ lies, and whether children’s truth and lie-telling behaviour changes across social situations.

Prior to her research, only a couple of studies had examined children’s lie-telling behaviour and her research was the first to examine the developmental trajectories of lying in children beyond preschool age. She has conducted this research in Canada, US, West Africa and China. She has found that lying follows a universal pattern emerging in the preschool years and is related to children’s emerging cognitive abilities (e.g., theory-of-mind and executive function) irrespective of cultural norms and expectations. This suggests that the early development of children’s lie-telling abilities may be a reflection of children’s adaptive normative development. Like her 4-year-old, children around the world start to tell lies as they learn to strategically use their knowledge about the world and other people’s minds to their advantage. Lying in a four-year-old is just another sign of their development.

Of course, lying is not a behavior we wish to encourage and we socialize children about the importance of honesty. Dr. Talwar’s recent research examines how this process of socialization occurs and how it interacts with children’s developing cognitive and social skills. Her research with children who have externalizing problems, children with fetal alcohol syndrome (FASD), and children with autism has examined different cognitive and social influences (e.g., social competence, expressive display use, parenting practices) on the developmental trajectories of lie-telling behaviour as well as different factors that are associated with some children’s maladaptive lie-telling later in childhood and adolescence.

The development of lie-telling and the methods of promoting truth-telling in children is both theoretically valuable because it answers questions about children’s social-cognitive development as well as practically valuable because it helps to assess, encourage, and educate truthfulness in children. These findings have been disseminated to the wider community through various media outlets, including the ABC Nightline, CBC The Current, CBC As it Happens, Wall Street Journal, New

Duggan House - The Site of Dr. Talwar’s Lab
Dr. Talwar’s research has important legal implications regarding children’s competency to testify and has resulted in legal reform (e.g., Bala, Lee, Lindsay, & Talwar, 2001; 2009; 2010; Bala, Talwar & Harris, 2006; Talwar, Lee & Lindsay, 2010).

“Dr. Talwar’s research has explored different types of interviewing strategies to see how interviewing methods affect children’s reports.”

For instance, in the USA and Canada, courts have often required children to answer questions during the competency inquiry about their understanding of truth and lying before being permitted to testify. In some cases, children have not been permitted to testify based on their inability to satisfactorily answer such questions.

However, her research demonstrated that children’s abilities to answer such questions were not predictive of children’s abilities to give truthful testimony. Her research also indicated that having children promise to tell the truth before testifying highlights the importance of telling the truth to children and increases the likelihood that they will be truthful in their subsequent statements. Due to her findings, Dr. Talwar worked with others to co-author briefs to the Canadian parliament advocating changes in the law to eliminate components of the competence examination used to qualify child witnesses (Brief on Bill C-20, October 2003; Brief on Bill C-2, March 2005), which contributed to a new law Canada Evidence Act. s.16.1 regarding the process of qualifying children under age 14 and securing their commitment to tell the truth (January, 2006). She has also presented continuing education workshops and presentations on child witness competency and credibility to lawyers and judges in Quebec and Ontario.

In her Canada Foundation for Innovation funded research lab at McGill, Dr. Talwar and her graduate students in the School of Educational & Counselling Psychology and Human Development programs in the Department of Educational Psychology are currently working on projects examining factors that can increase the veracity and accuracy of child witness reports. Continued on Page 5

Publication Highlights


Welcome to the New Faculty Members

Dr. **Adam Dubé** joins the Department as an Assistant Professor, Learning Sciences. He completed his PhD in Developmental Psychology in the Experimental and Applied Psychology Program at the University of Regina and a Postdoctoral Research Fellowship at the Semaphore Research Cluster on Mobile and Pervasive Computing at the University of Toronto. His research focuses on the acquisition and application of conceptual knowledge, how emerging educational technologies augment understanding of learning content, as well as investigating the cognitive processes underlying simple mathematical problem solving.

**Dr. Chiaki Konishi** joins the Department as an Assistant Professor, Human Development. She completed her Ph.D. in Human Development, Learning and Culture in the Department of Educational and Counselling Psychology, and Special Education, at the University of British Columbia. Dr. Konishi was a postdoctoral fellow in the Faculty of Education and Faculty of Applied Science, University of British Columbia and a Visiting Assistant Professor in the School of Education at Virginia Polytechnic Institute and State University. She specializes in the area of social-emotional development and applied statistics in educational and developmental psychology. Her research has concentrated on understanding the roles of connectedness on children’s and adolescents’ growth and well-being, with particular emphasis on stigmatized experiences of bullying and discrimination. Dr. Konishi is a registered clinical counsellor and has experience as a schoolteacher.

**Dr. Tina Montreuil** joins the Department as an Assistant Professor, School/Applied Child Psychology. She received her PhD and PsyD in Clinical Psychology at the Université de Quebec a Montréal and completed a postdoctoral CIHR fellowship in McGill’s Psychiatry Department. As a licensed member of the Order of Psychologists of Quebec and a credentialed member of the Canadian Association of Cognitive-Behavioural Therapies, she has worked as a school psychologist and in private practice focusing on cognitive-behavioural and mindfulness approaches. Her research focuses on investigating the role of emotion regulation in social anxiety disorders and how deficits may lead to the development of psychopathology and affect school adaptation and academic achievement.
Little Liars Continued from Page 3
For example, her recent studies have looked at children’s reports about their own behaviour and their interactions with an adult who asks them to “keep a secret.” One of these studies focused on children’s decisions to either falsely deny (i.e., lie to cover up for an adult’s crime) or falsely accuse (i.e., lie to say an adult committed a crime they didn’t commit) an experimenter of stealing money from a wallet. Dr. Talwar has used these and other scenarios to explore the types of factors that influence children’s lie-telling and truth-telling behaviour when confronted with these decisions and factors that increase their truthful disclosures.

These studies highlight another goal of Dr. Talwar’s research, which is to test the best strategies for interviewing children to increase the truthfulness and accuracy of their reports. Currently, during cross-examination, lawyers are able to ask multiple-clause statements, double negative questions, and use suggestive questioning strategies. These types of questions can be difficult to answer, even for adults, but especially for children who are still developing their cognitive abilities. Dr. Talwar’s research has explored different types of interviewing strategies to see how interviewing methods affect children’s reports. One of these studies looked at children’s responses after open-ended questioning (i.e., what happened?) compared to close-ended questioning (i.e., did this happen, yes or no responses). The results of these studies are being used to establish better, more supportive ways of interviewing children about their experiences. Also as part of this research, Dr. Talwar has studied adult’s perceptions and beliefs of child witness credibility as well as their ability to detect true and false reports. This research is relevant for jury decision-making and for front line workers (e.g., police, social workers, psychologists) who must assess the veracity and credibility of children’s reports.

Faculty Awards and Distinctions

Prix Acfas, Therese Gouin-Decarie
On October 21, 2015, Dr. Sue Lajoie received the Prix Acfas, Therese Gouin-Decarie. This is truly a testimony to Dr. Lajoie’s many achievements in applying cognitive theories in education and training of future generations of researchers.

2015 Heather Reisman and Gerald Schwartz Award for Excellence in Teaching
Professor Martin Drapeau was the recipient of the 2015 Heather Reisman and Gerald Schwartz Award for Excellence in Teaching. The award recognizes outstanding teaching by a professor in the Faculty of Education.

Dr. Victoria Talwar Named Fellow of APA
Dr. Victoria Talwar was recently made a Fellow of the American Psychological Association for her many outstanding contributions.

CPA Distinguished Member Award
Dr. Ada Sinacore was the recipient of the Canadian Psychological Association Counselling Psychology Section Distinguished Member Award. This award recognizes her many exceptional contributions to the field of counselling psychology.

William Dawson Scholar
Dr. Armando Bertone has been appointed a William Dawson Scholar in recognition of his outstanding and original research.

Student Awards: Another Terrific Year

SSHRC
Marianne Chevrier, Lauryn Conway, Ivana Di Leo, Samir Durrani, Laura Fontil, Ida Foster, Alisha Henson, Amanda Jarrell, Gauthamie Poolokasingh, Cynthia Psaradellis, Sonia Rahimi, Jillian Stewart

CIHR
Iona-Adina Berindean-Coroiu

CGSM-SSHRC
Elif Direkoglu, Isabelle Leduc-Cummings, Jerry Middleton, Kathleen Walsh, Yukwal Wong, Damyan Edwards

CGSM-CIHR
Christopher Kalogeropoulos

FRQS-D
Vanessa Bao, Lala Bergmame, Victoria Doobay, Cathryn Gordon Green, Megan Knoll, Katherine Milette, Marie Michelle Boulanger, Ida Foster, Amanda Jarrell, Sonia Rahimi, Jason Ringo, Zaynab Sabagh, Anoop Saxena, Anna Sverdlik

IHSP Graduate Award Program
Natalia Manay-Quian

Tomlinson Doctoral Fellowship
Amanda Jarrell, Dana Carsley

Ruth Hoyt Award
Paul Gomes, Melissa De Riggi, May Bader, Tania Palma Fernandes

WYNG Fellowship
Shakib Nasrullah, Tenzin Doleck, Atiyeh Shohoudi Mojdehi, Aishwaraya Nair

Heather Munroe Blum Fellowship Award
Loredana Marchica

CGS-Doctoral Scholarship to honour Nelson Mandela
Vanessa Babineau

Jackie Kirk Fellowship
Vanessa Lavoie

Bourse postdoctoral clinique de l’Institut de recherche de l’Hôpital Montfort (IRHM)
Julia DiMillo

Stansfield Award for School-Based Classroom Research
Ivana Di Leo
Recent Faculty Grants

CIHR Open Operating Grant
We are pleased to announce that Dr. Armando Bertone has been awarded a coveted Canadian Institutes of Health Research (CIHR) operating grant for a study titled Assessing the Development of Elementary and Social Perception in Autism using Behavioural and Electrophysiological Approaches. Dr. Bertone’s application was ranked first among 64 others reviewed by CIHR’s Committee for Social and Development Aspects of Children’s and Youth’s Health.

The five-year, $520 000 grant will allow Professor Bertone and his team (Drs. Labbe, Mottron and St-Amour) to assess development of sensory abilities for simple and socially-contingent information in autism, and assess how these abilities are related to cognition and behaviour across a period spanning 11 years (from 4 through 15 years of age). Ultimately, Dr. Bertone and his team aim at understanding whether socio-communicative behaviours in autism originate from atypical sensory abilities.

SSHRC Insight Development Grant
• Drs. Nancy Heath and Victoria Talwar received this award for their research in the selective use of technology-based and face-to-face communication for positive and negative information and affect sharing among adolescents.
• Dr. Eve-Marie Quintin received this award for her research into whether music can bridge the gap between emotion and cognition: A test of the empathizing-systemizing theory in the musical domain.

SSHRC Insight Grant
Drs. Martin Drapeau and Marilyn Fitzpatrick, Heather Macintosh (School of Social Work, McGill) and Serge Larivée (Université de Montréal) received this award for Practice guidelines in psychosocial sciences: Are we performing as we should?

FRQSC Etablissement de nouveaux professeurs-chercheurs (Start up program for new research professors)
Dr. Eve-Marie Quintin was a recipient of this award.

FRQSC partnership grant Actions concertées: Perseverance et réussite scolaires
The Faculty of Education would like to congratulate Professors Alain Breuleux and Susanne Lajoie for the recent success of the large FRQSC partnership grant - Actions concertées : Perseverance et réussite scolaires. This partnership grant is led by University of Laval’s Dr. Thérèse Laferriere, Professor Breuleux is a co-applicant, and Professor Lajoie is a collaborator. The large five-year, seven-institution project is entitled, PÉRISCOPE: Plateforme d’Échange, de Recherche et d’Intervention sur la SCOlarité: PÉrsévérance et Réussite.

Grammy Foundation Grant
This grant has been awarded to Professors Jacob Burack, Eve-Marie Quintin and Postdoctoral Fellow Sandy Stanutz for their research on the links between music and autism.
Chatter that Matters

Faculty Positions

Our Department is seeking applications for two tenure-track positions in Counselling Psychology, starting either January 1, 2016 or August 1, 2016. One position is at the rank of Assistant Professor, and the other at the rank of Associate Professor.

The positions are currently advertised on the University Affairs website and on the Canadian Psychology Association website, in English and French. The postings also appear on our Department’s Home page, and on the Faculty of Education’s “Employment Opportunities” page (http://www.mcgill.ca/education/about/employment). Please do not hesitate to circulate this information to whomever you think would be interested.

SiOS Website Launch

In 2012, Professor Nancy Heath and Dr. Stephen Lewis, University of Guelph, created a collaborative non-profit online outreach initiative. Self-injury Outreach & Support (SiOS; sioutreach.org) provides supportive and research-informed resources for individuals who struggle with self-injury and those who want to help, including family, friends, romantic partners, schools, and various health professionals. Since its initial launch, SiOS has been accessed in over 120 countries. SiOS has also been featured in a variety of news media outlets (e.g., CBC, The Globe & Mail, Reuters) and a number of scholarly journals (e.g., Canadian Medical Association Journal, Journal of Adolescent Health, JAMA Pediatrics). On October 7, 2015 SiOS launched a NEW UPDATED version of its website. Although the same helpful content continues to be offered, there are a number of notable changes:

- SiOS is now more user friendly, with more resources, enhanced social media integration (SiOS on Twitter, YouTube, and soon Facebook), and features videos from experts in the field.
- SiOS now uses Google Translate to offer these critical resources and support around the world in most languages.
- Most importantly, SiOS has a new greater emphasis on recovery with a new “Stories” section that provides users with the opportunity to read, comment upon and share encouraging messages.

It is anticipated that SiOS will have even greater impact, accessed internationally, providing much needed resources and support to those who are struggling with self-injury and those who care about them.

Faculty Promotions and Retirement

Professors Tara Flanagan and Nathan Hall have been promoted to Associate Professor with tenure. Well done!

Congratulations to Cynthia Weston who has recently retired and been named Professor Emerita. Thank you for your many years of service.

New Support Staff and Admin Staff Changes

We would like to welcome two new support staff in the Educational and Counseling Psychology office: Manuela Franzo-Whitnell who is at the front desk as an Administrative Coordinator and Happiness Anekwe who is the temporary Clinic and AMRC Administrative Coordinator. Emilia Triplet transitioned to her new role as Administrative Student Affairs Coordinator.

Nathan Hall on Twitter

Nathan Hall is the man behind more than 2,000 humorous observations about life in academia. He launched #AcademicsSay under the username @AcademicsSay in September 2013 and has since garnered roughly 130,000 Twitter followers in what has become a wildly successful social media experiment.

Support Program for Autistic Adults

Dr. Tara Flanagan has collaborated with Dr. Nadig of the Faculty of Medicine’s School of Communication Sciences and Disorders to develop a transition support program for adults with autism.

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Alumni News

Reza Feyzi-Behnagh, PhD, 2014
Assistant Professor, State University of New York (SUNY) - Albany
Reza is currently an Assistant Professor at State University of New York (SUNY) - Albany.

Engida Gebre, PhD, 2013
Assistant Professor, Simon Fraser University
Engida Gebre is currently a tenure track Assistant Professor in the Faculty of Education at Simon Fraser University. Following McGill, she landed an exciting postdoctoral research position at University of Colorado (Boulder) and is the co PI on a collaborative, NSF-funded $1.3m project.

Rina Gupta, PhD, 1997
Associate Director, Regional Assessment and Resource Center Queen’s University
Rina has recently assumed the position of Associate Director, Regional Assessment and Resource Center at Queen’s University.

Jonghwi Park, PhD, 2009
Programme Specialist and team leader of the Information in the Education Programme, (UNESCO)
Jongwi is Programme Specialist and team leader of the ICT in Education Programme at Asia Pacific Regional Bureau for Education for United Nations Educational, Scientific and Cultural Organization (UNESCO). The Bureau serves 46 Member States in the region, based in Bangkok, Thailand. Her primary role is to provide governments with technical advice on the effective integration of ICT in their education systems and to organize high-level policy at the regional level (e.g. AP Ministerial Forum on ICT in Ed, Central Asia Symposium, etc.).

Krista C. Ritchie, PhD, 2009
Assistant Professor, Educational Psychology, Faculty of Education, Mount Saint Vincent University
Adjunct Professor, Community Health and Epidemiology, Faculty of Medicine, Dalhousie University
Krista is an Assistant Professor of Educational Psychology in the Faculty of Education at Mount Saint Vincent University and holds a faculty position at Dalhousie University in the Faculty of Medicine.

Aliki Thomas, PhD, 2011
Assistant Professor, School of Physical and Occupational Therapy cross appointed at the Center for Medical Education, Faculty of Medicine, McGill University
Dr. Aliki Thomas is an Assistant Professor at the School of Physical and Occupational Therapy with a cross appointment at the Center for Medical Education, Faculty of Medicine, McGill University. Dr. Thomas earned a doctorate in Educational Psychology specializing in instructional psychology and applied cognitive science. She completed post-doctoral training in knowledge translation for evidence-based practice at McMaster University.

Student Association Activities

Welcome Back BBQ
On September 18th, 2015 the sun was shining for the SACP student association’s Welcome Back BBQ. Returning and new students along with faculty gathered for this event. Located at the entrance of the Education building, association members cooked and the delicious food soon attracted attention. This event provided an enjoyable break for the beginning of semester rush and was well received by all attendees.

Wine and ‘Cheese’ Pizza End of Year Party
On April 16th, 2015 the SACP student association brought together students and faculty for an end of the year event to celebrate all of the accomplishments and hard work of the past year. The wine and cheese pizza party was a success! Many students and faculty attended and the room was buzzing with conversation and excitement as both students and faculty enjoyed wine, food and each other’s company. Connections were made and a sense of community emerged.

Students and faculty enjoy wine and cheese party

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Students organizers Lovredana Marchica and Micah Tilley enjoying the BBQ
Final Thoughts

To join our email list or if you have a story or suggestions for future publications we’d like to hear from you. Email us at: newsletter.ecp@mcgill.ca

Please stay in touch!

Many thanks to Loredana Marchica and Micah Tilley for their invaluable contributions