



DIANNE L. BALLANCE

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PHILOSOPHY OF SCHOOL PSYCHOLOGY

As a professional I have been committed to serving children with special needs, helping them discover and use their strengths for maximum achievement and lifelong growth and success. I have worked with children across a spectrum of special needs, from those at-risk to those with severe needs. It has always been my practice to provide exceptional professional service within a collaborative framework allowing for proactive growth and positive experiences; facilitating engagement and lifelong independent learning. My belief system is based on strengths and capacities (rather than deficits) that encourages children. I believe in the innate potential of every child. Teaching and learning honours the strengths and abilities of each learner, and uses those strengths to build skills and knowledge in all domains (academic, social, emotional), facilitating and promoting continual personal growth.

Education is a process which occurs best within an environment that provides learning opportunities specifically appropriate for each child. This environment would be inclusive of diverse learning styles, developmental levels, cultures, and economic backgrounds. Fundamental to the education setting is the variety of experiences, environments, learning, and social development that is unique to each child. School psychology addresses these areas and is concerned with the whole child. My practice focuses on a cooperative and psychoeducational approach that considers both a social context and holistic stance in regards to understanding individuals.

As a future school psychologist I realize that utilizing a theory of psychopathology provides me with a conceptual framework in which I can choose and direct interventions. I find myself most closely aligned with an Adlerian perspective, particularly in relation to its holistic view of individuals with the creative potential for change, and its connections to the broader social contexts including schools and communities. I feel that the broad and inclusive orientation of the Adlerian perspective provides links to other theoretical dimensions (cognitive, psychodynamic, humanistic, and systems theory) and interventions. This inclusive and eclectic approach allows school psychologists to develop unique treatments and utilize a wide array of treatment techniques for individuals. I feel that a technically eclectic approach is possible while adhering to current evidence-based practices. The core concepts of Adlerian psychology are a sound, strong foundation for a framework in which I can use in my future practice; how I will integrate new ideas, collaborate, and provide support and encouragement to children, their families, and professionals.

Within our culture today professional competence is expected. Professional organizations, graduate programs, review committees, and individual professionals all contribute to the ongoing development in competency. This aspect of continued growth, learning, and high expectations are one of the elements that draw me to the field and reinforces my choice to pursue a career in school psychology.

EDUCATION

UNIVERSITY OF CALGARY, 2009 – current, CALGARY, AB

MASTER OF EDUCATION, School & Applied Child Psychology

PSYCHOLOGY PRACTICUMS:

Winter 2011	Practicum In Academic & Language Assessment (APSY 656) North Okanagan-Shuswap School District#83, British Columbia
Winter 2012	Practicum In Cognitive & Neuropsychological Assessment (APSY 675) North Okanagan-Shuswap School District#83, British Columbia
Spring 2012	Practicum In Social/Emotional & Behavioural Assessment (APSY 676) North Okanagan-Shuswap School District#83, British Columbia

UNIVERSITY OF CALGARY, 1992 – 1996, CALGARY, AB (4 YEAR PROGRAM)

BACHELOR OF EDUCATION, Special Education – Elementary Education

Courses Include: Assessment, evaluation, individual program planning, educational psychology, behaviour disorders, learning disabilities, multi-cultural issues, native studies, art, and physical education

TEACHING PRACTICUMS:

1995 & 1996	Behavior Adaptation Program, Division II Valley View Elementary, Calgary Board of Education
1995	Grades 4 & 5 Banff Elementary, Canadian Rockies Public Schools
1994	Grade 2 (Primarily Aboriginal school population) Exshaw School, Canadian Rockies Public Schools

ALBERTA COLLEGE OF ART, 1990-92, CALGARY, AB

FACULTY OF FINE ARTS, 1989-90, UNIVERSITY OF ALBERTA, EDMONTON, AB

PAPERS

- Ballance, D. (2012). *Suicide Risk Assessment, Prevention, & Postvention*. Handout.
- Ballance, D. (2012). *Student Threat Assessment to Prevent Violence in Schools*. Handout.
- Ballance, D. (2012). *Attention-Deficit/Hyperactivity Disorder: Assessment Processes*.
- Ballance, D. (2012). *Case Study: Attention-Deficit/Hyperactive Disorder and Anxiety*.
- Ballance, D. (2012). *Case Study: Attention-Deficit/Hyperactive Disorder and Autism Spectrum Disorders*.
- Ballance, D. (2012). *Journal Article Review: Early Intervention for Childhood Anxiety in a School Setting: Outcomes for an Economically Disadvantaged Population*.
- Ballance, D. (2012). *Practicum Reflection Evaluation Journal*.
- Ballance, D., Bradford, C., Friesen, S., Kenney, N., & Kerlake, M. (2012). *An Anxiety Intervention Plan*.
- Ballance, D. (2011). *Ethical Decision-Making*.
- Ballance, D. (2011). *Integrative Essay: Informed Consent in School Psychology*.
- Ballance, D. (2011). *Assumptions in Multiple Regression: A Tutorial*.
- Ballance, D. (2011). *Assignment 1: Multivariate Analysis*.
- Ballance, D. (2011). *Assignment 2: Data Analysis*.
- Ballance, D. (2011). *Wechsler Abbreviated Scale of Intelligence: Test Review Paper*.
- Ballance, D. (2011). *Cognitive Interventions for Mathematics Learning Disabilities*.

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- Ballance, D. (2011). *Parent Interview: Background and Reflection*.
- Ballance, D., Bettcher, J., Bisson, N., Foran, C., Neary, T., & Vujanovic, A. (2011). *Ethical Policy-Making: Summit Youth Mental Health Service*.
- Ballance, D. (2010). *Efficacy of Psychosocial Treatments for Attention-Deficit/Hyperactivity Disorder: A Literature Review*.
- Ballance, D. (2010). *Adolescent Perceptions and Motivations of Psychosocial Treatments for Attention-Deficit/Hyperactivity Disorder: A Qualitative Study Letter of Intent*.
- Ballance, D. (2010). *Fetal Alcohol Spectrum Disorders: Effects on Memory*.
- Ballance, D. (2010). *Personal Theory Paper: Adlerian School and Counselling Psychology*.
- Ballance, D. (2010). *Adlerian Psychotherapy and Cognitive Therapy: A Theoretical Comparison*.
- Ballance, D. (2010). *Paradigm Shifts in the History of Autism: A School Psychology Perspective*.
- Ballance, D., & Foran, C. (2010). *Kuhn and Paradigms*.
- Ballance, D., & Friesen, S. (2010). *Proposed Treatment Plan Using Analytical Psychotherapy Principles: A Case Study*.
- Ballance, D., Hirons, J., Matheson-Lyseng, K., Moulder, D., Nolan, D., & Tunke, S. (2010). *A Comparison of How Men and Women Respond to Stress*.
- Ballance, D. (2010). *Profiles of Children with Reading Disabilities: Psychoeducational Assessment Considerations*.
- Ballance, D. (2009). *A Review of the Response to Intervention Model for Children with Learning Disabilities*.
- Ballance, D. (2009). *Issues of Comorbidity in Child Psychopathology*. Exam Paper.
- Ballance, D. (2009). *Conduct Disorder, Oppositional Defiant Disorder, and Substance Abuse Disorders: Review and Comparison*. Exam paper.
- Ballance, D. (2009). *Parental Correlates of Children's Peer Relations: An Empirical Test of a Tripartite Model*. Article Review.
- Ballance, D. (2009). *Influences of Family and School Ecologies on Interpersonal Competence Outcomes of Socialization*.
- Ballance, D. (2009). *Graduate Education Statement in School Psychology*.

PRESENTATIONS

- Ballance, D. (2012). *Case Presentation UCAPES: Transition Assessment, ODD*.
- Ballance, D. (2012). *Early intervention for Childhood Anxiety in a School Setting: Outcomes for an Economically Disadvantaged Population*. Journal Article Review Presentation.
- Ballance, D. (2012). *Case Presentation UCAPES: Nonverbal Learning Disability*.
- Ballance, D., & Gregory, S. (2012). *ADHD & Executive Function Interventions*.
- Ballance, D. (2011). *Case Presentation UCAPES: Mild Mental Disability*.
- Ballance, D. (2011). *Executive Functions and Behaviour Disorders*.
- Ballance, D. (2011). *Reading Interventions: Decoding Phonics and Reading Fluency*.
- Ballance, D., Bettcher, J., Bisson, N., Foran, C., Neary, T., & Vujanovic, A. (2011). *Ethical Policy-Making: Summit Youth Mental Health Service*.
- Ballance, D., & Friesen, S. (2011). *Weschler Abbreviated Scale of Intelligence: Test Review Presentation*.
- Ballance, D. & Friesen, J. (2011). *Adaptive Behavior Assessment System 2nd Edition: Test Review*. Presentation & Handout.
- Ballance, D., Laing, J., Keashly, M., & Kroeker, S. (2011). *Assessment Framework for Autistic Disorder*. Presentation & Handout.

TEACHING AND CO-ORDINATION EXPERIENCE

1998 to 2004

**BANFF ELEMENTARY, CANADIAN ROCKIES PUBLIC SCHOOLS
BANFF ALBERTA**

Position: Learning Support Teacher, School Contact/Coordinator, Grades K-6

RESPONSIBILITIES:

- Educational assessment: administration & scoring of standardized/diagnostic tests, complete reports with recommendations (WIAT, TOWL, PPVT, Key Math, etc.)
- coordination of CRPS student services (psychologist, mental health nurse, PUF)
- special provisions for provincial achievement testing (requests & implementation)
- collaboration with outside agencies (health unit, Family School Liaison Worker, Social Services, doctors/pediatricians, PT/OT/SPL, REACH services)
- school wide achievement testing
- tracking and documentation of students for coding services, and case/file management of all coded students
- management & direction of CARE Team Meetings
- presentations/workshops for staff & parents
- supervision, training, & evaluation of special education assistants
- educational consultation and team teaching for classroom teachers & parents
- Individual Program Plans: development, teaching, evaluation, program modification
- direct services to coded students across all curriculum areas (individual, small group, whole class interventions)
- Early Reading Intervention & Reading Academy referrals & program delivery
- individual & small group counseling and social skill development
- ongoing development of comprehensive counseling program (in accordance with AB ED guidelines and collaboration of services)

COMMITTEES:

Teaching & Learning Division Committee, Special Education Division Council, SPRING Enhancement Program Committee, Counseling Division Committee, Art Venture Community Committee

1997 to 1998

**BANFF COMMUNITY HIGH SCHOOL, CANADIAN ROCKIES PUBLIC SCHOOLS,
BANFF, AB**

Position: Learning Support Teacher, School Coordinator, Grades 7-12

RESPONSIBILITIES:

- Learning Support Duties & Coordinator Duties (as above)
- Development of proactive discipline system for teachers
- Specific courses: modified Math 9, Math 24, Integrated Occupational Program (26 level)

COMMITTEES:

Special Education Division Council, Counseling Division Committee, Yearbook Supervisor

1996 to 1997

**VALLEY VIEW ELEMENTARY, CALGARY BOARD OF EDUCATION,
CALGARY, AB**

Position: High Needs Classroom Teacher, Grade 3 & 4 (multi-age classroom)

RESPONSIBILITIES:

- full time regular teaching duties
- individual program planning (including formal/informal assessment), IPP development
- referrals & communication with outside agencies (Child Welfare), school services/programs
- team member participation (grade group, mini-school, SRG meetings)
- direct supervision & collaborative evaluation of school nurse program

COMMITTEES:

School Bully Proofing Committee, Mentoring Program, School Resource Group

1996 Mar-June SEVERE DISABILITIES SUPPORT TEAM, ALBERT PARK CLUSTER PROJECT, CALGARY BOARD OF EDUCATION, CALGARY, AB
Position: Cluster Assistant/Strategist for Valley View Elementary, Mountain View School, Harold W. Riley School, & Albert Park Elementary

This pilot project was initiated by a cluster of high needs schools within inner city Calgary as a proactive approach for early intervention meeting the needs of students with severe disabilities, in addition to providing support to professionals and parents.

RESPONSIBILITIES:

- provide support and service to students identified as severe under the high incidence grant structure (majority of clients identified with behavior/emotional disorders)
- provide support to teachers in assisting students to function more successfully in the classroom environment, and in less structured settings (i.e. recess)
- planning, implementing, and evaluation of behavior strategies and interventions
- proactive teaching (classroom survival skills, anger management, conflict resolution, friendship skills, coping skills, recess skills) through individual sessions, team teaching, small group sessions, and recess support groups
- relief teaching in Division II Behavior Adaptation Class
- transitioning students from behavior classes to regular programs (intake, discharge, observation sessions, follow up)
- documentation and report writing
- functioning as an active team member (cluster team meetings, strategist meetings, tracking of coded and potentially coded students, evaluation of pilot project)
- year end cumulative recommendations
- student placement recommendations
- development of behavior adaptation resource manual (4 binders)

EDUCATIONAL CONSULTING & PRESENTATIONS

TIPS & TOOLS FOR PROACTIVE BEHAVIOR MANAGEMENT

Presented to: Okanagan Community College Vernon Campus (Dec.6,2008, Feb.21, 2009, Mar. 6, 2010)
Calgary Catholic School Board (01)
Calgary Regional Consortium (00) & Palliser District Convention (00)
Council for Exceptional Children Conference (99)
Guidance Conference (99)
University of Calgary, Educational Psychology Course 500 level (99)

LEARNING SUPPORT ROLE & CHANGE

Presented to: Banff Elementary School (03)

DIFFERENTIATED INSTRUCTION

Presented to: Banff Elementary School (00)
Palliser District Convention (00)

SAFE & CARING SCHOOLS INSERVICE

Presented to: Banff Elementary School (01)

GIFTED & TALENTED INSERVICE

Presented to: Banff Community High School (01)

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TEACHING YOUR CHILDREN RESPONSIBILITY

Presented to: Parent Workshop, Banff Elementary School (99)

CONFLICT RESOLUTION

Presented to: Calgary Regional Consortium (00)
University of Calgary, Counseling Course 500 level (00)

THE FIRST-AID KIT FOR EDUCATORS:

Presented to: University of Calgary, Classroom Management Course 500 level (99)

TEACHING TOOLS FOR EXPLORING THE GIFTS IN ALL CHILDREN

Presented to: Gifted & Talented Council, Canadian Rockies School Division (98)

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists: Student Affiliate

Alberta Learning: Permanent Professional Teaching Certificate

British Columbia College of Teachers: Permanent Professional Teaching Certificate

PROFESSIONAL RECOGNITION

1997 Exceptional Teacher Award – The Calgary Learning Disabilities Center

1994 Awarded the Mary Esther Lily Avis Bursary – The University of Calgary

PROFESSIONAL DEVELOPMENT

2012 Suicide Risk Assessment, Prevention, and Postvention: Advanced Applications (NASP online)

2012 Student Threat Assessment to Prevent Violence in our Schools (NASP online)

2012 The Neurobiology of Trauma (Dr. Bruce Perry)

2003 Holmes IPP computer program inservice

2003 Differentiated Instruction Trainee Workshop

2002 Reading Academy Training

2001 Learning Disabilities Association Conference

2000 Safe & Caring Schools Trainee Inservice

2000 Gifted & Talented SP ED resource Trainee Inservice

2000 Early Reading Intervention Training (Certified)

1999 Institute for Applied Behavior Analysis (3 training seminars)

Nonaversive Behavioral Support, Behavior Assessment, & Emergency Management

1998 Solution Focused Counseling

1998 ATA Guidance Council Conference

97/98 Special Education Conference

1998 Multiple Intelligences Workshop

1998 The New Language Arts Curriculum Workshop

1998 Behavior Disabilities Conference

1997 SAGE Gifted Conference

1997 Psychological Types Workshop

1996 My Favorite Solution: 101 Strategies, the Calgary Learning Center

1996 Emotional Intelligence Workshop

1996 Classrooms That Work Study Group

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REFERENCES

Mr. Dennis Flesher
School Psychologist, North Okanagan-Shuswap School District #83
250.306.2976

Ms. Lynne Brown
School Psychologist, North Okanagan-Shuswap School District#83
250.804.7828

Ms. Kate Belford
Director of Special Education & Student Services, Canadian Rockies Public Schools
403.678.1677