Mother Nature has reminded us that another semester is about to end. Our faculty and graduate students continue to be busy, productive, and recipients of multiple awards. Since the last newsletter, our faculty continue to lead internationally in their respective fields. Congratulations to Dr. Sue Lajoie on her induction into the Royal Society of Canada along with Dr. Krista Muis on being inducted into the Royal Society of Canada’s College of New Scholars and Artists; to Drs. Eve-Marie Quintin and Marie-Hélène Pennestri on receiving a prestigious FRSQ Chercheur Boursiers award; and to the International Centre for Youth Gambling Problems and High-Risk Behaviors on winning the U.S. National Council on Problem Gambling’s Annual Corporate Newsletter Award. We also would like to extend a special welcome to Drs. Nate Fuks, Marie-Claude Geoffroy, and Rachel Langevin, our newest colleagues. Our recently renovated state-of-the-art clinic opened in September with easy access for students and families. With the support of the Dean of Education and the Provost, the Department has begun its search for two new faculty members; one in the area of School/Applied Child Psychology and the second in Learning Science.

Next semester will bring some new exciting challenges, workshops and conferences sponsored by the Department. We are looking forward to our annual Effective Parenting series, the School/Applied Child Psychology Summer Institute, and the annual EGSS and Human Development Conferences.

On behalf of all the staff and faculty, we wish everyone a very happy and healthy holiday season and New Year.

Happy reading!
Dr. Marie-Hélène Pennestri
Director of the “Once Upon a Night” Sleep Laboratory

In this edition, the research of Dr. Marie-Hélène Pennestri and her Once Upon a Night Sleep Lab research team is featured.

Once Upon A Night, a Ph.D. student trained in sleep research became a mother and realized her infant’s sleep patterns did not match what she expected. She soon found that many other mothers also struggled with their infants’ sleep and were not always comfortable with general guidelines provided by health-care professionals. It seemed that the parental practices, expectations and perceptions of infant sleep in “real life” were not consistent with the fairy tale she had learned. Dr. Marie-Hélène Pennestri then decided to develop a research program to better understand the development of the sleep-wake cycle within a family context. And a few years later, there are now two little sleeping beauties to inspire her research every night at home!

Dr. Pennestri completed a Ph.D. in Clinical Psychology at the Université de Montréal (2011) and was trained at the Center for Advanced Research in Sleep Medicine, where she specialized in sleep, sleep disorders and cardiovascular functioning. She then pursued a postdoctoral fellowship at the Douglas Mental Health University Institute (2011-2014), where she worked on multiple developmental psychology projects. She was trained by Dr. Jacques Montplaisir and Dr. Michael Meaney, two prestigious mentors with whom she still collaborates.

Since 2016, Dr. Pennestri is an Assistant Professor in the Department of Educational and Counselling Psychology. She is also a Regular Researcher at the Hôpital en santé mentale Rivière-des-Prairies (CIUSSS-NIM), an Adjunct Professor in the Department of Psychology and the Department of Psychiatry at Université de Montréal, and is a member of the Groupe de recherche et d’intervention auprès des enfants vulnérables et négligés (GRIN; funded by Fonds de la recherche du Québec-Société Culture, FQRSC). In addition, Dr. Pennestri continues to work as a clinical psychologist with children, adolescents and adults.

Her research team has grown quickly in the last two years. Consequently, it became important to find a name for the laboratory that would reflect its objective to better understand the sleep consolidation process in early infancy. The birth of a child represents a new chapter in every family’s story. Therefore, when the lab’s research coordinator thought of “Once Upon A Night”, it became clear this name perfectly reflected the lab team’s goals.

The Once Upon a Night Sleep Laboratory includes a research coordinator, 6 graduate students and 9 undergraduate students (from McGill University and Université de Montréal). Each member of the team brings a different perspective, and everyone contributes to the laboratory’s success - from family recruitment and data collection, to writing manuscripts and presenting at conferences. Dr. Pennestri’s research aims to understand the physiological and psychological determinants of sleep quality in healthy and vulnerable children, and to identify the consequences of sleep disturbances on children’s development.

Dr. Pennestri’s research projects are inspired by her clinical work and her active presence in the community. One of the main objectives of her research program is to better understand the sleep consolidation process in early infancy, commonly known as “sleeping through the night”. The transition to parenthood is a challenging time. While having an infant for the first time is a joyful event, new parents are also vulnerable to increased emotional stress and sometimes less than optimal mental health during this adjustment period. Unfortunately, actual recommendations regarding nocturnal parental practices are not unanimous and since sleep consolidation of the infant impacts the entire family, Dr. Pennestri’s work not only focuses on children, but on parents as well. Her research program aims to characterize the interplay between infant sleep, parental sleep, parental mental health, and sleep-related expectations. In the absence of a consensus regarding the importance of early sleep consolidation, nocturnal breastfeeding and parental practices related to sleep (such as co-sleeping or behavioural sleep training), parents often receive conflicting advice.

Considering a high proportion of infants do not sleep through the night (even at 6 to 12 months) (Pennestri et al. 2018), Dr. Pennestri developed a research model to investigate whether having realistic sleep-related expectations could represent a protective
factor for parents’ mental health. When parents were asked at what age they think an infant should sleep through the night, results showed high variability, ranging from 2-12 months of age. Based on these preliminary findings, Dr. Pennestri obtained a Social Sciences and Humanities Research Council of Canada (SSHRC) grant to explore how sleep-related maternal expectations and perceptions related to infant’s sleep could represent a protective factor for the mother-infant relationship. Building upon this work, she was subsequently awarded a 5-year Canadian Institute of Health Research (CIHR) Project Grant to characterize the protective role of realistic sleep-related expectations for new mothers’ and fathers’ mental health. She is currently working on this project with collaborators from multiple universities, including Dr. Karine Dubois-Comtois (Université du Québec à Trois-Rivières), Dr. Phyllis Zelkowitz (McGill University), and Dr. Marie-Julie Béliveau (Université de Montréal). This project will address a main limitation in pediatric sleep research: a lack of information regarding fathers’ perspectives on infant sleep.

Her motivated and dedicated team of students visit new parents at their homes to record the sleep patterns of all family members: infants, mothers and fathers. Their sleep is recorded during a 2-week period.
period at home, using actigraphy (a wristwatch-like device, worn on the arm (adults) or leg (infants). This methodology facilitates a natural study of sleep-wake patterns and is a non-invasive way to describe the sleep-wake organization and quality of sleep, without interfering with the infants’ and the parents’ routines.

Dr. Pennestri also works on the sleep component of the Maternal Adversity, Vulnerability, and Neurodevelopment (MAVAN) cohort (Douglas Mental Health University Institute, M. Meaney) to document the evolution of sleep disorders in children and adolescents, as well as to characterize their association with emotional and developmental correlates. The work of one of her graduate students, Christine Laganière, demonstrated for the first time that sleep rhythmic movements in children were associated with lower maternal sensitivity, when measured objectively (Laganière et al., 2018). Dr. Pennestri also has access to the sleep data of the “Étude longitudinale du développement des enfants du Québec (ELDEQ)” cohort, a representative longitudinal birth cohort collected by the Institut de la Statistique du Québec. With this cohort, she and her collaborators from the Center for Advanced Research in Sleep Medicine (Hôpital du Sacré-Coeur de Montréal) were able to document the prevalence of sleepwalking and sleep terrors in Quebec, from age 1 1/2 to 13 years (Petit et al., 2015).

Dr. Pennestri was a recent recipient of a Fonds de la recherche du Québec-Santé (FRQS) Chercheur-Boursier-Junior 1 award. She also received awards by the Association Québécoise pour la santé mentale du nourrisson and the Wayne Hening Young Investigator Award from the International Restless Legs Syndrome Study Group. She has a multidisciplinary approach and her projects integrate psychological and physiological measures. To that effect, she also conducts her research at the Pediatric Sleep Laboratory (Hôpital en santé mentale Rivière-des-Prairies) with her colleague and mentor, Dr. Roger Godbout. On site, there are sleep recording rooms for pediatric polysomnography and rooms for parents accompanying their children. For instance, recent work from one of their students showed that individuals with Autism Spectrum Disorder have an autonomic distinctiveness during wakefulness (using heart rate variability), possibly related to lower sleep quality (Tessier et al., 2018).

In addition to research about typically developing children, Dr. Pennestri and her team are also interested in vulnerable populations, such as prematurely born children, infants who were admitted to neonatal intensive care unit and foster children. Dr. Pennestri encourages her students to participate in local, national, and international conferences in order to promote sleep research, as well as to provide students the opportunity to network with international specialists within their field of research.

Given the importance of sleep in the everyday life of families and in the development of physical and mental health, Dr. Pennestri’s research program is of great importance to knowledge exchange and translation. She frequently interacts with the media and contributes to websites dedicated to parents, in order to share her team’s research findings (CBC, La Presse, Naître et Grandir, Maman Éprouvée, TVA). Ultimately, her team ensures that their research results are incorporated into health policies and programs, resulting in a significant impact of the team’s work.

This is just the beginning of a beautiful story for the Once Upon a Night Sleep Laboratory... and many chapters remain to be written.

Selected Publications


Student Internship:  
A Personal Persepective

Marie-Michelle Boulanger, PhD Student in the School/Applied Child Psychology Program

As students in school psychology we are fortunate to have the opportunity to apply for a wide array of internship experiences. Given the diversity of internships available and with the right research we can find internships best suited to our own unique set of developmental goals as young professionals.

Following a long, and at times arduous application process, I finally found an internship that fit my goals even more perfectly than I could have anticipated. I received an offer from the Child and Youth Development Clinic (CYDC), a new university training clinic for the School and Applied Child Psychology Program at Western University. As a community-based clinic, the CYDC prides itself on finding ways to reach out to the community and reduce barriers to service. The clinic director, Dr. Colin King is an Associate Professor in the Faculty of Education and a licenced School and Clinical Child Psychologist. He previously worked as a School Psychologist and as the Coordinator of Psychological Services in the Thames Valley District School Board in London, Ontario.

This year, my internship includes a Major Rotation at the CYDC and a Minor Rotation with the Center for School Mental Health, directed by Dr. Claire Crooks. Below, I highlight some key features of this internship by illustrating the ways in which it allows me to meet my goals as an intern.

Assessment, Intervention, and Consultation. As a function of being a cost-neutral, community-based clinic setting, the CYDC receives a wide range of referrals from various sources including parents, schools and health care professionals. As such, I work with a clientele presenting with diverse and complex needs that may not typically be seen in a fee-for-service clinic setting. This has allowed me to further develop my assessment, intervention and consultation skills. With such a knowledgeable, skilled and ever-available supervisor I can take on difficult cases with confidence. I continue to develop my assessment skills through complex case conceptualization and differential diagnosis. Dr. King’s guidance and trust has allowed me to expand my skills and self-assurance as a therapist; gaining an in-depth understanding of modular approaches to intervention, consolidating the foundations of CBT and being encouraged to learn and explore third-wave therapies, such as ACT. Through my minor rotation, I have opportunities to conduct brief parent and school consultation in partnership with the Parents in Partnership with Educators Program, based in London, Ontario.

Diversity. While London may not be as ethnically diverse as Montreal, I have encountered different forms of diversity, such as economic and linguistic diversity. As the only bilingual student-clinician, I have also had the opportunity to provide services to clients attending French school in the London area; a population that has significantly limited access to services due to language as a barrier. The CYDC also works in partnership with the Muslim Resource Center to provide therapeutic interventions for immigrant and refugee children from war-torn countries. Both through my major and minor rotations, I am also co-facilitating a variety of groups that allow me to interact and work with at-risk populations, including indigenous youth, teen mothers, and children and adolescents with anxiety.

Supervision. The CYDC internship offers high quality supervision from two supervisors who work collaboratively with their students. Additionally, being connected with the graduate program, affords me many opportunities to interact with other doctoral students, either through teaching (i.e., assessment) or peer supervision.

Interdisciplinary and team work. In addition to School and Applied Child Psychology students, the CYDC provides training opportunities for students from other disciplines, including Speech and Language Pathology, Counselling Psychology, Clinical Psychology and Social Work. As a result, I have had the opportunity to work closely with students and their supervisors on cases requiring an interdisciplinary approach. This allows me to understand my clients’ strengths and needs through a broader lens and to experience the way in which collaborative teamwork lends itself to more effective service and better outcomes for our clientele.

Professional Identity and independence. Working in a community-based clinic provides a flexible and rich learning context. I have had the opportunity to observe and be involved in the development of partnerships with other agencies. I have also been involved in community outreach, as a speaker at a professional development event and as a representative for the clinic at different conferences. Finally, I am encouraged every day to explore my interests, values and theoretical orientation, in order to carve my own path and shape my professional identity as a psychologist without being limited by the demands of a larger system.

In sum, the CYDC offers a new and exciting internship opportunity for students who wish to explore a new learning context and develop their professional identity in a setting that offers flexibility and supports autonomy. If you have any question, I can be reached at marie-michelle.boulanger@mail.mcgill.ca.
## Recent Graduates

### Congratulations!

#### Master of Arts
- Kim Abi Zeid Daou
- Ibukunoluwa Adekoya
- Aisha Al Khamisi
- Shawna Andreuzzi-Hache
- Niloufar Baradaran Rahmani
- Emily Beaudoin
- Nicholas Bohn
- Annora Bourgeault
- Olivia Brown
- Sarah Cabecinha-Alati
- Shannen Cricillo
- Laura Cohen
- Maxime Cousineau-Pérusse
- Hadas Dahary
- Miranda Desrochers
- Cheryl Gabbay
- Stefanie Gescher
- Jalisa Gittens
- Dakota Harland
- Priyanka Kapur
- Nadia Lacitiello
- Christine Laganière
- Kelsey Losenno
- Tara Lutchman
- Frances McTeigue
- Chelsea Moran
- Tatiana Moudrakovski
- Razieh Namdari
- Samantha O’Brien
- Gabrielle O’Hara
- Jérémie Richard
- Wing-Yan Kristen Sha
- Rebecca Shemie
- Samantha Sullivan
- Donia Tong

#### Master of Arts (Cont’d)
- Fadi Toonsi
- James Vivian
- Emily Wasylenko
- Kedi Zhao

#### Master of Education
- Arwa Alrawkan
- Tsifoina Andriamanantena
- Alyssa Archer-Cooper
- Jennifer Benoualid
- Joshua Berkowicz
- Kerrie Bremner
- Rujia Cheng
- Stephanie Cirino
- Olivia Colalillo
- Amina DeVries
- Chen Fan
- Melissa Fera
- Dominique Ferland
- Talya Forlini
- Ryan Golt
- Julia Granitto
- Chrissy Halatsis
- Chunling Huang
- Liang Jie
- Xiangmin Kong
- Stavroura Labos
- Megan Littman
- Yang Lu
- Quratulain Malik
- Corry Megill
- Margarita Miseros
- Brendan Munzar
- Sarah Newman

#### Master of Education (Cont’d)
- Amanda Oppedisano
- Amanda Paniconi
- Meghan Picado
- Michala Quinn
- Tang Tang
- Xi Tao
- Meaghan Wexelman
- Shimei Zhao
- Fady Zhao

#### Doctor of Philosophy
- Vanessa Bao
- Zofia Czajkowska
- Vanessa Delisle
- Marina Dupasquier
- Paraskevi Engarhos
- Olivia Hua
- Amanda Jarrell
- Sarah Khayutin
- Bianca Levy
- Katherine Milette
- Evgenia Milman
- Samira Moumne
- Sumin Na
- Yogini Nath
- Gauthamie Poolokasingham
- Sara Quirke
- Amanda Saxe
- Hailey Sobel
- Hayley Vininsky
- Hui Wang
Faculty Awards & Distinctions

Congratulations to Our Distinguished Faculty

Dr. Burack Named APS Fellow
In May, Dr. Jake Burack became an American Psychological Science (APS) Fellow. Fellow status is awarded to APS members who have made sustained outstanding contributions to the science of psychology in the areas of research, teaching, service, and/or application.

Québec Prix À Part Entière Award
A team involving the research group of Dr. Eve-Marie Quintin was awarded first prize at Québec’s Prix À Part Entière, in the category of Commissions scolaires et établissements d’enseignement de niveau primaire ou secondaire soutenant la réussite éducative (“School boards and education institutions, elementary or secondary schools, supporting educational success”). The prize was awarded to the team headed by the Commission scolaire des Draveurs’ team; the team also included Dr. Éve-Marie Quintin’s BAND research group, and the community organization of musicians APPROSH-EducaTED. They received the award on behalf of the L’Office Des Personnes Handicapées Du Québec (OPHQ).

Royal Society of Canada (RSC) Inductees
Drs. Susanne Lajoie and Krista Muis were inducted into the Royal Society of Canada. Dr. Lajoie was inducted as a Fellow of the Royal Society. Her groundbreaking research merges cognitive science with leading edge computer technology and helps stimulate learning in social and life sciences. Her innovative technology environments encourage independent thinking, reflection, and the self-management of learning and emotions. Dr. Lajoie’s international research on collaborative learning links people from different cultures and activates life-long learning skills.

Dr. Krista Muis was inducted as a Member of the College of New Scholars, Artists and Scientists. Her research focuses on how students’ epistemic cognition and emotions influence various facets of learning, motivation, and academic performance. She also examines how individuals process complex, contradictory content on socio-scientific issues such as climate change, genetically modified foods, and vaccinations. Her research informs classroom practices in mathematics and science learning across multiple educational levels.

Student Awards

Student Awards: Another Terrific Year

CGS Master Fellowships
Payton Bernett, Elizabeth Leong, Anne-Marie Parent, Megan Per, Charlotte Rimmer, Isabel Sadowski, Amanda Simundic, Melanie Wisener

Donna Kuzmarov Prize
Michelle Azzi

FRQS Fellowships
Gregory Davies, Cristina Spinelli

FQRSC Fellowships
Janet Amos, Michelle Azzi, Stephanie Beck, Hadas Dahary, Nesma Etoubashi, Shan Li, Huang Lingyun, Gabrielle O’Hara, Anne-Marie Parent, Christina Spinelli, Tracy Wong, Juan Zheng

Graduate Student Travel Award
Sabrina Alam, Milka Nyario, Maxime Cousineau-Pérusse, Chen Yang

Dr. John A. Bryant Memorial Award
Margarita Miseros

Joseph-Armand Bombardier CGS Doctoral Scholarship
Hadas Dahary

Judy Fish Graduate Award
Ryan Golt

Raschkowan Fellowship
Loredana Marchica

SSHRC-CGS Doctoral Fellowships
Sarah Cabecinha-Alati, Maxime Cousineau-Pérusse, Hadas Dahary, Stephanie Gumuchian, Jessica Mettler, Gabrielle O’Hara, Tracy Wong

SSHRC-Doctoral Fellowships
Isabelle Leduc-Cummings, Pooja Nagar, Tania Palma Fernandes, Cara Singh

SSHRC-CGS Masters Scholarship
Charlotte Rimmer

Walter A. & K. Mary Marsh Fellowship
Hadas Dahary, Philippa Parks
Conferences

**Human Development Conference**
The Third Annual Human Development Conference was held this past April. The one-day event featured a keynote address by Dr. Diane Poulin-Dubois of Concordia University who spoke about social learning. Student paper and poster presentations were also featured. The conference provides a platform for the discussion of studies, current issues in Human Development in Education, with an emphasis on the dissemination of both student and professional research. This exchange of ideas hopes to inspire future educators to not only benefit from revolutionary ideas about teaching practices but also influence how they view their ability to affect public policy.

The Human Development Student Committee is organizing the Fourth Annual Human Development Conference for Spring 2019. It is definitely a conference worth attending.

**Summer Institute**
The third edition of the Summer Institute for School Psychology was held in June. The conference was a huge success with over 100 attendees and over 50 poster presentation submissions. Invited speakers included McGill’s Dr. Jeffrey Derevensky, discussing behavioural addictions and their impact on youth today; Dr. Jessica Toste, McGill ECP Alum, who gave an engaging workshop on interventions for struggling readers; Dr. Sam Goldstein, who discussed new measures of assessment for functional impairment in children; and Dr. Jonathan Weiss, who led a passionate discussion on addressing mental health in students with Autism. The 2018 poster award winner was Stephanie Lung (M.A. student), with her poster entitled “Specificity of Atypical Sensory Behaviors in Autism: Examination of Intellectually Impaired Adolescents with and without Autism.” Congratulations Stephanie!

**Effective Parenting Series**
The Department of Educational and Counselling Psychology will again host a five-week parenting seminar series from April 2 to April 30, 2019. This informative public lecture series, featuring eminent professors, is focused on topics of concern for parents/guardians/grandparents in our fast-paced world and digital age. The 2018 edition attained maximum registration with a long wait list! Additionally, several of the speakers conducted numerous newspaper, radio and television interviews including the Montreal Gazette, Montreal Families, CBC and CJAD radio as well as Breakfast Television. Stay tuned for the complete program that will be available shortly.
Chatter that Matters

Dr. Breuleux  
Associate Dean

Dr. Alain Breuleux has assumed the role of Associate Dean, Academic Programs. He is the former Associate Dean of infrastructure. His new appointment was effective August 1, 2018.

Dr. Montreuil  
Guest Editor

Dr. Tina Montreuil was an invited expert and guest editor for Psychologie Québec’s September edition. Psychologie Québec is the quarterly publication of the Order of Psychologists of Quebec.

Labs Launch New Websites

The following ECP labs have launched new websites:

- Social-Emotional Development Research Group (SED-RG) led by Dr. Konishi: https://sedrgmcgill.wordpress.com/
- The McGill Mindfulness Research Lab (MMRL) led by Dr. Bassam Khoury: https://www.mcgill.ca/mmrl/

Administrative Staff News

Welcome to:
- Jenna McLeod who is replacing Brian Kuan as Front Line Student Affairs Coordinator.
- Robb Jamieson has returned to the department and is replacing Happiness Anekwe as Student Affairs Coordinator.

International Centre for Youth Gambling Awards

In July, at the National Council on Problem Gambling (NCPG) Conference, ECP’s International Centre for Youth Gambling received the following awards:
- Master’s student Yaxi Zhao received the Outstanding Master’s Thesis Award for her dissertation titled “Adolescent multiple engagement in addictive behaviors and the role of parents.”
- The Centre received the Corporate Newsletter Award.

Faculty Grants and Awards

Congratulations to the following faculty members on the reception of grants and awards:

CIHR Grant
Dr. Pennestri has been awarded this grant along with her collaborators Drs. Dubois-Comfois, Zelkowitz and Beliveau for their project titled: “Transition to parenthood: Realistic sleep-related expectations as a protective factor for mother’s and father’s mental health.”

CRC Renewals
Drs. Sue Lajoie and Krista Muis were recipients of CRC Renewals.

FQRSC-Chercheur Boursier
Drs. Marie-Hélène Pennestri and Eve-Marie Quintin were recipients of FQRSC Chercheur Boursier Junior 1 awards.
Chatter that Matters

Dr. Geoffrey Named Co-Director

Dr. Marie-Claude Geoffry has been named Co-Leader of the Biopsychosocial Analysis of Mental Health Trajectories platform of the Quebec Network for Suicide, Mood Disorders, and Related Disorders Platform.

AERA Nomination For Best Paper

A paper submitted to the American Educational Research Association (AERA) by Dr. Dubé and his team has been nominated for a best paper award. The outcome of the award will not be known for some time.


The preprint of the paper is available via: mcgill.ca/tlc/tlc-news

Alumni News

Boris Vukovic has been appointed to the role of Director of the Research, Education, Accessibility, and Design (READ) Initiative at Carleton University. READ is an initiative to build the capacity for a Centre of Excellence in accessibility at Carleton to recognize its long-standing leadership in this area and to further advance the research, education, development and design in accessibility.

Boris has a PhD from McGill University with research focused on faculty attitudes and practices in inclusive and accessible pedagogy. He has over 10 years experience in collaborating with Carleton faculty and the Education Development Centre on issues of accessibility related to teaching and learning in higher education with particular emphasis on nonvisible disabilities.

SCERT Website Goes Live

The website for the Summit Center for Education, Research and Training, (SCERT) is now live at www.summit-scert.com. The SCERT is a partnership between Summit School and participating professors from McGill University’s ECP Department. SCERT’s goal is to generate applied research aimed at improving educational services and best practices for individuals with neurodevelopmental conditions.

SCERT’s executive committee and founding members are: Dr. Armando Bertone (SCERT Director & Associate Professor, McGill University), Ed Cukier (Clinical Director & Head Psychologist, Summit School), Dr. Jake Burack (Scientific Director & Professor, McGill University & Summit School Board member), and Herman Erdogmus (Director General, Summit School). Other members include Dr. Samira Moumne (Clinical Psychologist, Summit School), and the SCERT coordinator, Andrea Guzman.

International Presentation

In May, Drs. Burack and Quintin along with their students presented their work at the International Society for Autism Research in Rotterdam, Netherlands.

Dr. Penestreti in the News

Dr. Penestreti’s research on infant sleeping has received extensive media coverage including the New York Times, Montreal Gazette, Global News and the Daily Mail UK. To read “Uninterrupted infant sleep, development and maternal mood” by Marie-Hélène Penestreti et al in Pediatrics see: https://doi.org/10.1542/peds.2017-4330.
Dr. Julie Bowker, April 20, 2018
Dr. Julie Bowker received her B.S. in Human Development from Cornell University and her Ph.D. in Human Development from the University of Maryland, College Park. She is currently Associate Professor of Psychology at the University at Buffalo, SUNY. Her research program focuses on the roles that close interpersonal relationships (e.g., friendships, parent-child relationships) play in social and emotional development and psychopathology during late childhood and early adolescence. She is especially interested in how peer relationships function as both risk and protective factors in the lives of children and adolescents who are considered at risk for internalizing difficulties such as anxiety and depression. Her work includes longitudinal analyses of peer nomination and self-report data, along with laboratory observations of adolescents and their friends.
• The significance of friendships during early adolescence: A temporal perspective

Dr. Kristen Gillespie-Lynch, April 25, 2018
Kristen Gillespie-Lynch received her PhD in Developmental Psychology from UCLA. She is an Assistant Professor at the College of Staten Island and the Graduate Center. She uses a multi-method approach to identify mechanisms that shape social-communicative development across the lifespan in autism. Guided by collaborations with autistic people, she co-constructs and evaluates interventions to empower autistic adolescents and adults and to reduce autism stigma. She developed and directs a participatory mentorship program for autistic college students and students with other disabilities, Building Bridges Project REACH. Given that many of the challenges autistic people face arise from misconceptions about autism, she developed an online training to teach college communities about autism. She evaluates adaptations of this training internationally. As director of CSI’s Advanced Certificate Program in ASD, she applies insights she has gained from studying misconceptions about autism across cultures to teach educators how to better support neurodiverse students.
• Developing opportunities for autistic students to collaboratively transform attitudes towards and supports for neurodiversity

Dr. Gigi Luk, April 30, 2018
Dr. Luk obtained her Ph. D. in Developmental and Cognitive Psychology from York University in Toronto. She then completed a postdoctoral fellowship at the Rotman Research Institute at Baycrest, also in Toronto. She joined the Harvard Graduate School of Education in 2011 as an assistant professor. Currently, she is associate professor of education. Dr. Luk’s research examines how bilingualism shapes development and learning in children and adults. She uses a variety of methods, including experimental tasks, standardized assessments, and structural and functional neuroimaging techniques. Her research program has a scientific goal aiming to understand the cognitive processes and their underlying neural mechanisms relevant to bilingualism. This scientific goal is informed and shaped by a practical goal aiming to promote a culturally responsive environment that respects linguistic diversity, rather than seeing it as a challenge, in educational settings. These goals are supported by partnerships with basic scientists and practitioners in education.
• Recognizing the value of bilingualism through research-practice partnerships in education

Dr. Lesly Wade-Woolley, April 24, 2018
Lesly Wade-Woolley received her BA in Linguistics from the University of Tennessee, her MA in Linguistics from McGill University and her PhD in Education from the University of Toronto. She was a SSHRC postdoctoral fellow in the Department of Educational Psychology and Special Education at the University of British Columbia. She spent sixteen years as a professor of Cognitive Studies in Education at Queen’s University before taking a position at the University of South Carolina, where she is now an associate professor in the Department of Communication Sciences and Disorders. Her research program targets the language bases of reading and spelling development and disorders, with a specific emphasis on prosody, or the rhythmic patterns of oral language. Her teaching experience has encompassed both professional (preservice teachers and speech pathologists) and research foci. She has also consulted for provincial and state government bodies in the area of dyslexia and reading instruction.
• Considering prosody in literacy development
The world-renowned Fulbright program is an educational movement based on the principle of scholarly exchange between the United States and other countries. Earlier this semester, Dr. Armando Bertone, Associate Professor and graduate program director of ECP’s School/Applied Child Psychology (SACP) program, was honoured to have hosted Dr. Fredrick A. Schrank, as a J. William Fulbright Specialist in School/Applied Child Psychology.

Dr. Fredrick A. (Fred) Schrank is the senior author of the Woodcock-Johnson IV, which is one of the most widely used and respected individually administered batteries of cognitive, oral language and achievement tests. He is a licensed psychologist and a board-certified specialist in school psychology from the American Board of Professional Psychology (ABPP). He worked in elementary, middle, and secondary schools before earning a PhD from the University of Wisconsin-Madison. Dr. Schrank then taught at the university level prior to a twenty-five-year career devoted almost exclusively to the development and publication of the Woodcock-Johnson tests. In service to professional psychology, he has been an oral examiner for the American Board of School Psychology.

In addition to delivering specialty lectures on curriculum development in psycho-educational assessment in ECP’s SACP program, Dr. Schrank led workshops on cognitive assessment for intervention of dyslexia and early cognitive and academic assessment/intervention. These workshops were well-attended by graduate students, faculty, and associated professionals from the university and educational community. Dr. Schrank has contributed to changes to our professional training curricula in the SACP program by introducing alternate assessment techniques and tools. The department would like to extend their gratitude to Dr. Schrank for sharing his expertise, professionalism and generosity with both SACP students and faculty.

Lastly, we would like to thank the students at the Summit School TECC campus and JJ Heffring (Chef Instructor of the cooking program at TECC) for the exceptional wine, cheese and snacks following Dr. Shrank’s workshop!
Clinic Re-Furbishing

The McGill Psychoeducational and Counselling Clinic has been transformed over the past several months into a state-of-the-art facility. The interior of the clinic has been remodeled from floor to ceiling with new carpets, furniture, paint, signage, and dimmable lighting, giving the clinic a modern look with a professional quality. Each clinic room can now be viewed from an adjacent observation room with one-way mirror and headphones, which enables a live session to be supervised by course instructors and supervisors.

The audiovisual system has seen a complete upgrade, including new microphones, video cameras, and touch panel controls from within each clinic room. Perhaps most impressive, a customized recording system and secure network for storage and playback of A/V files has been created, specifically to address the needs of our clinic (no more DVD recordings!).

In addition, the Trainee Viewing Room is barely recognizable! The room is sporting new furniture, 20 Apple computers for viewing recordings made in the clinic, and new lockers.

We are very excited about this substantial upgrade, and are sure it will bring added value to your clinical training experiences.

Faculty Fun

Chair’s Halloween Award

The Chair’s annual Halloween Costume contest for faculty, staff and their children received a record number of entrants this year. Judging was exceedingly difficult and was completed by an independent panel and the triumphant winners were “Hot Dog Vendor” Antoine (Son of Dr. Temcheff) and Dr. Dubé and his wife Kristie. All of the costumes were AMAZING and really everyone was a winner!

Pictures of all entrants can be found in the department office.
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

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Upcoming Events

EGSS End of Semester Celebration
December 12, 2018 from 4-7PM at Thomson House.

EGSS Conference
March 27, 2019

Effective Parenting Series
The department is organizing a parenting series designed for parents and the general public on Tuesday evenings from April 2-30, 2019. Stay tuned for more information about this amazing series.

Human Development Conference
April 26th, 2019

Summer Institute for School Psych (SISP)-4th Annual Conference
May 23-24, 2019
We once again invite school psychologists, mental health professionals and students from Quebec and beyond to come learn about some of the most up-to-date research-based clinical practices to improve the mental health and academic achievement of children and adolescents. This year, the two-day conference will include a series of workshops that will cover topics such as non-suicidal self-injury, concussion and traumatic brain injury management in schools, alternative therapy techniques, and LGBTQ issues among youth.

Happy Holidays Everybody!

Please stay in touch!