



President's Column

Promoting Resilience and Well-Being in a Global Society: What is Our Role?

*Bonnie Nastasi,
ISPA President*

Resilience was the theme of the recent ISPA conference in Tokyo and I had an opportunity to talk on the topic of promoting children's resilience in a global society. Further, the conference was an opportunity to confer with colleagues from around the world about the work of school/educational psychologists in promoting the well-being (including resilience) of children in our local schools and communities. These interactions were a reminder of the power of school psychologists, individually and collectively, to make a difference in the lives of children and their families and to support other professionals in fulfilling this mission.

As most school psychologists are aware, communities globally experience a host of threats to human well-being, including war, conflict, terrorism; natural and man-made disasters; domestic and community violence; poverty and homelessness; discrimination and oppression; displacement; parental loss; and interpersonal violence and abuse from adults and peers. These threats represent social-

cultural risk factors and sources of adversity for the children we serve. Coupled with these challenges are insufficient educational, social, health and mental health services for many of the world's children. These conditions challenge the well-being of children and pose challenges for school psychologists and others who serve or care for children.

We also know that childhood adversity can have immediate and long-term consequences into adulthood, including effects on physical health, psychological well-being, academic and occupational success, and socioeconomic status. Furthermore, because of the potential long-term impact on individuals, childhood adversity can affect future generations as well. Our awareness of adverse conditions and the potential impact also compels us to think about how we, as professionals, can be part of long-term local and global solutions.

And existing theories and research provides us with direction in terms of promoting resilience and well-being, for

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example, through facilitating development of protective factors to prepare children for life's adversities. School psychologists are well positioned and have the necessary knowledge and competencies to facilitate the development of children's personal resources (e.g., coping skills, interpersonal skills, culturally valued competencies) and social resources (e.g., safe environments, social support, and connectedness). We can help to promote development of personal and social resources through both direct (e.g., social-emotional learning, therapy) and indirect (e.g., consultation, systems/organizational change, educating caretakers) service delivery, and through policy work to ensure that governments and local authorities provide appropriate guidelines and funding.

Certainly, ISPA's mission compels us to actions to promote and protect the rights of all children to overall health and well-being, and to support families, school staff, and community stakeholders in doing the same. We have opportunities, individually and collectively, to engage in advocacy for child well-being through our research, practice, training, and policy work.

For those of us who attended ISPA, we had opportunities to learn from each other and develop a collective sense of purpose. I encourage all of you to think about ways to extend that sense of purpose through ongoing dialogue locally and globally and through strategic actions in your communities.

[A copy of keynote addresses from the conference are available on the member's section of ISPA website. This includes keynote by B.K.Nastasi, *Promoting Children's Resilience in a Global Society*, from which ideas in this column were taken.]

Treasurer's Report

Terry Bowles
ISPA Treasurer



Our conference in 2018 was held in the new buildings of Seitoku University in Tokyo. The sleek, clean lines of the buildings, and the warmth and gentleness of the Organising Committee and staff and students of the University was a stark contrast to the drama and physicality of Taiko drummers who welcomed us and farewelled us at the end of the wonderful conference. Once again, the conference was a welcoming occasion to share the enthusiasm and excitement of working as school psychologists in vastly different geographic locations. Seeing friends and colleagues once again provided an opportunity to share research, new insights on practice and great stories. One of the best stories of the conference was Michael Sheehan's presentation of the budget. On behalf of Michael, Shane Jimerson and Peter Whelley, our Finance Task Force I will summarize Michael's report and the budget for 2019.

Capital Campaign Fund

The generosity of members of this part was once again shown through the capital campaign which continued to grow and over the 2014 to 2017 period totalled \$32,968, with a very large, ongoing series of contributions by Bill and Ginny Pfohl.

The Endowment Fund

In the General Assembly, at the Manchester conference, Michael sought approval for the establishment of an endowment fund in which \$5000 was to be set aside for the development of the website to support the strategic action plans in the four key areas of practice, research, training and policy. This was largely due to the improved financial stability of ISPA's income. The proposal was approved at the 2017 General Assembly, in Manchester and the Michael and Finance Task Force were asked to consider this matter and to make a specific proposal at the 2018 General Assembly. The agreed expenditure of the \$5000 has now been actualised and is included under the heading of 'Web Development' in the 2019 budget.

Income US\$

	Actual 2016	Approved 2017	Actual 2017	Approved 2018	Proposed 2019
Member's p	37,363	28,957	39,247	26,500	36,200
Conference	37,892	20,000	37,571	20,000	20,000
Journal	7,100	5,900	6,748	6,250	
CCF	1,123	1,000	828	1,000	900
Cap. Camp.	5,169	1,900	1,719	3,100	
Accredit.	1,000	500	1,000	500	1,000
Worksp's Net	4,795	1,500	5,384	1,500	4,500
Royalties		1,000		1,000	250
Funds	604	500	527	350	500
Interest	446	-2,650	\$11,431	-3,194	
Total	\$95,492	\$58,607	\$104,455	\$57,006	\$63,350

In the December 2017 WGR, Michael provided an explanation of how some of the funds from the capital campaign could be allocated to an endowment fund and how they could be managed. The two aims of the fund were to buffer the budgeting demands when conference income was low and to provide funding in the immediate future for the agreed priorities of practice, research, training and policy. It was also agreed that some of the money was to be set aside to enhance the capacity of the current website. Currently, there

is \$15,000 deposited in our bank account linked to the capital fund (please see the table ISPA Balance of Assets, p.4 for this figure).

The Finance Task Force is still considering possible options and is in contact with potential donors. I should be in a position to present a definite proposal to the membership at the 2019 General Assembly.

Financial Report for 2017

The Annual Report for 2017 was prepared by our auditors, Kok Accountants. It was available for consultation at the meeting. The 2017 Treasurer's Report, which is based on this Report, was presented with the following slides and explanation: It was very pleasing that the financial outcome for 2017 continued the positive trend from 2016 with a net profit of \$56,831 which was in line with projected figures, in the main. This was largely due to income from the very successful Manchester Conference and the enormous effort made by Peter Farrell, Janet Muscutt and Emma Robinson and their local organising committee members.

Expenditure US\$

	Actual 2016	Approved 2017	Actual 2017	Approved 2018	Proposed 2019
C. O.	21,594	27,828	22,578	27,578	26,100
Journal	15,000	15,000	15,000	15,000	15,000
CCF	972	1,000	639	1,000	2,500
Auditor	14,569	5,000	5,520	5,000	5,500
Communication	600	3,400	458	1,275	1,250
ISPA Rep.	2,012	2,000	1,272	2,000	2,500
Committees	913	2,303	422	2,000	2,500
Conference Xps	2,768	2,076	1,735	3,153	3,000
Web dev'oment					5,000
Total	\$58,428	\$58,607	\$47,624	\$57,006	\$63,350

The conference income was \$37,571 and a separate income stream from workshops of \$5,384 was also comparably large. The other major contributor to income was membership with an income of \$39,247 followed by interest

on carefully managed investments with an income of \$11,431 to the Association.

The expenditure for the year was largely in line with the proposed budget. The main discrepancy of less than projected costs was for the Central Office costs. The largest expense other than the Central Office was is the Journal. The overall expenditure for 2017 was \$47,624.

The ‘Operation Balance Sheet’ (below) shows that the income less expenditure provides a very positive income for 2017, with a balance of \$56,831.

Operational Balance in \$

	Actual 2016	Approved 2017	Actual 2017	Approved 2018	Proposed 2019
INCOME	95,492	58,607	104,455	57,006	63,350
EXPEND.	58,428	58,607	47,624	57,006	63,350
BALANCE	37,064	00,000	56,831	00,000	00,000

The Net Book/Asset Value of the organisation, tabulated below explains the balance at the end of the financial year. The Net Book/Asset Value includes monies owed to and by ISPA on the dates in question and therefore more accurately reflects the net worth of ISPA. The increase of \$56,831 between the 2016 and 2017 corresponds to the net profit for 2017. The value of our CHASE Investment Portfolio increased by \$8,199 during the year and reflects an ongoing positive trend. These results affirm the wisdom of the 2014 General Assembly decision in sanctioning the transfer of funds to a CHASE Investment Portfolio with moderate risk. ISPA can withdraw funds from the Portfolio at short notice and Shane Jimerson continues to monitor the situation on our behalf with CHASE contacts.

The general financial view is positive and we can proceed confidently and cautiously. Given the current outcomes it is appropriate to

endorse the priorities of the EC to provide financial support for activities to focus on practice, research, training, policy and the website in the service of members. It is also worth noting that membership fees are a substantial and ongoing source of revenue and as consistently stated by Shane Jimerson, we should encourage colleagues and friends to join ISPA and come to the excellent conferences.

On behalf of the EC and the Finance Task Force, I would like to express our appreciation for the consistent and ever-reliable support of the Central Office staff.

ISPA Balance of Assets in \$

	Dec 31 2015 US \$	Dec 31 2016 US \$	Dec 31 2017 US \$	July 12 2018 US \$
CHASE Business Classic ...5677	6,000	16,114	49,915	39,261
CHASE Business Account ...0867	7,751	753	753	Closed
CHASE Business Classic ...0859	858	4,978	1,152	Closed
CHASE Investment Portfolio	60,950	64,768	72,967	74,701
European Accounts in USD	30,262	55,732	28,301	107,618
Total Bank Assets	\$105,821	\$149,344 (incl. \$15,000 Cap. Fund)	\$153,088 (incl. \$15,000 Cap. Fund)	\$221,580
Net Book/Asset Value	\$116,281	\$153,345	\$210,176	

I would also like to express my wholehearted gratitude to Michael Sheehan for an outstanding term as Treasurer in steering the organisation and the budget towards very positive outcomes. Truly we have more options as a result.... As Shakespeare says through Ford in the *The Merry Wives of Windsor*, Act 2 Scene 2, “If money go before, all ways do lie open,” and so it is that Michael, the previous EC members, and Shane Jimerson and Bonnie Nastasi, have led us to this fine outcome. To Michael and the members of our Finance Task Force our Shane Jimerson and Peter Whelley we offer a very hearty thank you, for your care, guidance and leadership. Thank you to all.



Secretary's Report

General Assemblies I and II

Odeth Bloemberg
ISPA Secretary

The First General Assembly (GAI) of the ISPA membership was held at the 40th Conference, Tokyo Seitoku University, on Thursday, 26th July 2018. GAI was formally opened by the President, Bonnie Nastasi, who welcomed the forty-eight people present (both regular attenders and new attendees) thanking everyone for their support. Bonnie then started with the ISPA President's Report for 2017-2018 by introducing ISPA's mission within the child advocacy model.

1. President's Report

Bonnie Nastasi, ISPA President, reported on current ISPA initiatives guided by commitment to child advocacy, consistent with ISPA's mission. Initiatives that began in 2017 were based on strategic planning from 2017 Leadership Workshop. These included formation of working groups on research, training, practice, and policy. In addition, initiatives have focused on strengthening participation of ISPA leaders and members, for example, through establishment of student members and affiliate members subcommittees of Membership, and development of Past President's Council. The EC engaged in further planning at the pre-conference meetings in Tokyo, focused on the following:

1. Membership—expanding, engaging and maintaining.
2. Social media—website upgrades and expanded use.
3. Leadership—efforts to enhance its structure, function and coordination
4. Communication—enhanced communication among leaders, members, and stakeholders of ISPA; for example, through WGR and social media use.
5. Conferences—engaging in 10-year planning, and establishing a conference committee within ISPA to facilitate coordination with conference LOC.

Updates on these initiatives will be forthcoming in future issues of WGR.

2. Journal Report

Bonnie then handed over to Gertina van Schalkwyck, the Chief Editor of *the International Journal of School and Educational Psychology*, who presented the Journal report. Since January 2018 Gertina has taken over the post as the Journal's Editor from Rik D'Amato. Her report therefore covered the period January to July 2018. Gertina thanked Rik for the work he did in the past 5 years. Thanks to his efforts, IJSEP is a reputable journal in the field. Gertina gave a brief report of the Journal over the first 6 months of 2018 and told an extended report will be published in the WGR September issue.

Gertina addressed two concerns after her brief report: (1) IJSEP has no readers in Latin America, Africa and the Middle East and (2) How to get authors from other countries then Europe, Northern America and Asia? In reaction on these concerns, Helen Bakker raised the question if it could be related to the lack of a school psychology program in these countries. Bonnie announced that the Training Working Group will draw up a list of

universities with a school psychology program and that this partly will answer this question. Gertina concluded her report informing that every WGR will include an announcement for the newest IJSEP and encouragement to the Membership to read, cite and submit! Bill Pfohl added that each ISPA member can sign up at Taylor and Francis in order to get access to the E-version of IJSEP.

3. Financial Report

The third item on the agenda was the financial report for the year 2017-18 and the proposed budget for 2019. This was presented by the Treasurer, Michael Sheehan. Michael shared on screen the budget with the membership. He reminded us of the presentation last year in Manchester and the 5 key items for attention. To reiterate, Michael's report highlighted:

- Raised a further \$ 31,249 in the Capital Campaign
- \$15,00 was set aside in Balance sheet for development purposes
- Establishment of Endowment Fund considered
- \$ 5,000 was approved for development of website to support President's 4 Working Groups
- Neutral Budget for 2018 agreed

Michael informed the Membership that the establishment of the Endowment Fund is still in process, it will be accomplished in the near future. He then talked the Membership through the Income spreadsheet and the Expenditure spreadsheet, and then moved to the proposed budget for 2019 and invited the Membership to ask questions. Discussion about the income and expenditures of the Journal made clear that increased membership and more subscriptions are important to cover the costs in the future.

As this was the last report of Michael as ISPA's Treasurer, Helen Bakker and Bill Pfohl, explicitly thanked Michael for the hard work he

has done to get ISPA into a healthier financial position. Bonnie affirmed this and thanked Michael for his last report.

4. The Leadership Workshop Report

The fourth item on the agenda was the Leadership Workshop report by President-Elect, Vitor Coelho. Vitor thanked all the participants of the workshop for their presence. The focus of the Leadership Workshop meeting this year were the Affiliates and their relations with ISPA. The participants worked in three groups on different questions. Vitor briefly summed up the advice and ideas for ISPA the groups came up with: (a) how to increase the affiliates' numbers, (b) how affiliates can help ISPA to accomplish his mission and (c) how to provide affiliates with clear and simple information. Please see p. 12 for Vitor's report.

5. Reports of Affiliates

Bonnie invited then the affiliates present to say a word. John Kelly, Past President of NASP, took the floor first and thanked the EC for the invitation to attend the Conference. He informed the Membership briefly about the NASP's new strategic plan for the next 5-7 years its emphasis of international collaboration.

Philip Ramming then took over and gave an update about the current issues of the Swiss Association of Child & Youth psychology mainly related to the transition to a renewed organizational structure.

Sharone Maital gave brief information about the association in Israel.

Odeth Bloemberg, as a representative of European School Psychology Centre for Training (ESPCT: a 'special' ISPA Affiliate), informed the Membership of the international and national trainings given from July 2018 til July 2019 and the Developmental meeting held in January 2018. ESPCT sees that it is becoming more difficult for school

psychologists to receive European subsidies for training, but that there is an increase in requests for national or regional training paid by employers.

Coosje Griffiths then took the floor and gave a brief report about the Affiliate Membership Group meeting.

Terry Bowles, as representative of the Australian association, informed the Membership briefly about the movement towards a more professional management in the organization.

Veronique Le Mezec, representative of the French School Psychologist's Association, shared that ISPA Affiliate Membership has been of great value to the position of the school psychologist in France.

6. The Cal Catterall Awards

Three people were selected to receive the Cal Catterall Award: Shefali Thaman, India; Jobi (Tat Shing) Yeung, USA. The recipients were invited to receive their awards from Bonnie Nastasi (on behalf of Garry Squires, Chair of the CCF) at the end of GA I. Jobi's reflection on receiving the Cal Catterall Award recipient is on page 18.



(Recipients of the CC Award, photo courtesy Bill Pfohl)

The Second General Assembly (GAII) of the ISPA membership was held at the 40th Conference, Tokyo Seitoku University, on Friday, 27th July 2018. GAII was formally

opened by President Bonnie Nastasi, who welcomed the 39 people present, thanking everyone for their support. With Michael Sheehan and Janet Muscut leaving the EC a warm welcome was given to Terry Bowles and Odeth Bloemberg who joined the Executive Committee as Treasurer and Secretary.

7. ISPA Conference Basel, Switzerland, 2019

Jürg Foster was invited by Bonnie to present the website of the next conference in Basel. Jürg introduced the website, www.ispa2019.ch, on screen and recommended the Membership to visit the website regularly for new updates.

8. Vote on the budget for 2019

Terence Bowles, as new Treasurer, proposed the budget for 2019. The vote was carried unanimously, 22 persons all voted in favor. In reference to Michael having done such a job that ISPA now had money in account and that he was such a good catch, Terry ended with the Shakespeare quote (from "Much Ado About Nothing", Act 2, Scene 1): *"With a good leg and a good foot, uncle, and money enough in his purse, such a man would win any woman in the world...."*

9. Accreditation

Bill Pfohl presented the ISPA Certificate of Accreditation to representatives of the University of Hong Kong.



(Receiving ISPA Accreditation, photo courtesy Bill Pfohl)

10. Pre-Conference Workshops

This year there were 11 workshops with in total 127 registered participants, according to Bill Pfohl, who thanked all the presenters for their contribution to this result. It's the highest number participants ever.

11. Presidential Citations

The Presidential Certificates are given to members in recognition of their contributions to ISPA. Recipients of the ISPA 2018 Presidential Citation Awards were (1) Bill Pfohl for his ongoing devoted efforts in organizing the Pre-Conference Workshops and (2) Michael Sheehan for the liaison between the Executive Committee and the Local Organizing Committee for this year's conference in Tokyo. Bonnie handed over the certificates and expressed the ISPA Executive Committees sincere gratitude for this special contribution to ISPA.

12. Awards 2018

The Tom Oakland Outstanding International Scholar Award. Following a citation by Michael Sheehan, the Tom Oakland Outstanding International Scholar engraved glass plaque was awarded to Paul Bartolo. Paul received the award and was totally speechless. More details follow on page 9.

The ISPA Award for Outstanding International Psychological Practice. Following a citation by Michael Sheehan, the ISPA Outstanding International Psychological Practice engraved glass plaque was awarded to Rosène St. Hilaire. For the first time since 2010, Rosène was not able to be present at the conference, so the plaque was presented by Michael to Veronique Le Mezec who kindly offered to hand it over to Rosène in France. More details follow on page 11.

6. Farewell

The meeting reached the point when changes of office took place. As outgoing associate editor of the Journal, Rik d'Amato received an engraved glass plaque with many thanks for his contribution to ISPA. Bonnie took the plaque for him in abstentia. Bonnie also thanked the Associate Editors (AE) from Rik's term as Editor and presented a stole and ISPA pin to Gertina van Schalkwyck who was the only AEs present at the meeting. Bonnie will deliver or mail the recognition to remaining AEs, Rina Chittooran, Melissa Bray, Beth Doll, and John Krantzler.

Lastly, the Membership said a heartfelt farewell to Michael Sheehan as he left the Executive Committee, having served six years as Treasurer, and to Janet Muscutt as she left the Executive Committee having served six years as Secretary.

10. Report on Central Office

Vera Molenaar presented the Annual Report on behalf of Central Office, Amsterdam. She apologized that Davy Blekman and Sue Lijkwan were not able to attend, but sent their regards. The video greeting from Sue, showing her baby girl and saying hello to all, was well received.

Jürg Foster used the opportunity to express his happiness with the cooperation with ZonderZorg concerning the Basel Conference in 2019.

11. Committee reports

The Secretary called for reports from committee chairs who were present.

- Sam Sung reported on the Training Working Group
- Jürg Foster reported on the Ethics Committee, details on page 14.
- Philip Ramming, on behalf of Peter Farrell, gave an update about the Accreditation Committee.

- Odeth Bloomberg reported on the first meeting of the Practitioner Working Group, details on page 14.

12. Issues from the floor

Jürg Foster expressed concern about the World Go Round, as the latest issues were distributed late. Bonnie recognized this saying the Executive Committee is aware of it and that she is in conversation with the editor and thinking about expanding the editorial board. The advice was given to change it into a digital newsletter.

Terry Bowles proposed the idea of sending the budget proposal to the Membership before the conference and hosting a separate meeting about the financial budget and proposal for questions and discussions. In this way there would only have to be voted on the budget during General Assembly which is less time consuming. This led to a general discussion about the format of the General Assembly with the main question: 'can we change to one meeting instead of two?' As member of the Local Organizing Committee of the Basel Conference Jürg was strongly in favor of a conjoint meeting. The Executive Committee will take this subject into account.

Frank Worrell then took the floor and shared that he missed the singing and dancing occasions during this year's conference. Bonnie agreed on this and added that the Executive committee is thinking about installing a conference committee who take care, in cooperation with the Local Organizing Committee, that all the 'ISPA ingredients' are covered in the conference.

Deadline for the December's Edition
*World*Go*Round* is November 15, 2018

Julia Coyne, Editor
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Paul Bartolo Receives The Tom Oakland ISPA Outstanding International Scholar Award, 2018

It gives us great pleasure to present Paul Bartolo the Tom Oakland ISPA Outstanding International Scholar Award for 2018. Dr. Bartolo has been a scintillating presence at ISPA Conferences for several years and made a wonderful contribution to the development of the Association.



(Receiving the OIS Award, photo courtesy Bill Pfohl)

Dr. Bartolo is Associate Professor of Psychology in the Faculty for Social Wellbeing at the University of Malta. He has contributed to the development of the profession of school psychology through psychological practice, the promotion of psychology organisations, the training of psychologists and research and publications. He established the Government School Psychological Services in Malta in 1989, and was also the psychologist for a national program for the assessment and education of children with autism in Malta for many years. He was a founding member of the Malta Union of Professional Psychologists and was its president for four years. During this time, he played a key role in negotiations which

led to the introduction of legislation for the licensing of psychologists in Malta. He represented Malta at EFPA meetings where he was an active member of the standing committee on Psychology in Education. He attended his first ISPA conference in 2005, organised the ISPA conference in Malta in 2009, and was ISPA President Elect, President and Past President from 2011 to 2017. With Tom Oakland and Bonnie Nastasi, he was responsible for the updating of the ISPA Mission Statement in 2015. He also strongly promoted the launch of the ISPA new *International Journal of School and Educational Psychology* from 2013.

In the area of professional psychology, Dr. Bartolo developed the training program for school psychologists at the University of Malta and is currently coordinator of the training of psychologists in the different areas of specialisation in Malta. He has been part of the ISPA Accreditation process of school psychology programs across the world. His publications on the psychology profession include: 'How disciplinary and institutional orientation influences professionals' decision making about early childhood disability' (2000); 'Naturalistic decision-making task processes in multiprofessional assessment of disability' (2001); 'Communicating a diagnosis of developmental disability to parents: Multiprofessional negotiation frameworks' (2002). 'School psychology in Malta' in *The Handbook of International School Psychology* edited by Jimerson, Oakland and Farrell (2006); 'Why school psychology for diversity?' (2010); and 'The role of psychologists in inclusive settings' in *International Perspectives on Inclusive Education* (2015) by Emerald.

Dr. Bartolo's widest work, research and publications have been on inclusive education both in Malta and internationally. He chaired and edited the publication of the keynotes of

three international conferences, one entitled Autism: The challenge of inclusion (2000), another on Homosexuality: Challenging the stigma (2003); and those of the ISPA Conference in Malta on School Psychology for Diversity in 2009. He was elected coordinator of the Malta National Curriculum Focus Group for Inclusive Education (2001-03) culminating in the publication on *Creating Inclusive Schools: Guidelines for the Implementation of the National Curriculum Policy for Inclusive Education*. He extended his promotion of inclusion in Malta recently through a monograph on *Winning people's hearts: How inclusion and exclusion informed the Malta general election campaign of 2013*.

At the international level, Dr. Bartolo chaired the research group on Inclusion and Special Educational Needs of the Association for Teacher Education in Europe (2003-10), as well as a seven-country 3-year European Project (2004-07) which produced, in seven languages, the *Teacher's handbook: Responding to Student Diversity*. Since 2006 he has participated in several EU projects on inclusion and socio-emotional education: as a member of the expert panel of the FP6 project INCLUDE-ED (2006-11); as a consultant and advisor to three projects of the European Agency for Special Needs and Inclusive Education: one on the 'Organisation of Provision for Inclusive Education' (2011-14); one on 'Inclusive Early Childhood Education' (2014-2017) which has published four documents on the topic (see <https://www.european-agency.org>); and, presently, in the project on 'The Changing Role of Specialist Provision in supporting inclusive education' (2018-19). He has also been a core team member of two EU projects: one for the production of a Resilience Curriculum (RESCUR) for early years and primary education (2012-15), and another on the program development for a Master in

Resilience Education (2016-18). Dr. Bartolo has also been co-author of two International studies requested by the European Commission Directorate for Education: one on *How Initial Teacher Education prepares student teachers to deal with Diversity in the Classroom* (2017); and one on *Strengthening Social and Emotional Education as a core curricular area across the EU: A review of the international evidence* (2018). Earlier this year he was appointed as Section Editor in the forthcoming new Springer Encyclopaedia on Teacher Education. The section comprises ten chapters on 'Inclusive Education and Social Justice: Equal Respect and Opportunities for All'. To paraphrase Prospero in *The Tempest*, his knowledge of psychology and education 'cannot be measured or confined'.

With his indomitable spirit and matchless energy, Dr. Bartolo has been a vibrant life force in ISPA for the past thirteen years. We are delighted to present him with the 2018 Tom Oakland ISPA Outstanding International Scholar Award.

Rosène de Saint-Hilaire Receives The ISPA Award for Outstanding International Psychology Practice, 2018

We are delighted to present Rosène de Saint-Hilaire with the 2018 ISPA Award for Outstanding International School Psychology Practice. She has regularly attended every ISPA Conference since her first ISPA Conference in Durham, New Hampshire, US, in 2010, and is an exemplar of the scientific practitioner, whose daily work is consistently informed by best practice at both national and international levels.



(Receiving the OIPP Award, photo courtesy Bill Pfohl)

Rosène has worked as a school psychologist for several years in the French education system, and more recently with young children in a counselling centre. She has devoted her career to promoting the wellbeing of children through facilitating the enhancement of their academic achievement.

As a prominent member of the Association Francaise des Psychologues de L'Education Nationale (AFPEN) for several years, Rosène has consistently sought to develop international links. Our distinguished colleague, Jean-Claude Guillemard, was appointed as the first AFPS (now AFPEN) delegate to the ISPA Colloquium in York, UK, in 1979, and the partnership has continued ever since, a period of almost 40 years, and continues with Rosène's leadership.

Rosène served as ISPA's official delegate for AFPEN for thirteen years, spanning from the Exeter Conference in Great Britain in 2004 until the Manchester Conference in 2017, and has been instrumental in strengthening ISPA's ties with AFPEN. She invited Helen Bakker as ISPA Past President to speak at the 2009 biennial AFPEN Conference in Clermont Ferrant in central France; she facilitated Jürg Forster's ISPA's Presidential Address in Strasbourg in 2011, and Paul

Bartolo's ISPA Presidential Address in Nice in 2013, when both were represented at AFPEN Conferences as respective ISPA Presidents.

Further, Rosène was the chair of the AFPEN International Committee that was established in 1985, and regularly publishes an International Letter for the members of their Association. She has frequently reported on AFPEN activities at ISPA General Assemblies over the years.

In terms of French representation at ISPA, two ISPA colloquia were held in France over the years, first in Orleans in 1984, and subsequently in Dinan in 2001. Rosène's early commitment to ISPA was already evidenced by her membership of the LOC for the Dinan Conference, which made the conference a memorable success for many.

Rosène's international commitment was further evidenced by her involvement in the ISPA European Committee, which was established in 2001, with the aim of increasing communication and collaboration among European school psychologists. She was then appointed as one of the co-chairs of this Committee at the ISPA Malta Conference in 2009. At a practical level, her collaboration and leadership are evidenced through the support of the European Committee of the work of the ISPA Centre for Training (ESPCT) for European school psychologists, as well as for the International Crisis Intervention Network. Further, Rosène served on the Advisory Board of the ESPCT which is continuing this vital work. Due to her support and leadership, Bernard Meissner, as an ISPA member and chair of ESPCT, was a guest at the AFPEN Strasbourg Conference.

It is due to her dedication and involvement in supportive collaboration that Rosène is a most deserving recipient of the 2018 ISPA Award for Outstanding International School Psychology Practice.

Committee and Working Group Reports from Tokyo, 2018

Leadership Working Group

Vítor Alexandre Coelho, ISPA President-Elect

Per tradition, during the morning of the first day of the conference, ISPA members who have held, or currently hold, leadership positions within ISPA meet for the Leadership Workshop (around 30 persons this year). The goal of this workshop is to provide strategic planning for the development of the association. The task of coordinating this Leadership Workshop falls to the President-Elect, so this year it was the first time that I had the pleasure of doing it.

All this meant that it was up to me to propose a theme (which for this year was ISPA's affiliates and their relationship with ISPA), run the humoristic side of the introduction, as well as provide information about the present situation of the membership. In terms of membership statistics, there was good news to share. ISPA membership recovered student members, with an increase to 213 in 2018 from 108 in 2017 (which means we are on track to reach the 352 student members we had in 2016). Regarding professional memberships, there was a slight decrease (from 371 to 356).

For the workgroup, ISPA leadership split into three groups and addressed these questions:

1. How can ISPA get more affiliated organizations?
2. What does ISPA provide its affiliates?
3. What can the affiliates do to help ISPA accomplish its mission?

The first group suggested that, for **ISPA to increase its number affiliates**, there is a need

for an organizational structure within ISPA which can connect with other parts of the world. The proposal by the working group is to use the existing international relationships as a starting point, given they are one of the strengths of ISPA. They also suggested to “infiltrate” other countries with an understanding who SP are and how they can work to pass on the practice of school psychology, providing mentorships from current affiliates, and contacting SP training programs. The group also contributed with a couple of definitive ideas: 1) To reduce the cost of being an affiliate to \$10 for the initial year, mirroring the initiatives for student members; 2) Give out the online access to the journals to new affiliates, since ISPA has unused online journal subscriptions.

The second group suggested that **ISPA can provide its affiliates with** clear and simple plan that is readily available about how to become an affiliate, what and how to pay, as well as communication regarding when the affiliate payment is due. The group also suggested including more information on the website, as well as professional opportunities such as lecture exchanges and webinars. Finally, the group suggested that ISPA can provide their affiliates with copyright permission to maybe two World Go Round articles, so that affiliates may translate to their language and share it in their networks.

The third group suggested that **affiliates can help ISPA to accomplish its mission** by: a) organizing a conference in their country; b) bringing groups to the conference from affiliated countries and by translating and sharing documents (e.g., aims; ethics). This group also suggested that given ISPA’s success in connecting with UNESCO, affiliates may find more colleagues who could fulfill such a role.

All groups were in agreement that it is important to build a few elements into the ISPA structure so that these changes might take place: for example, it needs to be worked out who is going to be in charge of this process and who is responsible for follow up. The group, as whole, expressed that there is a need to be targets for the coming 2 years of affiliate expansion.

In all, the energy and enthusiasm of ISPA leadership was evident. The group laid out some very interesting plans for the coming year regarding ISPA and its Affiliates. And, as a culminating event that to capture all the energy and enthusiasm generated that morning, Bill Pfohl in his capacity as Chief Photographical Officer (CPO), led the entire group to a nearby staircase for a photo of ISPA’s Leadership in a heroic pose.



(Heroic Staircase Pose, photo courtesy Bill Pfohl, CPO)

Ethics Committee

Jürg Forster, Chair

The Ethics Committee is a Standing Committee of ISPA. Its annual meetings are open to everyone who is interested in ethical issues. School psychologists from Canada, the Netherlands, USA, China, Ireland, France, and Switzerland attended this year's meeting. Rina Chittooran, a member of the Ethics Committee, who is also an Associate Editor of ISPA's *International Journal of School & Educational Psychology*, presented a paper entitled "Ethical considerations for research with children in international contexts." Her presentation included a discussion of ethical and cross-cultural issues that researchers must consider when they are conducting research with children in global settings.

One of the tasks of the Ethics Committee is to evaluate on a regular basis whether the ISPA Code of Ethics needs to be revised. New global developments or upcoming challenges to school psychology practice can make this a necessity. At this meeting it was agreed that cloud-based testing entails risks to the privacy of all persons involved in an assessment, including the school psychologist. A conflict of interest arises when the use of risky new technologies facilitates the workflow. This topic will need to be addressed in the next revision of the ISPA Code of Ethics.

A discussion followed on how school psychologists write reports. Often Local Educational Authorities or School Boards are interested in reports that identify weaknesses or disabilities in students, so they can justify costly supports. On the other hand, school psychologists know that strength-based assessments are more helpful than assessments that focus on deficits. This is another topic for which the Code of Ethics can provide guidelines. However, the committee members

don't think that it is already time to revise the Code that was approved 7 years ago at the ISPA General Assembly in Vellore, India. For the time being, it is more important to let ISPA members know where they can find ISPA's ethical guidelines. The Code is published on the website and following the steps to the Code of Ethics page: www.ispaweb.org >About ISPA>ISPA Publications > ISPA Code of Ethics.

Practice Working Group

Sally Baas & Odeth Bloemberg, Co-Chairs

The Practice Working Group met on July 26, 2018, at the ISPA Conference, and established its foundational charge:

The Practice Working Group's goal is to support school / educational psychology practitioners around the world to improve healthy development and quality of life for children; and create standards for practice that are contextualized. Additionally, group practitioners will share their goals to develop standards for practice that are contextualized to their country/region; create database of tools, best practices, and experts in specific topics (to serve as consultants); create worldwide definition of practice that can be contextualized. Work group colleagues will discuss inspiring and creating successful teamwork based on professionals clarifying their vision and values and envisioning the future with common purpose while challenging, experimenting, and moving through challenges by promoting competence and trusting relationships while facilitating action and recognizing and appreciating contributions, victories, and accomplishments.

The group agreed upon the following leadership model:

-Model the way forward by demonstrating beliefs through actions. Clarify the vision, purpose and values that will drive the work.

-Inspire a shared vision by Identifying the common purpose and passion that fuels the work.

-Challenge the process by searching for the opportunities and experimenting.

-Enable others to act by promoting and fostering collaboration.

-Encourage the heart by recognizing contributions, victories, accomplishments, and showing appreciation.

Topics for increased effectiveness through consultation with school personnel, students, parents which are needed to be successful include the following professional activities (in random order):

-Helping refugee children: high need of awareness and tools.

-Responding to the global needs within psychology.

- Meeting the needs of a changing environment in terms of “Super Diversity.”

-Understanding family contexts from which the students come (i.e. language, behavior, values, attitudes, relationships).

-Seeing the child as much more than their behavior.

-Best practice for child advocacy.

-Poverty and economic divide compelling children to take food home so they have something to eat.

-Helping SP understand how important heritage languages are.

-Pervasive influence of social media.

-Neither parent speaking the same language.

Additional very serious needs were identified to include:

-Changing concept of parenting (different constellation).

-Extended families providing complexity.

-Technology driving new skills such as turning the page of a book.

-Cyberbullying.

-Community re-integration of child soldiers and how can they receive support.

-Family disruption (military, divorce, extended family, etc.).

-Students aspiring towards a certain profession; however, not having the skillset.

-Concerns regarding media influence driving dreams and decisions.

-Helping parents know how to realistically understand their child’s ability.

-Teacher stress.

-Parental anxiety about their children and their own mental health.

-Parents’ easy access to teachers (email).

-Protective factors for teachers, SP and other care givers.

-Financial situations.

The decision was to continue the conversations online and using a platform such as ZOOM to further the work of this group through the year. If you have expertise about any of the topics mentioned or if you would like to join the working group please feel free to contact us at Odeth Bloemberg: bloemberg@upcmail.nl and Sally Baas: baas@csp.edu.



(View of the venue., Photo courtesy Shirley Natzel)

Pre-Conference Tour A Memorable Experience

Shirley Natzel, Trip Coordinator

The pre-conference tour group consisted of 20 adventurous colleagues, spouses and friends. All had a very exciting and enriching experience learning about the history of Japan and its culture through our own and collective experiences, as well as the information provided by our English speaking guide, Okie.

Our journey began in Tokyo on the Nozomi 17 Super Express train that runs in excess of 186 mph which took us to Hiroshima in a short period of time.

In Hiroshima, a ferry took us to Miyajima-guchi which is a UNESCO World Heritage Site and consists of a Shinto shrine located on an island. The shrine is noted for its “floating tori gate.”

The following day we visited the Hiroshima Atomic Dome and the Hiroshima Peace Memorial Museum with its Atomic Bomb Dome, the Peace Bell and the Flame of Peace. This became a World Heritage Site in 1996. These structures are designed to give visitors a deeper understanding of the suffering caused by war and nuclear weapons and the value of peace. There are many exhibits in the museum which display A-Bomb artifacts and personal belongings left behind by the victims.



(Ryokan Saichoraku, Photo courtesy Shirley Natzel)

The group also had another train ride on the Nozomi 22 to Kyoto and enjoyed a traditional Bento box lunch on the way. Kyoto was the capital of Japan and the residence of the Emperor from 794 until the Meiji Restoration of 1868, when the capital was moved to Tokyo.

In Kyoto we were privileged to see the Ginkakuji Temple (Silver Pavilion) with its beautiful stone gardens, and Choin-in Temple with its Sanmon Gate which is the largest wooden gate in Japan and dates back to the early 1600's.

We also visited Kiyomizu-dera Temple which is part of a UNESCO World Heritage Site and was founded in 778. In the evening we were able to explore Pontocho Alley in downtown Kyoto which is one of the City's most atmospheric dining areas where we had a traditional Japanese dinner with our own hibachi grills to cook our meat and vegetables.

In Nara, we visited Todaiji Temple or the Great Eastern Temple which is one of Japan's most famous and historically significant landmarks. The main hall of the temple houses one of Japan's largest bronze statues of Buddha. We were able to experience a deer park with tame deer that loved to be fed and would perform for specially purchased crackers. Other highlights of visited attractions include Byodoin temple, Eiheiiji temple, and the Tojinbo Cliffs which are an ancient rock formation. In Kotoku-in we saw the Great Buddha (Daibutsu) a bronze outdoor statue which is one of the most famous icons of Japan and is designated as a National Treasure. We cruised on Lake Ashinoko, also known as Lake Ashi, which afforded us views of Mt. Fuji. The group also visited the Nishiki Market which is easily the best traditional food market in the city of Kyoto.



(Kamakura: Daibutsu, Photo courtesy Shirley Natzel)

Cultural experiences included a Saki tasting at the Choryo Brewery, an overnight stay at Ryokan Saichoraku which allowed us to sleep on futons and experience the public baths as well as wear kimonos and mingle with local families on vacation. In the Gion District of Kyoto, we saw a program presented by the Kyoto Traditional Musical Art Foundation which consisted of a Tea Ceremony, Japanese Harp playing, Flower Arrangement, Court Music, an Ancient Comic Play, a Kyoto Style Dance, and a Puppet Play. All of these displays of Japanese culture were fascinating to us who are used to Western culture.

Along with all of our sightseeing and cultural experiences, we were recipients of the wonderful kindness and hospitality of the Japanese people. They were extraordinarily helpful and made our visit very comfortable and pleasant. Their love of nature and the environment is clearly evident in the Japanese's people care of all living things and the cleanliness of their environment.

On our last day our guide Okie sang Sayonara in Japanese and English. He indicated that it can mean "good bye" or "until we meet again". I think our group would be in favor of the second interpretation! Many of us would like another trip to Japan as there is still much to see and experience!



(At the conference, photo courtesy Shirley Natzel)

Cal Catterall Award: My First ISPA Experience

*Jobi Tat Shing Yeung
Northeastern
University, USA*



I could not ask for a better first experience for an ISPA conference. One of my classmates went to the ISPA conference in Manchester last year and highly recommended it as she was impressed by the friendly people and diverse perspectives. After attending the one in Japan this year, I would say she was absolutely right.

As a PhD student based in the US but doing international research, I am interested in the latest research conducted in other countries and how I can apply to and improve my own research. Getting quality feedback on my research was one of the reasons why I wanted to go to the ISPA conference in the first place, and I got what I came here for. The ISPA organizers tried to organize three paper presentations on similar topics in the same time block so that scholars and students who shared the same interests and expertise could gather together. It worked well for me as the three presentations were all related to scale validation. I received feedback on how I could improve my methodology, which would be beneficial for my dissertation.

Another highlight at the conference was the approachable people. At lunchtime, while we were munching on the beautiful bento box provided, we had interesting conversations with people from around the world. We discussed how we approached the same problems differently in school and clinical settings across countries. Considering

contextual factors, I then reflected on whether these varied approaches could be applied to settings I have worked in to improve mental health services in applied settings.

Lastly, as the recipient of the Cal Catterall Award, I had the privilege to attend the ISPA General Assembly with all the core and affiliate committee members. It was eye-opening as I listened to the presentations from different committees on how they carried out their respective duties to run an international organization, promote school psychology in different countries, and train the next generation of leaders to sustain the development of ISPA and school psychology as a professional discipline.

I am indebted to the generous support of the Cal Catterall Award from ISPA to make my visit to this wonderful conference possible for students like me who need funding to travel to the other side of the world. These learning experiences have improved my research, practices, and understanding of international school psychology issues, and I hope that this initiative will continue to benefit other individuals in the future.

Deadline for December's Edition

*World*Go*Round* is November 15, 2018

Julia Coyne, Editor
jhcoyne@mac.com

Submit Early, Submit Often

Candidates for ISPA President- Elect

Shane Jimerson
Past President,
ISPA



It is that time of year when we have an opportunity to elect new members of the ISPA Executive Committee.

This year, there is one position that we are voting for: President-Elect of ISPA. We are delighted to share that there are multiple candidates who have expressed their enthusiasm and willingness to contribute leadership to the future of ISPA.

The individual elected will serve as ISPA President-Elect for 2 years, then as ISPA President for 2 years, then as ISPA Past-President for 2 years; therefore, this is a 6 year commitment to ISPA leadership. These contributions are incredibly important to the future vitality of ISPA and we are grateful that there are so many ISPA members who have expressed their commitment to contribute and provided a statement of their interest and a brief bio for consideration by all. We encourage you to take time to review the candidate statements and bios and then submit your vote.

Candidate information is presented here in alphabetical order, and you will be able to submit your vote online by following the link that will be sent to you via email on or near Monday, 26 November by Central Office. Best wishes to each of the candidates. We are grateful for your enthusiasm to contribute further to ISPA leadership.

Sally Baas



It is my privilege to submit this candidate statement for the position of President-Elect of the International Association of School Psychologists (ISPA). I am committed to leading this global organization in its support of the profession of school psychology, schools, teachers, children, parents, families, and communities worldwide. Recognizing the multi foci of the organization with the central focus on child well-being and children's rights, I recognize and commit myself to keep strong these critically important goals. These must be approached with non-discrimination and inclusive approaches based on psychological principles garnered from research, professional training, practice, and advocacy. Clearly, these are derived from leading by convening global educational leaders through stakeholder engagement and organizational collaboration.

These are goals which I would like focus on with ISPA:

- Increase ISPA's visibility through garnering more affiliate worldwide organizations.
- Support the organization worldwide by developing an ISPA Educational Consultation Program to link those with expertise to those needing it.
- Clarify the practice of school psychology in multiple countries across the globe.
- Build cultural bridges by collecting and disseminating translated and contextualized resources

- Promote professional development using current technical platforms
- Increase communication with a focus on shared storytelling and advocacy woven through world-wide avenues such as UNESCO.

As a strong organizational leader, I have had significant leadership opportunities as a teacher, principal, school psychologist, program director, and President of the National Association of School Psychologists (NASP), 25,000 member complex national organization. I have developed the personal skills and capacity to complete the responsibilities as the President-Elect of ISPA. I acknowledge my personal skills, and in collaboration with the ISPA Executive Committee and members, to work collectively to strategically model the way for this organization, to enhance a shared vision, to challenge difficult global dynamics, to enable others to successfully work and learn, and to provide the encouragement to the meet strategic plans and promises focused on enhancing member successes, supporting our fiscally sound management system, and assuring ISPA's sustainability.

Currently, in our ISPA organization, I am the Membership Chair, and I have had the opportunity to present cutting edge educational strategies for working with challenging children in Brazil, Amsterdam, the UK, and Japan. At President Bonnie Nastasi's request, I chair the Professional Practice Committee with the goal of supporting school/educational psychology practitioners around the world to improve healthy development and quality of life for children; and create standards for practice that are contextualized to develop standards for practice that are contextualized to country/region; create database of tools, best practices, and experts in specific topics (to serve as consultants); create worldwide definition of practice that also can be contextualized.

In 2016, I facilitated work to address the current and future needs of ISPA through leading

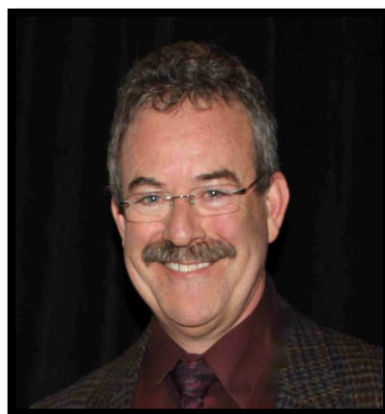
the Leadership Committee in strategic planning to lay a foundation programmatic success, and financial sustainability driven by the Association to increase membership, resources, and ISPA's contributions to the field of school psychology worldwide. I am also a member of the Multicultural Special Interest Group.

In the United States, as Past President of NASP, I assist states in strategic planning and organizational development, serve on the Indigenous American and Asian American subgroups of the Multicultural Committee, the Cultural and Linguistic Ambassadors for Recruitment Committee, Professional Positions Committee, and Urban School Psychology Interest Group. Nationally, I serve on the University of Maryland Medical School Board for the Center for School Mental Health, and the National Center for Systemic Improvement initiative on Leading by Convening. In the state of Minnesota, I am immediate Past President of the Minnesota School Psychologists Association, and serve in a variety of educational-related local, state and global-focused organizations.

Adding to my career as a teacher, principal and school psychologist, I have been at Concordia University, St. Paul, for the last 17 years, now as a Full Professor in the College of Education in both the Master's and Undergraduate Programs. Concurrently, to these various positions, I have been the Director of the Southeast Asian Teacher Program, creator and director of the Hmong Culture and Language Program, and also the Director of the English as a Second Language Program. During these years, I have been involved in speaking, doing research, as well as have written and received several million dollars in grant funding focused on the well-being of children from around the world, as well as having edited books focused on international topics. Most recently, I have served as an Ambassador to Romania on NASP's behalf to work with school counselors and School Psychologists on national

case load issues, and also to Huaihua, Hunan Province, China on the part of my university's Memorandum of Understanding with the university there. I appreciate your confidence in my ability to lead this forward thinking organization focused on child wellbeing.

Patrick Carney



It is my honor and privilege to be nominated as a candidate to serve in the position of President-Elect for ISPA. I have many years of leadership experience as a school psychology practitioner, author, university instructor and organizational leader at the local, provincial, national and international levels that will help me to serve ISPA members as President. I initially experienced the excitement and camaraderie of learning and socializing with so many fellow school psychologists at the international level when I attended an ISPA Conference in Greece in 2005, and I have benefited from my learnings and associations through ISPA since that time. More recently I have provided workshops at ISPA Conferences in Tokyo, Manchester and Amsterdam related to my practice and some of my interests in the areas of mental health well-being and learning exceptionalities. I have also participated at the Ethics Committee meetings of ISPA in Japan and Manchester.

My goals as ISPA President are to use the means of office to carefully reinforce each of the 8 areas outlined in the Mission statement for promoting School Psychology, relating to sound psychological principles; student well-being; educator collaboration; high standards for research, training and practice; the rights of children; institutional collaboration; and advocacy for inclusion. In particular, I am interested in supporting the ISPA Child Well-Being and Advocacy Committee and its work to collaborate with partners of common purpose. I believe we should consider the feasibility of more specifically promoting “sustainable” well-being through ISPA in collaboration with our UNESCO partner with its long term commitment to sustainable development for all. Our education systems that have been derived from the industrial age have sought to provide individuals with skills for economic success of self and state. This turns out to have been short-sighted in our now over-heated planet. The record heat-wave during our Conference in Tokyo was a good reminder of that, as was returning home to Canada where, similar to the USA experience, there are record numbers of fires burning in the forests on our west coasts. All of us know numerous examples of threats to weather, food supply, living conditions etc.

Sustainable well-being teaches students that well-being must not be achieved at the expense of other people, other species or the environment. Otherwise we all lose. There is needed hope, meaning and an antidote for despondency when our students learn creative ways to seek positive mental health and well-being for self and others through sustainability practices for economic prosperity, nutritious eating, housing, recreation and so on. Many education institutions are heading in this direction with amazing initiatives and accomplishments. School Psychology must be at the forefront of this movement.

Biographical Sketch:

- Senior Psychologist and Mental Health Lead for the Simcoe Muskoka Catholic District School Board in Ontario, Canada (22,000 students).
 - Author of best selling book in Canada for educators on mental health and well-being in school (Well Aware, 2015).
 - Co-Chair and a founding member of the Ontario Coalition for Child and Youth Mental Health consisting of Senior Executives from 35 provincial organizations across several government sectors.
 - Member of the Ontario Psychological Association Liaison Committee with the Ministry of Education in Ontario.
 - Elected to the status of Fellow with the Canadian Psychological Association, (2014); multi-year member of the Canadian Psychological Association (CPA).
 - Multi-year member of the Canadian Association of School Psychologists (CASP).
 - Multi-year member of the American Psychological Association (APA).
 - Recipient of the Award of Merit from the Ontario (Canada) Psychological Association for the individual or organization with “significant and sustained contribution to Educational Psychology” (2012).
- Previous:*
- Doctorate in Educational Psychology from the University of Alberta in 1981.
 - President of the Canadian Association of School Psychologists (1994/1995).
 - President of the Association of Chief Psychologists With Ontario School Boards (served 7 years).
 - Member of the Learning Disabilities Association of Ontario Committee appointed by the Ontario government to write a new definition of Learning Disability for Ontario (2001), and cited internationally.
 - Executive Council Member of the Alberta Psychologists’ Association during with the Publicity portfolio (elected) (1989/1991).
 - Executive member (appointed), of the Professional Examination Board for the Universities Coordinating Council of Alberta, (1989-1991).

-Part-time lecturer of University courses on psycho-educational diagnosis and assessment, psychopathology, learning, and more at 3 different Canadian campuses including Universities of Alberta, Laurentian, and Athabasca (over the span of more than 20 years).

-Psychologist, Chief Psychologist and then Director of the WCB Rehabilitation Centre in Edmonton, Alberta; followed by the appointment to the role of Provincial Director of Rehabilitation (1981-1991).

-Founder of the Behavioural Medicine Society in Alberta, which explored the application of psychological learning principles to health and well-being (1984).

-Psychologist with The Glenrose School Hospital in Edmonton Alberta serving Northern Alberta children with complex neurological conditions (1978/1979).

Chryse (Sissy) Hatzichristou



I am honored to be a candidate for the ISPA office of President-Elect. With over 25 years of experience in the field of school psychology, I have been active in the leadership of school psychology a prominent and vocal advocate for supporting children's rights and needs at local, national, and international levels.

My long-standing efforts to contribute to basic and interrelated areas of academic, research and professional experience in school psychology within the context of scientist-practitioner model represent my goal to draw connections between theory, teaching, research and practice, while developing partnerships between university and schools, including collaborations between universities and professional associations from different countries.

My education, research and professional experience in different educational and cultural systems and settings in the USA and Europe and my extensive involvement in national and international associations collaborating with colleagues from different countries has contributed to my cultural awareness and diversity sensitivity and have deeply influenced my professional and personal development.

My longstanding commitment to ISPA and involvement in various roles has provided valuable experiences in international collaborative initiatives and partnerships with colleagues from different countries, sharing knowledge and experience, cross-cultural understanding and sensitivity.

My goals for actualizing the central aims of ISPA also include the following:

-To foster the promotion of well-being and resilience of all members of school communities through social justice, child rights advocacy and culturally sensitive evidence-based interventions.

-To focus on furthering networks of scholars including faculty and students in school psychology programs to facilitate the emergence of school/educational psychology around the world and reveal the important contributions of school psychologists to the development of children, families, schools, and communities.

-To promote collaboration among members and interdisciplinary collaboration for the promotion of physical and mental health and

appropriate schooling of migrant and refugee children and youth and facilitating their adjustment.

- To promote the internationalization of school psychology theory, research, training and practice.

- To foster connecting colleagues across the world to promote collaborative projects to help support diverse and vulnerable groups of children and adolescents.

Biographical Sketch

I completed my undergraduate studies in Greece and graduate studies in psychology and school psychology in the USA (Master's degree and Certificate of Advanced Studies in Human Development at Harvard University and PhD in School Psychology from the UC Berkeley Graduate School Psychology Program). After graduate studies, I was a post-doctoral fellow at the Max-Planck Institute in Human Development in Berlin. I am currently Professor of School Psychology, Department of Psychology at the National and Kapodistrian University, Athens, Greece. I am also Director of the Graduate Program in School Psychology and the Laboratory of School Psychology in the Department of Psychology.

My primary research interests include resilience promotion in school communities, psychosocial adjustment of at-risk groups, crisis intervention, school-based consultation, evidence-based interventions in schools, and cross-cultural and transnational issues in school psychology training and practice. During the last twenty years I have been instrumental in efforts connecting theory, research and school-based practice (prevention and intervention evidence-based programs) for supporting children's learning, psychosocial adjustment and promotion of resilience in schools, including collaborations among Universities, communities, schools and professional associations at an international level.

I have previously been involved with ISPA leadership in many roles (i.e. as Secretary of the Executive Committee of ISPA, Co-chair of the LOC of the ISPA Conference in Athens, project leader of the international project "*Olympic Spirit through Children's Voice*" in collaboration with ISPA with the participation of school psychologists and students from 21 countries, member of the Accreditation and Research committees, Co-chair of the School Psychology Trainers Interest Group). I have previously served as an elected member and co-chair of the Committee of International Relations in Psychology of APA, chair of the Globalization Working Group of School Psychology Division of APA, member of Crossing Cultures and Continents Task Force and the Graduate Education Committee of the National Association of School Psychologists. I have been recently elected as a member of the Board of Trainers of School Psychologists. I also received the ISPA Outstanding International Scholar Award and the ISPA Presidential Citation Awards (2016 and 2017). I have also participated in numerous international research projects, resulting in multiple conference presentations and publications with colleagues from different countries. I have been co-editor of journal special issues regarding international approaches in school psychology training and practice (special issue on *Academic and Professional Preparation of School and Educational Psychologists: International Perspectives* with Prof. Tom Oakland as co-editor and special issue on *Social-Emotional Learning (SEL) Training, Intervention and Research Worldwide* with Prof. Maurice Elias as co-editor), and co-editor of the *International Handbook of Consultation in Educational Settings* (with Prof. Sylvia Rosenfield, published in 2017 by Taylor & Francis) and the forthcoming *Handbook of School Psychology*

in a Global Context (with Prof. Bonnie Nastasi, to be published by Springer).

Veronique Le Mezec



Today I am deeply honored to be candidate for the position of ISPA President-Elect. I am willing to contribute and carry on with ISPA's goals and organization, collaborating with the members, the Committee chairs and leaders, the conferences organizers, and the executive Committee members with the help of the Central Office as president (Elect).

I have been much aware of the very special ISPA spirit since my first attendance at the ISPA conference in Kreutzlingen in 1999: friendly, intense, empowering and professionally stimulating. The exchanges of ideas, professional experiences and researches, the discovery and confrontation with a wide range of professional practices, as well as the variety of school system organizations of the different countries are source of creativity. The diversity and richness of the different ISPA Committees along with the interactions groups, the leadership and pre-conference workshops give the opportunity to build collective reflections and actions for the children wellbeing in schools throughout the world. As a psychologist, both at school and at university,

I am very sensitive to all these aspects of ISPA's life.

GOALS for ISPA

If I am elected, I intend to:

- Enhance and support the work of psychologists in schools for the children's, parents' and professionals benefit, and more particularly in areas of the world that are in need.
- Raise awareness among policy makers about the impact of children's psychological development on their school achievements and wellbeing (namely with the help of ISPA Committees, affiliate associations and UNESCO).
- Develop the network of national associations of school psychologists sustain links between practice, applied psychology and research.
- Develop ISPA visibility and facilitate membership among students and new psychologists.

My experiences as a psychologist, trainer and former president of France's School Psychologists association - AFPEN have enabled me to develop competences which are required in such a demanding position as ISPA President: dedication, leadership and communicative skills. I have taken part in ISPA conferences since 1999. When I was president of AFPEN, being a member of ISPA proved to be extremely valuable in order to help set up the new status of school psychologists in France, which was accepted by the French government in 2015.

ISPA's leadership makes the difference in many countries when the development of the importance of psychology and the work and training of psychologists in schools are at stake.

Together, we still have a lot to discover, to create and to build in all these matters. This is why I stand for the presidential elections.

CURRENT PROFESSIONAL POSITION AND TITLE:

1. School Senior Psychologist since 1991 - Brittany, France.
2. Supervisor and Trainer for psychologists and teachers, since 2003 - University of Rennes, France.
3. Psychologist – Hospital Center for children with language and learning difficulties since 2016.
4. Member of the French National Recruitment Committee of School Psychologists since 2017.

OFFICES HELD IN ISPA OR OTHER FORMS OF SERVICE TO ISPA:

- ISPA membership since 1999 (First ISPA conference Kreutzlingen – Swiss)
- Member of ISPA Crisis Intervention Network
- Member of the ISPA Ethics Committee
- Member of the Affiliate Associations Committee
- Member of the organizing committee for ISPA 2001 DINAN-FRANCE
- Delegate to UNESCO-PARIS ISPA on behalf of AFPEN – French National Association of School Psychologists ISPA affiliate association 2009-2011 for ISPA
- Co-delegate and delegate of AFPEN – French National Association of School Psychologists ISPA affiliate association to ISPA 2015
- Participations to ISPA conferences (single paper, symposium and poster presentation).

RELATED PROFESSIONAL EXPERIENCE:

- School teacher 1984-1989 (primary, preprimary schools, and special needs adolescents).
- Conferences for parents and professionals
- Articles for various psychological reviews and books.
- President of AFPEN – French National Association of School Psychologists 2011-2015, vice president and member of the executive committee of AFPEN 2001-2018.
- President of AFPEN Bretagne – French Association of School Psychologists for Brittany 1996-2007, chair organizer for

conferences AFPEN Bretagne – Rennes2 University (1998-2006).

-Participations in University and professional seminars and researches.

-Trainer for Crisis Intervention, ESPCT – European School Psychologists Center for Training since 2018.

Jean Ramage



Jean Ramage, PhD is one of the pioneering school psychologists in the USA. She was in the first class at the University of California, Berkley, has been President of the National Association of School Psychologists, California Association of School Psychologists, Hawaii Association of School Psychologists and the Oregon Association of School Psychologists.

Dr. Ramage is committed to serving children and youth. She represented the profession at the US federal level for over a dozen years at the time of the development of federal special education laws and mental health services for children and youth. She has also been involved in the teacher education reform efforts across the USA, being a dean of education for over 12 years.

She established the multicultural-bilingual school psychology program at the San Diego State University. She has worked to establish psychological services for children in Canada, Columbia, Peru, and Brazil. She assisted in the development of a joint teacher

education program between universities in California and Mexico.

She also was the administrator of the School-Based Behavioral Health program in Hawaii that introduced mental health services to all the children in Hawaii, who are mostly Asian and Polynesian.

She is especially known for her early and ongoing support for civil rights and social justice. She presently teaches at California State University, Northridge in the school psychology program. Her students come from all over the world. She also serves as the Liaison between the California Association of School Psychologists and the School Psychologists Educators of California.

As President of NASP, Dr. Ramage worked closely with Cal Catterall in establishing the International School Psychology Association. She attended the first ISPA conference in Germany, which sparked her respect for school psychologists and educational psychologists across the world. She also wrote an article for the International Journal of School Psychology on how the United States education system differs from most countries because it is decentralized to the States and Local Districts.

Dr. Ramage would bring to ISPA a commitment to support professionals around the world. She has experience with membership development and planning international conferences. She likes to work collaboratively with other professionals and is willing to assist those who, like her, want to bring a world perspective to our profession. NASP has asked her to give the Legends Address at the 2019 NASP convention. She would bring extensive experience. She also is known for ability to empower others to take on challenges and come up with meaningful solutions to academic issues, as well as school-based issues.

Making the Move Abroad: Seeking International Opportunities

Kelly Carrasco



Starting my career in Japan was a unique path for professional growth, considering that it is not the typical employment trajectory of a U.S. school psychologist. Working abroad could be a more common path for professional development in school psychology, and it is an avenue I would strongly encourage others to consider. Embracing international opportunities, I am convinced, tremendously enhances our competencies in service to children and families, because what is gained is much greater than what can be experienced in a traditional practicum setting within one's country. The following provides some information and insights from my journey that may be relevant for others considering seeking international opportunities in school psychology.

In the Beginning

My early academic work put me on a fairly predictable trajectory through graduate school. I grew up in Texas and after completing my undergraduate degree in psychology at the University of Texas, I immediately entered the School Psychology Ph.D. program at the University of Florida. The routes for professional success became clear, and I progressed steadily down the expected path of academic accomplishments. Despite understanding the necessary steps to advance in my professional life, a yearning desire to find

balance between personal and professional goals put me on an alternate course. At this juncture, I began exploring the possibilities and thinking about what opportunities may provide optimal personal and professional development.

Seeking Enlightenment and Enrichment Abroad

In considering different working environments, my husband and I contemplated the idea of living abroad to provide our preschool-aged children the opportunity to have a distinct cultural experience and learn a second language. During my search for openings I came across a job posting advertising a postdoctoral research fellow position at the Okinawa Institute of Science & Technology Graduate University (OIST) in Japan. Fortunately for us, we found that the opportunities offered by this institution would be a good fit for both of us, and more importantly, that immersing our children in Japanese culture would be a lifelong benefit to their lives. Thus, following many discussions and preparations, we packed our belongings and headed for Japan.

Working in Japan

The Okinawa Institute of Science & Technology Graduate University (OIST) is a small, young graduate university situated on the island of Okinawa in the southern region of Japan. The Japanese government established OIST to conduct internationally outstanding education and research, to contribute to the sustainable development of Okinawa, and to advance science and technology in Japan and the rest of the world. Over half of the students and researchers at OIST come from abroad, creating a diverse workforce representing over 50 countries. In addition to OIST, Okinawa hosts several U.S. military bases, with over 30,000 active military members, contractors,

and their families stationed on the island. This multicultural population living in Okinawa has contributed tremendously to my development as a school psychologist.

Professional Growth

The research unit that I work with at OIST is primarily focused on Attention-Deficit/Hyperactivity Disorder (ADHD) and its associated features in school-age children. As a lead clinician, my work involves conducting comprehensive assessments of children who have or are suspected of having ADHD, running experimental tasks, and reporting findings and recommendations to families. During my time at OIST, I received postdoctoral supervision hours, obtained licensure, presented at workshops and conferences, and submitted manuscripts for publication. I was also fortunate to participate in the International School Psychology Association's 2018 conference in Tokyo, Japan, where I attended so many informative sessions and enjoyed the opportunity to meet school psychologists from around the world. The location may seem atypical, but the professional experience has been everything I expected for my postdoctoral work.

Many times, though, it is the less formal aspects of my work that have led to substantial professional development. For instance, listening to my Japanese colleagues explain embedded values of obedience and conformity in Japanese society helped elucidate why somewhat mild levels of defiance were so distressing to a parent that was participating in our research. That information allowed me to make a distinction between what I saw as a cultural difference from my American viewpoint to now a cultural understanding of why that difference exists. Often times, the phrase “in my country,” is stated in various conversations with friends and colleagues at OIST, and what is learned in that moment gives

me information that would be hard to appreciate in any other context.

Personal Growth

I did not anticipate the extraordinary personal experience I would receive in Okinawa. Indeed, what I have obtained during my postdoctoral time is not limited to professional growth, but rather an immense change in life perspective. Daily personal occurrences continue to give me a unique understanding of cultural differences that cannot be taught in a classroom, even in a diverse country like the U.S. Experiences, like being unable to read labels or navigating an unfamiliar school system, bring a wide range of thoughts and emotions. These experiences and fresh perspective, without a doubt have given me a reference point that I did not know I needed to enhance my personal and professional life.

Family Growth

The greatest beneficiaries of this entire journey have been my children. My daughter attends a bilingual English/Japanese preschool, and my son is now in *ichinensei*, or 1st grade, in our local public school. As we hoped, considering his age when we moved, my son now communicates as a native speaker in his school setting. He receives additional English language support with other international children whose parents work at OIST. It is a small group of third culture kids, many of whom are trilingual English, Japanese, and home-language speakers, and their life experiences are worlds apart from my own childhood in Texas. By moving to Japan and living in this international community, our children are on a trajectory to become part of a larger community, as members of an increasingly global society.

Pursuing International Opportunities

There are multiple avenues to personal and professional success if you are willing to take the chance. Living and working in Japan, among this international community, taught me many lessons I did not know. As a field, while we continue to push for greater demographic representation among our professionals to better reflect the diverse populations of children and families that we serve, we should also be pushing for greater experiences that give us new perspectives. Now, as I near the end of my postdoctoral fellowship and search for the next job prospects, I plan to advocate for more international cooperation opportunities for students and school psychologists. The paths to professional and personal success are rich and varied if you choose to pursue them.

International Journal for School & Educational Psychology

Gertina J. van Schalkwyk, Editor

The *International Journal of School & Educational Psychology (IJSEP)* is the official journal of the International School Psychology Association (ISPA) published by Routledge of Taylor & Francis. As the newly appointed Editor of this great journal, a meeting point for like-minded individuals, practitioners and researchers around the globe, I extend our heartfelt thanks to the former Editor-in-Chief, Professor Rik Carl D'Amato, who has worked hard to set and maintain the high standard of journal articles in the first 5 volumes. The articles were deemed scientifically sound and relevant to the international community and professional audiences in the field during a review by the Content Selection & Advisory Board (CSAB), and *IJSEP* is now accepted for inclusion in SCOPUS as of 2018.

IJSEP aims to achieve the mission of ISPA advocating for the success of children and youth of the world both academically and in life. With this aim in mind, we give voice to ISPA through an English-language journal. Collaborating across disciplines and publishing scholarly papers, *IJSEP* contributes to the knowledge base of school psychological services, applied educational psychology, educational research, and assessment operating internationally and in cross-cultural settings. Researchers and practitioners engage with the many challenges the youth of today face, proposing innovative ideas and practices for teaching, learning and schooling that could serve the best interests of all involved and focusing on a range of school/educational psychology-related areas. Ecosystemic thinking and a developmental orientation to scholarship position *IJSEP* towards the interconnectedness of all systems involved with the effective functioning of the individual in context.

In the first two issues of 2018, *IJSEP* gave voice to scholars from various countries. Starting with a Validation of the Positive Life Assets Scale for high school students in Thailand, Tripathi (2018) explored a new measure to “identify both internal and external life assets” and concluded that the PLAS is useful to investigate the power of community, family, peer and wisdom as assets and support for the self. Fischer and colleagues (2018) examined the utility of videoconferencing to support school consultation, a tool that could be of great advantage to school/educational psychologists living and working in outlying regions of the world. From Sweden, Malmström and Öqvist (2018) explored the attitudes and intentions towards higher education, while Chao and colleagues (2018) investigated a learning behaviour scale for students in Trinidad and Tobago. Following the international focus of *IJSEP* articles, Lijadi and

Van Schalkwyk (2018) discussed the role of international schools in the educational experiences of Third Culture Kids. The final article in this issue reported on the Validation of the Chinese version of the Social Emotional health Survey-Primary (Wang, Yang, Jiang, & Furlong, 2018) expanding on this important aspect of our work with an under-represented population. A heartfelt thank you to all the authors for their excellent papers and I do hope the readers of *WGR* will make use of this overview to expand their knowledge base on the various topics presented in *IJSEP* 6(1).

In *IJSEP* 6(2), we continued the tradition of publishing high-quality research reports aimed at making a global impact. Exploring social justice in school psychology research, Emily Graybill and colleagues (2018) espouse the importance of improving our research practices and conclude with calling up researchers and practitioners to not only ensure social justice in research projects but also to implement just and fair practices in schools. School bullying has long been a phenomenon that worries practitioners worldwide and with the advances in social media, cyberbullying has added a context for both public and private bullying to escalate. Aoyama and colleagues (2018) examined the emotional responses of Japanese middle school students, while Atli (2018) explored the psycho-emotional experiences of school-going youth in boarding schools in Turkey. Siyez (2018) also investigated homesickness amongst Turkish school students in an attempt to advise practitioners regarding school-related variables associated with anger. Staying the Middle East, Ghahari and Farokhnia (2018) explored the outcomes of a quasi-experimental design evaluating different types of assessment for youth engaged in learning English as foreign language. Staying with issues pertaining to language learning, James and Hannah (2018) explored the validity of a spelling and grammar

waiver in the school leaving certificate examinations in Ireland. As above, I congratulate the authors of these articles. WGR readers are encouraged to log in to the *IJSEP* website at <https://www.tandfonline.com/toc/usep20/current> for access to the full articles.

The third issue of *IJSEP* (6(3)) is currently in the final production phase and will soon be available online for ISPA members and in print for affiliates and subscribing institutions. In this issue, Lisa Woolfson, Emeritus Professor of Psychology and Action Associate Editor for *IJSEP* writes about *Engaging with the research to practice challenge* in the editorial. In her editorial, Lisa Woolfson explore the challenges of bridging the research-practice gap and urges *IJSEP* readers and ISPA members to read “beyond our intrinsic personal interest in a topic to increase our skills, knowledge and understanding.” The editorial is followed by seven articles representing a cross-section of countries and regions: Kenya, Australia, Ethiopia, Greece, Pakistan, and U.S. Catherine Cook-Cottone, Carla Giambrone and Jessalyn Klein (2018) examined the benefits of yoga for Kenyan elementary school children, discussing the implications of a mixed-methods study for enhancing children’s mind-body awareness, self-regulation and physical fitness. Bullying seems to emerge again in Ken Rigby’s (2018) report: *Exploring the gaps between teachers’ beliefs about bullying and research-based knowledge*. It is interesting to note, in this article, that although there is a degree of consensus among teachers on some questions, there are many questions for which teachers’ beliefs are at variance with claims made in research. This article expresses the need for practitioners to take note of the research-based knowledge in *IJSEP* in order to avoid perpetuating false beliefs. Although from the U.S., Zeleke, Chitiyo and Hughes (2018) report

on interventions used by service providers: *Autism service providers report: Behavioral and educational interventions used in Ethiopia*. Their results highlight the inadequacies of resources for family support as well as the importance of preservice and in-service training.

Moving from Ethiopia to Greece, Makrygianni, Gena and Reed (2018), in their paper entitled: *Real-world effectiveness of different early intervention programs for children with autism spectrum disorders in Greece*. Both these papers urge researchers and practitioners to investigate further how best to address the special needs of this population.

Assessment is a key feature of the school psychologists’ work and Rasheed and colleagues (2018) report on measures for child development in their paper entitled: *Adaptation of the Wechsler Preschool and Primary Scale of Intelligence-III and lessons learned for evaluating intelligence in low-income settings*. Adapting available instruments for indigenous purposes is no easy task, and the authors espouse the importance of engaging with the community when seeking to adapt or design measurements for school-going children in the majority world. Expanding on the issue of assessment, Cimetta and colleagues (2018) explored the adaptation of the Phonological Awareness Literacy Screening for Preschoolers in their article: *Latent variable structure and measurement invariance of a modified early literacy assessment*. *IJSEP* 6(3) concludes with an article by Vassilopoulous, Brouzos and Koutsianou (2018) on: *Outcomes of a universal social and emotional learning (SEL) group for facilitating first-grade students’ school adjustment*. Despite gaps in areas such as school liking and avoidance, feelings of loneliness and social dissatisfaction, the authors report on the positive outcomes of an intervention to enhance social skills and

prosocial behaviour. All of the articles in *IJSEP* 6(3) have been published online before and we are happy to now see them in print, congratulating the authors once again for the excellent work they submit to our ISPA journal. I look forward receiving more such excellent reports in the future and to soon have more contributions from the majority world where school/educational psychology continues to make a difference that counts in the lives of the children and youth of the world.

In conclusion, *IJSEP* is a meeting place for all who want to make a difference that counts. As the researchers and practitioners serving educational settings globally we can exchange knowledge across traditional boundaries to influence the world and make the changes that count. As the Editor, I invite you to send us your best research or practice reports, opinion pieces or theoretical insights, and read and cite *IJSEP* so that you can become part of the systemic change that will enable our children and youth and their families to flourish! Email: gjvsumac@gmail.com

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(Going to the conference, photo courtesy Shirley Natzel)



(At the conference, photo courtesy Shirley Natzel)



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