

President's Column

Vitor Coelho
ISPA President

It is with great joy and enthusiasm that I write to you for the first time in the role of the president of the International School Psychology Association. To start, I would again like to thank the members of ISPA the trust they deposited upon me and the honor of allowing me to lead this Association. And it is a great time to participate in ISPA, we just had a very successful Conference in Basel (Switzerland), and the present number of the World-Go-Round will focus mostly upon this Conference and what took place there. Hopefully, for those who were not in Basel, this number of the WGR will provide a glimpse of what you missed, and they will feel themselves energized to be part of the next ISPA Conference (the 42nd) that will take place in Nicosia, Cyprus from July 14th to 17th, 2020. In fact, everyone should be making plans to go Cyprus next year. Our Cypriot colleagues, led by Anthi Loutsiou, have been working hard for some years now to provide us with another great conference. We had a first look into next year in the Closing Ceremony and it looked amazing.

During the conference, our General Assembly had a record of attendants, which speaks to the vitality of the Association. Also, as reported in the GA, ISPA enjoys a good financial situation.

This results from an emphasis in organizational structure in the previous Executive Committees led by Bonnie Nastasi and Shane Jimerson. This allows to focus upon other also important aspects that are explicit in ISPA's mission: The promotion of school psychology around the world in its many facets.

It is also every two years that we (in the Executive Committee) have to part company with someone who has served ISPA with all their hearts and energy for the previous 6 years. This year it was Shane Jimerson, ISPA's own dynamo who finished his term in office. I would like to thank Shane for all his energy and enthusiasm. Although Shane's ideas and initiatives spawned many areas of ISPA, I particularly remember the emphasis he put on membership, which is something that I also consider a crucial point for the vitality, relevance and purpose of ISPA. I duly warned Shane that I wish to plagiarize many of his efforts in this field.

And we have started going a step further by offering an extra two months of membership to

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new members (extending what established in our bylaws). So, those who become members from July 15th until the end of 2019, will actually be paying for the 2020 membership and will get the rest of 2019 at no additional cost.

We will have several other initiatives and campaigns aimed at increasing membership or facilitating renewals, because more members and members in more countries will not only strengthen the association, but also reinforce its visibility and its relevance. A stronger ISPA is in a better position to fulfill its aims. Both the Membership Committee (headed by Sally Baas) and its subcommittees for Students (now headed by Marie Tanaka) and Affiliates (coordinated by Coosje Griffiths) are full of energy and ideas. The “I love ISPA” (already started at the Conference) and the “Bring a friend” campaign are two good examples of the great work emanating from the Membership Committee. We had 470 members before the start of the Basel Conference, and so I am hopeful (and confident) that by the time that this WGR reaches your hands (or screens) will already be over the 500 mark.

It also important to remember that ISPA is in a unique position among associations for school and educational psychologists in the world. Therefore, we should implement activities that are rooted in ISPA’s mission and are only possible to achieve by our Association. ISPA is the only association in the world that can create a truly international journal, run a worldwide census or provide support for many associations of school and educational psychologists around the world who are now taking their first steps. For example, a worldwide census could use instruments already created, validated and translated by ISPA such as the International School Psychology Survey (Jimerson & ISPA Research Committee, 2002), and aggregate data school and educational psychologists could use in their dealings with

political entities and policy makers. It would also allow a more updated and in-depth look into the similitudes and differences in roles that school and educational psychologists around the world are carrying out. Additionally, it would expand the visibility and notoriety of ISPA in those regions of the world where we have few or no members and our association can play an important role in supporting the development of school psychology.

If we needed more incentive to increase our membership we could remember the words of Past-President Paul Bartolo in his first column as president “Let us offer the opportunity for global sharing to more and more colleague psychologists working in educational settings in the different regions of the world”. There is a world of school and educational psychologists, let’s bring them to ISPA and give them an opportunity to sample the ISPA experience. I am quite sure that many of them will want to stick around...

Secretary's Report

*Odeth Bloemberg,
ISPA Secretary*



The General Assembly (GA) of the ISPA membership was held at the 41th Conference, University of Basel, on Thursday, 11th July 2019. For the first time ISPA moved to a single GA session of 2 hours. The GA was formally opened by the President, Bonnie Nastasi, who welcomed the ninety people present (both regular and new

attendees) thanking everyone for their support and in particular the students who did a great job as ambassadors. On the previous day, Wednesday, 10th July 2019, the Treasurer's Report and Finance Discussion in view of the GA was held hosted by President, Bonnie Nastasi and Treasurer, Terence Bowles. Covered here are the 8 reports presented by leadership.

1. President's Report

Bonnie Nastasi reported on initiatives and activities from her term as president. She began with a reminder to the membership of the ISPA child advocacy model that framed strategic planning for 2017-2019. The depiction reflects an ecological perspective integrated with child rights principles to guide ISPA's mission related to promoting child well-being within a Child Rights framework and to inform the work of school psychologists working at local and global levels. Bonnie proposed that applying the ISPA mission to promotion of child well-being can be accomplished by considering both the foci and the responsibilities/roles of school psychologists as reflected in ISPA's mission. Major foci articulated in the mission include: (a) child well-being, (b) child rights, (c) non-discrimination/inclusion, (d) psychological principles, (e) stakeholder collaboration, and (f) organizational collaboration. Roles and responsibilities include: (1) support for the profession worldwide; (2) support for schools and teachers; (3) support for children, parents and families; (4) research; (5) practice; (6) training & (7) policy. Bonnie encouraged members to consider this depiction as framework to guide both individual work as school psychologists and strategic planning for the future of ISPA. Her initiatives included: (1) Establishing Working Groups (WGs), formed at 2017 Leadership Workshop, to focus on Research, Practice, Training, and Policy. In order to sustain the efforts

of these groups beyond 2019, Bonnie will work with Chairs to integrate activities within existing infrastructure of committees and task forces. (Reports from various WG chairs are included in this issue). (2) Enhancing participation of ISPA leaders (chairs of committees, task forces, interest groups) in activities related to ISPA mission and current initiatives. Increase participation in leadership by engaging more members in committees, task forces, and interest groups. Strengthen the work of membership committee, in collaboration with Chair Sally Baas, and expand the committee to include subcommittees representing students, affiliates, and regional members (e.g., European, Latin American). Establish Membership Ambassadors across the globe to facilitate communication and engagement. (3) Establishing a Past Presidents' Council as advisory to the ISPA President. Bill Pfohl agreed to chair this council.

In 2017, the EC engaged in strategic planning to address the following questions:

- How do we achieve ISPA mission most effectively & efficiently?
- How do we ensure communication, coordination, transparency?
- How do we engage members, foster future leaders, ensure future health of ISPA?
- How do we ensure that ISPA is of value to members, the profession & children worldwide?

The EC identified the following initiatives related to strategic plan:

- Membership: Expand reach, engage members, maintain current members
- Social Media Use: Website upgrades; expand use
- Leadership: Structure, function, coordination
- Communication: Leaders, members, stakeholders

-WGR: support and strengthen editorial board, scope, and contributions in collaboration with Publications Chair and WGR Editor.

-Social media use—enhance use of social media for communication with members and other stakeholders

-Conferences: Engage in 10-year planning

Bonnie concluded the report with expression of gratitude to ISPA leaders and members for their contributions to the mission of ISPA during her presidency. She honored the following members with a Presidential Citation for their contributions to ISPA over the past year: Sally Baas, Bill Pfohl, Aria Fiat, Gertina van Schalkwyk, Julia Coyne, Sue Lijkwan. In addition, each chair or co-chair of committees, task forces, and interest groups received a certificate of recognition for their contributions following the conference.

2. Reports from Secretary and Central Office

Odeth Bloemberg, ISPA Secretary, informed the audience about the most important EC activities in the past year: EC held 6 meetings (post conference meeting Tokyo, 4 meetings via ZOOM and one meeting during the NASP convention); ISPA was represented at the NASP Convention in Atlanta February 2018; Support for WGR was discussed; a number of work processes were elaborated upon with regard to collaboration with Central Office (CO), and the maintenance of external contacts. Representing CO, Davy Blekman presented the Annual Report on behalf of Central Office, Amsterdam, and delivered a succinct report on the work of Central Office's focus on membership figures and membership breakdown (470 members) by nationality (47 different nationalities), concluding by emphasising the importance of increasing membership.

3. Financial Report and Vote for the budget

The third item on the agenda was the financial report for the year 2018-19 and the proposed budget for 2020. This was presented by the Treasurer, Terry Bowles. He informed the audience about the session previously held in which members were given the opportunity to ask questions about the report and proposed budget for 2020.

Terry explained the Income and Expenditure spreadsheets before moving to the proposed budget for 2020, and then asked the convened members to vote. The vote was carried unanimously, with 90 persons all voted in favor. Terry thanked those present for their confidence in him.

4. The Leadership Workshop Report

The fourth item on the agenda was the Leadership Workshop report by President-Elect, Vítor Coelho. Vítor started by thanking all the participants of the workshop for their presence. The theme of this year's Leadership workshop was 'ISPA as a worldwide institution: What type of structure is required?' The main work was carried out in five work groups, each focusing on a pillar of present ISPA infrastructure: Conferences, Central Office; Committees, Task Forces/Work Groups; the Affiliates; and the International Journal of School and Educational Psychology. An extensive coverage of the Leadership Workshop begins the Reports section on page 12.

5. Reports from publications: IJSEP & WGR

Bonnie then handed over to Gertina van Schalkwyk, the Chief Editor of *the International Journal of School and Educational Psychology (IJSEP)*, who presented the Journal report covering the period July 2018 to July 2019. Gertina explained the aims and scope of IJSEP with most important the vision of the journal: to

offer research & practices that would help all children of the world achieve success in school & in life. Gertina provided background information about the health of the Journal. It's good to know that IJSEP managed to increase submissions, indicating that it has become the journal of choice for many scholars in school & educational psychology. Gertina then moved to what members can expect in the near future also in view of current issues. Gertina's report to the GA is on page 37, and her detailed summary of Edition 7.3 of IJESP is on page 44 of this issue. Gertina closed her presentation with several suggestions to members regarding how to maximize this important resource: Use IJSEP articles in teaching, read and cite IJSEP articles, and submit articles.

For the Newsletter Report, Editor Julia Coyne reported on the status of *World-Go-Round (WGR)*. Over the years, WGR has undergone little change. In to determine whether or not the current format meets membership expectations and needs, a Round Table Discussion scheduled at the conference, where anyone of interest was invited to discuss aspects of the WGR's role in ISPA. The outcome of this roundtable will be discussed within the EC and then shared with all members. Report is on p. 39 Julia ended with a call to members to Submit Early and to Submit Often for WGR!

6. Elections announcements

Shane Jimerson, past president, congratulated Chryse (Sissy) Hatzichristou on her presidency election victory. Sissy will serve the EC during the period 2019-2024.

7. Reports and issues of the floor

Although all committees, interest groups, taskforces and working groups were asked by e-mail in advance to submit a 2-page report on their activities, Bonnie also invited the Leadership Chairs to say a word. A large number of chairs

were present in Basel and took the opportunity to speak briefly about their activities of the past year(s). Those chairs who did not send a report yet, were kindly asked to submit their report. Individual Reports begin on page 12 of this issue, and represent an impressive submission rate, the best in WGR history! Bonnie ended with a final comment that the EC is looking for a chair for the European Membership subcommittee. Coosje Griffiths, the Affiliates Representatives, described the activities in their national or regional organizations. From there, 8 representatives took the floor and talked briefly.

During open session, several members in the room raised some issues when Bonnie invited the audience to speak about ideas and concerns. Peter Farrell encouraged members and leaders to use the FaceBook page. The idea was raised by Anthi Lioutsi to present a visual map of the ISPA organization on the website. Jürg Forster confirmed that online versions of the Keynotes of the Basel Conference can be found on the conference website. Bill Pfohl announced that abstracts for Preconference workshops in Cyprus must be submitted before Sept 1, 2019 through billispa@gmail.com. Several members expressed the wish to start selling t-shirts again.

Finally, Bonnie announced that there is an agreement for ISPA 2021 in Leuven, Belgium. Patrick Lanksweerd, one of the initiators, provided some background.

8. Awards, recognitions & leadership transfer

With great pleasure and honor The *International School Psychology Distinguished Services Award* was handed over to Chryse (Sissy) Hatzichristou by Michael Sheehan. In the spoken statement Michael emphasized the outstanding contributions of Sissy to ISPA.

This year two people were selected to receive the *Cal Catterall Award*: Singh Gurmeet from India and Marie Tanaka from USA. The recipients were invited to receive their awards from Bonnie Nastasi, and Marie's submission about her experience.

The Presidential Certificates were given to members in recognition of their contributions to ISPA. Recipients of the ISPA 2019 Presidential Citation Awards were Sally Baas, Aria Fiat, Gertina van Schalkwyck, Julia Coyne, Sue Lijkwan and Bill Pfohl. In addition to a presidential citation, Bill Pfohl also received Life Long Membership for all his outstanding contributions and donations to ISPA. Shane Jimerson received an engraved glass plaque from Bonnie as a special gratitude for his ISPA presidency from 2014-2019.

Concluding the GA was the *Transfer of Leadership*, when Vítor took over the president role from Bonnie, Sissy was welcomed on board as President-Elect, Bonnie took her role as Past President and Shane was waved goodbye. With great enthusiasm Vítor expressed his pleasure to begin his tenure as President of ISPA.



(Leadership Transfer. Photo courtesy Bill Pfohl)

Sissy Hatzichristou Receives the ISPA Distinguished Services Award

The Executive Committee is delighted to present Prof. Chryse (Sissy) Hatzichristou with the 2019 International School Psychology Distinguished Services Award. She has given exceptional service to ISPA over several years and is now commencing a term as President-Elect. Dr. Hatzichristou is Professor of School Psychology and Chair of the Department of Psychology in the National and Kapodistrian University of Athens. She is also Director of the Graduate Program in School Psychology and the Laboratory of School Psychology in the Department of Psychology. She is a certified school psychologist and has worked in mental health centres and schools in the U.S. and Greece.

Academic Career

Dr. Hatzichristou's early academic career was truly stellar. She graduated in Psychology and Education at the Aristotelian University of Thessaloniki and then pursued graduate studies at Harvard University, US, where she was awarded a Master's Degree and the Certificate of Advanced Studies in Human Development. Sissy was awarded her Doctoral degree in School Psychology at the University of California, Berkeley. She then worked as a Postdoctoral Research Fellow and later Scientific Associate in the Max-Planck Institute for Human Development and Education in Berlin.



(Distinguished Services, Photo courtesy Bill Pfohl)

Greece

In 1993 Prof. Hatzichristou returned to Greece to assume the position of Assistant Professor of Psychology within the Department of Education at the University of Thessaly. Her appointment in 1998 as Associate Professor in the Department of Psychology at the prestigious National and Kapodistrian University of Athens marked a major milestone for school psychology and for gender equality in this Department. In 2002 Dr. Hatzichristou was appointed as the first Professor of School Psychology. She is a prominent member of the Hellenic Psychological Society and was previously Associate Editor of *Psychology*, the Journal of the Hellenic Psychology Society and Chair of the Division of School Psychology of this Society.

Dr. Hatzichristou was Chair of the Summer Schools of School Psychology in 2010 and 2014 and in 2015 presided over the 1st Panhellenic School Psychology Conference that was held in Athens with more than 1,200 participants. Dr. Shane Jimerson was among the speakers.

Prof. Hatzichristou has made a pioneering and prodigious contribution to the development of school psychology in Greece. She is the founder-

Director of the Center for Research and Practice of School Psychology (CRSPS) in the Department of Psychology at the University of Athens that was established in 1999 and which more recently evolved into the Laboratory of School Psychology: Training, Research and Practice. This Center has been the main developer and coordinator of Social and Emotional Learning (SEL) intervention programs in the country. The work of this Centre led to the incorporation of SEL in the university curriculum, thus becoming one of the essential training skills for future psychologists, primary and secondary school teachers, and school psychologists. More generally, the establishment of the CRSPS has helped to link theory, research, training of students, and the implementation of evidence-based intervention programs in schools as well as providing a link between university, schools, professional associations, and the international scientific community. Responding to extreme community needs during the last years of economic crisis and severe recession in Greece, Sissy has been instrumental in developing the Connecting4Caring (C4C) multilevel project for the promotion of resilience and positive school climate in the school communities during unsettling times with positive effects at an individual and systems level. Thirteen countries (Greece, U.S., Australia, Belgium, Canada, Cyprus, Ethiopia, Germany, Ireland, Sweden, Switzerland, United Kingdom, the Netherlands) participated in this project that involved 439 teachers and over 6900 students from 287 elementary, special education and secondary schools. Sissy has recently with her team developed programs for supporting refugee children and adolescents in the various school communities.

Work and Publications

Dr. Hatzichristou is the author of many scholarly Greek and international publications and presentations and has conducted numerous workshops throughout the world. Her primary research interests include service delivery models, prevention and intervention evidence-based programs in schools, crisis intervention, school-based consultation, and cross-cultural and transnational issues in school psychology training and practice. Sissy has made a major contribution to supporting the well-being and resilience of children in family and school settings and to promoting mental health and resilience in school communities and educational settings. Her scholarship in these areas is frequently presented around the world, including regular participation in featured special sessions and symposiums at the National Association of School Psychologists (NASP) Annual Conventions in the U.S. and consistently informative and inspiring presentations at the International School Psychology Association conferences.

Prof. Hatzichristou has published widely in Greek and international scientific journals and books. She has conducted extensive and long-standing efforts to help define and establish the specialty of school psychology in Greece and provide teaching materials. For example, she wrote the *Handbook of School Psychology* in Greece, a text used in all Greek universities. In addition, she together with her team developed the first program to promote *Social and Emotional Learning* in Greece—a program that also is used as a basic resource in all Greek universities and has been used by teachers extensively in schools.

Recent publications include the special issue of the IJSEP that she co-edited with the late Tom Oakland in 2014 on *International perspectives on the Academic and Professional Preparation of School and Educational Psychologists*; and the

special issue on *Social-Emotional Learning (SEL) Training, Intervention and Research Worldwide* with Prof. Maurice Elias as co-editor), She is co-editor of the *International Handbook of Consultation in Educational Settings* (with Prof. Sylvia Rosenfield from the University of Maryland, 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).

In recognition of her monumental scholarship, Prof. Hatzichristou was the recipient of the inaugural Tom Oakland Outstanding International Scholar Award of ISPA in 2010 and ISPA Presidential Citation Awards in 2016 and 2017.

International Contribution

There has always been a major international dimension to Dr. Hatzichristou's work, particularly in the U.S. She is a School Psychology Fellow of Division 16 of the American Psychological Association (APA) and has served as Chair of the Globalization of School Psychology Working Group of the APA Division of School Psychology since 2010. She has also served as a member and co-chair of the Committee of International Relations in Psychology (CIRP) of APA, as a member of the Crossing Cultures and Continents Task Force and the Graduate Education Committee of NASP, and as a member of the Executive Committee of the International Institute of School Psychology, University of California, Santa Barbara. Sissy was recently elected as a member of the U.S. Executive Board of Trainers of School Psychologists.

ISPA

Sissy has made an outstanding contribution to ISPA over many years. From 2000 to 2006 she served as Secretary of the ISPA EC, which she has now rejoined as President-Elect. In 2005, she was

co-chair of the LOC for the 28th International School Psychology Conference in 2005 in collaboration with the Psychology Department of the University of Athens. Many of us will recall the awe-inspiring opening of that Conference in the Great Hall of the beautiful neoclassical University. The theme of that Conference, *Promoting the wellbeing of children and youth: a challenge for the school community, the family system and the school psychologist*, truly encapsulates her life's work. She was 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. Their art work was exhibited during the 2004 Olympic games in Athens and during the Athens ISPA Conference. With her colleagues Fotini Polychroni, and Georgios Georgouleas, Sissy contributed the Chapter on School Psychology in Greece in *The Handbook of International School Psychology* that was co-edited by Shane Jimerson, Tom Oakland and Peter Farrell and published in 2006.

Currently Sissy serves as Chair of the School Psychology Trainers' Task Force and is also a member of the Research and Consultee-Centered Task Force, a member of the Accreditation Committee and a member of the Social Emotional Learning Interest Group. At her promotional presentation for the Athens Conference in Exeter, Sissy introduced us to the beautiful poem *Ithaka* by the Greek poet Cavafy. She is now well advanced on the journey to her own personal Ithaka, the goal of consolidating school psychology as a science and profession in Greece.

Cal Catterall Recipient Report

Marie Tanaka

I am incredibly grateful to have received financial support from the Cal Catterall fund to attend this year's conference in Basel, Switzerland.



(Cal Catterall Award Recipients, courtesy Bill Pfohl)

Traveling internationally is no easy feat, and having the support to do this not only allowed me to meet wonderfully talented individuals across the globe, but also promoted my personal and professional growth in learning about topics (such as disciplinary practices and schooling in Switzerland) I would otherwise be exposed to.

I am especially excited for the student-led initiatives and enthusiasm at this year's conference. I know that by building capacity of future practitioners and faculty will greatly depend on the work we do now. I am excited for what is to come, and how we can further learn about international practices and epistemologies to best support and serve children across the globe.

An Interaction Group Report

Tracy Hobbs

At this year's conference in Basel, twelve Interaction Groups met and were provided with guidance from Odeth Bloemberg who has facilitated the Interaction Groups for the past three years together with Marjolein Meinen. Each group was assigned a facilitator who was asked to lead a discussion which would connect the interaction groups with the main theme of this year's conference: "Empowering People for Lifelong Learning." The goal was to connect group members by sharing ideas about this subject: "How can we, as school psychologists, contribute to the empowerment for lifelong learning of children and youths within schools?"

After this group discussion, each group was charged with synthesizing and identifying its “Best Idea” which would capture the important themes which emerged, and creating a visual representation which represented this “Best Idea.”

These wonderful visual images were shared with attendees at the conference Closing Session and included a fantastic array of portrayals which so ably expressed the role of the school psychologist in the continuum of lifelong learning!

I was lucky enough to be asked to serve as an Interaction Group facilitator and thoroughly enjoyed the process and experience! Our group discussion was incredibly rich and ultimately focused on several themes:

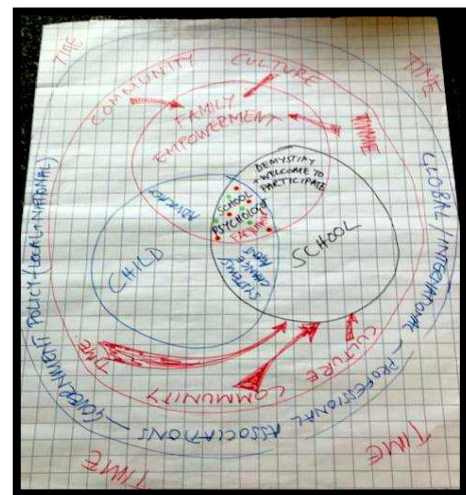
- the foundations for lifelong learning are found in early childhood
- learning takes place in the context of relationships
- the vital importance of parent involvement
- lifelong learning also occurs outside the context of formal education

-school psychologists as facilitators of this process

When talking about family, important factors were identified:

- to engage families, we must honor and acknowledge the cultures that our students bring with them to school
- we must find opportunities to “de-mystify” schools for families and parents
- capitalize on resources and strengths that families can bring into the school community

We placed the school psychologist in the center of overlapping circles to represent the role of the facilitator, an individual uniquely positioned to connect the child, family, and school within the broader context of community, cultures, and the world. One significant component of our portrayal also involved the school psychologist as a change agent: working not only to meet the needs of the individual child and family but also the opportunity to become the impetus for change within a system (school and/or community). We attempted to represent all of these concepts in our design:



(Photo Courtesy Tracy Hobbs)

An Overview of NASP Activities

Lisa Kelly-Vance

Based on the 2017 NASP Strategic Plan, the Strategic Goals which continue to guide our work are to: promote social justice by ensuring that all children and youth are valued and that their rights and opportunities are protected in schools and communities; address critical shortages in school psychology by developing strategies to ensure a high-quality and diverse school psychology workforce is available to meet an increasing demand for school psychological services; advance the role of school psychologists as qualified mental and behavioral health providers; advance recognition and implementation of the NASP Practice Model nationwide, and develop leadership skills and qualities of school psychologists.

Highlights from this past year include: a strong turnout at the 2019 NASP Annual Convention. The convention had a strong focus on social justice, especially as related to prevention. The presidential theme was “Unlock Potential: Prevention is Key.” At the conference, the Immediate Past President, Lisa Kelly-Vance, presented her keynote address on the topic of self-care for school psychologists at over 20 state conferences. Our new Executive Director, Dr. Kathleen Minke, completed her first year in the role and has earned the trust and respect of leaders and members. The 2020 Standards Revision Process is in its final stages. Revisions are being made to Principles for Professional Ethics, Standards for Graduate Preparation of School Psychologists, Standards for the Credentialing of School Psychologists, Model for Comprehensive and Integrated School Psychological Services (the NASP Practice Model). These Standards will guide professional practice in the US for the next

ten years. Also, the Board of Directors participated in a half day workshop on Implicit Bias. Further, a post-training equity plan was developed; an Early Childhood task force was appointed; a task force was appointed to help NASP conduct effective virtual meetings; an APA MA task force was appointed to address the APA Master’s Accreditation and provide resources to the process; the Excellence in School Psychology Services Recognition Program was piloted this year to recognize districts that are successfully implementing the NASP Practice Model. In addition, NASP published two new resources: School Psychology in a Global Society: Roles and Functions, and Helping Handouts: Supporting Children at Home and at School. Further, a team of school psychologists from heavily impacted areas across the US compiled resources for addressing the opioid crisis. These will be available on the NASP website; NASP was actively involved in numerous disaster and crisis response throughout the year, supporting children, families, and schools during and post crisis events, and NASP is gathering feedback from leaders and members in preparation for the re-authorization of IDEA. Major legislative highlights this past year include:

- Securing, in collaboration with our allies, \$10 million dollars for a mental health demonstration grant specifically targeted at addressing the shortages of school psychologists, school counselors, and school social workers.

- Introducing, in collaboration with our allies, four currently introduced (or soon to be introduced) bills explicitly aimed at increasing access to school mental health services and school employed mental health professionals. (e.g. school psychologists, counselors, social workers).



(Photo courtesy Bill Pfohl)

-NASP's being successful in incorporating elements of NASP's Framework for Safe and Successful Schools into various legislation and grants aimed at improving school safety. NASP has become a go-to resource for members of Congress looking to address school safety issues and we have also been able to prevent some 'bad legislation' from moving forward.

-NASP's helping to secure increased funding in large federal funding streams that serve as the bedrock for public education including Title I and IDEA.

Reports from Committees, Working Groups and Interest Groups

Leadership Workshop

Vitor Coelho

Per tradition, ISPA's annual Leadership Workshop was held in the first day (July 9th) of the 41st ISPA Conference that took place in Basel, Switzerland. It was my last task as President-Elect, and it was one that I will miss dearly, because of the energy, enthusiasm and bright ideas that these

Leadership Workshops provide. A total of 41 participants from 5 continents attended this year, including past presidents, past and present members of the Executive Committee (EC), past convenors, representatives of ISPA's committees, task forces and interest groups, and representatives of affiliate organizations. We started by reviewing how the Association membership and finances have evolved during the previous year. Though ISPA is in a good financial situation, during last year we had a 17% drop in Membership (from 569 to 472), mainly due to a big drop in our Student Membership numbers (213 to 92). As a positive note, the number of Affiliates (the topic of last year's Leadership Workshop) increased strongly (from 14 to 20), so kudos to the Affiliated Membership Sub-Committee, headed by Coosje Griffiths. Some ideas were discussed, a recurring theme was how to maintain students as they go on to become Early Career Professionals. Additionally, Sally Baas (who is heading the Membership Committee) announced several ideas for membership campaigns, the most prominent of which is the "I Love ISPA" campaign that will already start during the Conference, with the distribution of pins and the recording of small videos of Conference Attendees explaining why they love ISPA. Given the number of good ideas emanating, from both the Leadership Workshop attendees and from the Membership Committee (including Students' Membership Sub-Committee headed by Marie Tanaka), I am sure we will see an increase in those membership graphs next year!

Next, we tackled the theme for this year's Leadership Workshop: 'ISPA as a worldwide institution: What type of structure is required?'. The main work, however, was carried out in five work groups, each focusing on a pillar of present ISPA infrastructure: the Conferences, the Central Office; the Committees, Task Forces and Work



(Leadership Workshop Photo, Courtesy Bill Pfohl)

Groups; the Affiliates; and the International Journal of School and Educational Psychology.

The group sessions were very actively participated in, and each group work session was followed by outcome reports to the plenary group, and a number of a good ideas emanated from each of the groups. These ideas will now be the base for some of the work that the EC will now implement. Three of the ideas and proposals have already been decided upon in the post-Conference EC meeting: 1) The roles and membership dues of Associate Members in ISPA were clarified; 2) A campaign to support Early career Professional was adopted; and 3) the process for Affiliate continuing membership was simplified.

Overall, it was a very productive meeting. I hope that the new President-Elect, Chryse Hatzichristou, will enjoy leading the Leadership Workshop next year. She is already full of ideas for the next year's Conference in Nicosia, Cyprus. Hope to see you there!

I ♥
ISPA

Membership Committee

Sally Baas and Bonnie Nastasi

The Membership Committee of ISPA has been very busy this year, reaching 850 members, and will be stretching to reach 1,000 for 2019-2020. The committee has defined descriptors of levels of membership and developed a correlating fee table, which is depicted on the next page. **Members** are persons fully trained to function as School Psychologists in their own countries at institutions recognized by their national or state authority.

Members have voting rights and may stand for office in the Association. **Honorary Life Members** enjoy the same privileges as Members, but do not have to pay membership fees. The criteria and procedure for awarding Honorary Life Membership are described in the Operations Handbook. **Students** enrolled in school similar to those of ISPA. There are two categories of affiliation: **Affiliate Organization**. National, international and regional organizations that have at least 30% of their members who are school psychologists are eligible as Affiliate Organizations. The fee for affiliation shall be set by the Executive Committee and found in the Operations Handbook. Affiliate Organizations shall have one vote in the affairs of ISPA. The executive body of an Affiliate Organization shall inform the ISPA Executive Secretary of the name of the member having the authority to represent the Organization at the General Assembly. This shall be done in writing and remain in effect until a written amendment is made. **Mission Partner**. Organizations whose members are professionals working in schools and/or education and do not meet the criteria for Affiliate Organization membership, are eligible as Mission Partners, providing there is reasonable overlap between their mission statements, goals and ethical principles and those of ISPA.

Details regarding membership fees and procedures are described in the Operations Handbook. Mission Partners do not have a psychology programs are eligible for membership. Students are not eligible to vote or hold office. Students applying for membership in this category must submit evidence of their enrollment in a school psychology program that is recognized in their country. **Associates** are persons committed to the use of psychological services in the schools. Associates are not eligible to vote or hold office. – can we expand the membership-no formalized – counselors, administrators- SPED directors, etc. **Affiliated Organizations and Mission Partners** are organizations with purposes, missions and goals vote in the affairs of ISPA. As depicted on the graph below the fee structures are:

MEMBERSHIP CATEGORIES 2019 Based on annual net income in USD:	2019: 1 Year Fee in USD	2019 & 2020: 2 Year Fee in USD	2019, 2020 & 2021: 3 Year Fee in USD
a) above 75,000	131	262	393
b) between 50,000 and 75,000	113	226	339
c) between 25,000 and 50,000	93	186	279
d) between 15,000 and 25,000	84	168	252
e) between 10,000 and 15,000	47	94	141
f) below 10,000	31	62	93
STUDENTS	31	62	93
AFFILIATES	200	400	600

The Membership Committee has recommended two additional levels: a Student Graduation Transition Membership level as a transition to full membership, and a mid-career two year 50% reduction to membership pump up our membership numbers at that level. Additionally, in response to the EC Membership conversation at the NASP meeting in February 2019, the Membership Committee, rolled out a



(Photo courtesy Bill Pfohl)

membership marketing campaign by handing out 400 pins to attendees at the Basel ISPA Conference. This is being followed up with videos posted of attendees sharing why they love ISPA. These will appear in various spaces during 2019-2020. This will be followed with a theme of “Bring a Friend” to the 2020 Conference in Cyprus.

The following recommendations were made to Executive Council: 1) Survey of students- non-renewals- send the survey link from the office; 2) Affiliates will have an automatic billing instead of a new application each year; 3) Develop clarification for all the levels of membership; 4) Institute a back-office on the website for leadership tools and pass down logs with procedure for a tickler file reminder for items to be completed; 5) Publish student funding sources for the conference; 6) Establishment of ambassadors from countries and regions. (Latin America and the European area have been established); 7) Add a mentoring opportunity at the conference; 8) Help to develop internship partnerships across the world; 9) Add a service learning opportunity to the conference, and 10) Develop renewal procedures for student ambassadors and full member ambassadors. The 2018-2019 Membership Committee consists of Co-Chairs: Sally Baas Vitor Coehlo; Chair of Affiliates: Coosje Griffiths; Chair of Student Membership: Marie Tanaka; and standing members include, Juliet Madigan, Coosje Griffiths, Aria Fiat, Marie Tanaka, and Frederick Wright.

Ethics Committee

Jürg Forster

The Ethics Committee met on 11 July 2019 at the ISPA Conference in Basel, Switzerland, to discuss ethical challenges that committee members are facing in the countries where they live and practise. Here is a short summary:

France: School psychologists now adhere to the same Code of Ethics as other psychologists. As long as it is not legally binding there may still occur infringements that have no consequences. It is a guideline than cannot lead to adjudication of an ethics complaint. **Australia:** A Health Practitioners Act as well as ethical guidelines are in force for school psychologists. It is clear now to most professionals in the field that their reports need to be written in a supportive language, since the child could be reading them sooner or later. Resources are more often mentioned than this used to be the case earlier. **Canada:** The Canadian Psychological Association (CPA) developed ethical standards more than a decade ago.



(Ethics Committee, Photo Courtesy Jürg Forster)

They are now used by most provincial associations of psychology in Canada and have recently been revised to include standards for privacy considerations in relation to electronic information. **Ireland:** The legal position of psychologists and of counsellors is going to be regulated. Competencies and the training of professionals should be outlined more clearly. **U.S.A.:** In each state, regulations are different. The diversity of the population is increasing, so a burning issue is the question how to assess children of refugees and of minorities accurately and without a cultural bias. It is clear that persons

from different cultural backgrounds have something to teach us. **Switzerland:** There is a law on psychology professions that lists ethical requirements for psychotherapists. For school psychologists only the ethical guidelines of professional associations are relevant. Since the state started to regulate the profession legally, it has become less important to be a member of a professional association, and some are losing members.



(Photo Courtesy Bill Pfohl)

At the meeting of 11 July, Patrick Carney from Canada spoke about *School Psychology's Contribution to the concept of Sustainable Well-Being for All*: School psychologists play a leadership role in the promotion of mental health and well-being. Given the mounting scientific evidence for global warming and climate change it is recommended that ISPA make "sustainable well-being for all" a key principle in its ethical standards. The promotion of sustainable well-being for others and the environment is consistent with the goals of our UNESCO partner to promote sustainable development worldwide. The Ethics

Committee agreed to check the relevant ISPA documents and to include the concept of sustainable well-being in one or several of them. It is not clear yet whether the Constitution and Bylaws, the Mission Statement, or the ISPA Code of Ethics should be amended. A proposal will be submitted to the ISPA Executive Committee in due time.

Retirement Resource Interest Group

Erika Voigt and Tracy Hobbs

Our Retirement Resource Interest Group met for its annual meeting during the 2019 Conference in Basel on Friday, July 12th. Although the number of attendees was small, we had a stimulating discussion about retirement and what that means to the members of our group. The ages of attendees ranged from 50 to 92 and included those who consider themselves "retired" as well as a first-time attendee who is approaching retirement and wished to hear about the experiences of those already in retirement. All of our attendees who have retired continue to be active in a variety of ways, both professionally and personally. Several members of the group, for example, are involved in leadership roles within ISPA. Two themes emerged during our discussion and we reached the conclusion that it is vitally important to separate these as we approach retirement (or are, indeed, retired): The fears/concerns were about retirement (i.e., "What am I going to do after working and once I retire?") and aging (i.e., physical and cognitive decline).

A helpful concept to cope with these challenges/concerns is the ability and desire to redefine yourself as you journey through life's stages. From this discussion, one important insight that came to light was the importance of "connectedness:" maintaining connections with people and activities that were important aspects

of our career lives. We all agreed to honor the special gift of ISPA to create belonging to a family. In fact, one attendee shared the idea that we should not be defined by the inevitable changes we experience with age but emphasized the need to continue to participate in activities and area of interests within the framework of any limitations that you may be experiencing: find ways to fulfill your passions and remain vital!

We also came to the realization that we, as a group, need to capture what was shared as oral history: the stories and experiences shared were absolutely remarkable and each unique life adventure should be written and maintained for posterity. Perhaps this will become a project for our Resource Interest Group!

During our meeting, Michael eloquently recited two passages from Shakespeare which were so relevant and meaningful as a part of our discussions:

Macbeth (Act 5 Scene 5)

*Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.*

As You Like It (Act 2 Scene 3)

*Though I look old, yet I am strong and lusty,
For in my youth I never did apply
Hot and rebellious liquors in my blood
Nor did not with unbashful forehead woo
The means of weakness and debility.
Therefore my age is as a lusty winter,
Frosty but kindly.*

Members: Tracy Hobbs, Erika Voigt, Ethna Swan, Jean-Claude Guillemard, Michael Sheehan, Basil Fersztand and Saradha Supramaniam.



(Photo Courtesy Bill Pfohl)

International Crisis Response Network (ICRN) Interest Group

Olanda Momcilovic & Paul Rees

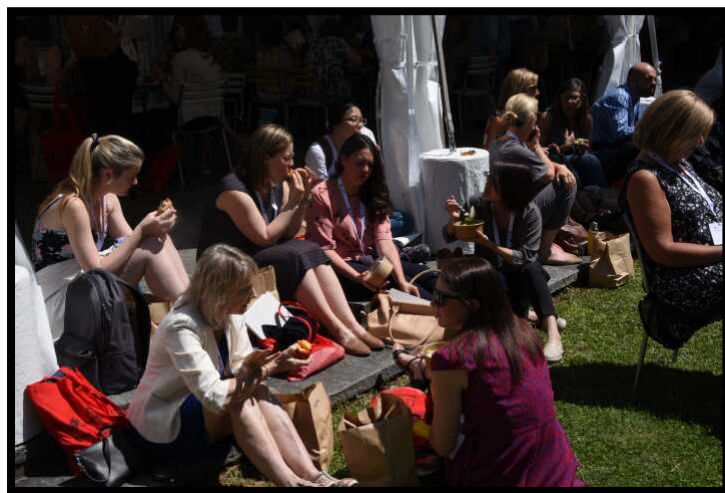
The vision of ICRN is to maintain a worldwide network of highly trained, competent, mutually supportive and confident psychologists who are able to provide timely and effective psychological support for children, young people and their communities following a crisis. Crisis is defined by the group as any incident that has a dramatic and potentially traumatising impact on children and/or the community in which they live, for example, sudden death, extreme violence (including shootings/knife attacks), suicide, bullying, bombings, terrorism, accidents or disasters such as earthquake, floods, storms and fires.' Involvement in the ICRN is open to all ISPA members. ICRN members meet at the annual ISPA Colloquium at which an open ICRN symposium is

held. The symposium is sometimes shared with partners such as ESPCT, Eurocom and NEPES.

Currently, ICRN has become increasingly focused on Europe (due to the work of ESPCT) and USA (due to the work of PREPaRE). This focus has brought about much progress in Europe, with over 2000 psychologists having now received training in crisis response and more than 2000 psychologists in USA. It is felt, however, that the ICRN needs to recast its own vision for a worldwide network. This is due to the increasing demand for specialist input on crisis response from school psychologists. In fact, there is evidence that crisis response work is now an integral part of the role of school psychologists in schools (Rees & Seaton, 2011; Farrell et al., 2006).

The members of ICRN and their colleagues are working together supporting each other in the event of a crisis that can occur in their communities. The network works quickly to might offer assistance in international training efforts and support in major tragic events at schools worldwide. The membership consists of: Coosje Griffiths (Australia); Mohammad Salim Miah (Bangladesh); Suzette Goguen (Canada); Emily Kyriacou and Elena Christou Kangas (Cyprus), Poul Skaarup Jensen & Henning Strand (Denmark); Kahre Triin (Estonia); Arja Sigfrids (Finland); Jean-Luc Pilet & Véronique Le Mézec (France); Bernhard Meissner (Germany); Simon Balint (Hungary); S.K. Sekar & G.P. Ganapathy (India); Margaret Grogan (Ireland); Niv Shulamit, Sharone L. Maital, Shacham Yehuda (Israel); Toshinori Ishikuma & Watanabe Yayoi (Japan); Leva Bite (Latvia); Zydre Arlauskaitė (Lithuania); Hugues Rolin (Luxemburg), Paul Bartolo (Malta); Robert Varnay (Morocco); Odeth Bloemberg & Olanda Momcilovic (Netherlands); Amanda Clinton (Puerto Rico); Valeria Negovan (Romania); Klueva Tayana, Natalja Ilyukhina, Melikova Galina (Russia); Eva Gajdosova (Slovakia); Leopold Carreras (Spain);

Elinor Schad (Sweden); Paul Rees (UK); Bill Pfohl, Daniel Hahn, Jeff Roth & Jorge Gonzalez (USA).



(Photo Courtesy Bill Pfohl)

Social Emotional Learning Interest Group *Terry Bowles*

The SEL Group was active over 2019 with a continued communication through the SELIG Basecamp set up. Once again, the main activity was conference and planning for it. The SEL Conference for 2019 was very successful and I would like to thank everyone who was involved in the IG conference activities, notably: Vítor Coelho, Baiba Martinsone, Janet Scull, Frank Worrell, Fred Wright and Chryse Hatzichristou. We had 2 symposia with more than 30 participants in each. There were a range of topics presented (see attached). The symposium and AGM were a great success and there was a large amount of enthusiasm for presentations and SEL generally, internationally. We have healthy membership of 83 which has grown over 2019. There was also strong contingent of members at conference. A special thank you to great efforts of the Local

Organising Committee and the ISPA Scientific Committee for their support of our work.

Agenda for 2019-2020 Meeting

1. SEL Committee for 2019-2020
2. Organisation Structure
3. Integration and work with ISPA activities
4. Recruiting and membership
5. 2019 – 2020 Activities
6. Conference 2020
7. Research activities
8. Communication through Basecamp

2019 Addendum: Presentations at the 2nd Symposia at the Basel Conference

Title: Lifelong learning: Foundations in early childhood

Presenter: Terrence Bowles

Summary: The four presentations in the symposium focus on the effect of SEL programs and reflect the conference themes of lifelong learning, foundations for learning, school readiness and empowering students with special educational needs. Two presentations focus on the evaluation of interventions designed to improve social emotional learning, the first, from the perspective of the child and the second, from the perspective of the teacher. Presentation three reports on improvement in students' SEL coincidental with an intervention program to improve early reading. The fourth presentation provides an outline of a prospective program of research into the implementation of an SEL program.

1.1

Title: The Differential Effectiveness of Social and Emotional Learning Programs: Analyzing Dosage.

Presenter: Vítor Coelho

Summary: This study compares the differential effectiveness of a Social and Emotional Learning

program when it is applied once or twice over the span of 3 school years upon self-esteem and several social and emotional competencies. Some of the students participated in program Positive Attitude in 4th and 6th grade, while others only participated in one of those grades. All three groups were compared to a control group. The participants in this study were 786 elementary and middle school students (51.4% boys), of which 204 composed the control group. Some students (n=193) participated in both weekly SEL programs during 4th and 6th grade (two years later), while others just participated either in the 4th grade (SEL) program (n=178) or in the 6th grade (n=211). The 4th grade SEL program was composed by 13 sessions and the 6th grade SEL program by 15 sessions. Assessment was carried out in five moments between 4th and 7th grade. Multilevel analyses were conducted and results differential positive results, with the combined application and the application in the 4th grade yielding more positive trajectories in several social and emotional competencies than all other groups SEL. These results highlight the importance of analyzing dosage for SEL programs.

1.2

Title: Changes in Teachers' Attitude Toward Social Emotional Learning During Monitored Implementation of SEL Curriculum: Case of One School in Latvia.

Presenter: Baiba Martinsone

Summary: Teachers are a key factor in implementing social emotional learning (SEL) in schools. Readiness to implement SEL and understanding of a teacher's role in this process have an impact on whether SEL becomes an everyday routine in schools. This research analyzes teachers' regular feedback about their experience in the implementation of SEL strategies during their regular classes. The research questions were: What are the changes in teachers' 1) self-reported willingness to apply SEL strategies in their classes, 2) expected risk factors of successful implementation, 3) opinions of their

role in overcoming these challenges, during a six-month SEL implementation process. The full sample included 215 teachers from 10 schools: in this presentation one specific school was chosen in order to provide an illustrative case analysis. The research group consisted of 26 3th–4th and 7th–8th grade teachers of one secondary school. Thematic analysis of the teachers' feedback was performed. The results revealed that teachers initially considered their role to be more that of external experts – implementers of particular SEL methods. During the intervention process, the teachers gradually became more confident about their ability to implement SEL practices, and more aware of their active role in the successful implementation of SEL.

1.3

Title: Laying the Foundations for Social Emotional Learning: Connection to School by Engaging Children in Early Literacy Learning

Presenter: Janet Scull

Summary: There is a growing awareness that frequent absences from school limit a child's opportunities for early literacy acquisition, which has later consequences for academic success and broader life outcomes. Improving school attendance, and children's subsequent engagement in literacy learning is seen as a key to improving education outcomes. This session will report a study that aims to better understand the impact of Reading Recovery, as a literacy intervention, on improving school connectedness in the early years. Using a series of questionnaires that probed teachers, parents and children's perspectives, responses were mapped to four factors associated with school connectedness: (i) attending, (ii) belonging, (iii) engaging, and (iv) flow. The results of this study provide clarity about the ways early years educators support young learners and practices that enhance children's social and emotional learning. It also provides insights into the relationships between emotion, cognition and children's positive attitudes to learning and school. The findings from this study support the

investment in early interventions and acknowledge the multiple outcomes that result from fine-tuned teaching interactions.

1.4

Title: Validating the Social Emotional Health Survey and measuring the effects of combined Covitality, SEL and PBS interventions in schools.

Presenter: Michaël von Bönninghausen

(NOTE: Michael was unable to present and Frank Worrell presented on evaluating SELIG Programs)

Summary: The aim of this presentation is to report the progress on the Covitality in the Netherlands project. The first part of the Covitality research project in the Netherlands is to validate the Social Emotional Health Survey for adolescents. We will collect our data in the spring of 2019 and we will be able to present our first results in July 2019. The second part of the research project is to perform several interventions in schools combining Covitality with SEL and PBS using the 3 Tiers model and the PBS matrix. We will present the process and results of a combined intervention of PBS, SEL and Covitality that we are performing at a school for special educational needs students in the South of the Netherlands. To measure the effect of the combined interventions on the wellbeing of the students we will use the validated survey 'Social Emotional Wellbeing for Youth' (SEHS-Secondary).

Symposium 2

Discussant: Shane Jimerson

2.1

Title: Social and Emotional Learning from Diverse Practice and Research Perspectives

Presenter: Terrence Bowles

Summary: The three presentations in the symposium focus on three diverse elements of School Psychology relevant to social emotional learning and fit with the conference themes of lifelong learning and school staff as first responders. The first presentation addresses emotions as experienced by adolescents in school settings and suggests that greater attention should

be paid to the emotions of students as they transition through adolescence. The second presentation outlines research into the effectiveness of trauma related interventions and trauma informed practice. The third presentation addresses tertiary students' thinking and feeling about metacognitive processes from differing cultural perspectives.

2.1

Title: How Adolescents Feel About Their Past, Present and Future and Its Relevance to Practice: Advancing the 'E' in SEL.

Presenter: Terence Bowles

Summary: This research investigated the structure of an adolescent positive and negative affect scale (PANAS-T (Time Oriented)) that differed in definition and structure from other scales by introducing three-time dimensions to the affects: past, present and future. Using the circumplex definition of 28 affects a positive and a negative scale was established with the same terms used in reference to three-time dimension. Findings shows that 64% of items were consistently loading on each time dimension and that there was a very strong correlation between the long and short versions of the positive and negative affect scales. Correlations of the factors showed that the present was strongly related to the past and future, but the past was not as correlated with the past or present affects. A cluster procedure of the positive and negative affect scales by three-time dimensions showed that three groups with divergent and informative profiles emerged. Results are discussed in reference to assisting students to remain motivated in secondary school settings.

2.2

Title: A multilevel model for supporting school communities after crisis and natural disasters

Presenter: Chryse (Sissy) Hatzichristou

Summary: A multilevel model for combining theory, training and practice aiming at supporting vulnerable groups and promoting resilience and well-being in the school community during unsettling times is briefly described. The interventions that were developed after a fire in the

Eastern Attica region are presented with an emphasis on the development of an intervention program for enhancing resilience. The structure, the methodology and the implementation process of the intervention program, entitled *Mazi+1* (Together + 1)" as well as empirical data from the evaluation process are described. The presentation highlights the importance for the development of intervention programs at the context of trauma informed practices focusing on enhancing resilience and responding to the particular needs of the members of school communities after crisis and natural disasters.

2.3

Title: Emotions and Thoughts Associated with Metacognitive Processes in Tertiary Students

Presenter: Frederick Wright

Summary: International and migrant students studying diploma level subjects at an Australian Technical and Further Education Institute were asked to fill out the Metacognitions Questionnaire 30 (MCQ-30) (Wells & Cartwright-Hutton, 2003). This questionnaire examines the beliefs of people about their thinking. In the context of these students' being from countries other than Australia, the study was conducted to determine how these students perceived their meta level beliefs about their thinking in a country that differed from their home country. A Rasch Analysis of the data was conducted with the results of analysis showing that the population of students endorsed the questions related to the monitoring of their thinking and positive aspects of worry. They did not endorse items related to not trusting memory, or about negative aspects of worry. The results show that these students explicitly monitored thinking, which suggests that implicit information processing could be inhibited. From Vygotsky's (1978) socio-cultural theory perspective mediation of new cultural context would require explicit online processing and possibly inhibit attention to educational processes in which they are engaged.

Affiliate Committee *Coosje Griffiths*

The ISPA Affiliate Committee developed a strategic plan with proposed number of steps to strengthen affiliate membership in ISPA. The Committee has expanded to include Suzette, Lisa and Patrick and the number of affiliates increased from 12 to 20. Affiliated countries currently include: Australia; Denmark (2); France (2); Germany; India (3); Israel; Malaysia; Mexico; the Netherlands (2); Russian Federation; Slovakia; Sweden; Switzerland; United States (NASP); United States (APA).



(Inaugural ISPA Affiliate Committee meeting Tokyo, Japan 2018. Karsten and Rauli not pictured. Photo courtesy Coosje Griffiths)

Outcomes to be achieved are to increase:

- An understanding of the purpose of affiliates within ISPA and the benefits to be received by affiliate bodies;
- Connectedness, activities and collegiality of national/ state affiliates with each other and ISPA between and at conferences; and
- the profile of national/ state affiliates and information about affiliate member activities to the ISPA membership.

Strategies and Actions:

1. It is important to clarify the reason for having affiliates attached to ISPA. These would include: increasing communication and collaboration between countries on sound psychological principles and practices within the context of education and schooling internationally at global and local levels; assisting in the promotion of ISPA's activities, and increasing engagement and involvement of individual members.

2. It is important to clearly outline the benefits for becoming an affiliate of ISPA. The benefits to include the nomination by the affiliate of a representative; a code for access to the membership page on the ISPA website; receipt of newsletter sent to the affiliate's representative, and one copy of the online journal sent to the affiliate representative; one members' rate for ISPA conference attendance; the affiliate to have a representative attend the ISPA Leadership Workshop and the General Assembly and expected to present a report; receive one vote for elections and at the General Assembly; maintain a clear two-way communication with ISPA President on relevant topics, and opportunities for affiliate to be considered.

3. It is important to increase national/ state affiliate membership through the following means: by maintaining a list of current and past affiliates from Central Office (CO), with CO sending reminder notices to affiliates to update membership, ensuring information on all affiliates is up-to-date and on the ISPA web accordingly, maintaining regular communication from President/ Central Office, and developing a list of active liaison persons from current affiliate groups.

Additionally, CO will be instrumental in developing a promotional communication highlighting ISPA's mission and benefits of

affiliation to ISPA (a draft of such a communication will be provided to Bonnie updated/approved by the EC); contacting countries previously affiliated and encourage re-joining and reasons for doing so; sending a letter from the President with invitation to join as an affiliate outlining the benefits, and contacting countries and states within countries that have their own association not previously connected to encourage joining ISPA.

4. In addition, an important goal yet to be achieved is to increase connectedness of national/ state affiliates with each other and ISPA between and at conferences by developing a template for providing key information, asking affiliates to provide information according to the template to develop regional connections, communicate through a variety of means such as teleconferences and ISPA conferences, and by means of other communications as proposed by affiliates.

5. Finally, it is important to increase the profile of national/ state affiliates and information about affiliate member activities to the ISPA membership through various media and communication strategies proposed by the affiliates such as special affiliate section on the ISPA website, the WGR newsletter and at ISPA conferences.

Committee Members 2019: Coosje Griffiths, Chairperson (Australia), Veronique Le Mezec (France); Karsten Schaper (Germany); Rauli Sulanko (Sweden/ Nordic coalition); Suzette Goguen (Canada); Lisa Kelly-Vance (NASP, USA); Patrick Lancksweerd (Belgium).

Affiliate Report to GA: Australia *Coosje Griffiths*

Australian Psychologists and Counsellors in Schools (APACS) is a national professional association for school psychologists, school



(Photo Courtesy Bill Pfohl)

counsellors and guidance officers. APACS provides leadership and support to its members in educational guidance and counselling in schools nationally. Further information can be accessed on the updated website on: www.apacs.org.au/

In terms of membership, APACS has over a thousand members across Australia who work in school settings as school psychologists, guidance officers and school counsellors. Western Australia, Queensland and New South Wales have the bulk of members, representing approx. 90% of the members whilst Victoria, ACT, NT, South Australia and Tasmania represent approximately 10% of the members. The governance of APACS is a non-profit making professional body incorporated as a Company Limited by Guarantee governed by a Committee which includes a President, Past President or President Elect, Secretary, Treasurer, Membership Secretary, Journal Editor, Newsletter Editor and state representatives. Its informative national newsletter

is sent electronically to all members and includes articles of interest, information about relevant resources, websites, professional development opportunities, book reviews and other information. All members of APACS receive the internationally recognised Journal of Psychologists and Counsellors in Schools, published twice annually with access to the journal through the website and paper copies sent directly to members. The Chief Editor is a member of the APACS Executive Committee. The next Australian APACS conference is now open for registrations and will take place in Perth Western Australia 25, 26 and 27 September 2019 at the University Club, University of Western Australia. The APACS website has recently added a members' section to provide access to our online journal and professional development.

APACS has participated in a number of national and local projects that aim to promote best practice for students. Examples include: MindMatters Plus, Positive Psychology, ASD issues, professional development and journal articles about children and adolescents' learning and social-emotional needs.

Affiliate Report to GA: Sweden Psifos
Lena Svedjehad/Erika Lagström Burkvist

Psifos is a national association for psychologists in schools and preschools in Sweden. We have over 600 members and a number of autonomous networks connected to us. During the past year, the association has worked with many different processes. Psifos has in recent years grown both in members as in the amount of work, which has made it necessary to partly reorganize our work. The challenge is to review the organization in order to best achieve the

association's goals according to the statutes; manage that the association has grown and the number of members increased; better use and channel membership engagement; and manage an ever increasing workload for the board. At the same time, the question of how the board can best represent its own members has been a hot topic on our agenda. Therefore, we have had a special focus on developing an internal practice document that presents guiding routines and working methods for our work, which also can function as a guide and introduction for new board members. We've started to develop a communication policy which aim is to clarify how the association can use social media to a greater extent and to differentiate communication channels between different target groups. In order to increase the transparency of the board's work we also let a group of psychology students do a mapping of our organisation and provide us with an organizational analysis. In terms of member activities, our annual conference took place in September 2018 with over 300 school psychologists participating. This might have been the biggest conference for psychologist in general, in Sweden. In september 2018 we released a policy document, "Model of Quality". This document intends to pinpoint what quality is in the day to day work as a school psychologist. The Model of Quality is to be read and used by school psychologist, decision makers and other actors in the school setting. During the past year we've worked on spreading the model and implementing it by giving workshops and lectures.

Psifos has about 30 dedicated members (whom we call delegates) whose function is to be the board's extended arm in order to improve the contact with our members. Twice a year, the delegates are called for meetings with the board for a dialogue and an exchange of information.

In terms of Advocacy, we represent at politician week in Almedalen, which is a gathering conducted annually in Visby on Gotland, where representatives of the Swedish political parties and all sorts of interest groups and companies come together and discuss politics and social issues.

Psifos was there and participated in debates and supervised a large number of seminars relevant to our work field. Psifos tries to meet with different authorities as much as possible.

During the past year we had a meeting with the government's special investigator Kerstin Hultgren who is investigating how to improve the interdisciplinary work around the schools in Sweden. We also met the National Board of Health and Welfare which is a government agency under the Ministry of Health and Social Affairs, to discuss their publication of a knowledge support for ADHD and other neuropsychiatric conditions. In terms of collaborations, Psifos has noticed that newly graduated psychologists are not well prepared to work in the field of educational psychology.

Therefore, we have established an ongoing collaboration with psychology students. Psifos participated this year in the students' own conference, with a lecture on what the work as a school psychologist is about. We also had meetings with the teachers' student association regarding educational psychology at the teacher training programs. We hosted a Nordic Network in May with representatives from Iceland, Norway and Finland. Mostly we discussed how the Nordic school psychologist associations can develop a fruitful collaboration. The Nordic Welfare Center also took part in a lecture on health-promoting aspects of school life in the Nordic countries. Key leaders for Psifos are: Rauli Sulanko, president Lena Svedjehed, vice president, Erika Burkvist, board member, Daniel Pålsson, board member, and Joel Rutschman, board member.



(Photo courtesy Bill Pfohl)

Affiliate Report to the GA: Association Française des Psychologues de l'Éducation Nationale (AFPEN)

Véronique Le Mézec

Our national association has been affiliated to ISPA since the 80's. AFPEN has been in existence since 1962. The aims of AFPEN are to support psychology and psychologists in the national French school system. At present, there are approximately 3700 psychologists working in preprimary and primary schools with children between the ages of 3 and 11.



(Photo courtesy Bill Pfohl)

AFPEN has 1000 members, publishes a newsletter 6 times a year and a review 4 times each year, and it organizes a national conference every two years. The next conference was in Deauville, France 19-21 September 2019. Vítor Coelho, ISPA president was present at the opening ceremony and Jürg Forster, ISPA former president and chair of the Local Organizing Committee ISPA 2019 Conference in Basel presented a paper. AFPEN co-represents ISPA to UNESCO sessions in Paris.

Affiliate Report to the GA: European School Psychology Centre of Training (ESPCT)

Jan-Erik Schmidt

As an affiliate Organization of ISPA, the European Psychology Center of Training is glad to report about our ongoing trainings for Schools in the field of Crisis Intervention on the European level. The board of ESPCT: Olanda Momcilovic (Netherlands), Odeth Bloemberg van den Berkerom (Netherlands); Bernhard Meissner (Germany); Dieter Glatzer (Germany), Dr. Jan-Erik Schmidt (Germany), and Bill Pfohl (USA).

The number of trainings that were held for special regions only (Denmark, Belgium, England, Germany, both Hessen and Baden-Württemberg) has increased significantly (now 48 courses). Trainings on a regional level have the advantage, that colleagues from a region are trained together and thus have a higher chance to establish Crisis Intervention Networks in their area. As we know, having a well-established network in a region is of crucial importance for successful support of schools in case of a crisis event. In between more than 2000 school psychologists in 29 countries have been trained in basic knowledge and procedures for crisis intervention. Some future courses are planned that are again based on

funding by the European Union. Therefore, interested school psychologists have to find at least two schools to apply for funding together with a counseling center and then can get funding for a whole training program. More information is available on our website www.espct.eu.

As at some conferences before, board members of ESPCT have held a pre-conference workshop at the ISPA-Conference 2019 in Basel to teach and train some of the basic principles of crisis-intervention in schools. We thank our participants for the good cooperation and Bill Pfohl for the organization of the pre-conference workshops.

Membership Committee Report: Student Ambassadors

Marie Tanaka

I took great pleasure in overseeing student initiatives and collaborating with students, faculty, and professionals at the ISPA conference in Basel this July. Student programming—including a student social, a roundtable, and group discussions on moving the organization and student involvement forward—were facilitated by ISPA Student Ambassadors.



(Photo courtesy Bill Pfohl)

Such efforts and initiatives were made possible by the support of the ISPA executive committee and the local organizing committee. We are grateful for such support, and excited to continue expanding student membership and involvement.

This year the Student Ambassadors (SA) program met several times virtually to both present at and plan for ISPA in Basel, Switzerland. SAs had representation from the US, Japan, China, India, and Mexico. From the presentation, the SAs were able to present on transnational scholarship while getting input from students about the need for readily available resources for transnational scholarship and research application and writing.

Aria Fiat, Student Membership Chair for the SAs, was busy coordinating social media campaigns and efforts for students to more easily access ISPA materials. Sam Lee, SA from the US, created a Facebook account specifically for ISPA student members. She also created an ISPA Instagram account, where students and members alike can see pictures from the conference and updates for next year.

Caroline Blasco, SA from the US, planned and organized the first Student social for ISPA students. The event was a great success, and we hope to continue such an event where students can meet early on in the conference on an annual basis.

The SAs will be very busy for the 2019-20 academic year. For the ISPA website, we hope to provide more resources to students in general. One page will be dedicated to the SA program, with contact information so students can reach out to their respective country representatives, if interested. At the conference, the SA program was able to recruit students from Greece, Cyprus, and Turkey. We also plan to put a hyperlink in for a Student Membership page so students can gain more information about the benefits of being involved with ISPA.

As a part of the SA initiative, the SAs will be developing two flyers: one for student membership in ISPA, and another specifically inviting student leaders to join the SA program to increase geographical and international representation. We plan to share the flyers on both the website and to institutions where there are faculty supportive of fostering international graduate student connections. Ultimately, we hope to facilitate student connections so exchange experiences can be independently organized by students from different countries to further foster transnational scholarship and learning. After receiving feedback from roundtable discussions and the student forum, the SA will work to provide resources on international scholarship, such as application supplements (tips & tricks) and transnational student opportunities for practice and research.

The SAs hope to also strengthen the SA program's sustainability and structure. As a group, we hope to create a vision, mission, and list of long term goals so the student members of ISPA continue to receive support and initiate projects. We hope to meet once a season in the coming year to support sustainability efforts and communication. I look forward to continuing to serve ISPA in a leadership capacity. With contributions of ISPA Student Ambassadors, we can foster student professional development to achieve deeper transnational scholarship and relationships in the future.



WWW.ISPA2020.ORG

info@ispa2020.org

<http://ispa2020.org/sponsorship/>
for sponsorship opportunities



(Photo courtesy Bill Pfohl)

Research Committee Task Force Report

Shane Jimerson

Contributing Members: Tamika P. La Salle (U.S.) Project Leader; Jorge Gonzalez (U.S.) Project Leader; Sam Song (U.S.) Project Leader; Jesslynn Neves (U.S.); Aikaterini Lampropoulou (Greece); Chryse Hatzichristou (Greece); Danai Athanasiou (Greece); Baiba Martisnone (Latvia); Olympia Palikara (UK); Sergio Di Sano (Italy); Caroline Deltour (Belgium); Ariane Baye (Belgium); Zydre Arlauskaitė (Lithuania); Orlean Brown-Earle (Jamaica); Victor Martinelli (Malta); Milosh Raykov (Malta); Silvia Majercakova Albertova (Slovakia); Gino Casale (Germany); Jenny Feinmann (U.S.); Brenda Jansen (U.S.); Sylvia Rosenfield (U.S.); Paul Bartolo (Malta).

The purpose of the Research Task Force is to identify and initiate cross-cultural research projects and actively involve ISPA members in their implementation and interpretation; to facilitate communication, exchange of research ideas, and encourage collaboration among ISPA members, to publish important school psychology research in World Go Round and the International

Journal of School & Educational Psychology (IJSEP).

The structure of the Research Task Force is the following: the Chair is appointed by the President. The Chair encourages ISPA members to participate in cross-cultural research related to the Association's aims and to report on outcomes at the annual conferences and through World-Go-Round and the International Journal of School & Educational Psychology (IJSEP).

Updates: Many ISPA members continue to be actively engaged in collaborative research projects aimed at addressing important topics across international borders pertaining to school psychology. These collaborative efforts continue to enrich and advance our understanding of these important topics, and also provide valuable information for school psychologists around the world.

As with each ISPA Conference, during the ISPA 2018 Conference in Japan, there were several sessions that included information that has emerged from the collaborative efforts of colleagues in the ISPA Research Committee / Task Force.



(Photo courtesy Bill Pfohl)

There are numerous presentations featuring Research Committee activities at ISPA 2019 in Switzerland. There was a special Research Roundtable scheduled for 2019 in Basel. The roundtable focused on three key components: 1) Identifying research needs and resources at national/international levels; 2) Identifying possible international research initiatives, and 3) Developing proposals for submission for review to SSSP for international research initiatives.

The ISPA Research Task Force continues to engage many ISPA members and engage in innovative international initiatives. The current initiatives are described briefly below.

1. School Climate International Initiative
2. Home Literacy Environment
3. ISPA / SSSP Research Funding Collaborative
4. Identifying School Psychology Programs Around the World
5. Encouraged Submission and Reviewed Drafts of Member Research Reports to World Go Round
6. Continuing to share resources for International School Psychology Survey and the International Student Engagement Survey
7. Reviewed Nominee for the ISPA Outstanding International Scholar Award

1. School Climate International Initiative, Project Leader Tamika P. La Salle

The international school climate collaborative was established in Spring 2017. Since that time, the collaborative has secured research funds in the amount of \$10,000 from SSSP. These funds supported the initial stages of the initial research project. To date, the international school climate collaborative has accomplished the following:

-Translated the Georgia School Climate Surveys into 8 languages. This includes surveys for elementary students, secondary students, personnel, and parents/guardians;

-Undergone two rounds of data collection yielding more than 5000 surveys

-Presented at ISPA two times: the third will be this year, with 2 presentations and NASP as well.

-Completed confirmatory factor analyses for the elementary and secondary surveys, establishing a score set of school climate items across all countries- this allows us to examine perceptions of school climate cross-culturally, and

-Conducted analyses comparing cross-cultural perceptions of school climate

Currently, the collaborative is working on finalizing the factor analyses, to include measurement invariance and descriptive analyses. The group has done preliminary analyses for two manuscripts in preparation. We have also formed partnerships with colleagues in Russia and Israel within the last several months and data collection is currently in process. Finally, the goals for the upcoming year include developing a school climate compendium by which countries can freely access school climate surveys and establishing a data system to support such work.



(Photo courtesy Bill Pfohl)

2. Home Literacy Environment Project, Project Leader Jorge Gonzalez

Rationale: The home literacy environment (HLE) and its measurement from a cross-cultural perspective is an important dimension of understanding the whole child. As a backdrop, most measures of the HLE are developed using Western-centric ideas of what home literacy is and how to measure it with little attention to cultural differences-differences that are realized in important ways in daily home literacy activities in culturally different homes. The relevance of understanding measurement of the HLE is that many of the existing measures (commercially available or researcher-developed) do not capture the rich ways culturally and ethnically diverse families create literacy rich environments for their children thus their contributions go unreported or at worse are depicted as lacking.

Aims: (1) collect existing commercially and researcher-developed measures of the home literacy environment, create an item data base, review items for duplication, identify item constructs (completed by Gonzalez for US measures), (2) conduct focus groups across various cultures and/or ethnicities (emic perspective) on the topic of what is considered home literacy activities and how it is supported and develop items (to be conducted in US for Asian, Latino & African-American); (3) distribute culturally sensitive HLE measure and examine psychometric properties (to be done) (4) distribute measure and make it available to researchers, (5) create data set of its use (to be done).

3. ISPA / SSSP Research Funding Collaborative Collaboration with Sylvia Rosenfield and Olympia Palikara

Research Training and Support Needs of School Psychologists: Are We There Yet? This Roundtable was featured at the 2019 Conference in Basel. Funding for research and research training in school psychology has been an issue at the international level. A Roundtable brought together representatives of ISPA's Research Committee (a standing committee), the Research Working Group (a Task Force with a designated life span), and the Society for the Study of School Psychology's (SSSP) International Initiatives Committee (a joint SSSP/ISPA committee, which has funded grants to researchers outside of the United States); Shane Jimerson (representing the Research Committee), Olympia Palikara (represented the Working Group) and Sylvia Rosenfield (representing the SSSP Committee) presented brief statements about their groups' work and history of contributions to international school psychology. After these brief statements, the major portion of time was devoted to participants and presenters discussing how school psychology researchers could be better trained and supported at the international level. The projects and researchers are as follows:

4. Identifying School Psychology Training Programs Around the World, Sam Song

During 2019 Jimerson, Hatzichristou, and Song have been collaborating to develop a list of school psychology training programs around the world. Jimerson drafted a survey and coordinated with the ISPA Central Office to distribute the survey link to ISPA members to encourage further contributions. This collaboration is across the Research Committee/ Task Force, Trainers Task Force, and the Work Group. The invitation for this project follows:

Identifying School Psychology Training Programs Internationally

“The purpose of this survey is to collect information about programs training “school psychology” students in countries around the world. We invite all colleagues to participate. This survey is part of a research project of the ISPA School Psychology Trainers Task Force and Work Group for gathering basic information regarding multicultural and international aspects of training in order to foster international collaboration among faculty members and school psychology students in different countries. We are simply asking for your assistance in identifying ‘school psychology’ training programs in your country. Please note that your participation is completely voluntary. Responding to the questions in this survey constitutes consent.”

During this past year, I submitted and reviewed drafts of Member Research Reports will be submitted to WGR for publication and dissemination. I also encouraged several presenters at the ISPA conference to submit their scholarship to IJSEP and to consider submitting a brief summary to WGR. I also helped review and revise several of these brief summaries, and will continue to provide colleagues around the world with copies of the International School Psychology Survey (ISPS) and the ISESq surveys for use for data collection.

They include 46 questions examining school psychologists’ roles, activities, and responsibilities as well as demographic information. During the past 15 years, the International School Psychology Survey has been translated, distributed, and collected in more than 20 countries. Each country coordinator returned the completed surveys to the research team at the University of California in Santa Barbara, as UCSB is responsible for coordinating correspondence among the country representatives, developing the database,

processing the surveys, and completing data analyses. Many colleagues attending the 2002 ISPA Colloquium in Nyborg, Denmark attended a symposium session highlighting the preliminary results and experiences of colleagues gathering this data around the world during the past year. The colloquium session was very well received, and we also shared information at a special session at the National Association of School Psychologists conference in April 2003 at Toronto, Canada. And then at many conferences over the years. Numerous manuscripts have been developed. Students and colleagues from around the world who want to use the ISPA in their projects to collect additional data.

The International Student Engagement Survey project originated from a workshop held in the 2006 ISPA Colloquium in China. Representatives from over ten countries participated in the workshop and identified possible research initiatives for international collaboration. One of these research initiatives was related to school engagement. The members who are interested in this initiative have been in contact through e-mail since then. Some of them also met in the 2007 ISPA Colloquium in Finland to refine the scope of investigation. By January 2008, the group consisted of 34 members from 19 countries. The countries include Australia, Austria, Canada, China, Estonia, Germany, Greece, Ireland, Israel, Japan, Malta, Portugal, Romania, South Africa, South Korea, Turkey, United Arab Emirates, United Kingdoms, and United States of America. After numerous exchanges on internet, the members came to a consensus that they will study student engagement in schools, a multi-dimensional construct that unites affective, behavioral, and cognitive dimensions of student adaptation. Since student engagement in schools is a buffer against poor academic achievement and a myriad of negative

adjustment outcomes, the members agreed that it is important to investigate both the personal and contextual antecedents of student engagement in schools across different countries. They shall investigate how motivational beliefs, instructional contexts, and social-relatedness contexts are related to student engagement in schools. Each member will collect data from 300 junior secondary students (grade 7 to 9) in his/her country before December 2008. In the ISPA colloquium in Utrecht, the preliminary data from this project will be presented and discussed. Colleagues from around the world continue to use the SESq for data collection.

The ISPA Research Task Force also reviewed the nominees for the Tom Oakland Outstanding International Scholar Award. Based on these reviews the recommendation was provided to the ISPA Executive Committee. The Tom Oakland Outstanding International Scholar Award is offered annually by the International School Psychology Association (ISPA) to an ISPA member who has demonstrated exemplary scholarship contributing to international school psychology that merits special recognition.

Persons eligible for this award are fully paid members and exhibit scholarly activity and contributions that have significantly nourished school psychology internationally as a discipline and profession. This will include one or more of the following characteristics: Demonstration of systematic and imaginative use of psychological theory and research in furthering the development of professional practice, OR evidence of important scientific contributions and seminal studies on important research questions that bear on the quality of school psychological training internationally.

Continuing scholarship and contributions, rather than a single publication, is the primary consideration in making the award. While a

specific scholarly work may be salient in the evaluation of a nominee, it is not likely that a single work will be of such exceptional character that it would be the basis of the award. Similarly, numerous journal articles, chapters, books, paper presentations, workshops, leadership, etc., will not by themselves be a sufficient basis for the award. Award recipients will be selected by a sub-committee of the ISPA Research Committee. Their names will then be forwarded to the full EC for approval. The nominee must also be a Member of the International School Psychology Association.



(Photo courtesy Bill Pfohl)

Childrens' Well-Being and Advocacy Task Force (CWBA-TF) Report

Jean-Claude Guillemard & Stuart Hart

The ISPA CWBA-TF is committed to advancing the safety, full holistic development and well-being of children through the research,

policies, education, and practices of school psychologists and their school communities throughout the world. The initiatives planned for 2019-2020 include a formulation of a set of recommendations for ISPA child rights and well-being priorities and related actions and submit it to the ISPA-EC by November 15, 2019, for its consideration.

CWBA-TF encourages the ISPA-EC to take all necessary steps to reinstate its ECOSOC status and to create and activate a plan for fulfilling the requirements of that status. CWBA-TF will assist/facilitate in this task as invited, including developing necessary supportive supports, identifying ISPA representatives to carry out related functions, and developing an agenda of ISPA priorities for this service. Presently, ISPA does not appear on the list of NGOs in relationship with the United Nations Economic and Social Council (UCOSOC). Renewal of our partnership will probably require, at a minimum, that the ISPA EC appoints a member representative in charge of following ECOSOC activities to contribute to its programs, sends the WGR, and provides information about our conferences and other events of relevance to ECOSOC purposes and agendas. The ISPA representative should be living or working in (or close to) New York City to be able to advantageous personal contacts and to attend meetings at the UN. The following persons have volunteered to represent ISPA when the path to renewal of membership has been designed and implement. The New York City area tseam consist of Leslie E. Popoff (International Council of Psychologists, UN rep) and Comfort B. Asanbe Assoc. Prof, Dept. Psychology, College of Staten Island, City University of New York. The Geneva, Switzerland area Team's composition is to be determined, with the likelihood of Lukas Scherer, who has previously taken this role) with the intention to identify an additional partner who

is a Switzerland or France member of ISPA (possibly recent/present/past EC member) to join, composing a two-person partner team.

In terms of ISPA/CWBA-TF Representation with International Bodies/Agencies, CWBA-TF will develop and submit to ISPA-EC a plan for ISPA representation and involvement in child rights and well-being work (including high quality education for all children) with the UN Committee on the Rights of the Child (Philip Jaffe, Swiss member of the Committee, is recommended as our initial Committee contact point), Geneva; UNICEF New York & Geneva; ChildRights Connect (previously the *NGO Group for the CRC*), WHO, and the International Bureau of Education, Geneva; and Education International, Brussels. These are all agencies/organizations with potential for strong positive influence on the conditions, status and prospects for children and they are agencies/organizations with which ISPA has previously had meaningful relationships or contact, or has the potential for such.

For related consideration: The only sustaining relationship in recent years has been with UNESCO Headquarters (Paris), primarily through Jean-Claude's involvement and leadership in UNESCO work/committees, with supportive involvement from Melaine Descamps-Bal and Odile Vetter, all living and/or working in Paris. If Jean-Claude reduces or cancels his participation, Odile and Melaine have now the experience to assure the continuity of ISPA's representation. Though Stuart Hart has previously had regular to episodic relationships from 1991-2010 with the other mentioned organizations as ISPA's representative or the representative of the International Institute for Child Rights and Development; no formal/official relationship for ISPA with these organizations/agencies presently exists. Relationships with all these organizations/agencies are desirable and require

that we have reliable, credible and wise representation. This suggests we should pursue a course to prioritize and strategize for a progressive developmental approach toward fuller and fuller representation and cooperation toward mutually beneficial relations with these and, possibly, other international organizations/agencies yet to be identified. We have begun a list of volunteers to represent international agencies here. For the Geneva based bodies/agencies: UN Committee on the Rights of the Child; ChildRights Connect, WHO, International Bureau of Education, UNICEF, UN Committee on the Rights of the Child, Lukas Scherer has volunteered, with another yet to be determined. For the Paris-based bodies/agencies: UNESCO, Melaine Descamps-Bal has volunteered. For the New York based bodies/agencies: United Nations, UNICEF, Leslie Popoff, Comfort Asanbe and Melaine Descamps-Bal have volunteered. Melaine has a close connection with UNICEF programs office, and another New York-Based volunteer has yet to be determined.

In terms of CWBA-TF Services to ISPA Members, Committees, and Affiliates, we will develop a program of services to be offered ISPA constituents that gives priorities to their needs and to significant areas of opportunity determined through reference to expert opinion and research. Toward these ends, CWBA-TF plans to survey ISPA members, committees and affiliates regarding issues, opportunities and needs relevant to child rights and well-being in their spheres of influence and responsibility. For related consideration, we tentatively plan to explore with all ISPA committees and programs the relevance of CWBA-TF priorities and work for their interests and the best ways forward for cooperation where it seems warranted. Included in this exploration should be a survey of ISPA members, committees and affiliate leadership to engage them

and acquire information about what they are already doing, are interested in doing, and are ready to cooperate in doing that relates to CWBA-TF priorities and program plans, and to provide perspective on strengthening promotion of child well-being consistent with and beyond CWBA-TF and ISPA intentions, agendas, and strategies. Consideration should be incorporated into ISPA's mission commitments and the types of questions which would elicit responses. Bonnie Nastasi has suggested we consider a submission in subsequent editions of WGR.

We also solicit interests in and add membership to the CWBA-TF for the purpose of helping carry out its purposes and programs. We can do this by establishing a strong relationship with ISPA affiliates toward mutual understanding, commitment and cooperation to inform and empower effective promotion of child well-being through school psychology in all parts of the world and to inform and strengthen the work of CWBA-TF. For related consideration, it would be beneficial if each ISPA affiliate national organization were to establish a child rights subgroup, with a point person from the affiliates executive committee/board, who would liaise with CWBA-TF and be recognized by and ready to facilitate child rights advances recommended by the UN Committee on the Rights of the Child for that States party. Philip Jaffe, of the Committee, has indicated that this could be helpful. This idea is being explored with ISPA's coordinator of affiliate relationships.

We plan to develop and/or facilitate development by others of child rights and well-being information and education provision (e.g., articles in WGR or ISPA journal, webinars) and consultation resources to be available on topics of interest and benefit to ISPA constituents (this will reconfigure the CWBA-TF's previous consultation resource program which was

available at the ISPA website). In addition, we plan to formulate and promote the application of indicators of child well-being. For related consideration, organizations such as the International Institute for Child Rights and Development (IICRD, BC, Canada), the Psychological Maltreatment Alliance (American Professional Society on Abuse of Children, New York Foundling Organization, School Psychology Program of Columbia University), the International Institute for Child Rights and Development (IICRD), potential new members of the Haruv Institute (Israel & USA) and the National Foundation to End Child Abuse (USA), may be interested in a partnership to develop child resiliency and well-being indicators for community use, and possibly formulate these into an “Adverse and Advantageous Childhood Experiences” (AACEs) model and instrumentation. A champion for promoting child rights indicators and advances for well-being has already been identified (Patrick J. Carney). We are exploring with him possibilities within the area, including establishing an ISPA mission statement in support of child well-being. Stuart Hart and Sally Baas will assume a primary responsibility for advancing this theme.

We also plan to promote child rights education at pre-service and continuing education levels for all school psychologists and education personnel in training. For related consideration: A child rights online education program of multiple components/modules for school and other mental health psychologists, endorsed by ISPA, has been developed at Tulane University (Bonnie Nastasi, program director and head of the Tulane University School Psychology Program) in cooperation with Child Rights Education for Professionals (IICRD). The CWBA-TF will take steps to develop cooperation with this program toward advancing its availability, further

expansion and refinement, and use by school psychologists throughout the world. Stuart Hart has offered to be one of the CWBA-TF liaisons with the program.

Members include: Sally Baas, Melaine Descamps-Bal, Odile Vetter, Pip McGirl, Elaine Fletcher-Janzen, Lukas Scherer; Leslie E. Popoff, Comfort Asanbe and Patrick Carney.



(Photo courtesy Bill Pfohl)

Practice Working Group Report *Sally Baas and Odeth Bloemberg*

The Practice Working Group has the overarching goals of supporting school/educational psychology practitioners around the world to improve healthy development and quality of life for children; create standards for practice that are contextualized will share their goals 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 can be contextualized. Work group colleagues 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.

An open meeting was held at the Basel 2019 Conference to explore the work focused on the practice of school psychology around the world. Various countries were represented and those there developed the following goals and raised some important questions to be addressed in future conversations.

Aspirational goals include:

- Developing international relationships for work during 2019-2020;
- Exploring practice models in various countries (USA, Netherlands, and Belgium shared at the 2019 Conference);
- Determining the means for healthy development and quality life for children and youth;
- Developing a strong focus on practioners and their unique work in schools;
- Developing sub-committees focused on tools, best practices;
- Developing a mentoring program for practioners;
- Involving topic experts to meet committee goals and needs of members on topics such as school climate, positive psychology, school safety, developing cross-discipline relationships with teachers, administrators;

-Developing materials to spread the word about ISPA to others through social media and use of the ISPA website;

-Investigating using video streaming of presentations on best practices for members who cannot come to the conference;

-Sharing and showing best practices at conference; session next year in Cyprus, and

-Supporting the “Bring a Friend” focus for the 2020 Conference.

Additional questions which linger for our Practice Workgroup are:

-What standards for best practices are similar/different in different locations?

-How do we inspire teamwork to encourage others to share their best practices?

-What does it mean to be a school psychologist?

-How do School Psychologists fit in education?

-How do we help other professionals in schools to understand our profession?

-Perhaps develop a marking strategy “Each School... a School Psychologist”

-What does this mean for ISPA moving forward if we don’t have workgroups?



(Photo courtesy Bill Pfohl)

Training Working Group

Samuel Song

The Training Working Group began as an outgrowth of the ISPA Leadership Workshop in Manchester, England, which should not be confused with the Training Committee (chaired by Chryse Hatzichristou). The current project is to develop data base of school/educational psychology training programs across the world—Identify programs by country & provide links to programs, to be posted on ISPA website. There are two tasks that are active: identifying programs around the world and developing a survey to collect program information.

In terms of identifying programs, we will work with EC on a more effective method of finding school/ed psychology programs around the world. In collaboration with Research Working Group (chair Shane Jimerson), a brief survey has been administered to contacts within the research group database. Once the Training Working Group receives the findings, the data will be added to the existing list of programs. It is important to note that this database will benefit ISPA in many ways. There are already three subgroups that have interest in using this database for their work: Research Working Group (chair Shane Jimerson), Training Committee (chair Chryse Hatzichristou), and Membership Committee (chair Terry Bowles).

In terms of survey development: Bonnie Nastasi has been integral in developing a relationship with TSP and NASP in USA. NASP has graciously provided ISPA with the survey that they use to collect information about US training programs. The survey is quite comprehensive and tailored to US training. Thus, the Training

Working Group has begun revising the survey to make it more suitable for worldwide use.

Members: Helen Bakker, Suzanne Bamonto, Terrence Edwards; Sissy, Anthi Louthsiou, Brenda Huber, Patrice Leverett, and a student support team Heather Thompson, Jackie Eddy, and Hiroko Mullner.



(Photo courtesy Bill Pfohl)

International Journal of School and Educational Psychology (IJSEP)

Gertina J. van Schalkwyk

Since the inception in 2013 as the official journal of ISPA, IJSEP has been committed to disseminating research and evidence-based practices that would help all children of the world achieve success in school and in life. In view of this vision, IJSEP aims to provide opportunities for the generation, dissemination and preservation of research as an important part of what we do; to research an international audience of scholars and practitioners; to present findings and research outcomes that will make a difference for all youth and their network of peoples assisting in their academic success; and to support scholars and

practitioners in parts of the world where school/educational psychology is not yet practiced or resources are limited, all in the interest of the youth around the globe. With Associate Editors from five different countries, Editorial Board members from around the world, and an internationally acclaimed list of ad hoc reviewers with expertise in various sub-fields of school/educational psychology, IJSEP is now in its seventh year of publication, having published four issues per year and more than 2,000 pages of empirical research from both developed and developing countries around the world.

In the past year we have also seen an increase in submissions indicating that IJSEP has become the journal of choice for many scholars in school and educational psychology. There is still somewhat of an overexposure to research coming from the US, but research from Asia, Eastern Europe and the Middle East, and Africa has also been forthcoming in recent years. Given our developmental approach to scholarship, IJSEP, apart from the print publications—issue 7(3) is currently in process for printing at the end of August 2019—currently has a large number of papers published as online first on the IJSEP website. These papers are available to all ISPA members and you can just sign in with your membership login details to gain access to a range of excellent papers. All ISPA members now also have access to the online version of the print issues without any cost to them over and above fully paid up membership.

Looking forward, we hope to publish a supplementary issue in 2019 to address the backlog of papers accepted as far back as early in 2018 and published as online first but awaiting getting into the print issue. Keep a lookout for news of this supplementary issue, which will appear on the ISPA website and in the next WGR. We also aim, in future, to publish an editorial

summary in every WGR of an upcoming IJSEP issue to attract attention and, whenever possible and available, abstracts of papers where the first or corresponding author is not a first language English speaker. Examples of this could be found in this issue of WGR. The objective is to promote greater visibility and downloads of IJSEP to scholars around the globe, in particular to institutions and trainers of prospective school/educational psychologists and to non-ISPA members as a way to inspire them to become involved with ISPA and to cite the scholarship published in IJSEP. Increasing the citations of papers published in IJSEP could eventually lead to further indexing and elevation of the status of IJSEP in the international scholarship. As before, we also aim to offer (more) support to non-English speaking authors, particularly in reporting on the excellent research and practice taking place in other parts of the world such as Africa, Southeast Asia, and South America. In conclusion, a few questions to you as an ISPA member reading here.

Have you perchance:

- Read any of the articles in the last 4 issues of IJSEP?
 - Written a paper related to school/educational psychology & cited one or more IJSEP published papers?
 - Implemented some of the innovative practices & research reported in IJSEP in your own work, whether in your research or your practice?
 - Told someone not affiliated with ISPA about the association and/or IJSEP?
 - Encouraged your institution to subscribe to IJSEP?
- Irrespective of your answers, we thank you for your continued support and look forward to continuing collaboration with all ISPA members in the best interest of all youth around the globe! Please feel free to contact me directly

through email should you have any questions about your research reporting or even to conceptualize a study of your best practice.

World-Go-Round Roundtable

Julia Coyne

A Roundtable Discussion was held to discuss WGR's role in ISPA. The informal agenda included introductions, a brief overview of WGR's history, description of current schedule, format, followed by a discussion of ideas and future directions. With regard to the current double issue June (Summer) 2019 & September (Fall) / Volume 47, Numbers 2 & 3 of the WGR, with the 48th edition of the WGR in March 2020, spring edition (1), a new electronic format will be introduced, after reviewing possible formats and configurations. The publication schedule for the WGR was reviewed at the EC meeting at NASP in Atlanta, 2019, in terms of newsletter editorship, article recruitment, deadline, submission and distribution. This meeting follows brainstorming correspondence between Bonnie Nastasi, Bill Pfohl and Julia Coyne, where the EC assigned a dedicated email address for the WGR to be used for article submission and related correspondence (WGR@ISPAWEB.org). The WGR publication schedule remains with its quarterly distribution, with the addition of seasonal designation in the index to increase flexibility in terms of deadline, indexing 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 December (Winter) 2019 / Volume 47, Number 4 edition will mark the transition to an electronic newsletter.

ISPA Conference 2020: Welcome to Nicosia, Cyprus!

*Anthi Loutsiou
LOC Chair*



We are pleased to announce that the 42nd Conference of the International School Psychology Association (ISPA) will be held in Nicosia, Cyprus from July 14-17 2020 at The Landmark Nicosia, a 5-star hotel conference venue. We invite you to save the date and join us.

ISPA 2020 will be organized in collaboration with the University of Cyprus and the Cyprus Psychologists Association. The official language of the conference will be English.



(Venue. Photo courtesy Landmark Nicosia Hotel)

The conference supports ISPA's mission devoted to promoting the cognitive, emotional,

social and spiritual development of children and young people in schools and communities around the world.

The theme of ISPA 2020 is “Working with Schools and Families to Strengthen Children.” It was developed with a vision to recognize that all children need to be strengthened to face the challenges of today and the demands of tomorrow.



(Photo courtesy Noni Kalodiki, Christou & Anthi Loutsiou)

This theme was chosen to highlight that children and youth need school psychologists to be agents of change in the schools and the community in ways that improve children’s lives, facilitate their development and adjustment, shelter them from risks, promote individual differences, and secure their rights. There are multiple openings via direct and indirect paths to improve outcomes for children and youth as they make their passage



(Photo courtesy Charalambos Constantinou)

through education, developmental stages, and life transitions. ISPA 2020 brings attention to School Psychology’s opportunity to facilitate positive change in the lives of children and to create safe, healthy and supportive learning environments that strengthen connections between school, home, and community. The Hot Topics of ISPA 2020 highlight key areas in which the science and the practice of school psychology can be applied to strengthen children. We welcome your submissions to support the conference theme and hot topics.

Before I share with you other exciting aspects of ISPA 2020, first let me say that ISPA 2019 in Basel was a great all-around success and set the bar high. The Cyprus delegation to ISPA 2020 included two members from the ISPA 2020 Local Organizing Committee (LOC) along with another nine colleagues and students from Cyprus.



(Photo courtesy Noni Kalodik,- Christou & Anthi Loutsiou)

We enjoyed reconnecting and networking with so many colleagues from all over the world in the true spirit of ISPA. On behalf of the ISPA 2020 LOC, I wish to congratulate the ISPA 2019 Convener, Jürg Forster, members of the LOC, members of the Scientific Committee, and the members of the ISPA Executive Committee and

staff at the Central Office for putting together a fantastic conference that brought together the ISPA family in the service of ISPA's mission. We are also grateful to our colleagues at ISPA 2019 for facilitating the promotional needs of ISPA 2020.

I hope many of you had a chance to stop by the ISPA 2020 Cyprus promo booth in Basel and talk to a member of our team and get information and promo materials about next year's conference in Cyprus. I also hope that you were able to join us for the ISPA 2020 presentation at the closing ceremony in Basel which was followed by a small, but hopefully delicious reception, with traditional food and drinks from Cyprus sponsored by the ISPA 2020 LOC.



(Photo courtesy Bill Pfohl)

So, the Local Organizing Committee of ISPA 2020 accepted the conference baton in Basel, Switzerland and carried it to the East corner of the Mediterranean Sea in Nicosia, Cyprus.

Cyprus has a rich history as it was at the Crossroads of the Ancient world. This gave inspiration for the slogan for ISPA 2020: *Creating Bridges of Collaboration at the Crossroads of Civilizations* which drives the following initiatives as part of ISPA 2020: ISPA 2020 aims to create bridges of collaboration among scholars, practitioners, and students from around the world. We are working towards having a local impact in Cyprus to strengthen the field of School psychology in the benefit of children. ISPA 2020 also aims to facilitate the development of strategic partnerships among School Psychologists in the Mediterranean region.



(Photo courtesy Noni Kalodiki, Christou & Anthi Loutsiou)

ISPA 2020 aims to create bridges of collaboration among students and early career professionals (SECP) from around the world. The LOC has already established a Student Committee of ISPA 2020 which in collaboration with ISPA's Student Committee will work towards welcoming to Nicosia a larger number of SECP delegates.

We are considering options of affordable registration fees and accommodation for SECP. ISPA 2020 aims to be an umbrella under which the next generation of school psychologists can become a stronger voice in the community around the world and within the ISPA family.



(Photo courtesy Noni Kalodiki, Christou & Anthi Loutsiou)

ISPA 2020 aims to create bridges of collaboration among science and practice. Under the leadership of Dr. Michalis Michaelides leadership, Chair of ISPA 2020 Scientific Matters, we are preparing a solid scientific program with distinguished keynote speakers, themed sessions, roundtable discussions and workshops that bridge the gap between science and practice in school psychology.

ISPA 2020 aims to create bridges of collaboration and a strong partnership network among ISPA accredited training programs around the world. We are working in close partnership with the ISPA Accredited Master's program at the University of Cyprus and look forward to facilitating the connection with other programs.

Whether you are a practitioner, a student, a trainer, a researcher, or a policy maker we welcome your submissions to the scientific program and your participation in ISPA 2020. Although the deadline for the submission of abstracts is March 1st 2019, you are strongly encouraged to submit your abstract well before this date in order to maximize your chances for acceptance and inclusion in the scientific program. The Scientific Committee will review abstracts

and make decisions as they are received, allowing you more time for planning.

Join us in Nicosia to hear our distinguished keynote speakers who will share their vision for education in the future and propose their insights from years of research and implementation in promoting learning, thinking, and social emotional functioning among children.

We are delighted to announce our confirmed keynote speakers for ISPA 2020: Sam Goldstein, University of Utah, School of Medicine, USA; Irene-Anna Diakidoy, University of Cyprus, Department of Psychology, Cyprus; Vítor Coelho, Académico de Torres Vedras/Universidade Lusíada (Norte), Portugal.

You can register through a customer friendly online-registration system and take advantage of our special early bird reduced rates by April 16, 2020. Registration fees will be announced in October 2020 on the conference website. The deadline for the registration for presenters will be April 30, 2020 for those who want to be included in the scientific program.



(Photo courtesy Charalambos Constantinou)

And don't miss the opportunity to sign up for approved Continuous Professional Development (CPD) during the ISPA 2020 Pre-Conference Program and sharpen your

professional skills and gain new knowledge. All pre-conference workshops are organized by ISPA under the excellent leadership of Dr. Bill Pfohl, in collaboration with my colleague Andri Anastasiou on behalf of the LOC.

All workshops will meet quality assurance standards and offer NASP CE credits. They will take place on Tuesday July 14, 2020, on the day of the opening ceremony of ISPA 2020. The Pre-Conference Workshops will be announced by ISPA this Fall on the conference website.

Consider planning your travels to Cyprus early as July falls in the busy tourist season. Cyprus is in the European Union. For visa information you can check the website. Cyprus is served by two International Airports; Larnaca International Airport, (LCA) is the primary airport and Paphos International Airport, (PFO) for flights within Europe. More than 50 International Airlines connect Cyprus to the whole world. Don't forget to take advantage of special discounts with our sponsoring airline and preferential accommodation rates for ISPA 2020 delegates at a range of facilities and prices. Check the ISPA 2020 website for details.

The Local Organizing Committee is working towards making ISPA 2020 a conference to remember. Join us to connect and network with colleagues from all over the world during treasured ISPA traditions such as interaction groups, opening ceremony and the welcome reception, folk dancing, music and sing-along session, and the farewell party. We are working towards infusing the conference with a local flavor, offering additional social events that allow delegates to explore the city, and adding some elements of innovation that facilitate the wellbeing of delegates during the conference.

We want to see those familiar faces that are the heart and soul of the ISPA conferences; and we also hope to attract new faces that will become part

of the ISPA family. Bring your friends and family and take time to explore Nicosia, a city of contrasts, flavors, handicrafts, and history.



(Photo courtesy Charalambos Constantinou)

Walk through the Venetian walls into the small streets of the old city, and raise a drink with your friends and colleagues to say “yiamas” [*to our health*]. Or spend a few extra days before or after the conference to go beyond Nicosia and explore the coastline, mountains, villages, and rich culture and history of the island. We will be announcing some optional pre or post conference tours for those delegates and accompanying persons that wish to enrich their experience while in Cyprus for the conference.

We have been working for ISPA 2020 since 2017. It is a true team effort with tremendous support from various colleagues and students with whom I have the pleasure to work with. The collective wisdom from the ISPA family and various prior ISPA conference conveners has been a guiding light. ISPA 2020 would not be happening without the seed of inspiration planted by an esteemed ISPA member and dear colleague, Dr. Peter Farrell, whose support and advice continues to be valuable to the LOC.



(Photo courtesy Bill Pfohl)

This is YOUR conference and we look forward to support you with your submission, registration, travels, accommodation and during your stay with us. Petros and the rest of the team at Easy Conferences, the conference Secretariat, are ready to help with any of your queries at info@ispa2020.org . Please follow the updates of ISPA 2020 and stay connected with us through our website and social media accounts.

We are honored that ISPA placed their trust in us. We remain committed to serving ISPA's mission and to serving all of you. Join us in creating new ISPA memories. On behalf of the ISPA 2020 Local Organizing Committee, we look forward to welcoming you to our island, at the ancient crossroads of civilizations.



WWW.ISPA2020.ORG
info@ispa2020.org

<http://ispa2020.org/sponsorship/>
 for sponsorship opportunities

Internationalization of Mental Health Assessments

Gertina J. van Schalkwyk

The ISPA 2019 Conference in Basel is over and as before the conference gave us an opportunity to reflect on the role of the *International Journal of School and Educational Psychology* (IJSEP) in the process of internationalization of training, scholarship and practice within the discipline and across cultures. In the next issue of IJSEP (i.e., 7.3), you will find a collection of papers focusing on research pertaining to mental health as key to youths' success in school and in life and the examining of assessments tools that could assist you as the trainers and practitioners developing effective prevention and intervention programs for the children and youth you are working with.

The first paper: "Construct validity of the Spanish Version of the Wechsler Intelligence Scale for Children Fifth Edition (WISC-V^{Spain})" by Javier Fenollar-Cortés and Marley Watkins (2019) analysed the factor structure of the test independently so as to find the best scoring structure for the 15 subtests and 10 subtests, concluding that "psychologists should focus their interpretive efforts at the general factor level and exercise extreme caution when using group factor scores to make decisions about individuals" (p. 11, online version).

In the second paper: "Testing the Psychological Wellbeing and Distress Screener with Turkish adolescents", Renshaw and Arslan (2018) investigated the psychometrics of a cultural adaptation of the PWDS with a sample of Turkish youth concluding the validity of the PWDS-T as functional and characterized by strong internal consistency. Renshaw and Arslan do, however,

caution practitioners to use the instrument with care and consideration of the limitations.

From Turkey to Portugal, the third paper: “Tests of factorial structure and measurement invariance for the Student Engagement Instrument: Evidence from middle and high school students” by Moreira and Dias (2019) examined the internal consistency and construct validity of the SEI concluding that the Brief-SEI offers a useful tool for teachers and school/educational psychologists who want to monitor the psychological and cognitive engagement of students and target interventions in the right direction.

Working with Latino youth in the US, the fourth paper by Twyford, Buckley, Moffa and Dowdy (2019) investigated the factor structure of the Strengths and Difficulties Questionnaire (SDQ). Although their results were not expressly supportive of the SDQ self-report with Lantinx youth, it opens the door to further collaborative research in order to provide a universal screening tool to identify needs for early intervention in minority groups, particular screening measure that can account for cultural diversity.

Ahmed and Mudrey (2019) are the authors of the fifth article in IJSEP 7.3 examining “The role of motivational factors in predicting STEM career aspirations”. The authors suggest that interventions should be targeted towards enhancement of students’ enjoyment of school science subjects and the instrumental value of STEM careers to stimulate interest and motivation.

In the final paper, you can read: “A comprehensive review of international research using the Behavioral and Emotional Rating Scale” in which Lambert, Sointu and Epstein (2019) report on results from 15 international studies regarding the BERS. As perhaps the most widely used behaviour rating scale in the world, the

authors identified several gaps pertaining to the psychometric properties of the BERS encouraging researchers to make greater efforts addressing test-retest reliability and cross-informant reliability.

I do hope that you, the reader, will find something in this issue that will inspire you to become involved in conducting and reporting research in your area of interest and to support the dissemination of knowledge across the borders of your own context. Do read the papers that are of interest to you, talk about and share them with your colleagues and students, and become involved in an exciting process of internationalization of school and educational psychology. Here are the full references to the papers published in IJSEP 7.3 and as a member of ISPA, you can access them online for your convenience.

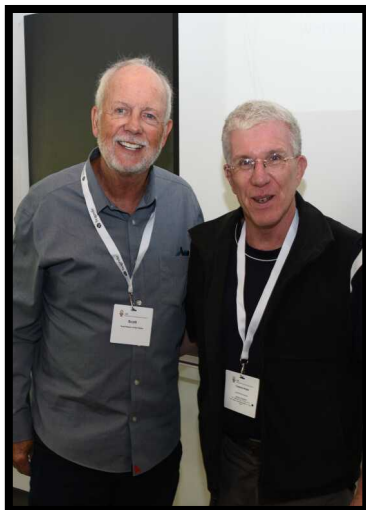
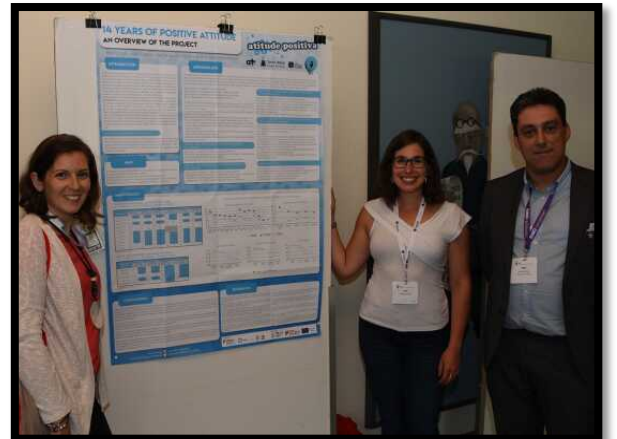
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