

President's Message

Bill Pfohl, ISPA President, USA

Keeping "Psychology" in School Psychology

I have been in the profession of school psychology for almost 41 years. I have seen many reforms, improvements, and changes. It is a profession I hold in high regard and when asked if I would do it again, I enthusiastically say, "YES." I was drawn to this profession because I wanted to be a psychologist. Since my formal schooling began, I liked *science* but I knew little about *school psychology* until graduate school. I recently was asked to reflect on why I chose school psychology and I responded that it was *the science of people* where I could make a difference. I believe this is still true.

Psychology has always meant to me the "science of people." Some say it is the degree that makes you a psychologist, some say the training, some say the setting you work in or the type of clientele you work with. What is common is that it is a science, to some a social science and to others a natural science, but a science nevertheless. Since most of us work in educational settings, we have the important task to bring into education the important aspects of our science: Psychology.



Continued on page 2



ISPA 2011 Conference: "Vanakkam" Chennai Welcome to INDIA

Dr. Panch. Ramalingam, LOC ISPA India 2011

India, a nation with an ancient civilization, is known for her rich tradition and culture. The richness of culture and tradition proves her treasure of ancient education. The ancient psychological approaches in education were intertwined with philosophical concepts and principles. There are several models practised in Indian education especially for early education. Most of these models have the individual as its base or nucleus. India has a long history of organised education even before the introduction of the British type of education.

There are 28 States and 7 Union Territories in India. The South, North, and Northeast have their own distinct cultures and almost every state has carved out its own cultural niche. There is hardly any culture in the world that is as varied and unique as India. India is a vast country, with a variety of geographical features and climatic conditions. India is home to some of the

Continued on page 3

Table of Contents

President's Message	
<i>Bill Pfohl, President</i>	1
ISPA 2011 Conference: Welcome to India	
<i>Panch Ramalingam, LOC India</i>	1
SPI Editor's Report	
<i>Bob Burden, Editor</i>	6
ISPA President-Elect Election 2011	
<i>Helen Bakker, Past-President</i>	6
Candidate Statements: President Elect	
<i>Paul Bartolo</i>	7
<i>Rosène De Saint Hilaire</i>	8
<i>Nevin Dolek</i>	8
<i>Margaret Grogan</i>	8
<i>Michael Sheehan</i>	9

News from the European Committee	
<i>Willy van Halen & Rosène De Saint Hilaire</i> ...	10
Search for New Executive Secretary	
<i>Jürg Forster, President-Elect</i>	12
Cal Catterall Fund Recipients' Reports	13
Russian School Psychologists in Dublin	
<i>Irina Chaus, Mariya Shatalina, Inna Matasova, and Nataliya Lipina, Samara Russia</i>	13
2010 ISPA-Dublin Experience	
<i>Panch Ramalingam, LOC India</i>	14
Impressions on Educational Psychology in India	
<i>Erika Voigt, Germany</i>	15

I once heard the idea that school psychologists take knowledge and skills from the entire field of psychological research and practice and use it in schools. While this is an oversimplification, we do take the broadest approach of applying psychology in educational settings. At that time, little specific school psychology research existed. We now have a broad base of scientific knowledge specific to school-based services. We have emerged as a true entity within psychology that has its own evidence based practices. So these are exciting times for our roles within educational settings. We have a strong, theory driven research base to draw on. We do borrow from both education and psychology to provide the best services. We are unique in that, I believe, we achieve system change with two primary goals: building the capacity of educational systems and enhancing the competencies of all students. I think this has emerged in many places across the world. It is important to incorporate these two goals into our training and practice. We must advocate for students to reach high levels of achievement and social emotional mental health. Psychological and Educational principles and scientific problem-solving drive this process. Training takes into account a *change agent* model that is directly transferrable to practice (Bardon & Bennett, 1974). It is important to remember that we cannot change each child but we need to change systems to better serve children—this will make the largest impact or difference.

School psychologists bring to their jobs a vast body of knowledge and skills to make these changes. We have both psychology and education to draw upon. Ysseldyke et al. (2006) outlined such a model in *School Psychology: A Blueprint for Training and Practice III*. This model blends BOTH education and psychology into helping the educational system serve all children. I see some in our profession pushing education over psychology. Since psychology is our expertise and professional training, we should bring this knowledge and skills into schools. Few people who work in schools have the unique viewpoint and knowledge base we have. I train both school psychologists and teachers at my university. Teachers are very interested but minimally knowledgeable about the *psychology* part of their jobs. The research indicates most new teachers have little knowledge about basic learning, normal child development, and classroom management. These are the areas that we, as school psychologists, know best. We know how to consult

or collaborate with teachers and parents on issues surrounding social emotional development, issues of development, and how to manage people. We also know how to focus our interventions from large groups to individuals. We do not have to apply one intervention for all. Our empirical knowledge base has much to offer students, teachers, administrators, and parents at any level of intervention.

School psychology has been well established in most of Western Europe and the United States of America for many years. It has a solid reputation and in the USA there are even shortages as the profession has emerged as one of the top jobs for college graduates. As school psychology is emerging in other areas of the world, I hope that we keep the *psychology* in our research, training and practice. We have much to offer that is unique and valued in the educational setting where we work. Keep up the good work.

As you will see in this World Go Round, ISPA has 5 candidates running for the President-elect position. They are names known to most of you from their previous service to ISPA. Please make a point to vote. ISPA benefits from your involvement. Many of you come to the annual conference and are dues paying members supporting ISPA. Your involvement in elections allows your voice to be heard.

ISPA will be holding its annual conference in Chennai India 19-23 July 2011. The Indian School Psychology Association (InSPA) will be our host. India and its new professional organization wants to offer us as ISPA members a unique experience to be in on the beginning of school psychology in this country. They need our support during its infancy. They have as their aim:

“... to develop and promote School Psychology, Human Values-based education and training to meet the needs of society and particularly to elevate the poor from poverty through school education.”

The InSPA is an association affiliated with the International School Psychology Association.

We look forward to their emergence as an influence in their country and internationally. Come celebrate, learn, and share friendship in Chennai. Look for the Second Circular on the ISPA website in December 2010.

**Happy Holidays to you and
your families. May 2011 be a
wonderful year for you.**

most ancient civilizations, including four major world religions: Hinduism, Buddhism, Jainism and Sikhism.

India is the birth place of Hinduism, Buddhism, Jainism and Sikhism, collectively known as the Indian religions.

Indian religions, also known as Dharmic religions, are a major form of world religions along with Abrahamic ones. Today, Hinduism and Buddhism are the world's third- and fourth-largest religions, respectively, with around 1.4 billion followers altogether.

The religion of 80% of the people is Hinduism. Islam is practiced by around 13% of all Indians. Sikhism, Jainism and especially Buddhism are influential, not only in India but across the world. Christianity, Zoroastrianism, Judaism and the Bahá'í Faith are also influential but their numbers are smaller. Despite the strong role of religion in Indian



life, atheism and agnostics also have a visible influence along with a self-ascribed tolerance to other people. India is

a land of diversity in unity.

Education System in India

The present education system in India mainly comprises of primary education, secondary education, senior secondary education and higher education. Elementary education consists of eight years of education. Each of secondary and senior secondary education consists of two years of education. Higher education in India starts after passing the higher secondary education or the 12th standard. Depending on the stream, doing graduation in India can take three to five years. Post graduate courses are generally two to three years duration. After completing post graduation, the prospect for doing research in various educational institutes also remains open.

The *Sarva Shiksha Abhiyan* (SSA; *Education for All Movement*) was launched in 2001 to universalize

and improve the quality of elementary education in India through community ownership of elementary education. It has set 2007 as the deadline for providing primary education in India and 2010 as the deadline for providing useful and relevant elementary education to all children in the 6 to 14 year age group. In order to improve the quality of elementary education in India, the SSA has emphasized improving the student-teacher ratio, teachers training, and academic support; facilitating development of teaching learning material; and providing textbooks to children from special focus groups.

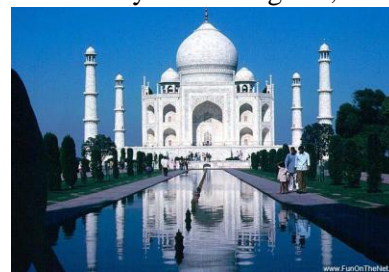
Languages

There are 18 major languagesⁱ spoken in India and over 1600 regional dialects. Even though Hindi is the official language, many people in India do not speak it at all. Hindi is spoken by about half the population, mostly in North India. Most languages have their own script. Some of the major languages are Hindi, English, Assamese, Bengali, Gujarati, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Tamil, Telugu and Urdu.

English is the second major language spoken in India and is used for much of the official business. It is the official language of the judiciary. Many people prefer to use English as a common language over Hindi. English is the first language for many people, especially in the big cities. A large percentage of people in India can speak and read English. Each state in the South has its own language—Tamil in Tamil Nadu; Telugu in Andhra Pradesh; Kanada in Karnataka; and Malayalam in Kerala. Tamil is the State language of Tamil Nadu. Sixty-five million people speak this language.

Attractions and Places to Visit in India

Taj Mahal: Taj Mahal is regarded as one of the eight wonders of the world. The Taj is the most beautiful monument built by the Mughals, the Muslim rulers of India. Taj Mahal is built entirely of white marble. It was built by an Emperor Shah Jahan (Died 1666 C.E.) in the memory of his wife Mumtaz Mahal at Agra. Taj Mahal (meaning Crown Palace) is a Mausoleum that houses the grave of Queen Mumtaz Mahal in the



Continued on page 4

lower chamber. Taj Mahal was constructed over a period of 22 years, employing 22, 000 workers. It was completed in 1648 C.E. at a cost of 32 Million Rupees.

India Gate in Delhi: India Gate is constructed as a memorial and was built in the memory of 90,000



soldiers who laid down their lives during World War I. It is located at Rajpath, New Delhi. India Gate is 42 m

high and is popular relaxation area during the summer evenings. India Gate also acts as popular picnic spot during the winter. Also known as the *All India War Memorial*, India Gate was designed and constructed by Lutyens.

Gateway of India: The Gateway was built to commemorate the visit of King George V and Queen Mary to Bombay, prior to the Darbar in Delhi in December 1911. The Gateway of



India is built from yellow Kharodi basalt and reinforced concrete. The central dome is 48 feet in diameter and 83 feet above ground at its highest point. The construction was completed in 1924, and the Gateway was opened on December 4, 1924 by the Viceroy of Bombay (Mumbai).

Victoria Memorial Hall in Kolkata: The memorial was designed by Sir William Emerson in an architectural style similar to Belfast City Hall.



The foundation stone of the memorial was laid down in the year 1906, by Edward, the Prince of Wales (later Edward VIII). Apart from being a memorial, the

monument was intended to serve as a tribute to the success of the British Empire in India. The design of the structure represents an amazing fusion of British and Mughal architecture. White Makrana marbles were used in the construction of Victoria Memorial Hall and the building was inaugurated in

the year 1921. The massive hall is 338 by 228 feet and rises to a height of 184 feet.

Culture

Bharatanatyam (Tamil: பரதநாட்டியம்) is a



traditional classical dance originated in Tamil Nadu, India. It is one of the oldest of the classical dance also known as the fifth Veda. Bharatanatyam is usually accompanied by the classical

music (*Karnatic* music). It has its inspirations from the sculptures of the ancient temple of Chidambaram. Bharatanatyam, as the name depicts is the combination of: grace, purity, tenderness, and sculptural poses. Today, it is one of the most popular and widely performed dance styles and is practiced by many dancers all over the world.



Marina Beach in Chennai: The Marina Beach is



on the city's east coast, from Fort St. George all the way to Mahabalipuram. It is a 13km long sandy beach. A visit to the

Marina Beach is an enchanting experience for a traveller who wants to sun bathe.

St. George Fort in Chennai: St. George Fort

(also known as *White Town*) was founded at Madras, which is the modern city of Chennai, in 1639. Today it is the



administrative headquarters for the legislative assembly of Tamil Nadu state.

Mahabalipuram: Mahabalipuram lies on the Coromandel Coast which faces the Bay of Bengal, 52.18 km from Chennai. This was an ancient seaport during the 7th and 10th centuries of the Pallava dynasty. This was the second capital of the Pallavas

Continued on page 5

who ruled Kanchipuram. Formerly, mahabalipuram was known and called as Mahabalipuram. Mahabalipuram art can be divided into four categories: open air bas-relief, structured temples, man-made caves and rathas (*chariots* carved from single boulders, to resemble temples or chariots used in temple processions). The famous Arjuna's Penance and the Krishna Mandapa adorn massive rocks near the centre of the village. The beautiful Shore Temple towers over the waves, behind a protective breakwater. Sixteen man-made caves in different stages of completion are also seen, scattered through the area. The ancient seaside temple and beach continue to attract travellers.



Nataraj Temple in Chidambaram: Chidambaram is one of the most ancient and most celebrated shrines in India. It is 197.48 km from Chennai and is of great religious as well as historic and cultural significance. Chidambaram is associated with Nataraja, or Shiva in his Ananda Tandava pose (the Cosmic Dance of bliss) in the cosmic golden hall and the hall of consciousness (Chit Sabha). It is built of granite and was constructed during the rule of the Chola King Bira in the 10th century. The temple of Nataraja, blends piety, tradition, history and art to an outstanding level. The temple sees devotion by millions of Hindus not only in India but also in Sri Lanka where its influence is very prominent.



Vivekananda Memorial in Kanniyakumari:

This memorial is located 659 km from Chennai in the midst of the ocean, just 400 meters from Kanyakumari.



The Vivekananda Rock Memorial is magnificent. This colossal structure was built in the year 1970. The

Vivekananda Rock Temple is dedicated to one of the greatest spiritual philosophers of India, Swami Vivekananda. It is said that Swami Vivekananda meditated here before setting out on one of the most crucial religious campaigns in India in 1892. Near to the memorial a grand statue of Poet Thiruvalluvar that was constructed in 2000. The Thiruvalluvar Statue is a 133 feet (40.5 m) tall, a stone sculpture of the Tamil poet and saint Tiruvalluvar, author of the Thirukkural.

Auroville: Auroville is located 142 km from Chennai. According to The Mother of Auroville (http://www.auroville.org/vision/maonav_selected.htm), "Auroville wants to be a universal town where men and women of all countries are able to live in peace and progressive harmony above all creeds, all politics and all nationalities.



The purpose of Auroville is to realise human unity." The concept of Auroville as an ideal township devoted to an experiment in human unity came to the Mother as early as the 1930s. In the mid 1960s the Sri Aurobindo Society in Pondicherry proposed to Her that such a township should be started. She gave her blessings. The concept was then put before the Government of India, who gave their backing and took it to the General Assembly of UNESCO. In 1966 UNESCO passed a unanimous resolution commending it as a project of importance to the future of humanity, thereby giving their full encouragement. On 28th February 1968 some 5,000 people assembled near the banyan tree at the centre of the future township for an inauguration ceremony attended by representatives of 124 nations, including all the States of India. The representatives brought with them some soil from their homeland, to be mixed in a white marble-clad, lotus-shaped urn, now sited at the focal point of the Amphitheatre. They come from some 45 nations, from all age groups (from infancy to over eighty, averaging around 30 years); from all social classes, backgrounds and cultures; representing humanity as a whole. The population of the township is constantly growing, but currently stands at around 2,160 people, of whom approx one-third are Indian.



School Psychology International: **Editor's Report 2010** *Bob Burden, SPI Editor, UK*

This will be my final report as editor of SPI, as I shall be relinquishing this role at the end of this year (2010). For the past 15 years Caven McLoughlin, my co-editor, and I, with the excellent editorial support of Claire Bonny, and the superb resources of Sage have attempted to establish a unique, first class journal of value to and representing the research interests of school and educational psychologists across the globe. I believe that we have gone a long way towards achieving this, as is evidenced by the high reputation of the journal and the increasing number of submitted papers and readers.

In 2010 School Psychology International has continued to go from strength to strength on many counts. The overall circulation of the journal last year was to 1,950 institutions. SPI articles were downloaded 98,449 times, up by 5% on the previous year and double the number for 2006. The most downloaded article was that by Qing Li, entitled *Cyberbullying in Schools: A Research of Gender Differences*. This was followed by a wide range of papers relating to the reduction of test anxiety, reasons for bullying at school, factors relating to staff and student burnout, adolescents' life satisfaction indices, effects of parenting practices and the results of the International School Psychology Survey; all of which supports our editorial policy of encouraging papers on a wide range of topics. Although the impact factor dropped somewhat during 2009, over the past 5 years it has averaged at 0.839, placing it 33rd out of 41 recognised Psychology, Educational journals.

The downside is that we still do not receive enough excellent submissions from practising school psychologists, who continue to see evaluative research of their practice as a luxury rather than an aspect of their work that is essential if the profession is to survive in these difficult economic times. Over the past few years we have received a small number of fascinating articles throwing light on the importance of the cultural context as an important influence on the professional practices of school psychologists. Increasingly, more of these articles have taken valuable alternative approaches to research, in contrast to poorly conceived representations of quasi-experimental research

designs. The latter inevitably cause frustration to hard-pressed reviewers and a relatively large rejection rate. (No more than 40% of submitted articles meet the journal's criteria of relevance to practising school psychologists, interest and sound methodology). A side effect of this has been that some reviews of submitted papers have taken far longer than we would have liked, or even considered acceptable. Some 90% of authors expressed their general satisfaction with all aspects of the process of getting published in SPI. The only complaints were to do with the length of time taken for review. For this we can only apologise; unfortunately, good and willing reviewers are often hard to come by.

Following my resignation as editor, the publishers have decided that the time is probably right for the injection of new blood and a fresh approach to editing the journal by a younger academic educational psychologist with a professional background. I am totally supportive of the idea and have suggested several possible names of ISPA members who could take the journal to a new level.

Thank you for all your support over the years in helping us to establish such a unique and valuable journal.



ISPA Elections 2011: President-Elect

Helen E. Bakker, ISPA Immediate Past-President

It is time again to elect the next ISPA President! We are very fortunate to have five candidates who all are dedicated, long time ISPA members.

Below, you will find their plans and future vision for ISPA, should they be elected. Information about their professional background as well as their history within ISPA can be found on the **Members-only** part of the website.

Elections will take place online. Members will receive an email from the Central Office explaining how they can vote.

In order to vote, you will need to be a current member, as well as have your membership number and password. The website will be open for voting from **January 15 until February 15.**

Continued on page 7

Results will be published on the website no later than March 1. They will also be published in the *World Go Round*.

The president plays an important role in promoting and furthering the association.

From the Constitution & Bylaws: *The President* shall serve a two-year term of office, shall be responsible for and conduct the business of the Association in coordination with the Executive Secretary and the Central Office, shall represent the Association at all formal functions or designate someone to represent the Association, and shall chair the Executive Committee.

The elected officer will serve on the Executive Committee for 2 years as President - elect, 2 years as President and 2 years as Past-President.

Members who will not be able to vote online can contact the Central Office (phone: 001-312-467-2540 or by email at ispacentraloffice@ispaweb.org) and request a paper ballot.

Please vote for this important office!

ISPA Elections 2011: President-Elect Candidate Statements

Name of Candidate: Paul A. Bartolo

My Goals or Plans for ISPA, if Elected:

I strongly believe that ISPA has a very important role in bringing together School Psychologists from all over the world to share our professional aspirations for quality services to children and young people across the globe. If elected, I will seek to strengthen and extend this role, particularly in the following areas:

1. ISPA is the only psychology organisation listed as a member of the NGO Group for the



Convention on the Rights of the Child, and we have active members working in this area. These endeavours will be given increasing support.

2. ISPA is exemplary in its respect for the dignity of people from all over the world, as widely experienced by members at our welcoming conferences. ISPA members generally have a strong commitment to the social justice agenda and can become a significant global voice for a quality education for all.
3. ISPA has launched this year its first formal Accreditation of a SP training programme. This highlights ISPA's potential impact on the continuing development of international quality standards for SPs. It is the fruit of scholarship and endeavour over the years by our prominent members and can become a major role for ISPA in the future.
4. ISPA provides an opportunity for collaboration among SPs across the world as they continue to clarify their role in education systems. This is ISPA's main service to its members and I will seek to:
 - a. Enhance the ISPA conference experience as a networking opportunity for as many SPs as possible by raising further its accessibility and status as a valid, scientific meeting of SP practitioners and researchers. As at the Malta conference, the sharing of professional practice and research will be widely encouraged.
 - b. Transform the ISPA website into a more interactive meeting site for all, making us a virtual community, particularly important at a time when the ISPA physical headquarters are in a process of change.
 - c. Enable the dissemination of members' expertise as consultants for developments in training and services provision across countries.
 - d. Enhance the use of ISPA for a for initiatives in the development and use of international collaborative research. This should expand ISPA's global perspectives and contribution to practice and research issues in education and psychology.
5. Finally, ISPA membership has a strong base. I will seek opportunities for listening to current members and with them reach out to new colleagues all over the globe.

Name of Candidate: Rosène De Saint Hilaire

My Goals or Plans for ISPA, if Elected:

What are my individual projects for the association as I am running for ISPA president-elect position?

The International School Psychologist Association (ISPA) has many aims and targets. The essential one is to promote the well being of children and youths in schools all over the world by improving their academic achievement, resulting in making their families' lives better, and increasing the level of education of young people in all countries. This is an ambitious and great purpose, because so many difficulties prevent mankind from getting well together. This is why I have been so enthusiastic about ISPA for the past ten years.

Before writing this statement, I read ISPA history, written by Anders Poulsen. Building an international school psychologist association was the job of *pioneers*. Cal Catterall was the one who started it and afterwards other colleagues from different countries, such as Jean Claude Guillemard from France, joined these *pioneers* and helped build ISPA.

- I would like keeping this *pioneer* spirit in today's ISPA, as far as the world of school psychologists offers us new challenges.
- I would like to improve relations and exchanges with new colleagues all over the world. I will try to create the best conditions so that many more school psychologists can attend the ISPA Conference. The annual ISPA Conference is the *heart* of ISPA and shows its worldwide influence.
- I am sensitive to increasing the numbers of affiliates, so I will create new ways of advertizing to convince each school psychologist to join ISPA. This could bring to ISPA a new creativity and increase the budget! We must use what web exchanges offer us as much as possible and have many more interactions with Asia, Africa, and South America; this is already going on, as ISPA's next conference will be in India.
- ISPA already works all over the world in crisis situations. Each time a disaster happens, it would be good if ISPA, through school psychologist's experiences and professional abilities, could be in the field to support traumatized people. I will promote any project which can boost ISPA's influence.
- I will be leaving National Education in October, 2010 and then I will work for a



counseling center for young children for six hours week. Therefore, I will have plenty of time to get deeply involved in ISPA challenges!

Name of Candidate: Nevin Dölek

My Goals or Plans for ISPA, if Elected:

ISPA has achieved a great deal in becoming world's community of school psychologists. I think this quality of ISPA spirit should be preserved. If I am elected, my main goal would be maintaining and enhancing ISPA's position as being an international community of school psychologists around the world. Through my personal experience I know that this sense of belonging and being warmly accepted by an international community increases many colleagues' professional confidence and their desire for commitment to the improvement of the mental health of children.

I have observed that colleagues in countries where school psychology is just emerging are carrying on wise interventions and assessment applications, even if they may not have many standardized tests or well researched intervention techniques. My other goal would be providing and increasing opportunities for mutual learning and creating a pool of wise applications.

Many dedicated ISPA members are doing fine work for ISPA that many members are not fully aware of. I would try to encourage them to publicise their work among ISPA members and non-members.

Crises intervention services within the schools are becoming an important task for school psychologists in many countries and there is an increasing demand for international cooperation for major crises. One of my priorities would be encouraging school psychologists to take a more active role in dealing with crisis situations when they arise, both in the schools and in communities.


Name of Candidate: Margaret Grogan

My Goals or Plans for ISPA, if Elected:

The school psychologist can play a significant role in cherishing all children wherever they live on our planet and in opening doors of opportunity, so that they can live complete and fulfilled lives at whatever



Continued on page 9



their level of capability. There is no doubt that one of the challenges on a global scale is to promote the development and delivery of psychological supports and services to children of all nations. The challenges are great and resources are unevenly spread, but ISPA has done much to encourage psychologists and their national organizations as they work towards achievement of these goals. Much has been achieved but more needs to be done and we must continue to mould and develop our organization and attract increased membership, so that they too can share in and contribute to our pioneering journey on behalf of all children.

ISPA is an important international organization, playing a leading role in the development of educational psychology and providing a structure and template for this. In addition, shining through the fundamental practical and professional resources of the organization is an animation and a rich diversity that I believe makes ISPA unique. This is a testament to the work of previous Presidents and Executive Committee members and to the commitment of the wider membership. We must nurture and develop these strengths so that they will continue to energize the organization and enable us to meet the challenges that lie ahead, as described in Anders Poulsen's history, which reminds us so eloquently of our heritage and our obligations to the future.

As a practitioner of 20 years, much of which has been involved in developing services to schools and as a senior manager of services in Ireland, I have first hand insight and knowledge of the challenges facing school psychologists. I hope to promote the sharing of experiences and learning from diverse countries who participate in ISPA. Furthermore, promoting a systemic approach to service provision and practice is a priority for me.


If I should be privileged to be President of ISPA, I am committed to:

- the growth and development of ISPA
- promoting school psychology world wide
- expanding membership
- supporting and assisting members, committees and task forces
- supporting development of school psychology in countries where there is no presence

- expanding resources and ensuring there is sufficient to meet the needs of the organization
- cherishing and nourishing the warmth, animation and diversity of ISPA and building on these and other strengths

Name of Candidate: Michael Sheehan

My Goals or Plans for ISPA, if Elected:



Psychologists working in education are centrally placed to influence policy developers, parents, teachers and children themselves in promoting the well-being of all children. That is why the title of *School Psychology—Making Life Better for all Children* was chosen as the theme of the recent Conference in Dublin.

If chosen as President-Elect, I would focus on the dissemination of evidence-based and cost-effective preventive mental health approaches to support the personal, social and educational development of all children. The promotion of child rights would be an essential feature. With a strategic approach I believe that ISPA could affect policy change up to government ministerial level. Another priority is the promotion of school psychology in all continents. Increasing country affiliation membership, the strengthening of relationships with organisations, such as NASP and NEPES, and the promotion of international research will raise the international visibility of ISPA.

Other continuing priorities for ISPA are the revision of the Code of Ethics, the accreditation of School Psychology Training Programmes, the development of the website, and the implementation of the Strategic Plan. We need to strengthen links with the Student and Early Career Interest Group and harness modern communication modalities such as Facebook. At the other end of the age spectrum we could better utilise the vast reservoir of talent, experience and availability of older colleagues.

I was deeply honoured to be charged with chairing the LOC for the Dublin Conference. Currently, I have been asked to chair the ongoing work of the Taskforce on Conferences and Conference planning.

I am now retired from the National Educational Psychological Service (NEPS), where I was appointed as the first Assistant Director and later first Regional Director. Following studies at the National

Continued on page 10

University of Ireland, and the Universities of London and Liverpool I completed the M.Ed. Ed. Psych. training course at the University of Exeter. Throughout my career I have had much experience of leadership and liaison roles and have presented at national and international conferences. During my period in NEPS and the Department of Education and Skills, I had national responsibility for liaison between Education and Health psychological services, and between the school psychology services in the Republic and in Northern Ireland. I also had national responsibility for the development of Autism services and represented NEPS on the Task Force on Autism. In each of these leadership roles I have always worked in a collegial and collaborative manner.

News from the European Committee

Willy van Halem and Rosène de Saint Hilaire,
Co-chairs of EuroCom



At the 32nd Annual ISPA Conference the European Committee (EuroCom) organized a workshop titled, *European cooperation in school psychology and crisis management*. An interesting number of participants from Germany, Great Britain, the Netherlands, Spain, France and the USA attended the meeting.

Willy van Halem, co-chair of EuroCom, started the presentation by giving an overview of the history of the following ISPA interest groups: International Crisis Response Network (ICRN) and European Committee, the ISPA taskforce group European Training Center (ETC), and the European Federation of Psychologists' Associations (EFPA) taskforce Network of European Psychologists in the Educational System (NEPES). In 1999 the ICRN was founded by ISPA to



promote the world-wide cooperation among school psychologists as crisis managers. In 2001 the European Committee was founded by ISPA to promote the cooperation among European school psychologists. Since 2003 courses on crisis management were organized by EuroCom (Bernhard Meissner) and in 2008 the European Training Center was founded by ISPA to offer trainings and courses to European school psychologists. In 2007 the Network of European Psychologists in the Educational System (NEPES) was installed as a Task Force by the EFPA General Assembly.

Paul Rees, the IRCN representative, next delivered a report on the activities and plans of the ICRN. He discussed the need to translate the hand-outs about crisis management from the American school psychologists into languages such as German, Spanish or French. The ICRN only has a very small budget and it is not possible to pay professional translators. A suggestion that was mentioned was to use Google for the translations and back-translations. An appeal was made to the participants who could help with making the NASP hand-outs available for school psychologists who don't understand English, which resulted in positive reactions. Another point of discussion was the specific emphasis of the ICRN on the development of a crisis intervention network in Europe during the past several years. Originally, the ICRN had been founded to build a crisis response network worldwide. However, to get into contact with school psychologists in continents, such as Asia, Africa or South America, is very difficult. Instead of using the internet to search for contacts in other continents, personal contacts often are more effective for building an international network. In Europe the trainings in crisis management of the ISPA-ETC has provided an opportunity to get in touch with school psychologists from different countries that have the same interest in crisis intervention. Perhaps next year when the ISPA conference will be held in India, there will be an opportunity to find contact persons for the ICRN in other continents.

Next Odeth Bloemberg, the new director of the ISPA European Training Center (ETC), reported about the trainings during the last year and presented the plans for the coming trainings of the ETC. Some trainings, as in Cyprus, Luxemburg or Russia, are country-bound. In order to get the European Union (EU) subsidy, you have to be a psychologist working in schools. The criteria to get permission may be different in European countries. Sometimes the ETC

Continued on page 11

is giving school psychologists who receive no consideration for EU-funding an internal subsidy so they will be able to go to the crisis management



training. New ETC courses will be about bullying (shared concern method) and classroom management. Questions about the content of the courses were answered. The financial offshoot of the ISPA-ETC also was discussed. Because the financing of the ETC is European (EU-money), the bookkeeping has to be separated from the account of ISPA. The Executive Committee has consented to the proposal of the ETC to make a memorandum of agreement, so that the ETC will be linked up with ISPA.

Finally Francine Corman, representative of the Network of European Psychologists in the Educational System (NEPES) of EFPA, presented information about the activities and the website of the NEPES. Francine is a member of the Steering Committee of NEPES, which is made up of representatives from national psychological organizations in Europe. They are trying to get more attention in the European Union for school psychologists. An important EU-project of NEPES now is Lifelong Learning. The Steering Committee is also investigating what kind of tasks school psychologists have in different European countries. They are looking for contact persons in European countries to enhance their network. Another important subject is to formulate the minimum conditions concerning the education and work that school psychologists should strive for in Europe. A future project for the ISPA-ETC will be to organize training about *children's rights*.

Francine also discussed the need for cooperation between the European Committee of ISPA and NEPES of EFPA. They have many common goals despite differences in their background. Members of the European Committee are not representatives chosen by boards of European psychological organizations, but rather ISPA members.

Rosène de Saint Hilaire, co-chair of Euro Com, directed the final part of the workshop by asking the participants what was going on in their countries

concerning school psychology. Is the work situation of school psychologists better nowadays or is the economic crisis penalizing the rise of the number and influence of school psychologists? Several participants gave information about the work situation of school psychologists in their country. In the Netherlands the bureaucracy is very much increasing at the expense of the work of school psychologists with children and teachers. In Hessen, a federal state of Germany, there is more money now. That is why the fear exists that there will be less demand for school psychologists. In other states of Germany the number of school psychologists is rising. In Bavaria there are about 700 school psychologists who are working to a large extent as teachers. A positive sign is that there is more influence and participation at all kinds of political levels nowadays. In Spain since school psychologists are classified in *Orientation*, people who are not academically educated as psychologists, among which are classroom teachers, are doing the tasks of school psychologists. The need to have a European guideline and training is very big. In France the contacts for crisis intervention in schools for children with special needs are satisfactory. However, because of the financial crisis, there is a lack of money in France. Thousands of teachers of primary schools will be dismissed in the coming year, even though the amount of pupils is rising. The expectation is that there will be less attention for school psychologists and social workers. In Wales school psychology now is becoming more of a service you can buy, instead of a regular existing facility. There are a lot of organizations who are willing to hire school psychologists. The private sector is booming. In East European countries there is much attention and investment in school psychology. The participants from the United States indicated that because of the recession there is a lack of money in many districts. Courses for second languages are being abolished. For crisis management courses, money is still available. In the United States and Europe crisis management is rather well organized.

After these exchanges we could conclude that in most of the European countries school psychologists' working conditions, specific trainings and prerogatives, are becoming lower. So we will be watchful as to how it works during the coming school year and keep exchanging information through the European Committee about new ideas that could improve this situation.

ISPA is Looking for a New Executive Secretary: Are You Interested in Applying for the Post?

Jürg Forster, ISPA President-Elect



The ISPA Executive Secretary Bob Clark has informed the Executive Committee of his intention to resign from the post at the end of the year 2011. He has managed the Central Office (CO) in Chicago for four years. During the first two years, the CO resided on the campus of National-Louis University, which supported the CO by providing space and the assistance of graduate students in school psychology.

In the autumn of 2008, the CO moved to the campus of The Chicago School of Professional Psychology (TCS), which provided similar levels of support. Since the summer of 2010, Bob has been assisted by TCS employee, Kimberly Christian, who works part-time for ISPA as Assistant to the Executive Secretary. Prior to Bob Clark's appointment the ISPA Central Office was located in Copenhagen, Denmark. It was run with dedication by Anders Poulsen and later by Elisabeth Jacobsen and their assistants.

The Executive Committee has appointed a *CO Transition Task Force* to identify candidates interested in taking up the position of Executive Secretary. The members of the committee are Margaret Grogan of Ireland, ISPA's Treasurer Peter Whelley, Bob Clark, and President-Elect Jürg Forster.

Locating the Central Office at universities that train school psychologists has proved beneficial for the institutions and for ISPA and it may be a useful model for the future. The option of sharing the post between two people also could be considered. The post of the Executive Secretary is a voluntary position.

The process for choosing the new Executive Secretary will be as follows:

- A letter of interest should be sent to Jürg Forster, Chair of the CO Transition Task Force, by December 31, 2010.
- E-Mail: juerg.forster@gmail.com.

- Written applications are to be submitted by March 31, 2011. Applications from two people who plan to share the role also will be welcome.
- The CO Transition Task Force will review applications and, where appropriate, seek clarification from applicants.
- A formal interview with a shortlist of applicants will take place during the Conference in Chennai in July 2011.
- The Task Force will make its recommendations to the EC. It is expected that a final decision will be made immediately after the conference.
- The new CO will be formally established in January 2012.

Responsibilities of the Executive Secretary

The Executive Secretary reports to the Executive Committee and is responsible for all aspects of management of the association including:

- Maintaining contact with members through publications, travel, correspondence, and other forms of communication including the ISPA website;
- Management of association's daily business operations and the administration of the budget through its US Dollar and Euro bank accounts;
- Maintenance of the membership data base;
- Solicitation of membership dues for individuals and affiliates;
- Supporting the Local Organising Committee in the management of the annual conference;
- Supporting chairpersons of the Standing Committees, Task forces, and Interest Groups;
- Representing ISPA and coordinating public relations activities with government, public service, and special interest organisations in order to achieve the objectives and implement the policies of ISPA.

Additional details on CO management and responsibilities are available upon request.

The Executive Committee can appoint an Assistant Executive Secretary, whose task will be to help the Executive Secretary in the execution of his/her duties.

Requirements

- Commitment to ISPA's mission
- Fluency in English, both oral and written
- Ease of using information technology and the internet

The CO Transition Task Force looks forward to hearing from you!

Cal Catterall Fund Recipients' Reports

Russian School Psychologists in Dublin

Irina Chaus, Mariya
Shatalina, Inna
Matasova, and
Nataliya Lipina:
Samara, Russia



Summer finished a long time ago, but we're still looking back at the 32th ISPA conference in Dublin with warmth. It was wonderful meeting with wonderful people in a wonderful city. This was the first time that any of us had been to Dublin. And for the first time we had such a large group of delegates from Russia: nine school psychologists, and all of them from Samara. Let us give a short report about this visit.

On Monday, 07/19/10, we were waiting for our flight to Dublin and thinking about the meeting on the fine green island – Ireland, with cloudy sky and incessant rain. What new and interesting things will there be at the conference? How will our colleagues from other countries receive our reports and posters?

The first surprise greeted us on the airplane. One of flight attendants was from Russia. She heard Russian speech and wanted to talk to her compatriots. She told us about Irish weather, Irish coffee and Irish pubs.

The second surprise was the meeting with the bus-driver who took us from the airport to our accommodations. He was from Ukraine. He kindly explained to us about the system of Irish transport and how we could get to our hotel.

The third pleasant surprise was meeting Erika Voigt, our colleague from Germany, in our hotel. She told us about the nearest markets; this was very important for us. We freshened up and went to sleep in wonderful soft beds. The next day we were going to Trinity College.

On Tuesday, 07/20/10, we were very glad to meet our friends and colleagues: Jürg Forster and his wife Alexa, Hedi Franziska Plan, Bonnie Nastasi, Helen E. Bakker, Bernhard Meissner, Janet Muscutt, Bob Clark, Mary Stafford and many others. Our stay was like an Irish dance - quick, nice and funny. The pace of work at the conference was intensive. Acquaintance with colleagues from the different countries was in the style of goodwill and support.

At the Leadership Workshop our country was represented by Natalia Lipina. At the end of the Leadership Workshop, the participants, school psychologists from many different countries, sang a song. Words of this song are especially meaningful for us:

«We are one tribe, we are one,
From many lands we do come
Education for every nation,
Capacity building is our vacation.»

The opening ceremony was in one of the historical Irish castle: Dublin Castle. Everyone spoke about the importance of the conference. We were impressed so much with the wonderful children's concert.

The following days were filled with scientific work and acquaintance with the capital of Ireland. Psychologists from Samara presented reports and posters; they answered questions and told about the experience of school psychology in Russia. At the poster session we presented such topics as *Sand therapy as a method of work with psychological problems of school children* and *Problems of formation of values of teenagers in conditions of different youth subcultures*.

The reports of our foreign colleagues were very interesting to us. We listened to them with pleasure and discussed the modern (actual) problems of diagnosis and intervention by a psychologist in a school. Many of these problems are important for the present-day Russia.

The international project, *Promoting Psychological Well-being Globally*, which was headed by Bonnie Nastasi, has been completed. We received new and useful experience from this presentation and hope to continue communication and collaboration with our international colleagues.

We are very thankful to the Cal Catterall Fund (CCF) and especially want to thank Bob Clark and Janet Muscutt for their support and understanding. The financial aid of CCF was greatly appreciated and is a great opportunity for school psychologists from different countries to take part in the ISPA conferences.

The next conference will be in yet another fairytale country: in India. We hope to meet our friends again at the next ISPA conference.



2010 ISPA–Dublin Experience

Dr. Panch. Ramalingam,
LOC ISPA India 2011

Participating in the 32nd International ISPA conference on *School Psychology--Making Life Better For All Children* at Trinity College, Dublin, Ireland was my second experience with the ISPA family. I wish to record my sincere gratitude to *Padmashree* Prof. J.A.K. Tareen, Vice-Chancellor of Pondicherry University for his encouragement and support in all our academic endeavours.

The Indian delegates were Dr. Panch. Ramalingam, Puducherry; Prof. G.P. Thakur, New Delhi; Dr. S. Renuka Devi, Chennai; Dr. Ravi K. Gunthey, Jodhpur; Prof. L.R. Yagnik, Anand; and Prof. G. Venkateshkumar, Mysore. We arrived at Dublin airport on 19th July, 2010. Prof. Erika E. Voigt from Germany accompanied us to the Mercer Court where our accommodations were arranged. She provided packed welcome food for us. We enjoyed the food and the pleasant weather of Dublin. We went out after relaxing a while and found an Indian restaurant *Jewel in the Crown*. Prof. Janet Muscutt from the UK also joined us for dinner. Dublin is a busy and costly city, which attracts many tourists. The first day our experience was nice, with the sharing of views with others.

Leadership Workshop

On the 20th July 2010, we arrived at the *Buttery*, a restaurant on the Trinity College campus. Trinity College was founded in 1592. It is one of the ancient Universities in the western world. There we met some the ISPA members and had breakfast. After breakfast we participated in the Leadership workshop conducted by the ISPA Executive Committee. The workshop was initiated by Dr. Jürg Forster, President Elect of ISPA. The morning session was on the revision of the ISPA code of ethics and the afternoon session was on future plans for ISPA's activities. The accreditation of school psychology training programmes and development of ISPA's European Training Centre also were highlighted.

Opening ceremony

That evening, we walked to Dublin Castle for the opening ceremony of the conference. It was announced that about 525 delegates from 37 countries of the world were attending the conference. The LOC Chair Prof. Michael Sheehan welcomed

the dignitaries and delegates. Prof. Bill Pfohl, president of ISPA, briefly spoke on the scope and objectives of the conference. Immediately after the opening ceremony we participated in the ministerial welcome party. The walking experience from Mercer Court to Trinity College was itself an enjoyable experience in which to learn the cultural ethos of Dublin. The evening social events revealed to us the rich traditions of the Irish culture.

Wednesday, July 21 2010

The conference was an interesting opportunity to meet colleagues from various countries to discuss professional issues and various issues related to professional development and school psychology. I participated in the scientific sessions and later in the evening I participated in General Assembly–I. We also participated in the ISPA reception and shared our experience with the ISPA Executive Committee.

Thursday, July 22, 2010

On Thursday we participated in the scientific sessions and interacted with the delegates. In the afternoon I visited with Dr. Erika Voigt about various places of interest in Dublin: the National museum, the National archives, the Library, and various Irish museums. The live show about Poet Yeats was inspiring. Delegates from various countries united together and created an ambiance of oneness among different nations and cultures.

I participated in a very interesting and thought provoking presentation by Dr. Mary Stafford that was related to ethical issues of school psychologists. The session was focused on comparison of various codes of ethics and the proposed changes in the ISPA Code of Ethics.

Friday July 23, 2010

The fourth day of the conference was a hectic day for us. We had to chair our scientific sessions and make our presentations. Prof. G.P. Thakur chaired session II and I chaired session III. In the afternoon I presented my paper on *Indian Models of Psychological*

Approaches to School Psychologists. The session was chaired by Prof. Janet Muscutt, UK, and well received by the delegates.



Continued on page 15

The ISPA tradition of interaction group meetings during the lunch breaks of two days gave me a chance to tell about our Indian education system.

The participants were very interested and asked more and more questions to get details of our ancient practices.



Saturday 24th July, 2010

In the afternoon, Dr. Ravi Gunthey and I travelled in the *DART* train service and reached coastal area where the traditional festivals were held. It was an ever remembering moment to meet people of different cultures at one place, very much like that of our religious festival in India. At 4.30 pm the closing ceremony was started with memorable photographs taken during the conference. Dr. Michael Sheehan presented the

summary of the conference proceedings and proposed vote of thanks to the various committee members. The conference ended with musical concert.



The last item of the closing ceremony consists of welcoming the conference for the next year. Dr. S. Renuka Devi, Local Organising Committee (LOC) Secretary, welcomed everyone and Prof. G.P. Thakur, LOC Chair, presented the scope and objectives of the 33rd ISPA annual conference at Chennai, India. Prof. Ravi Gunthey and Prof L.R. Yagnik participated and Dr. Panch. Ramalingam proposed a vote of thanks.

The farewell dinner was arranged at *Taylor's Three Rock Restaurant*. A barbeque dinner, delicious Irish food, was served and enjoyed by all delegates. An Irish traditional musical concert, the ISPA lucky draw, and sharing of experiences made us to feel the ISPA community spirit in school psychology.

As an ISPA Cal Catterall Fund recipient, I had a great opportunity to interact with many western school psychologists to promote school psychology

in India. When I attended the Malta conference, I got acquainted with various skills about how to organise things professionally. Based on the gained experience, we founded the Indian School Psychology Association (InSPA) on 15th August 2009. Within a year of our Malta experience, we were able to establish the InSPA in India as an effective organisation and united all the school psychology related professional into one folder. Our Dublin visit helped us to strengthen our professional activities and made it possible to affiliate InSPA with ISPA. We, the Indian delegates, assured the ISPA family by way of showing our gratitude in promoting school psychology in India. This is a major initiative and in 2011, we will welcome the ISPA family to India to learn about professional activities around the world.

After enjoying the five day interactive conference in Dublin, I took a flight on 25th July 2010 at 7.45 a.m. to London. I spent four nights there and visited several places, including Manchester University where I interacted with Prof. Peter Farrell. The European academic visit was excellent and I learned a lot during the two week visit. I arrived at home on 01st August, 2010.

Impressions on Educational Psychology and Education in India: Hosted by our Colleagues and Friends

Erika E. Voigt, School Psychologist, Goettingen, Germany



After retirement from State Service as a school psychologist in Germany, I regarded my past 25 years as a pioneering-time of our profession. I felt lucky that I could use this experience working with teachers in Mexico and with students, teachers and colleagues in China. A still more challenging opportunity arose for me from an invitation of the Indian Academy of Applied Psychology (IAAP), transmitted by its Secretary, Prof. Ban Mukhopadhyay, our colleague and Yoga-teacher from some ISPA Colloquia. While attending the IAAP conference for the first time in Chennai in 2006, I was impressed by the standard of psychological knowledge among our colleagues in

Continued on page 16

India, their smartness in organising a conference, their strong engagement to spread beneficial influences from our profession, and their warm hearty hospitality rooted in their cultural traditions. At the same time my closer view allowed greater awareness of the multitude of problems in this heterogeneous and rapidly changing society. Both motives caused me to write the following for the June 2006 WGR (p. 9): "India, a unique and rich world, at the same time full of contradictions, is offering a chance for intercultural learning and also a challenge for cooperation and global responsibility for scholars of our science. I left with the wish that at a not too far date, ISPA will hold a colloquium here."

My personal experience: As a guest and honoured as *Foreign Fellow of IAAP*, I attended the IAAP conferences in Kolkata 2008, in Aurangabad 2009 (see WGR, June 2009), and in Visakhapatnam in 2010. I extended some of these visits, following invitations of friends and colleagues, thereby using the opportunity for professional visits to schools, colleges, and social and psychological institutions. In 2008 I travelled with my ISPA-friend Katharina Winkelmann. In 2010 I stayed for some weeks in Chennai, kindly hosted as a Mukhopadhyay family member. I shared daily work routines with Renukadevi, Ban's wife, in an international course on Women Empowerment, and also shared thoughts with them about the 2011 ISPA conference, hopefully to take place in their institute, the National Institute of Technical Teacher Training and Research (NITTTR).

Educational Psychology in Technical/Vocational Education. Here are my impressions from my co-leading responsibilities with Dr. Renukadevi, psychologist, IT-engineer, and assistant professor at the Department of Education at NITTTR. In her *Overseas Course: Women Empowerment through Technical and Vocational Education*, she had participants from 6 African and Asian countries. Like another simultaneously run course for Teachers from Sri Lanka, these foreign development aid courses are offered by the Government of India. NITTTR is delivering an excellent framework by its capacity and structure, its technical devices, its resourceful network and its high quality academic staff. Staff specialise in civil, mechanical and electrical engineering; electronics; rural and entrepreneurship development; educational management and technology; media and curriculum development; and a scheme for integrating

alternatively challenged persons into mainstream. It is remarkable that among all these specifics, Educational Psychology has a prominent place, including training projects as well as research. You should see our hard-working colleagues with the most modern computers, but with only a bureau desk (like a bird's nest); only a few helpers; yet having to yield to demands to act as a teacher, manager, travel agent, bank accountant, counselor, social worker, even nurse. These most flexible persons often abruptly are sent to distant places in four Southern Indian States! Hats off with deep respect for our colleagues! The subject of our course *women empowerment* is obviously a highly relevant wide-spread task in India too.

Educational Psychology Connected to Teacher

Training. The following are my impressions from a visit to Pondicherry, invited by Dr. Panch Ramalingam, University of Puducherry, author of books in the field of education and psychology, publisher of the Journal of IAAP, co-founder and secretary of the Indian School Psychology Association (InSPA), and ISPA-member. A group of about ten colleagues, (psychologists, teachers, vice-chancellor, psychiatrist, and an Austrian researcher and her family) from Pondicherry welcomed and hosted me very attentively. This allowed me a glance at what they are working on and in what they are interested. The themes of our lively exchange were: challenges of training teachers for and from rural areas, early education in Indian context, giving support to teachers and parents in preschool and primary age schools, residues of Tsunami induced traumata, school absenteeism, bullying, inclusion and adequate support for children from poor backgrounds or who are alternatively challenged, and influence and acceptance of foreign non-governmental organizations (NGO). I enjoyed the 2- to 3-hour car ride along the coast, passing the ancient temples of Mallamapuram. I was delighted that those hundreds of metal huts, in the aftermath of the Tsunami, had disappeared. Repeatedly visible for me was our Indian colleagues' high esteem of religious-philosophical and ethical-social bonds, mentioned as the base for *Indian Psychology* and their readiness to take over voluntary social responsibility. In their company the Sunday visit to Mathru Mantir in Auroville, the world citizens' meeting place for meditation and peace, and to Sri Aurobindo's home was an enriching experience. These are places worthwhile to explore and good for a rest after our ISPA-conference in Chennai.

Continued on page 17

Education and Schools: Impressions from Visiting Schools in India. During the last 4 years I had the chance to visit several schools and colleges in different states. Regarding the heterogeneity of regions, population, religions, languages, schools, my spectrum is small and it is biased, as I did not see state schools. The schools I saw, were associated with universities, run by associations with different humanitarian or religious backgrounds, supported by businesses, or supported by foreign NGOs. I talked to students, parents, teachers, headmasters, and psychologists. We broadly discussed critical concern for all schools, but we were much more concerned about state schools: authoritarian teaching and treatment of students, poorly up-dated curricula, predominance of rote-learning, extreme examination-pressure, heavy work-load, school and class management by rules and often punishment, paucity of personal support and encouragement. I am aware of these challenging enormous problems, but I also saw examples of excellent teaching and good governance, marking the way as to where to go. That is why I decided to report about these encouraging examples.

Even in the *slum* school in the centre of Kolkata, children, mainly dropouts from state schools, are taught in a creative way with space for dancing, singing, painting, cooking. Besides this, they learned some money-making craft, in order to not be forced by their family into harmful working conditions.

The enormous engagement in the ToCH High School and Technical college in Kerala was remarkable. Their students are guided towards ecological and highly specific natural science projects by turning the whole building and campus into a learning device and rising the level of knowledge by organising in their college a conference on progress in the field of physics. This school had an employed school psychologist; the headmaster and president were psychologists too. My friend Katharina and I were invited to discuss with their students and their teachers psychological matters. What was astonishing for us was that students did not seem shy to expose their problems in front of the others.

I found in one of the big comprehensive schools, AAM in Chennai, a worthwhile example of good structure and governance, allowing quality teaching and identification with one's own school. This is how the school appeared to me at my first visit: a clean school and grounds with a large play area and sports grounds stretching between the primary and

secondary school buildings; the older students performing on an open air stage for parents and guests; on the far end, a primary class practising athletics; in the primary school building close to the headmaster's office, a separate roofed and easily observable hall for the preschoolers with enough different vehicles and toys.

I returned one week after my first visit; it was the project day for the higher primary classes. The theme for this year's project was *States of India*. Each class had chosen and prepared in their classroom an exhibition about one state. In *Assam* guests were welcomed with a cup of tea and some sweets, in *Punjab* a traditional wedding ceremony was shown, with songs, dances, presents and signing of a contract. Last year's project had the theme, *Alternatively challenged*; insights and cooperation with a special school and its handicapped students had been established.

Some days later I was among the guests invited to music and theatre presentations of the younger primary students, who were assisted by older ones. At the same time the secondary classes were about to take their written examinations. Nevertheless, the teacher in grade 11 who was about to repeat a lesson on environmental protection invited me to discuss the lesson with her students and welcomed me as an *excellent helper*.

Teachers of this school were proud of their professional development and they left their doors open while teaching. One of them invited me to her Math lab, explained her special teaching techniques, possibilities for group-work, and quality-teaching with self-made materials. Others talked about a support system that they had developed on reading and writing. One classroom was specialised on mental health prevention, teaching, resilience, self-defense, and gender studies. My guide was the school psychologist who had a place in the headmaster's office and her own counseling room in the secondary building.

It would be worthwhile to cooperate with this school at our ISPA conference in Chennai, since it has youngsters capable of being cultural ambassadors, teachers ready to use psychological knowledge, a supportive creative leadership, readiness to cooperate, and an understanding about how to give school psychological work an adequate position in schools.

Remarks on School Psychology in India: Raising problems in urban settings, where traditional

Continued on page 18

Announcement

**AFPEN (Association des
Psychologue de l'Education
Nationale)**



**The 22nd
National
AFPEN
Conference**

**will be held in
Strasbourg,
France
in the
Congress and
Music Hall
from**



**September 29th to October 1st,
2011**

The theme will be one of the following:

- *Temps d'enfances* (Childhood)
- *Temps de transmission, transmission de savoirs* (Time for communication of knowledge, Time for learning)

This Conference is under the high patronage of Mr. Minister of Education Department, and has received the Alsace County Vice-chancellor's and School Inspectors' support. About 700 participants are expected to attend this Conference (psychologists, guidance counselors, teachers and students, psycho medical staff), from all over and outside of France. Scientists, practitioners, and professionals for childhood and education will speak about subjects related to children in school and transmission of knowledge during school time. You are invited to join the AFPEN Conference. We welcome all of you!

Rosène de Saint Hilaire, ISPA/AFPEN delegate

Impressions on Ed Psych in India, continued from page 17

social networks get lost; stagnation in rural places; global factors creating hopelessness, frustration, and despair: these are the growing issues influencing young children and creating problems for teachers and parents. As I had the chance to talk to headmasters, teachers, psychology students in different places, I realised that psychology over time has gradually been perceived as helpful, with its cognitive supports, but even more with its affective and behavioural supports. I met excellent examples of applied educational psychology, well-trained and experienced colleagues in counseling students, parents, schools, and in developing curricula and trainings. However, they often struggled with offering varied services, partly on a private basis, sometimes in cooperation with universities, associations or other institutions. I also met administrators and educational institutions that had a lack of awareness and/or reluctance to mainstreaming psychology for the benefit of students and the improvement of education. In this situation emerged the founding of the Indian School Psychology Association, InSPA (WGR 2009.4). According to its president, Prof. G.P. Thakur, this is *the need of the hour* and holding our ISPA conference in India is a crucial step and signal to make psychology in the educational and political field visible, adequately used, and functioning as a catalytic agent between parents, teachers, administrators, and politicians.

HAPPY NEW YEAR!

2011:

**A YEAR TO JOIN ISPA OR
TO RENEW YOUR ISPA
MEMBERSHIP!**

Go to www.ispaweb.org for the Membership form. Choose the *School Psychology International* option and keep up with research from around the world!



Season's Greetings to All



*May 2011 bring peace to the world
and especially to you and the
children and families that you serve!*



*From the ISPA Executive Committee, Central
Office staff, W*G*R Editor, and SPI Editor*

Deadline for submission to the
March issue of

World*Go*Round:

February 1, 2011!

Submit newsletter articles to Dr.

Mary E. Stafford, Editor,

staffordm@uhcl.edu.

**ISPA 2011
Conference
Chennai, India:
Be there!!!**

ISPA HAS THE FOLLOWING NATIONAL ASSOCIATIONS AS AFFILIATE MEMBERS: **Australia:** Australian Guidance and Counseling Association. **Canada:** British Columbia Association on behalf of School Psychologists. **Denmark:** Paedagogiske Psykologers Forening. **Finland:** Finnish School Psychology Association. **France:** Association Française des Psychologues de l'Éducation nationale (AFPEN); Association Nationale des Psychologues de l'Enseignement Catholique (ANPEC). **Georgia:** Georgian Professional Psychologists Association (GPPA). **Germany:** BDP- Sektion Schulpsychologie. **Greece:** Hellenic Psychological Society. **India:** Indian Academy of Applied Psychology (IAAP); Indian School Psychology Association (InSPA). **Ireland:** Psychological Society of Ireland Division of Education. **Italy:** Istituto Psicologico Europeo (ISPE). **The Netherlands:** NIP- Dutch Association of Psychologists. **Norway:** Forum for Psykologer i Skolen. **Russia:** Russian Federation of Education Psychologists. **USA:** American Psychological Society, Division of School Psychology; The Chicago School of Professional Psychology; Illinois School Psychology Association (ISPA) ; Massachusetts School Psychology Association; National Association of School Psychologists (NASP); New Hampshire Association of School Psychologists; Wisconsin School Psychologists Association.

Executive Committee:

President

Dr. Bill Pfohl
1111 Homestead Court
Bowling Green, KY 42104, USA
pfohl@ispaweb.org

Past President

Dr. Helen E. Bakker
Zwarte Woud 131
3524 SR Utrecht
THE NETHERLANDS
bakker@ispaweb.org

President Elect

Dr. Jürg Forster
School Psychology Services
Seestrasse 346, CH-8038
Zurich, Switzerland
juerg.forster@zuerich.ch

Secretary

Coosje Griffiths
10A Narla Road, Swanbourne
Perth, WA 6010, AUSTRALIA
griffiths@ispaweb.org

Treasurer

Peter T. Whelley
P.O. Box 500, 218 Bodge Hill Rd.
Moultonborough
NH 03254-0500, USA
whelley@ispaweb.org

WORLD*GO*ROUND

Dr. Mary E. Stafford, Editor
University of Houston Clear Lake
2700 Bay Area Blvd. Suite 2529-05
Houston, Texas 77058 USA
stafford@ispaweb.org, staffordm@uhcl.edu

SCHOOL PSYCHOLOGY INTERNATIONAL

Dr. Robert L. Burden, Editor
3, Pine Close
Tiverton, EX16 5BY Devon UK
r.l.burden@exeter.ac.uk

ISPA Webmaster:

ispacentraloffice@ispaweb.org

ISPA Central Office:

International School Psychology Association (ISPA)
Attention: Dr. Robert D. Clark, Executive Secretary
The Chicago School of Professional Psychology
325 N. Wells Street, Room 529
Chicago, IL 60654-8158 - USA
Phone: 001-312-467-2540
Fax: 001-312-628-7613
E-mail: ispacentraloffice@ispaweb.org
www.ispaweb.org

