



President's Column

Parting Message: Sustaining Our Focus on ISPA's Mission

*Bonnie Nastasi,
ISPA President*

As my presidency comes to an end (I transition to Past-President in July at ISPA 2019 Basel), it is a time for reflection and looking to future endeavors. As I do that for myself and, more importantly, for ISPA, my focus is on ISPA's mission. As we engage in the ongoing and annual review of ISPA activities, it is imperative that we look to our mission to guide and evaluate our efforts. I am including the ISPA mission here to remind us of our purpose. As members of ISPA, you have charged the ISPA leaders with the responsibility of supporting the mission through our decisions and actions. I extend that responsibility to all of you. We only have power as an organization to promote and protect the well-being of children and young people worldwide if we work together. The goals embedded in our mission are lofty yet daunting. As we have discussed often in our ISPA deliberations, and I expect within your daily efforts as school/educational psychologists, we cannot achieve this mission alone. In our local efforts we rely on the collective efforts of families, school personnel, community members, other mental health

professionals, and children (and young people) to promote the health and well-being of children and their ecosystems. It is seldom that we work alone. To achieve the goals outlined in our mission requires that we engage in practice and policy work supported by research and training. Recently, a local school district administrator reflected on the capacity of school psychologists to be effective as systems change agents. This reminded me of the broad range of competencies we bring to practice and policy work, including consultation, intervention, prevention, assessment, research and evaluation, supervision, managements, and advocacy. And reminded me of our responsibility to think of ourselves as *change agents* for the benefit of children and their surrounding ecosystems.

Table of Contents

ISPA Presents at NASP.....	3
Welcome to Basel!	6
NEW Pre-Conference Workshop.....	7
IJSEP.....	10

ISPA's Mission

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

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

Source: <https://www.ispaweb.org/about-ispa/mission-statement/>

For ISPA as an organization, focus on our mission means that, as leaders and members, we take time to reflect on our efforts and ask ourselves the following questions:

- How are the activities of ISPA linked to our mission? For example,
 - How are we promoting high standards of practice? Of training?
 - What are we doing to promote and protect the rights of each child globally?
 - To what extent do we apply psychological principles and knowledge to working in the best interest of children?
 - Are we supporting, and engaging in, research that contributes to a knowledge base that informs practice to support the broad diversity of cultures and contexts around the world?
 - How do we engage key stakeholders—children, young people, families, school personnel, school mental health professionals, community members, government and nongovernmental

organizations—in partnerships to promote and protect the rights and well-being of all children?

- To what extent do we work together with other organizations that share our mission?

Within the infrastructure of ISPA, we can evaluate our efforts by looking to the work reflected in the following:

- The Executive Committee (President, President-elect, Past-president, Treasurer, Secretary), supported by the Central Office
- The system of committees, task forces, working groups, and interest groups
- The allocation and distribution of funds
- Communication outlets—IJSEP, WGR, social media, etc.
- Annual conference
- Recruitment and retention of members
- Active involvement of members, including individuals and affiliate organizations
- Inter-organizational efforts

The sustainability of any organization, including ISPA, and the sustained accomplishment of our mission are dependent on the commitment and efforts of all its members. To remain healthy and vibrant requires that we foster the involvement and development of early career professionals, including students in training.

This should include recruitment and development of active members and future leaders. It is critical that each of us consider how we can each contribute to the health and well-being of children worldwide by contributing to the health and sustainability of

ISPA. I invite all of you to join me in supporting ISPA in its mission through your active involvement. It has been a great honor and personal pleasure to serve in ISPA leadership. I look forward to two more years on the Executive Committee, as Past-President, and to communicating with you about how we can best support ISPA and its mission.

Sincerely, Bonnie Nastasi
ISPA President (2017-2019)



**ISPA
Presents
at NASP!**

*Odeth
Bloemberg,
ISPA Secretary*

More than 5000 school psychologists found their way to Atlanta, the hometown of Coca-Cola and Martin Luther King, Jr. to attend the NASP Annual Convention (February 26-March 1, 2019). The convention was held in the Hyatt Regency Atlanta and Atlanta Marriott Marquis which are located in the bustling city center. Among the participants were the members of the Executive Committee, Future President Elect Chryse (Sissy) Hatzichristou, and many US ISPA members.



This year's theme "Unlocking Potential," was chosen by 2018-2019 NASP President, Lisa Kelly-Vance Reeves, to encourage all members to unlock their own potential in the advocacy for childrens' well-being. She emphasized that prevention is a key element and that this message should be spread broadly. The theme was covered in the many peer-reviewed papers, workshop, symposia, posters, etc., that were presented throughout the Convention.

The ISPA booth in the Exhibition Hall was very well attended and saw much interest in membership and the forthcoming 2019 ISPA Conference in Basel. We are very grateful to Sally Baas (chair of the Membership committee) and Aria Fiat (member of the membership committee and responsible for student membership), who assisted the EC in organizing and manning the booth. Aria recruited students to staff the booth and made a helpful online sign-up sheet. If Sally had no other NASP obligations during the convention she could be found at the booth. Among the

enthusiastic cohort of helpers were students and various valued ISPA members: Julia Coyne, Tracy Hobbs, Abby Gottsegen, Gwen Lewis and Shirley Natzel. The conversations with the visitors at the booth, both students and practitioners, were rich, joyful and encouraging! Our president-elect, Vitor Coelho, did a great job with his use of humor and overpowering enthusiasm and won many new (student) members for ISPA!

ISPA convened a Special Session on International School Psychology: Contemporary Issues in School Psychology Internationally on Thursday afternoon. The session was chaired by Bonnie Nastasi in her role as President of ISPA. The focus of the session this year was on (further) introduction of school psychology overseas. Vitor Coelho presented on Social Emotional Learning programs in Portugal, Terry Bowles showed interesting data about school psychology in Australia, Odeth Bloemberg gave an insight of school psychology in the Netherlands and Chryse Hatzichristou spoke about school psychology programs in Greece. The session was very well attended.



(ISPA EC, Photo Courtesy Odeth Bloemberg)



(ISPA Reception, Photo Courtesy Odeth Bloemberg)

Directly after the symposium we hosted the ISPA Reception and this was also very well attended. Shane chaired the Reception in his usual inviting and engaging style. Thanks to the generosity of the attendees, the sum of \$198 was collected for the Cal Catterall Fund by the Treasurer at the event.

During the Convention an EC business meeting took place with productive conversations with Sally Baas, chair of the Membership Committee, Sam Song, chair of the Training Working Group and Julia Coyne, editor of the WGR. Of relevance to the current issue of the WGR, the publication schedule was reviewed in terms of newsletter editorship, article recruitment, deadline, submission and distribution. The EC has assigned a dedicated email address for the WGR to be used for article submission and related correspondence (WGR@ISPAWEB.org). Also discussed was the WGR publication schedule (quarterly distribution) with the addition of seasonal designation in the index to increase flexibility in terms of deadline and call for contributions.

That is, in a given volume, the issue number would correspond with a season (i.e. Volume 1: Spring; Volume 2: Summer; Volume 3: Autumn; Volume 4: Winter). Other publication formats were also discussed, including the possibility of digital platforms used by other professional organizations. The conversation around the evolution of the WGR is important, and will continue at a dedicated Round Table Discussion, led by Julia Coyne, WGR editor. All are welcome to the WGR Round Table Discussion with their ideas.

Odeth and Terry were guests at the TSP (Trainers of School Psychologists) Annual Meeting during the Convention. They were enriched with valuable insights from the Sandy Hook shooting during a very special keynote address by responders, families and expert panelists. Many thanks to Gene Cash, President, TSP, and Shane for facilitating our attendance. The EC looks back on a great event with the yield of new colleagues for ISPA and interesting future plans.

ISPA Conference 2019: Welcome to Basel, Switzerland!

Jürg Forster, LOC Chair

ISPA Conferences have a long history – this year the 41st annual conference will be held. However, our association was founded only 37 years ago, on 4 August 1982 in Stockholm. So how is this possible? – All who are interested in history find the answer on the ISPA website under the title ‘Anders Poulsen looks back’. The first International School Psychology Colloquium took place in July 1975 in Munich, Germany – a few years before ISPA was founded. It was organised by the International School Psychology Committee ISPC. This was a joint committee of APA Division 16 and NASP, co-chaired by Calvin Catterall and Frances Mullen. Since 1975, almost every year a conference was organised. Of the 40 conferences so far, 29 were held in Europe, 4 in Asia, 6 in North or South America, and 1 in Oceania.



In the course of the decades, ISPA Colloquia came to be known as ISPA Conferences. What has remained unique is the *ISPA Spirit* that makes it easy for new attendees to join and be part of the “ISPA family”. Other features changed, also due to the fact that every

conference was organised by a different Local Organising Committee LOC. With respect to organisational issues, ISPA learned from every conference, and the Executive Committee as well as the Central Office staff did their best to support each LOC. So this year’s conference in Switzerland will again bring a few changes. What are they?

Close collaboration between LOC and Central Office. ZonderZorg, the company that runs ISPA’s Central Office, has been contracted for administering the conference. Not the LOC but the Central Office is the first point of contact for ISPA members and all potential conference attendees. The conference website is designed in a way that allows the LOC to manage its content. Registrations and abstract submissions are processed by ZonderZorg in collaboration with the LOC. – This is a model that LOCs of future ISPA Conferences may be interested in.

Interaction Groups will this year be scheduled *after* lunch. Everyone who intends to join an interaction group indicates this during the registration process by checking a box. So all who find their names on the list of an interaction group have let the LOC know that they wish to join one. Also participation in the *Social Program* is registered this way.

International experience. Meeting conference attendees from across the globe is a great experience that all ISPA Conferences provide. Very special about Basel is the fact that you can take a bus or even walk to France or Germany. The cities of Basel (Switzerland), Freiburg (Germany), and Mulhouse (France) have a common “EuroAirport” located in France, just a few miles from the conference venue.



This year's ISPA Conference will have many highlights – check the website www.ispa2019.ch for details about pre-conference workshops, the scientific program, keynote lectures, the social program, and the venue. The region of Basel is worth a visit! Allow for some extra days before or after the conference, and tour the lakes and picturesque old towns of Switzerland, taste the wines of Alsace, or hike in the Black Forest! You can expect warm and sunny weather, so don't forget your swimsuit!



New Workshop Added!

ISPA Pre-Conference Workshops: Basel, Switzerland:

Coordinated by Bill Pfohl

Workshop 13 – Half Day - AM



Title: The Future of School Psychology in a Digital Age

Presenter: Hazel Wheldon, M.A. , CEO, MHS, Inc, Toronto

Workshop Description: The digital age is firmly upon us, and while some industries have been completely disrupted, others are still in transition. This is also true within the Healthcare and Education fields. Advancements in technology, AI (Artificial Intelligence), are rapidly changing the way the medical profession practices, while mental health and education are still in the early stages of disruption. Technologies such as tele-therapy and Apps for mindfulness, depression, and anxiety are some of the early technologies that are having an impact

in mental health, but these are just the beginning.

Technology can be intimidating, and change is always difficult. Unfortunately, digital disruption brings these two forces together to create an uncertain and challenging world for many people. Understanding how technologies such as Artificial Intelligence and Machine learning work, and how we can work with them is imperative.

In this workshop, we will explore what the future might look like in School Psychology as digital and technological advances continue. We will delve into the various roles and functions that school psychologists perform and the roles that they play in the educational system and look at the possible disruptions that might occur. We will also explore the technologies themselves and examine the ethical and moral implications of using these technologies in our world and the impact they might have on the work school psychologists perform.

Learning Objectives:

1. This workshop will help participants be able to describe how technology may impact the education system and the way services are delivered by school psychologists.
2. Workshop participants will be able to evaluate the ethical and moral implications of the use of technology in the work that school psychologists perform.
3. This workshop will help participants assess the value of various digital devices and platforms that have been

developed to date and their application and utility in a school setting.

Brief Bio: Hazel has her Master's in School Psychology and has worked with schools and communities in North America and Singapore to assess students with ADHD, Autism and other learning disorders and developing treatment and intervention plans. She is currently the Chief Executive Officer (CEO), of Multi-Health Systems (MHS) leads her firm's strategic focus on remaining the world leader in Intelligent Solutions for People Analytics – ensuring that the unique attributes of each person are amplified and valued for the betterment of the individual. MHS, is focused on improving global access to industry leading assessment tools for School Psychology through digital platforms, while ensuring that the users can trust those platforms by emphasizing organizational trust frameworks that go beyond required compliance to ensure the protection and appropriate use of personal information.

Hazel has worked and lived globally and has delivered keynote and plenary sessions on diagnosis and treatment of mental health issues, the critical role of emotional intelligence in organization health, hiring, leadership and talent development, and she is the visionary behind a new series of personal and organizational wellbeing systems that optimize employee success within large and small enterprises. Recent keynote talks delivered by Hazel have focused on "Leadership in the 21st Century

Organization” and “Bias, Transparency and Ethics in AI”. Hazel is an active member of the Association of Test Publishers, International School Psychology Association (ISPA) and the International Test Commission (ITC).

The International Journal for School & Educational Psychology

Editor: Gertina J. van Schalkwyk, DPhil

University of Macau, Macao (SAR), People’s Republic of China

Email: gjvsumac@gmail.com

The Editorial Office of the *International Journal of School & Educational Psychology* (IJSEP) welcomes you in 2019 and wishing you a year filled with joy and peace, and great leaps forward in your personal and professional life. Herewith also our heartfelt thanks Editorial Board members and reviewers of IJSEP for the contribution they have made in 2018 with valued and timely expert reviews. Their continued contribution as expert reviewers have greatly contributed to our efforts maintaining the high standards of the Journal. Together with the existing and new Editorial Board members, we at IJSEP aim to expand the dissemination of research always working towards the best interest of the children and youth across the globe.

At the start of 2019, we have to say goodbye to one of our esteemed Associate Editors, Prof Lisa Woolfson who has retired and decided to change directions for her future activities. Thank you, Prof Woolfson, for your highly valued contribution assisting new authors getting their papers accepted in IJSEP. The new year also brought about the

introduction of newly appointed Associated Editors in Prof Barry Mallin (Canada), Prof Antoinette Ah Hing (South Africa) and Dr Richard Gonzales (Philippines). Welcome to our ranks in the Editorial Office and we look forward collaborating with these esteemed colleagues taking IJSEP to new heights.

School mental health is the focus of the first issue of IJSEP for 2019 (Vol 7, issue 1). In the first paper, Rachel Salinger (2019) states that “mental health influences several major life outcomes [and] school-based treatment for mental health issues is the most effective intervention to support individuals with problems.” Salinger explored the availability, accessibility and utility of mental health treatments in secondary schools in the United States, United Kingdom and China concluding that school/educational psychologists continuously aim to provide relevant school-based treatments in their respective settings and cultures. Bear, Harris, de Macedo Lisboa and Holst (2019) turned their attention to school climate focusing on students self-reported cognitive-behavioural and emotional engagement when held back when their peers progress to the next level concluding that “fairness and clarity of rules and school safety” were important issues for these students. However, they also emphasise that further research is necessary to assess the prospective benefits and deficits of retention on the academic achievement of these students.

“Youth returning to their communities from incarceration represent a vulnerable population who are in need of continued support and guidance,” claims Shannon and Hess (2019). They employed a novel approach of photovoice as intervention and emphasise the importance of individualized mental health services for these post-incarcerated youths, particularly when they re-enter the school

community and to ensure the reintegration happens smoothly. Yet the student is never fully separated from her or his family, and Cliff Chen (2019) explored the importance of home-school relationships and communication for enhancing students development and learning in Taiwan, noting that the nature of school-initiated and home-initiated contact should be “examined within a cultural context.” Chen concludes with the claim that schools and families should “engage in a true two-way meaningful communication” on a regular basis instead of only when problems occur if the home-school relationship is to have a positive effect on student outcomes. One area where the home-school relationship is still lacking evidence-based practice is the focus of Collier-Meek and Sanetti’s (2019) case study of two families regarding parents’ involvement in homework. Noting that parents often neglect engaging with the child at home, they conclude that “attending to parents’ implementation may be critical to the success of home-based interventions improving student outcomes.” Further research is necessary to support greater home-school collaboration in order to enhance youths’ mental health in school and in life.

The next issue for 2019 will be a Special Issue prepared with Drs Zheng Zhou and Stephen Peverly as Guest Editors and focusing on educational and psychological needs of youth in Asia. Last but not least, I wish to invite everybody reading here to let me know their views about the papers published in IJSEP. Write me a brief email commenting on the nature and content of the papers we have published in any of the IJSEP issues. Most importantly, we at IJSEP Editorial Office are interested whether you find some useful practices to take to your communities and whether you have some suggestions for areas where research is still sparse. I also invite practitioners and researchers with an interest in

the school-based mental health of our 21st century youth and their families to read and cite the articles in this issue and promote IJSEP amongst your colleagues and collaborators.

References

- Bear, G. G., Harris, A., de Macedo Lisboa, C. S., & Holst, B. (2019). Perceptions of engagement and school climate: Differences between once-retained and multiple-retained students in Brazil. *International Journal of School & Educational Psychology*, 7(1), DOI: 10.1080/21683603.2017.1376725
- Chen, C. Y-C. (2019). Understanding school-family contact and academic and behavioural performance among adolescent students in Taiwan. *International Journal of School & Educational Psychology*, 7(1), DOI: 10.1080/21683603.2017.1385551
- Collier-Meek, M. A., & Sanetti, L. M. H. (2019). Treatment integrity of a homework intervention: Evaluating parent and student adherence, exposure, and program differentiation. *International Journal of School & Educational Psychology*, 7(1), DOI: 10.1080/21683603.2017.1376726
- Salinger, R., (2019). Mental health perceptions and school-based treatments in the United States, United Kingdom, and China. *International Journal of School & Educational Psychology*, 7(1), DOI: 10.1080/21683603.2017.1385552
- Shannon, C. R., & Hess, Ro. S. (2019). Out but in: Exploring juvenile re-entry through Photovoice. *International Journal of School & Educational Psychology*, 7(1), DOI: 10.1080/21683603.2017.1356774



ISPA Newsletter

WORLD*GO*ROUND (WGR)

Julia Coyne, Editor
Montclair State University
Department of Psychology, 1 Normal Ave
Montclair, NJ 07043, USA jhcoyne@mac.com

ISPA WEBMASTER

ispacecentraloffice@ispaweb.org

ISPA CENTRAL OFFICE

Leidseplein 5, 1017 PR Amsterdam
The Netherlands
Phone +31 20 623 36 77
Fax +31 20 625 59 79

ispacecentraloffice@ispaweb.org

www.ispaweb.org

Sue Lijkwan

Davy Blekman, Executive Secretary

THE INTERNATIONAL JOURNAL OF SCHOOL & EDUCATIONAL PSYCHOLOGY (IJSEP)

Gertina J. van Schalkwyk, PhD, DPhil, Editor
Department of School Psychology
University of Macau, Macau SAR, China
gjvsumac@gmail.com
www.tandfonline.com/usep

ISPA EXECUTIVE COMMITTEE

President

Bonnie Nastasi
Department of Psychology, 2007 Percival Stern Hall
6400 Freret Street
Tulane University New Orleans, LA 70118
bnastasi@tulane.edu

President Elect

Vitor Coelho
Académico de Torres Vedras
Rua Manuel Agro-Ferreira, 72, R/C Dto. 2825-362
Costa de Caparica, Portugal
vitorpcoelho@gmail.com

Treasurer

Terry Bowles
Melbourne Graduate School of Education
The University of Melbourne
VIC 3010 Australia
tbowles@unimelb.edu.au

Past President

Shane Jimerson
Gevirtz Graduate School of Education
University of California Santa Barbara, CA
93106-9490
jimerson@education.ucsb.edu

Secretary

Odeth Bloemberg
De Onderwijspecialisten
Arnhem, The Netherlands
Radboud Centrum voor Sociale
Wetenschappen
Nijmegen, The Netherlands
obloemberg@upcmail.nl

