



## President's Letter

*Shane Jimerson,  
ISPA President*

### **Actualizing Opportunities by Advancing Psychological Support Services Around the Globe**

Tremendous opportunities are ahead for further contributing to the development of school psychology throughout the world. School psychologists throughout the world continue to facilitate the social, emotional, cognitive, and academic competence of children. There are several indicators of tremendous opportunities for the international school psychology association to continue to contribute to school psychologists internationally to benefit children throughout the world. I will briefly highlight recent ISPA contributions and capital campaign opportunities, as well as recent ISPA membership growth, and the upcoming ISPA conference in Amsterdam July 20-23, 2016.

### **ISPA Contributions-Friends of ISPA**

I am delighted to share that ISPA recently received a very generous contribution of US\$10,000 from long-time ISPA members Bill and Ginny Pfohl. Bill and Ginny have been actively engaged in ISPA for the past two

decades, having attended every ISPA conference since 1997 (except for 1998 in Riga, Latvia). Many current members also know that Bill recently served as ISPA President and provided important leadership in establishing the ISPA journal, International Journal of School and Educational Psychology (Edited by Rik D'Amato, published by Taylor and Francis). Bill and Ginny communicated that they donated to ISPA "...because of the professional contacts, the opportunity to travel around the world, and we developed a wonderful cadre of friends. All of this would not be possible without ISPA. We want to see ISPA thrive as an organization so others can have the same opportunities we have had." With this generous donation, Bill and Ginny are pioneers of the Friends of ISPA – Legacy Contributions. Given the importance of such resources for the further development of ISPA, we have established this Friends of ISPA – Legacy Contributions classification denote those individuals who contribute US\$10,000 or more. All individual donations

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over US\$5,000 will be officially recognized in the ISPA records as Friends of ISPA who have made financial contributions. As ISPA continues to engage in activities to accomplish the aims of ISPA, these resources are incredibly important to facilitate the professional infrastructure, publications, and activities of ISPA, and can be found here; <http://www.ispaweb.org/about-ispaweb/mission-statement/>

*\*Note: ISPA is incorporated in the United States as a 501(c3) non-profit organization, thus, the contributions are tax deductible for those filing taxes in the United States.*

### **ISPA Membership – An All Time High**

My sincere gratitude extends to every ISPA member who was successful in adding at least 1 additional ISPA member during 2015. As reported in January, the ISPA PLUS ONE initiative to exceed 600 ISPA members by the end of 2015 was very successful with 735 members at the end of 2015! It is now essential in the new year to secure renewals from all ISPA members. We will also pursue the ISPA PLUS ONE initiative during 2016 to exceed 800 ISPA members by the end of 2016. As of February 2016, with renewals ISPA had about 525 members. Please be certain to renew your membership, and also please take 10 minutes to get at least one new member for ISPA. With efforts of each ISPA member we can certainly surpass 800 ISPA members for 2016. The opportunity for all NEW STUDENT members to receive first year membership for FREE continues to be a tremendous success. The new and continuing student members truly represent the future of ISPA, thus, we welcome all students and encourage students to become actively engaged in ISPA interest groups. We also want to be certain that we continue to increase early career, mid-career, late-career, and retired colleagues as new members also. Dr. Sally Baas will continue to Chair the ISPA

Membership Committee, and President-Elect, Dr. Bonnie Nastasi will continue to serve as co-chair of the Membership Committee to be certain we surpass the 800 member mark for 2016. Remember, it is easy to join ISPA online.

### **ISPA Conference - School Psychology 3.0 - A World of Connections**

I am anticipating a very well attended and highly engaging 2016 ISPA conference. I hope that you are already planning to join me at the 38th ISPA Conference, which will be held from July 20 to 23, 2016, at the University of Amsterdam in The Netherlands. The location will be the University of Amsterdam Roeterseiland Campus, Valckenierstraat 59, 1018 XE Amsterdam. The pre-conference workshops and opening ceremony will take place on 20 July, 2016. The scientific program will be spread over the following 3 days from the 21st to 23rd of July, 2016, including keynotes, symposia, paper and poster sessions. You can book your hotel for your stay in Amsterdam at a discounted rate on the ISPA 2016 conference website [www.ispa2016.org](http://www.ispa2016.org). If you prefer, you can book your own hotel accommodation through [www.booking.com](http://www.booking.com), [www.tripadvisor.com](http://www.tripadvisor.com) or, finally through the site [www.iamsterdam.com](http://www.iamsterdam.com), as there are many wonderful lodgings throughout Amsterdam close to the venue. There are also several tours that you may enjoy, please go to the Hotel & Tours booking site of our partner Corporate Hotel Connections and click on "Tours". For those of you who want to book longer (two-day or three-day) trips, the organizing committee suggests that you contact CHC directly. They offer a great number of tours, allowing you to design your very own program. For further information, please contact the local organising committee at the following Email: [info@ispa2016.org](mailto:info@ispa2016.org), or through their Website: [www.ispa2016.org](http://www.ispa2016.org).

## **ISPA Mission: Contributing to Children and Professionals Around the World**

The aforementioned resources and conference activities are each essential in actualizing ISPA's mission to promote, initiate and protect:

- The use of sound psychological principles within the context of education and schooling internationally at global and local levels.
- The improvement of children's and young people's well-being as well as their cognitive, emotional, physical, social and spiritual development in schools and communities across the world.
- Communication and collaboration among parents/caregivers, educators and other professionals who are committed to the improvement of children's well-being.
- High standards for the provision of educating school and educational psychologists nationally, regionally, and internationally.
- High standards of practice in school and educational psychology across the world.
- High quality research that informs practice in school and educational psychology and addresses the cultural diversity of children across the world.
- The rights of all children and young people according to the UN Convention on the Rights of the Child and related UN statements.
- Cooperation with other organizations, working for purposes similar to those of ISPA, in order to advocate for and support children and young people across the world.

- Structures that prevent and protect all children from discrimination based on race, ethnicity, religion, age, gender, ability, sexual orientation, disability, or socio-economic status; and advocate for the inclusion and participation of all children in education and society.

The full mission statement is available online at: <http://www.ispaweb.org/about-ispaweb/mission-statement/>

The efforts of school psychologists and others are so critically important in helping to promote healthy, adaptive, prosocial development and psychological well-being of youth throughout the world. As previously noted, it is our collective efforts of all that will accomplish the central aims of ISPA. ISPA welcomes the participation of all – students, early career colleagues, mid-career colleagues, retired colleagues – who share our commitment to the specialty of school psychology and to helping children and families around the world. Please accept my gratitude to each of you who continue to actualize opportunities and are involved each day in your local schools and communities, contributing to the well-being of individuals, families, communities, and the future.

*Deadline for the June edition of WGR is  
May 15, 2016.*

*Submit Early and Often*

*Julia Coyne, Editor  
jhcoyne@mac.com*



## Welcome to Amsterdam!

*Marieke Van Dam,  
ISPA Conference  
Chair*

The local organizing committee is looking forward to meeting many of you in Amsterdam this summer during the 38th International ISPA conference.

We have four excellent key note speakers lined up for you: Bonnie Nastasi, on School Psychologists as Mental Health Advocates; Alexander Minnaert, on Learning and Education in 21<sup>st</sup> century schools; Han van der Maas, on Adaptive Education; and Noelle Pameijer, on Needs-based Assessment and Interventions.

We are very happy to have received close to 400 abstracts. Currently we are putting all of these presentations, workshops, symposia, round tables, PechaKucha presentations and posters together into the three-day program. All the details of the program will soon be listed on [www.ispa2016.org](http://www.ispa2016.org)

In addition we also received over 10 abstracts for the pre-conference workshops, thanks to the enthusiasm of Bill Pfohl. These workshops are scheduled to take place on Wednesday (morning and afternoon) at RINO Amsterdam, which is the training institute that is our home base, right in the heart of the city, around the corner from the canals.

The conference itself will take place at the University of Amsterdam's campus. Naturally, we hope that our program will hold your attention during the conference, but you might want to take a stroll through the city occasionally. In that case you can visit the Artis Zoo around the corner and/or any of the

great museums, like the Rijksmuseum, the Van Gogh museum or the Anne Frank House. And of course, we will be able to spend some time folk dancing, under the guidance of Alexa Candrian. There will also be many opportunities to gather together for singing and making music.

Additionally, we will organize a special student stream during the scientific program and our own student-committee members will take the students out to some nice cafés and bars.

The Opening Ceremony will take you downtown to the Aula of the University of Amsterdam, located in the *Oude Luthersekerk*. The Church dates from 1633 and is now used for religious celebrations and concerts. Since 1961 the Church has been the venue for inaugural lectures and PhD ceremonies of the University.

The Farewell party will take place in the former chapel next to Hotel Arena, which is around the corner from the conference venue. Did you know that the Netherlands is not only famous for its tulips and wooden shoes, but also for its DJ's?

For those who want to travel around a bit before or after the conference (or, for the accompanying spouses, during the conference) the conference website provides suggestions for 1, 2 and 3-day trips, not only within the Netherlands but also to Ghent and Bruges, Belgium.

We are so excited to be organizing such an engaging conference and we look forward to welcoming you.

### Workshop 1



**Title:** Mindfulness:  
Improving Your Personal  
and Professional Well-Being

**Presenter:** William (Bill)  
Pfohl, Psy.D., NCSP,

Western Kentucky University, Bowling Green, Kentucky, USA

**Description:** This workshop will focus on mindfulness theory and practice and how these methods can be used in your daily personal and professional life. The theory of mindfulness will be covered and participants will learn from demonstrated experiential events how a mindful outlook and structured activities can be used to enhance your personal well-being. Mindfulness programs for classrooms will also be covered. Dress comfortably.

**Learning Objectives:** Participants will:

- Learn the current research on mindfulness;
- Learn and practice a variety of mindfulness activities to learn by direct exposure;
- Know a variety of student, teacher, and personal resources for practicing mindfulness
- Learn how to incorporate mindfulness activities into their personal lives
- Learn how to introduce mindfulness activities into the schools and working with children and youth

**Brief Biography:** William (Bill) Pfohl is a Professor of Psychology at Western Kentucky University where he is a trainer of school and clinical psychologists for the past 36 years. He teaches a course in Cognitive Behavior Therapy and incorporates Mindfulness theory and practices into the course. He was a member of the Goldie Hawn Foundation Board of Directors as it started development a mindful curriculum for elementary and middle schools in 2006-07. He uses mindful activities daily.

Bill received his Doctor of Psychology (Psy.D.) from Rutgers – The State University of New Jersey (1979); Masters in School Psychology – St. Bonaventure University, 1971; Bachelors in Psychology – St. Bonaventure University (1969).

He has held leadership positions in the National Association of School Psychologists,

International School Psychology Association, and other state organizations in the USA. He is a Lifetime Achievement Award member of NASP, a Fellow of the American Psychological Association and recently was awarded the ISPA's Distinguished Service Award. He has presented mindfulness workshops at various state school psychology association conferences and will conduct a mindfulness workshop at the NASP Annual Convention in New Orleans in 2016.

## Workshop 2



**Title:** Navigational Strategies for Working with the Complexities of Diversity in Contemporary School Communities in a Globalized World

**Presenter:** Candice A. Hughes, Ph.D. Associate Professor of School Psychology, The Chicago School of Professional Psychology, Chicago, Illinois, Chughes@thechicagoschool.edu

**Description:** School communities in many countries have become settings where students, families, and staff members represent a range of diversity categories, including racial, ethnic, cultural, socioeconomic differences, gender identity, sexual orientation, religious affiliations, and individual abilities. Further, increased numbers of international migratory families are entering these communities with unique experiences and needs. This workshop provides a model to address these diversity realities and the intercultural needs of families and those who serve them in today's school communities. Its focus is educational success for students, support for their families, and increased professional diversity competencies for school professionals working in these school communities.

**Learning Objectives:** Participants will:

- Learn three analytical dimensions that can serve as the navigational focus for school

professionals to address the complexity of diversity in their educational work setting: 1) the culture of schools and their intercultural intersections, 2) culture and diversity features of family community members, and 3) diversity-focused developmental transition of students.

-Receive an introduction to the use of five key professional strategies for navigating these diversity dimensions: 1) applied culture & diversity principles, 2) ecological perspectives, 3) positive psychology, 4) social justice advocacy, and 5) resiliency building.

-Engage in a case study activity to gain practice in working with this navigational model

-Develop an action plan to apply the information presented in this session to their own role in the school community in which they work.

**Brief Biography:** Dr. Hughes, a graduate of the Urban School Psychology program at Fordham University in New York City, is an experienced teacher and school psychologist who has worked in public schools in the United States and in international schools in Germany and Switzerland. She lived abroad for fourteen years as a member of an expatriate family. Her personal and professional international experiences led Dr. Hughes to serve as one of four partners in the establishment of the company, Bridging Cultures GmbH, in Zurich, Switzerland in 1996. Its focus was to help internationally mobile people with their cross-cultural transition challenges as well as opportunities for personal growth.

Following her family's repatriation to the United States in 1999, Dr. Hughes established Bridging Cultures Inc. to help individuals, families, and organizations in cultural transition. She holds school psychology certification and is a Licensed Clinical Professional Counselor in the state of Illinois. She has created a Cultural Transition Resiliency Model which she uses in her private practice with individuals and families and in

her consulting and training work with multicultural school and organizational communities. Dr. Hughes also conducts training workshops and provides coaching services on topics related to Living, Learning, & Working Multiculturally. She has been a two-term board member of the national organization SIETAR-USA, the Society for Intercultural Training, Education, and Research and served as co-chair of the 2012 national conference. She is a faculty member of The Chicago School of Professional Psychology where she serves as an Associate Professor in the School Psychology program and as the 2013-2013 Faculty Research Fellow for the Center for Multicultural Diversity Studies.

Dr. Hughes has focused her personal and volunteer efforts on topics related to special education, parenting and family development, child adoption, and mental illness. She currently serves as either a committee member and/or in a leadership capacity in several organizations devoted to these topics.

### Workshop 3



**Title:** Developing Autism Friendly Schools and Communities

**Presenter:** Dr Janet Muscutt, Executive Principal Educational Psychologist, Salford and Wigan. UK

**Workshop Description:** In this workshop participants will be provided with an overview of current thinking in the UK in the field of ASD. They will be given opportunities to practice key intervention strategies to create ASD friendly schools and communities. Participants will also be provided with a resource bank of materials to use with pupils, parents and teachers.

**Learning Objectives:** Participants will be:  
-Aware of current perspectives in the field of ASD.

- Able to use practical frameworks to analyse and plan interventions in relation to behaviours that cause concern.
- Have an understanding of when to effectively use alternative communication strategies.
- Able to conduct a sensory assessment of the environment and understand how to structure a “sensory diet”.

**Brief Biography:** Dr. Muscutt graduated from Manchester University with her Doctorate in Educational Psychology with specialties in: Autism, Early Years, Systems Work, and Parent work, Evaluation, Assessment and Intervention, Creative Solutions, ‘Pupils Educated Otherwise Than at School’.

Dr. Muscutt is Chartered Educational Psychologist, Associate Fellow of the British Psychologist Society, Specialist Teacher, University Lecturer, International Speaker, Executive Principal Educational Psychologist, Committee Member of the National Association of Principal Educational Psychologists, Executive Committee Secretary International School Psychology Association and Autism Specialist.

Currently Dr. Muscutt is the Executive Principal Educational Psychologist for Salford and Wigan UK. She is responsible for the Leadership and Management of the two Services. She has created, established and continues to develop an innovative partially traded model of service delivery, Dr. Muscutt is also an Autism Specialist, Tribunal Specialist, and Lead Manager in Targeting Mental Health in Schools.

Prior to retraining as an Educational Psychologist, Dr. Muscutt worked for many years as a teacher of children and young people with special educational needs in both mainstream and special schools. Alongside her role as an Applied Educational Psychologist, practicing in schools and the community, she is involved in the formal training of Psychologists at Doctoral Level (at Manchester

University) alongside lecturing and mentoring qualified teachers responsible for coordinating Special Educational Needs and Inclusion at Masters Level (at Manchester Metropolitan University).

#### Workshop 4



**Title:** Promoting resilience education: Enabling early years and elementary school educators to implement a resilience curriculum in the regular classroom (RESCUR)

**Presenters:** Dr. Carmel Cefai, Ph.D. Director of the Centre for Resilience and Socio-Emotional Health, and Head of the Department of Psychology, at the University of Malta, and Dr. Paul Bartolo, Ph.D. Associate Professor in the Department of Psychology, Faculty for Social Wellbeing, at the University of Malta.

**Workshop Description:** Have you ever wished you could support students facing adversity more effectively? This workshop is aimed at collaborating with regular educators to strengthen children’s mental health and well-being by enhancing their resources and skills for resilience in adversity. This workshop will present a resilience curriculum that was developed by psychologists from six European countries and can be delivered, after brief training, by regular early years and elementary school teachers in one session per week over a year (<http://www.rescur.eu>). It is meant for all children but has greater relevance for children in disadvantaged situations such as those from minority ethnic groups, migrants, and children with disability who face greater obstacles. Participants will be introduced to the curriculum and how it can be introduced to schools and teachers.

**Learning Objectives:** By the end of the workshop participants will be able to:

- Define resilience and describe the various resilience skills that can support children's thriving in adversity
- Understand the structure, content and procedures for delivering effectively a resilience curriculum to children in early years and elementary school setting
- Understand what kind of preparation and skills teachers and schools need to deliver the curriculum effectively

**Brief Bios:**

Carmel Cefai, PhD: Professor Carmel Cefai is the Director of the Centre for Resilience and Socio-Emotional Health, and Head of the Department of Psychology, at the University of Malta. He is founding co-editor of the International Journal of Emotional Education and Joint Honorary Chair of the European Network for Social and Emotional Competence (ENSEC). His research interests include resilience in education, social and emotional learning, and mental health and wellbeing in school. He is the coordinator of an EU Lifelong Learning project RESCUR (Developing a Resilience Curriculum for Early Years and Primary Schools in Europe), and partner in another EU LLP project ENTRÉE on teacher resilience. He was the coordinator of another EU FP7 project PMHS (Promoting Mental Health in Schools). His recent publications/joint publications include Building Resilience in School Children (Malta, 2011); Promoting Resilience in the Classroom (London, 2008); Promoting Emotional Education (London, 2009); and Engagement Time: A National Study of Students with Social, Emotional, and Behaviour Difficulties in Maltese schools (2008). His most recent book Social and Emotional Education in the Primary School Curriculum Bridging the Gaps Between Theory, Research, and Practice has been published by Springer Publications (USA).

Paul A. Bartolo Ph.D: Professor Paul A. Bartolo is an Associate Professor in the Department of Psychology, Faculty for Social Wellbeing, at the University of Malta. He is current ISPA Past President. He has long been responsible for the preparation of school psychologists and coordinates the MPsy professional training programme at his University. He has also been promoting inclusive education nationally and internationally. He coordinated a seven-country 3-year EU Project which produced, in seven languages, a teacher's handbook on *Responding to Student Diversity*. He was on the expert panel of the FP6 project INCLUDE-ED (2006-11), consultant to the Project on the 'Organisation of Provision for Inclusive Education' managed by the European Agency for Development in Special Needs and Inclusive Education (2011-14), and is currently project advisor for the same organisation's three year project (2014-2017) on 'Inclusive Early Childhood Education'. He was a main participant on the team of the EU project among six countries, RESCUR (2013-16), that produced a resilience curriculum for early years and elementary education.

**Workshop 5**



**Title:** Mixed Methods Research and Program Evaluation

**Presenters:** John H. Hitchcock, PhD & Patricia Muller, PhD Indiana University Bloomington,

Indiana, USA [jhhitchc@indiana.edu](mailto:jhhitchc@indiana.edu)

**Description:** The purpose of the workshop is to prepare School Psychologists and other school-based mental health professionals to use mixed methods approaches when engaged in program evaluation. The content of the workshop is based on prior scholarship on how mixed methods approaches can be used to conduct culturally-relevant evaluation.

Workshop participants will receive an overview of program evaluation considerations including summative, formative, internal and external evaluation, and different evaluation models. The workshop will then focus on connecting evaluation activities to school psychology practice, as well as mixed methods perspectives that can be used to engage in culturally-relevant evaluation. The workshop will close with an overview of different forms of generalization, translation, sustainability and institutionalization.

**Learning Outcomes:** Participants will be able:

-To promote awareness and understanding of mixed methods research design and how such designs can be used in the context of program evaluation.

-To help school psychologists understand how mixed methods can help program evaluators explicitly account for culture and context.

-To explore the implementation of mixed-methods program evaluation in the context of school psychology practice, including evaluation outcomes of one's own intervention work, consulting with school systems as external evaluators are used, and consideration of evidence from other program evaluations.

-To obtain a refresher of issues in causality and generalization, and then an overview of more emerging mixed methods scholarship dealing with these topics.

### **Mixed Method Program Evaluation Content**

The mixed methods program evaluation curriculum is intended for professional preparation and continuing professional development of school psychologists or other school-based mental health providers. The presentation will include lecture, suggested readings and resource materials, small group activities, and case examples. The content will address program evaluation within an ecological framework and examine the roles and responsibilities of the school psychologist/mental health professional in the

context of program evaluation. This will include:

- Program Evaluation and School Psychologists; an Overview
- Causality and Generalization of Evidence
- Mixed Methods as Applied to Program Evaluation
- Accounting for Context and Culture in Evaluation
- Mixed Methods and Program Evaluation Tools (e.g., Logic Models, Surveys, Outcome Specification)
- Considerations for Translation, Transferability, Sustainability and Institutionalization

**Brief Bios:** Dr. John Hitchcock is the director of the Center for Evaluation and Education Policy (CEEP) and an associate professor of Instructional Systems Technology Department at Indiana University. Dr. Hitchcock's areas of scholarship deal with mixed methods research and the evaluation of interventions designed to help children with special learning needs. He has served as a principal investigator of several education research projects funded by the US Department of Education. Dr. Hitchcock has co-authored more than 35 scholarly publications (peer-reviewed journal articles, national reports, textbook chapters and a book) and presented research at more than 90 national, international, and regional conferences. He is a past associate editor of *School Psychology Review* and continues to serve on that journal's editorial board.

Dr. Patricia Muller is the Director of Research and Evaluation for the Center for Evaluation and Education Policy (CEEP) at Indiana University. Dr. Muller has served as the principal investigator and project director for over \$12 million in funded research and evaluation from more than 60 grants and contracts, including large-scale evaluations of school leadership programs, science, technology, engineering and mathematics

programs, reading and literacy interventions, and education school reform initiatives. In addition, she developed a theoretical framework for joint evaluation (collaboration) for the North Atlantic Treaty Organization (NATO). Dr. Muller has extensive experience conducting both experimental design studies and mixed method evaluations of national and international programs.

#### Workshop 6



**Title:** Utilizing a Child Rights Lens in School Psychology Practice

**Presenters:** Emiliya Adelson - Doctoral Graduate Student, School Psychology, Tulane University, New Orleans, LA., USA; Laura Cornell - Doctoral Graduate Student, School Psychology, Tulane University, New Orleans, LA., USA; Michael Brachfeld - Doctoral Graduate Student, School Psychology, Tulane University, New Orleans., LA. USA; Michael Sheehan - ISPA Treasurer, Ireland (Retired & consultant)

**Description:** The United Nations Convention on the Rights of the Child (UNCRC) provides an international framework consistent with the principles that guide ethical practice of School Psychologists internationally. Numerous professional organizations that influence and represent School Psychology, including ISPA, have endorsed the UN Convention and support professional practice consistent with the CRC;

however, until now, limited training on the UNCRC existed. In their role of promoting psychological well-being and learning for children, school psychologists have a unique opportunity to protect and promote children's rights in daily practice. In this workshop, participants will engage in a series of activities designed to enhance understanding of the UNCRC. In addition participants will learn ways to incorporate the UNCRC in their practice as school-based mental health professionals. *The workshop will explore the rights, well-being, and educational needs of homeschooled children in the context of the UN CRC as an example of*

**Learning Objectives:** Participants will:

- Gain awareness, understanding, and appreciation of the UN Convention on the Rights of the Child.

- Identify practical strategies and opportunities to improve the school psychologist's ability to help protect and promote child rights.

- Initiate a commitment to daily practices that promote and protect child rights

**Brief Bios:** Emiliya Adelson is in her fourth year as a School Psychology doctoral student at Tulane University in New Orleans. She received her Master of Science degree in Psychology from Tulane in 2014. Emiliya works with Dr. Bonnie Nastasi, and her primary research focus is children's psychological well-being internationally. In her thesis work, Emiliya studied sexual health and psychological well-being of adolescent girls living in India. Her current research uses qualitative methods to understand and promote children's perspectives. Emiliya is also interested in how school psychologists can work towards promotion of children's rights, as discussed in the Convention on the Rights of the Child, in their roles in schools. In her applied work in schools in New Orleans, Emiliya works with her lab in providing culturally-specific comprehensive mental health consultation.

Laura Cornell is currently a second year doctoral student in the School Psychology

program at Tulane University. She works with Dr. Bonnie Nastasi using a participatory model to build culturally-specific, comprehensive mental health programs in schools. She became interested in public education and education inequality during her undergraduate studies, and has been involved in New Orleans education reform for the past ten years. Her previous work as a teacher and administrator in schools has led to her research interests in facilitators and barriers to the implementation of prevention programs and the specific role of administrative support. Laura holds an M. Ed. in administration and supervision from National-Louis University, a B.S. in psychology and art history from Tulane University, and is a National Board Certified Teacher, as an exceptional needs specialist.

Michael Brachfeld is a 4<sup>th</sup> year doctoral student in the Tulane University School Psychology program. He works with Dr. Bonnie Nastasi in the International Psychological Well-Being Lab. Originally from the Washington, D.C. area, Michael received his undergraduate degree from the University of Michigan with a Bachelor of Arts in Psychology. Michael received his Master of Science degree in Psychology from Tulane University in 2014. To receive this Master's degree, Michael completed his thesis on the impact of parental personal mastery and depression on children's socioemotional functioning. His research interests include the incorporation of positive psychology into the field of school psychology, the study of the impact of the parent-child relationship on children's well-being, and the promotion of child rights. Michael also has an interest in both the assessment and treatment tools used with children with Autism Spectrum Disorder (ASD).

Michael Sheehan is ISPA's Treasurer. He was previously employed by the National Educational Psychological Service (NEPS),

where he was appointed as the first Assistant Director and later first Regional Director. During his period in NEPS he had national responsibility for liaison between Education and Health psychological services, and between the school psychology services in the Republic and in Northern Ireland. He also had national responsibility for the development of Autism services. He was Convenor of the 2010 ISPA Conference held in Dublin. Michael currently does consultancy work in relation to homeschooled children in Ireland who have special educational needs.

### Workshop 7



**Title:** A Biopsychosocial Approach to the Assessment and Treatment of Trauma and Attachment Issues in the Schools.

**Presenters:** Elaine Fletcher-Janzen, Ed.D., NCSP, ABPdN, Professor of School Psychology at the Chicago School of Professional Psychology, Chicago, Illinois.

Pip McGirl Ph.D., at the Chicago School of Professional Psychology, which she combines now with her role as Research Director at The Theraplay Institute.

**Description:** This workshop will address the biological, psychological and social aspects of trauma in childhood and how pathways for healthy brain development may be disrupted. A system for assessing trauma from a comprehensive neurodevelopmental paradigm will be presented. Once trauma is accurately identified, school psychologists must decide on appropriate and related interventions. A system of evidence-based attachment/trauma focused play therapy, Theraplay, that can be applied in schools, community clinics and private therapy will also be discussed. The principles of Theraplay are biologically rooted in

reestablishing a secure, consistent and benign relationship with significant caregivers at home and school.

**Learning Objectives: Participants will:**

- Be aware of basic brain functions that are affected by early trauma and the relationship to social, emotional and academic functioning.
- Be able to identify 3 aspects of formal assessment that indicate the presence of trauma
- Understand the basic principles of Theraplay and the implementation of basic procedures in the schools.

**Brief Bios:**

Elaine Fletcher-Janzen, Ed.D., NCSP, ABPdN, obtained her doctorate in School Psychology from the College of William and Mary in 1993, and has been a school psychologist in the public schools, neuropsychiatric inpatient, and university settings for the past 27 years. Dr. Fletcher-Janzen received her Diplomate in Pediatric Neuropsychology in 2010. She is currently a Professor of School Psychology at the Chicago School of Professional Psychology, Chicago, Illinois. Dr. Fletcher-Janzen has co-edited and authored sixteen books and reference works including the Encyclopedia of Special Education (Wiley), the Diagnostic Desk Reference of Childhood Disorders (Wiley).

Pip McGirl earned her Doctorate in Educational Psychology from the University of Bristol, England. She practiced as an educational psychologist in the UK before moving to Chicago in 2010, to join faculty at The Chicago School of Professional Psychology, which she combines now with her role as Research Director at The Theraplay Institute. As a lead for the UK Targeted Mental Health for Schools (TaMHS) initiative Pip developed the ‘Mental Health Skills for Schools’ program and pathways for multidisciplinary, ecological assessment and intervention for children and young people

with behavior difficulties arising from complex neurodevelopmental conditions and trauma. She is actively involved in projects in Rwanda and Vietnam to introduce School Counseling and School Psychology programs.

**Workshop 8**



**Title:** Ethical Dilemmas in School Psychology – an International Perspective

**Presenters:** Jürg Forster, PhD, School Psychology Services, City of Zurich, Switzerland and Sofia Mendes, doctoral candidate, Faculty of Psychology and Educational Sciences, University of Porto, Portugal

**Description:** In this workshop ethical dilemmas that school psychologists frequently face in research and practice are discussed from an international perspective. Workshop presenters and attendees share their experience in dealing with challenging situations. Topics addressed include dual relationships, confidentiality, integrity and conflicting interests of schools and parents. The ISPA Code of Ethics provides guidance for decision-making. Ways to resolve the dilemmas are discussed, taking into account the relevance of cultural diversity.

**Learning objectives:** Participants will gain:

- The relevant ethical principles for school psychologists
- Steps of the ethical decision-making process
- An understanding of the evolving function of school psychologists: ethical aspects
- Recommendations for dealing with malpractice allegations.

## **Brief Bios:**

Jürg Forster is a practicing school psychologist. He is a lecturer in the School Psychology Program at the University of Basel, Switzerland, and director of the School Psychology Services of the City of Zurich. Jürg Forster has been serving on the executive committee of the International School Psychology Association ISPA from 2009 to 2015, and was the association's president 2011-2013. His interests include mental health, child rights, professional ethics, and international networking. He is a trained clinical psychologist and psychotherapist. He was Deputy President of the Swiss Association of Child and Youth Psychology, Delegate of the Federation of Swiss Psychologists to the Ethics Board of the European Federation of Psychologists' Associations EFPA, and a longstanding member of the Federation of Swiss Psychologists' Ethics Board. Currently he co-chairs the ISPA Ethics Committee with Sofia Mendes.

Sofia Mendes received her MSc degree in Educational and Development Psychology from the *Faculty of Psychology and Education Sciences*, University of Porto. She has prior experience as a practicing school psychologist within the public education system, mainly serving *children from kindergarten through 9th grade*. Currently, she is a *Doctoral Candidate in Psychology at the University of Porto* and was awarded with a doctoral fellowship from the *Foundation for Science and Technology*. Her research focuses on professional issues in Portuguese *school psychology*. *She has published and presented research on Portuguese school psychologists' characteristics, professional practices, continuing education needs, and ethical issues*. She has recently joined the International School Psychology Association and is co-chair of the ISPA Ethics Committee.



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# School Shootings & Solutions

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## School Shootings: Misperceptions vs. Reality

Despite public perception, school violence in general, and school shootings specifically, have not increased in recent years. In fact, schools are one of the safest places for children, adolescents, and young adults. Homicide is the third leading cause of death for youth between the ages of 10 and 24 in the USA; yet only 1% of these homicides occur within an educational setting (Kann et al., 2014; Robers, Kemp, Rathbun, & Morgan, 2014). A review of FBI data showed that within a five year period there were a total of 49 homicides occurring within a school (Cornell, 2015). Based on the number of homicides that occurred outside of a school setting during that same time period, the odds of a child being a homicide victim at school is 1 in 4.5 million (Brock, 2015).

The FBI recently published a study of active shooter incidents occurring between the years of 2000 and 2013; of the 160 total incidents, 39 were identified as occurring within institutions of primary and secondary education (Blair & Schweit, 2014). Sadly, almost half of the 117 school-place fatalities resulted from the massive school shooting incidents that occurred at Virginia Tech and Sandy Hook Elementary School. The tragic and inexplicable nature of school shootings such as these creates the public misperception that schools are inherently unsafe and that targeted acts of school violence occur at alarming rates. Despite the relative rarity of their occurrence, the fact that school shootings do occur necessitates an understanding of what can be done to prevent these extreme acts of violence in the future. In order for youth to thrive educationally, we must ensure that they

are provided with safety and security within all aspects of the educational environment.

## Current Responses to School Violence

Schools have adopted a variety of prevention and intervention procedures in an attempt to prepare for, respond to, and reduce, acts of school violence. One example is armed assailant drills which have been recommended by the U.S. Department of Education as an addition to lockdown-only drill approaches (2013). These training drills center on three main options when confronted with an armed assailant: run, hide, or fight (2013). Although the 'fight' option is considered a last resort, school safety experts have expressed concern about teaching students and faculty techniques such as attacking an armed gunman and state that certain considerations must be taken into account to prevent inadvertent consequences resulting from such training (Trump, 2013).

According to the *Best Practice Considerations* released by the *National Association of School Psychologists* (NASP), training drills should be developmentally appropriate and tailored to the physical, emotional, and psychological needs of the students (2014). Any training program implemented within the school environment must account for the unique needs of all students and include special provisions for participants with trauma histories, mental health problems, developmental limitations, or physical disabilities. In order to support the continued use of current training practices, research into program effectiveness is necessary. The use of pre-and-post-test measures are recommended to determine if students and faculty feel safer following participation in armed assailant drills or if they are left feeling confused and frightened. Follow-up support in the form of mental health services should always be available to allow students and faculty to process any emotional

or psychological reactions that can arise from such experiences.

The *NASP* recommends a hierarchy of crisis preparedness drills beginning with discussion-based exercises such as a review of crisis response procedures, an organized orientation that includes familiarizing participants with school resources, safety seminars led by a multidisciplinary team of professionals, and tabletop discussion groups (2014). Following discussion-based exercises, schools may choose to implement operations-based exercises such as emergency walk-throughs and preannounced or unannounced drills. The use of more advanced exercises – such as simulation drills and full-scale simulation exercises – should be based on a needs-assessment of each specific school. Additionally, the potentially traumatizing nature of realistic simulation drills should be taken into account to ensure that the psychological costs of such practices are not outweighed by its potential safety benefits.

#### Intervention and Postvention

School security planning and crisis preparedness should be implemented prior to the occurrence of a tragedy, with an emphasis on acting instead of reacting (Trump, 2011). Comprehensive safety planning should adhere to best practice models and include multidisciplinary collaboration among teachers, administrators, principals, students, parents, law enforcement, guidance counselors, coaches, additional school personnel, and mental health professionals. Crisis teams should be formed prior to acts of school violence and all members should be properly trained in prevention, intervention, and postvention procedures (Erbacher, Singer, & Poland, 2015). An example training program developed by the *NASP* is *PREP<sub>a</sub>RE*, which stands for: *Prevent* and *prepare* for psychological trauma, *Reaffirm* physical health and perceptions of safety, *Evaluate*

psychological trauma risk, *Provide* interventions and *Respond* to psychological needs, and *Examine* the effectiveness of crisis prevention and intervention (2015). The *PREP<sub>a</sub>RE* curriculum is offered through a series of two training workshops which focus on crisis prevention, preparedness, development of a multidisciplinary school safety team, crisis intervention, and recovery.

Following a school shooting, it is important that appropriate services are offered to those within the school and surrounding community to promote recovery, resiliency, and psychological well-being. A program such as *Psychological First Aid* can be implemented immediately after a traumatic event to provide supportive services such as stabilization, practical assistance, connection with social supports, and linkage with collaborative services (Brymer et al., 2006). Although immediate intervention is necessary, postvention services, or the continuation of supportive and assistive intervention techniques, are also crucial to promote long-term resiliency. Mental health professionals play a critical role during this period and should be utilized so that students and faculty are given the opportunity to process thoughts, feelings, or emotions that may arise and express any remaining worries about safety in the future. Dimensions of vulnerability such as geographic proximity, psychosocial proximity, and at-risk populations should be identified so that interventions can focus on these ‘circles of vulnerability’ (Erbacher, Singer, & Poland, 2015). These vulnerability factors should guide the provision of long-term services during follow-up periods for individuals exposed to school violence.

#### Prevention: Creating a Climate of School Safety

Threat assessment is the comprehensive and systematic evaluation of violence risk once a threat has been made. Each school should

have a threat assessment team and clearly delineated procedures for responding to any and all threats. Once a threat has been identified, the severity level can be classified to determine if the threat is transient (e.g. emotion-based, reactive, and lacking specificity) or substantial (e.g. premeditated and detailed, with an explicit intention of harm). Following a comprehensive evaluation, threat assessment teams should determine the most appropriate course of action and implement immediate interventions to manage and reduce the risk of possible violence (Poland, 2008). During the threat intervention stage, mental health professionals play a fundamental role in identifying both risk and protective factors and offering recommendations for treatment that promote the safety of everyone involved. Treatment should be personalized and address the combination of psychological, social, ecological, and educational factors that contribute to youth violence. For an example threat assessment program that utilizes a seven step decision tree process and has shown positive results through field testing refer to Cornell and Sheras' *Virginia Model of Threat Assessment* (2005).

Effective reporting systems and the availability of mental health services are prerequisites to the successful operation of threat assessment procedures. According to the *Safe School Initiative Report*, almost all of the current or former students who perpetrated acts of school violence demonstrated behaviors prior to the incident that concerned those around them or told others about their plans prior to carrying them out (Vossekuil et al., 2002). Furthermore, almost all of the attackers had experienced a recent loss, had a history of suicidal ideation or attempts, and suffered from mental health problems such as depression. Oftentimes, suicide is the primary motivation for these attacks with homicidal intent developing after suicidal ideation (Joiner,

2013). Suicide awareness training and suicide prevention programs should be a mandatory component of school curriculums in order to prevent student's acts of violence against themselves or others.

The best form of intervention is prevention and this can be achieved by providing students with what has been termed a 'climate of safety' (Poland, 2014). A safe and supportive school environment is one which fosters a willingness for students to come forward with information regarding potential threats by promoting respect, ensuring that student concerns will be taken seriously, and assuring that any and all threats will be adequately addressed (Fein et al., 2002). This atmosphere can be facilitated within an educational environment by encouraging positive, respectful, and collaborative relationships among students, faculty, and other school personnel (Poland, 2014). In turn, collaborative relationships can promote communication and increase the likelihood that students will seek out an adult if confronted with potential threats of violence.

Students play an important role in reducing school violence and should be given the opportunity to be thoroughly involved in school safety planning. Student involvement can be promoted through the implementation of student safety task forces, the election of student officials to serve as school safety representatives, and the creation of student safety pledges. Example programs that cultivate a climate of safety and encourage student participation include *Students Against Violence Everywhere* (SAVE) and *Striving To Reduce Youth Violence Everywhere* (STRYVE). Parents and community members should also be encouraged to actively participate in school safety planning. *Safe and Sound Schools* is a non-profit organization founded by Alissa Parker and Michele Gay, who lost their daughters during the Sandy Hook tragedy. This initiative provides

information on increasing community involvement in safety planning and resources such as the *Straight-A School Safety Model* toolkit (2015).

### Conclusion: Addressing the Needs of Students and Parents Affected by School Tragedies

Having worked as a school psychologist for nearly 30 years, crisis prevention and intervention have been my top priorities. I have been personally asked to serve on numerous national crisis teams and provide assistance in the aftermath of school tragedies. In my experience, parents of school violence victims call for increased mental health services for children, increased religious participation in schools, improved supervision and better parenting skills, a reduction in children's access to guns and exposure to violent media, and an increased sense of connectedness among students, parents, school personnel, and the surrounding community. Increased funding and legislative action is necessary so schools can implement programs that address violence prevention, anger management, conflict resolution, and effective problem-solving skills. Community-based programs such as mentorship and youth groups are important to provide students with prosocial recreational activities and an opportunity to build positive relationships with community leaders. The majority of school tragedies could have been prevented, and the loss of even one life at school is one too many. In order to ensure that schools are safe and nurturing environments, all students, faculty, parents, and community members, must be committed to making school safety an utmost priority.

For more information on school violence, threat assessment, prevention, intervention, and postvention, refer to our upcoming book chapter (Poland & Conte, in press).

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Whatever amount you can contribute (e.g., US\$10, US\$20, US\$100, US\$1,000), it will all add up and together we can accomplish the objective of ISPA members collectively contributing US\$5,000.

These funds will provide important resources to further support ISPA infrastructure to support ongoing efforts to accomplish the central aims of ISPA. <http://www.ispaweb.org/about-ispaweb/mission-statement/>

During 2015, ISPA members successfully contributed US\$5,000 to obtain a matching donation of US\$5,000. These resources are essential to accomplish the aims of ISPA.

Please consider making a contribution to the 2016 current ISPA Match-Funding Opportunity. <http://www.ispaweb.org/>

*\*Note: ISPA is incorporated in the United States as a 501(c3) non-profit organization, thus, the contributions are tax deductible for those filing taxes in the United States*

## ISPA Reception at NASP New Orleans: Catching up with Old Friends and New



Almost like clockwork, every year during the NASP conference, ISPA holds a reception on the Thursday from 4-6 to welcome old friends and new, and to hear updates about each other and to learn more about ISPA's upcoming conference. The following photo gallery highlights some of the faces at the reception.



(ISPA Reception Attendees, photo courtesy of Riverview Photography)



(ISPA Reception Attendees, photo courtesy of Riverview Photography)



(Shane Jimerson, Susan Gorin and David Oakland, photo courtesy of Riverview Photography)



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