



ISPA

International School Psychology Association

WORLD GO ROUND

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Vitor Coelho,
ISPA President



PRESIDENT'S COLUMN

Dear colleagues, the last few months have been challenging for students, schools, and of course, for school psychologists. Around the world, schools tried to cope with the impact of the COVID-19 pandemic on the mental health of students, teachers, and other school staff. With the return to in-person schooling in many countries, school psychologists have been at the forefront of the effort to reinstate some sense of normality to school functioning. While at the same time, in our private lives, we also act to help protect our families and loved ones. It would therefore be no surprise if participation in an association such as ISPA might not be at the most central of school psychologists' concerns.

Every association is composed of its members;

they are the body and soul of every institution. In ISPA, when the pandemic started, we were initiating a drive to increase and diversify ISPA membership. Although this was halted by the circumstances, we are happy to share that a large number of ISPA associates chose to remain as members within the Association. Even though we, unfortunately, were not able to meet in person in Cyprus. Among Affiliate Members, there were no reductions, which speaks to the work done by the Affiliate Member SubCommittee (chaired by Coosje Griffiths). It speaks highly of the vitality of the Association and the fact that we are going through this ordeal with this level of retention of members. Another encouraging sign is seeing the number of members who are willing to take up

office in ISPA during this trying period. We are fortunate to have two great candidates for the position of President Elect (Sally Baas from the USA and Veronique Le Mézec from France) and four members running for the role of Treasurer (Suzette Goguen from Canada, Tracy Hobbs from the USA, Hong Ni from the USA, and Michael Sheehan from Ireland), as well as Odeth Bloemberg staying on as Secretary. The continuous refreshment of officers in ISPA reminds us that we are transitioning in the Association, where we should try to give our best because an association is not the place for personal power projects or petty grievances. The continuous flow of people in the EC should also make us remember that we might be ISPA, but ISPA is not us. →

Unfortunately, Terry Bowles had to drop out from the re-election as Treasurer due to health concerns, which has also led him to resign from his current position. In the interim, until the elections take place, myself (as President) and Odeth Bloemberg (as Secretary) will assume the role of Treasurer. I would like to thank Terry for his work as Treasurer of ISPA, as well as, for several other roles he played in the ISPA community such as his key role in establishing the Social and Emotional Learning Interest Group.

I would like to share good news that the ISPA Conference in Cyprus will indeed take place in 2021. However, to deal with the uncommon and uncertain circumstances, for the first time during its existence, the ISPA Conference will take place in a hybrid format. This will allow ISPA members and future ISPA members to have a choice in

participating at a time when health concerns are still quite high and air travel is going through a shroud of uncertainty. Further details regarding the Cyprus 2021 Conference will be provided shortly.

The recent pandemic has also delayed a project that is still in the works. The worldwide census of school psychologists will take place in the first semester of 2021. Besides allowing to have a more updated and in-depth look into the similarities and differences in roles of school and educational psychologists around the world, as well as to create an important political tool for discussions with key decision-makers about the development of school psychology services, it will also focus on the impact that the COVID-19 pandemic has had on the profession.

So, as we are finishing 2020 and entering 2021,

I hope that next year is a more positive experience than this one. It does start well, with the hope brought by vaccines and with the knowledge that 2021 is the year where we will all meet again.



We, Elana and Vanda, embraced this challenge of co-editing the World*Go*Round (WGR) and this is our debut. First of all, we would like to thank Julia Coyne for her editorial work through all these years, which was essential to maintain the WGR. We also would like to thank Odeth Bloemberg for inviting and guiding us.

Having environmental issues in mind and the use of the new technologies, we aim to present an updated version of the WGR that is more friendly and pleasant to read on a digital screen. Beyond the new layout, the

WGR has some interactive features to facilitate your reading: If you want to go directly to one article of the “Table of contents,” you just have to click on it. To return to the “Table of contents,” you just need to click on the page number in the upper left-hand corner. To fully enjoy this new layout, we suggest that you read the WGR on a full screen (using Adobe Acrobat you can press on your keyboard “Ctrl” + “L” to change the visualization mode to full screen and “Esc” to exit). We hope you enjoy your readings in the new online format and help us to keep ISPA members informed and in contact. You can send your comments, suggestions, and articles to

EDITORS' NOTES

wgr@ispaweb.org. Our goal is to maintain the engagement of school psychologists all around the world, so don't worry about your English, because all articles are reviewed/edited... and remember to send pictures with your articles!

We wish you good readings and good writings,

Elana Hamovitch and Vanda Sousa

WGR Co-Editors

Elana Hamovitch is from San Diego, California, and has been an ISPA member since 2007. She was hooked after attending her first conference in Tampere, Finland, and has attended a total of 9 conferences to date! Elana is a graduate of the CCSP program (Counseling, Clinical, and School Psychology) and earned her Master's of Education in 2003 from the University of California, Santa Barbara. Elana has been employed as a school psychologist with the Grossmont Union High School District since 2004. She loves working with high school students and collaborating with teachers and parents. She would like to thank Shane Jimerson and Michael Furlong for their tutelage and for introducing her to the wonderful world of ISPA!

Vanda Sousa is from Portugal and an ISPA member since 2008. She was an LOC member for the 35th ISPA Conference (Porto, 2013). She is a certified Educational Psychology Specialist by Ordem dos Psicólogos Portugueses and works, since 2006, in the “Positive Attitude Project,” implementing and developing social and emotional learning programs in schools, having published several articles.



WGR Editors' Meeting with Odeth Bloemberg, Vanda Sousa, and Elana Hamovitch

ISPA ELECTIONS

Bonnie K Nastasi, ISPA Past President

From December 28th to January 15th, you will have the opportunity to select officers for ISPA. We will be voting on candidates for President Elect, Treasurer, and Secretary. The President Elect will serve 6 years (2 years each as President Elect, President, Past President). Treasurer and Secretary serve 3 years, with possibility of re-election to 6 years. Terms for new officers begin in July 2021 at the annual conference. Please find candidate statements for the following candidates:

SLATE FOR TREASURER

- [Michael Sheehan, Ireland](#)
- [Tracy Hobbs, USA](#)
- [Suzette Goguen, Canada](#)
- [Hong Ni, USA](#)

CANDIDATE STATEMENTS

SLATE FOR PRESIDENT ELECT

- [Sally Baas, USA](#)
- [Véronique Le Mézec, France](#)

SLATE FOR SECRETARY

- [Odeth Bloemberg](#) (unopposed; 2nd term)

Email links to online ballots will be sent to members in December. Elections close on January 15, 2021.

*Bonnie Nastasi,
Past President*



SALLY A. BAAS ~ PRESIDENT ELECT CANDIDATE STATEMENT

I am honored to submit this candidate statement for the position of President Elect of the International School Psychology Association (ISPA). At this time of difficult disruption due to COVID-19 and weeks of political and racial unrest around the world, I am especially committed to the mission and vision of ISPA and its leadership. I believe my skills are needed in support of the profession of school psychology in partnership with educators, families, and communities, bringing a commitment to a worldwide focus on child well-being and children's rights. I believe in focusing our efforts not only to serve society but to reshape it. My areas of expertise include strategic leadership, research, fiscal management, and advocacy, as well as understanding cross-cultural models, child and adolescent development, and crisis response.

I recognize and commit myself to keep strong ISPA's strategic plan and critically important goals centering on nondiscrimination and inclusive approaches based on psychological principles

garnered from research, professional training, practice, and advocacy. Clearly, these are derived from leading by convening global educational leaders through stakeholder engagement and organizational collaboration. At this point in a very difficult time in our history, we in ISPA need to increase our visibility through garnering more student and full members and affiliate organizations, while we bring together an ISPA support bank of researchers and service providers who can come alongside those needing guidance and support. We are sure to recover economically as the COVID-19 pandemic recedes; as school and educational psychologists, we renew our commitments to work together, and sustain our ISPA organization, looking forward to seeing more affiliate groups develop, more students commit to the field of school psychology, and become members while sustaining our current membership. As we do this, we will clarify the practice of school psychology across the globe,

while building cultural bridges through collecting and disseminating translated and contextualized research materials.

As we use the power of our website and technology, we can more effectively share resources remotely while offering professional development that is recently researched and developed while enabling communication and shared storytelling and advocacy woven through world-wide avenues such as UNESCO. As a strong organizational leader, I acknowledge my personal skills, and in collaboration with the ISPA Executive Committee and members, will work collectively to strategically model the way for this organization, to enhance a shared vision, to challenge difficult global dynamics, to enable others to successfully work and learn, and to provide the encouragement to the meet strategic plans and promises focused on enhancing →



Sally A. Baas,
U.S.A.

SALLY A. BAAS ~ PRESIDENT ELECT CANDIDATE STATEMENT

member successes, supporting our fiscally sound management system, and assuring ISPA's sustainability.

Through the National Association of School Psychologists (NASP) and ISPA, I have had opportunities to present cutting edge educational strategies for working with challenging children in China, Poland, Brazil, Amsterdam, the UK, and Japan, to improve healthy development and quality of life for children; and create standards for practice that are contextualized to country/region; create a database of tools, best practices, and experts in specific topics (to serve as consultants); and create a worldwide definition of practice that also can be contextualized. Currently, I am serving ISPA as the Membership Chair and a member of ISPA's Multicultural Special Interest Group. In the United States, as Past President of NASP, I assist states in strategic planning and organizational

development and serve on the Indigenous American and Asian American subgroups of the Multicultural Committee, Professional Positions Committee, and Urban School Psychology Interest Group of NASP. In the United States, I also serve on the University of Maryland Medical School Board for the Center for School Mental Health. In the state of Minnesota, I am Immediate Past President of the Minnesota School Psychologists Association, Co-chair of the Legislative Committee and Conference Committee, and serve in a variety of education-related local, state, and global-focused organizations. Adding to my career as a teacher, principal, and school psychologist, I have been at Concordia University, St. Paul, for the last 19 years, now as a Full Professor in the College of Education in both the Master's and Undergraduate Programs, and Faculty Senate Chair. Concurrently, to these various positions, I have been the Director of the

Southeast Asian Teacher Program and creator and director of the Hmong Culture and Language Program. I have been involved in speaking and conducting research and have received several million dollars in grant funding focused on the well-being of children from around the world and have edited books focused on international topics. Most recently, I spent extended time in Huaihua, Hunan Province, China, as part of my university's Memorandum of Understanding with the university there.

I appreciate your confidence in my ability to lead this forward-thinking organization focused on child wellbeing and the belief, that together, we can bring the vibrancy of ISPA forward.

VÉRONIQUE LE MÉZEC ~ PRESIDENT ELECT CANDIDATE STATEMENT

Today I am deeply honored to be a candidate for the position of ISPA President Elect. I am willing to contribute and carry on with ISPA's goals and organization, collaborating with the members, the Executive Committee members, the Committees and Groups chairs and leaders, and the conference organizers, with the help of the Central Office as President Elect.

I have been aware of the very special ISPA spirit since my first attendance at the ISPA conference in Kreuzlingen, Switzerland in 1999; friendly, intense, empowering, and professionally stimulating. The exchanges of ideas, professional experiences and research, the discovery and confrontation with a wide range of professional practices, as well as the variety of school system organizations of the different countries are sources of creativity. The diversity and richness of the different ISPA Committees along with the interaction groups, the leadership, and pre-conference workshops give the opportunity to build collective reflections and to

share actions for the wellbeing of children in schools throughout the world. As a psychologist, both at school and university, I am very sensitive to all these aspects of ISPA's life.

GOALS FOR ISPA

If I am elected, I intend to

- enhance and support the work of psychologists in schools for the children's, parents' and professionals' benefit, and more particularly in areas of the world that are in need;
- expand interactive resources and communication for ISPA members, Committees, Interest and Working groups with webinars, Visio meetings throughout the year, in addition to the existing means, such as ISPA publications and website;
- raise awareness among policymakers about the impact of children's psychological development on their school achievements and wellbeing (namely with the help of ISPA Committees, Interest and

Working groups, affiliate associations, and UNESCO);

- develop the network of national associations of school psychologists;
- sustain links between practice, applied psychology, and research;
- develop ISPA visibility and facilitate membership among students and new psychologists.

My experiences as a psychologist, trainer, and former President of France's school psychologists association, Association Française des Psychologues de l'Éducation Nationale (AFPEN), have enabled me to develop competencies which are required in such a Demanding position as ISPA President: dedication, leadership, communication skills, and the ability to unite and to rely on →



Véronique Le Mézec,
France

VÉRONIQUE LE MÉZEC ~ PRESIDENT ELECT CANDIDATE STATEMENT

the collective to move forward together. I have taken part in ISPA conferences since 1999. When I was President of AFPEN, being a member of ISPA proved to be extremely valuable in order to help set up the new status of school psychologists in France, which was accepted by the French government in 2015.

ISPA's leadership makes a difference in many countries where the importance of psychology and the work and training of psychologists in schools is at stake. Together, we still have a lot to discover, to share, to create, and to build in all these matters, which is why I am running for ISPA President Elect.

CURRENT PROFESSIONAL POSITIONS AND TITLES

- School Senior Psychologist since 1991 – Brittany, France
- Supervisor and Trainer for psychologists and teachers since 2003 – University of Rennes, France

- Psychologist – Hospital Center for children with language and learning difficulties since 2016
- Member of the French National Recruitment Committee of School Psychologists since 2017

OFFICES HELD IN ISPA OR OTHER FORMS OF SERVICE TO ISPA

- ISPA membership since 1999 (First ISPA conference Kreuzlingen, Switzerland)
- Member of the ISPA Ethics Committee
- Member of the International Crisis Response Network
- Co-Chair of the Affiliate Associations Committee
- LOC Member for ISPA 2001 (Dinan, France)
- Delegate to UNESCO-PARIS ISPA on behalf of AFPEN (ISPA affiliate association) 2009-2011
- Co-delegate and delegate of AFPEN since 2015
- Participation at ISPA conferences (single paper, symposium, and poster presentation)

RELATED PROFESSIONAL AND ASSOCIATIVE EXPERIENCE

- School teacher 1984-1989 (primary, pre-primary schools, and special needs adolescents)
- Conferences for parents and professionals
- Articles for various psychological reviews and books
- President of AFPEN 2011-2015
- Vice President and member of the Executive Committee of AFPEN 2001-2020
- President of AFPEN Bretagne – French Association of School Psychologists for Brittany 1996-2007
- Chair organizer for conferences AFPEN Bretagne – Rennes 2 University 1998-2006
- Participation in university, professional and AFPEN seminars, webinars, and research
- Trainer for Crisis Intervention, ESPCT – European School Psychologists Center for Training since 2018

MICHAEL SHEEHAN ~ TREASURER CANDIDATE STATEMENT

The ISPA Mission Statement emphasises our commitment to improving the healthy development and quality of life for children everywhere through promoting the spread of school psychology. This important work requires a sound financial underpinning. I served as your Treasurer from 2012-18 and worked hard with the other EC members to place the ISPA finances on a sustainable basis. This was mainly achieved through the promotion of financially successful conferences, the generosity of members contributing to the Capital Campaign, and the curtailment of expenditure. We also secured the renewal of ISPA's tax-exempt status with the US Internal Revenue Service (IRS). This is particularly important for US members.

Since I relinquished office, I have continued my financial involvement through membership of the

Finance Task Force. My previous ISPA involvements included chairing the Local Organizing Committee for the 2010 Conference held in Dublin and chairing the Convener's Taskforce on Conferences and Conference planning, which completed the review of the ISPA Conference Manual. Currently, I chair the Convenors Group which supports future and potential conference convenors and am also a member of the Ethics Committee.

The main income sources for ISPA are membership dues and financially successful conferences. I see the current financial priorities as increasing membership through supporting the work of the Membership and Affiliate Membership Committees and the identification and support of financially viable conference proposals. In this regard, I have experience as the EC liaison lead for

the Kaunas (2014), Amsterdam (2016), and Tokyo (2018) Conferences. Income can also be raised through the accreditation of School Psychology Training Programmes. On the expenditure side, it is important to continue prudent financial management, promote the further development of the ISPA website, and to support initiatives such as the ISPA Networking Forum.

I would be deeply honoured to be re-elected as Treasurer and have a further opportunity of contributing to the financial development of ISPA.



*Michael Sheehan,
Ireland*

TRACY HOBBS ~ TREASURER CANDIDATE STATEMENT

It is an honor to be considered as a candidate for the position of ISPA Treasurer. I believe that experiences I've had over the years have prepared me to serve successfully in this role. First, prior to my retirement, I served for six years as treasurer of the LOEA (Lake Orion Education Association), an affiliate of the Michigan and National Education Associations. In this capacity, I assisted in budget development for our 450-member association and processed member dues and other financial transactions. Second, as Membership Chair for the Michigan Association of School Psychologists (MASP) for the past 12 years, I have processed member dues, managed our membership system, and served on our Fiscal Advisory Committee to develop annual budgets. Third, as a Strategic Liaison and member of the NASP (National Association of School Psychologists) Board of Directors for the past five years, I serve on NASP's

Fiscal Advisory Committee as well as work with committee chairs to develop annual budgets and to facilitate committee activities and collaboration.

I attended my first ISPA Conference in Porto, Portugal in 2013 as a presenter and was immediately impressed by the enthusiasm and warmth of the association as well as the opportunity to discover what the profession of school psychology looks like from an international perspective. Since that time, I've attended conferences in São Paulo, Manchester, Amsterdam, and Basel. At three of these conferences, it was a privilege to participate in Leadership Workshops which provided a valuable opportunity to interact with ISPA leaders as well other school psychology leaders from across the globe. It has also been an immense pleasure to co-facilitate several meetings of ISPA's Retirement Resource Group in my role as co-chair.

I completed my graduate training at Eastern Illinois University in 1979 and have spent over 40 years as a school psychologist practitioner. I spent the majority of my career with the Lake Orion Community Schools, a suburban school district north of Detroit, Michigan. Shortly after "retiring" in 2010, I returned to the workforce providing long-term substitute services and have worked in a variety of settings, most recently in the Traverse City, Michigan area where I now live.

If elected as Treasurer, I look forward to serving on ISPA's Executive Committee and will work to fulfill ISPA's mission to promote the improvement of children's and young people's well-being as well as their cognitive, emotional, physical, social, and spiritual development in schools and communities across the world.



Tracy Hobbs,
USA

SUZETTE GOGUEN ~ TREASURER CANDIDATE STATEMENT

This is a very challenging time for budgets; a time where creativity and innovation are required. We will need to find ways to maintain and expand our activities.

I had a wonderful career as a school psychologist. I always had a great interest in international psychology. I believe that professionals in school psychology, academics and practitioners, have a great mission in helping children, schools, families, and communities. All over the world, they are doing their best. Could we put that “best” together and help each other? So many challenges ahead of them.

I believe that ISPA can make some differences in school psychology and can be very helpful in good times and in periods of crisis.

Short Bio:

- Masters in Clinical Psychology by the University of Montreal
- Canadian certified psychologist
- Career as a school psychologist
- Published on French school psychology in Quebec
- Lecturer at Université du Québec à Trois-Rivières
- Chair of the ISPA 2013 LOC in Montreal



*Suzette Goguen,
Canada*

HONG NI ~ TREASURER CANDIDATE STATEMENT

I am currently a school psychology faculty member of the Psychology Department at California State University, Fresno, California, U.S.A. About twenty years ago, I became an international student (from China) in the School Psychology Graduate Program at the University of Nebraska, Lincoln, NE, U.S. Before that, I was an assistant professor of sociology at Nanjing University, Nanjing, China, for five years. Driven by my passion for youth mental health, I became a dual matriculate of educational psychology (Ph.D.) and school psychology (Ed.S.). I was a school psychologist in the Grant Wood Area Education Agency, Iowa, U.S. from 2006 to 2009. In 2009, I joined the faculty of the Department of Psychology at Fresno State. I teach mainly graduate courses in the School Psychology Graduate Program, including multicultural school psychology, school-based consultation, seminar of counseling,

cognitive and behavioral therapy in schools, and school psychology practicum. My research interests include resilience and mental health promotion for children and youth of all cultural backgrounds and advancing school psychological services in China and other Asian countries. My research examined teacher evaluations of students of different ethnicities in the US, the ideal students' image in Chinese teachers' eyes, American and Chinese elementary and middle school students' perceptions of school and class environment, school psychological services in Chinese schools, and how those cultural and cross-cultural perspectives inform the training of school psychologists in the U.S.

In the spring of 2017, I took my sabbatical leave at Beijing Normal University (BNU), Beijing, China. In that semester, I taught a graduate course of cognitive-behavioral therapy at the Institute of

Educational Psychology and School Counseling at BNU, delivered eight speeches at five major universities in China, provided a workshop of school consultation to a group of school mental health teachers, and trained teachers of two elementary schools in Beijing about promoting students' resilience. I helped the Center of Mental Health Assistance for Minors in Nanjing, China to develop an advanced training program for experienced school mental health teachers to expand their professional roles in schools. In 2019, I developed the first graduate-level study abroad course, *School-based Interventions*, in the U.S. and China and took nine graduate students to the College of Education, Xiaozhuang University, Nanjing, China. It was a successful experience. →



Hong Ni,
U.S.A.

HONG NI ~ TREASURER CANDIDATE STATEMENT

All of this work further inspired my teaching and advanced my research in the cultural adaptation of evidence-based practices in schools.

I participated in the initial founding of the Association of Chinese Helping Professionals and Psychologists-International (ACHPPI) in 2012, became a board member, and have served as the Treasurer until the present. I have contributed to the growth and professional maturity of this Association with the following services: obtaining the NGO status for the Association, keeping the financial records and establishing and monitoring bank accounts, membership recruitment, organizing travel awards and other financial support to students and professionals, participating in numerous online forums such as the Anti-racist Forum in June 2020, and founding and maintaining the School Psychology Series Monthly Online Forums.

One of my career goals is to help advance

school psychological services worldwide especially in underdeveloped and developing areas of the world in a way that fits the indigenous education system and culture. I became an ISPA member when I learned about ISPA in 2009 and since then have paid consistent attention to ISPA and its development by attending ISPA activities at the National Association of School Psychologists Conventions and communicating with some ISPA leaders. Serving as the treasurer of ACHPPI helps me understand the importance of financial issues. One of the most important issues for ISPA is to spread its name and expand memberships in both developed and developing countries. Due to differences in culture and education systems, culturally appropriate promotion and recruitment activities should be pursued. The current members are the resources, for example, the connections of the current American ISPA members who immigrated from other cultures and their

knowledge of the indigenous cultures and education systems. If possible, mini-grants for member recruitment can be offered but requires accountable objectives of accomplishment. To strengthen ISPA's financial assets, creative and culturally adapted collaborations should be pursued, such as collaborative training programs (online or in-person) of psychological services for children and adolescents. This also requires member resource activation. Thus, identifying and activating the resources of the current ISPA members and/or the existing resources of ISPA is critical.

I believe I have the experiences and devotion to serve as ISPA Treasurer.

ODETH BLOEMBERG ~ SECRETARY CANDIDATE STATEMENT

Currently being in my third year of office as ISPA secretary, I would like to offer my services for a second term.

With the support of the Executive Committee (EC) and ISPA members, I have learned so much during my time as ISPA secretary. I believe that the skills and knowledge base acquired can be put to even better and more efficient use in a second term of office.

During my current term, a number of changes have been introduced, including: the review of the leadership structure, the launch of a new website, the transition to ISPA digital 2.0, and changes in the editorial position of WGR, to name just a few. As ISPA secretary, I have been in the privileged position to be a key person in the process of change, and would very much welcome the

opportunity to continue to support the change process in the best interest of ISPA and its members.

In these unprecedented times of a global pandemic, ISPA faces new challenges when it comes to membership, annual conferences, awarding, and exchange. ISPA can be one of the resources for our members to cope with professional issues regarding the impact of COVID-19 on students, teachers, and schools. This makes it even more relevant and important for the Executive Committee of ISPA to work on initiated developments and thus improve the digital connections and professional exchange. For me, this is a crucial point and, as your secretary, I would be honoured to further expand on this topic. I still feel very privileged to be part of an

international association where I have not only gained professional knowledge and skills but made friendships all over the world.

If re-elected as your Secretary, I will make full efforts to ensure that existing and new members can experience these benefits of our association as much as possible. Moreover, I will commit myself to work with EC colleagues and the Central Office to enhance the professional and organizational development of ISPA.



*Odeth Bloemberg,
The Netherlands*

42nd ISPA CONFERENCE

42nd Annual Conference of the International School Psychology Association

**“WORKING WITH SCHOOLS &
FAMILIES TO STRENGTHEN CHILDREN”**

Dear ISPA Members and Prospective Conference Attendees,

We are delighted to announce the first HYBRID Annual Conference of the [International School Psychology Association](#)! Due to the continued uncertainties of the global COVID-19 pandemic, ISPA 2021 will be held as a hybrid event between July 13-16, 2021. This is a unique opportunity for a greater reach around the globe and more inclusive participation.

Benefits to You

- **Choose flexibly** between physical/on-site or virtual/online attendance according to personal needs and preferences.

- **Attend interactive and engaging live sessions** with synchronous live broadcasting with respect to different time-zones.

- **Continued access to on-demand sessions and materials** during the conference and up to 60 days afterwards.

An Exciting Program

We thank you for your patience as we are working towards designing an engaging program to serve the [Theme](#) of the conference. Adjustments and novelties will be introduced to accommodate for a hybrid format but all the valued key components of ISPA conferences will be incorporated, including exciting Pre-Conference

ISPA
CYPRUS 2021

**ISPA 2021 IS GOING
HYBRID!**

**Present, Participate, Disseminate,
Connect, and Network with
On-Site or Online Participation!**

half-day Workshops (ISPA and NASP approved) on July 13, 2021; [Keynote presentations](#); paper, symposia, and poster sessions; interactive sessions, such as workshops and roundtable discussions; networking sessions such as interaction groups and coffee breaks; ISPA traditions such as opening and closing ceremonies; and ISPA Committees, special interest groups, general assembly, etc.

Flexibility of Registration

[Registration](#) is now open again! Registration fees remain the same as in 2020 and special registration fees have been launched for those opting for online participation. Take advantage of early significantly reduced registration rates by →

April 16, 2021, and keep the savings while helping us make informed decisions about on-site participation. Student members don't miss the NEWLY DISCOUNTED early registration rates of €120 just announced for online participation.

Opportunity for NEW Submissions

A new [Call for Abstracts](#) will open on January 15, 2021, inviting papers for a NEW hot topic "Responding to the psychosocial challenges of the pandemic" in addition to the other [hot topics](#). Submission deadlines for new abstracts will be posted on the conference website. Authors of already accepted abstracts from previous calls can expect further communication from the organizers in early 2021 about options regarding their submission.

Save the Dates and Stay With us for Details

The [ISPA 2021 conference website](#) will continuously be updated. We remain vigilant and responsive to the rapidly changing parameters of the COVID-19 pandemic with a primary emphasis on the safety of the participants. Based on how the situation unfolds, if required, we will pivot to make the conference a fully online event. We expect to make this call in mid-April and we appreciate your understanding and flexibility. Should registration fees be adjusted at any time in case the event becomes fully online, refunds will be issued accordingly to eligible registered participants. For anything further, please [connect with us](#).

We will continue to work with commitment and flexibility towards preparing an outstanding conference program that meets the demands of a

hybrid format. Join us this summer, onsite in Cyprus or online, to support ISPA's mission and celebrate children's rights and international collaboration in school psychology. Perhaps this year WE need this more than ever.

Wishing you all the best,

On behalf of the ISPA 2021 LOC,
Anthi Loutsiou, PsyD
Convener/Chair of 42nd Annual Conference
University of Cyprus

On behalf of the ISPA EC,
Vitor Coelho, PhD
ISPA President



Connect with ISPA 2021



Secretariat: Easy Conferences P.O. Box 24420, 1704, Nicosia Cyprus ☎ +357-22-591900

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ACROSS THE POND: UK/USA PROGRAM COLLABORATION

Richard VanVoorhis, Kevin Woods, Caroline Bond

The University of Manchester (UoM), located in Manchester, England, has a long-established tradition of fostering international relations to inform academic development. From 1977 to 1997, Emeritus Professor Peter Farrell was the school psychology program director at the university. During that time, he developed close links with the International School Psychology Association (ISPA), serving as ISPA President from 2003-2005. Professor Kevin Woods trained as a school psychologist at Manchester in 1990, under Peter's tutelage. From his beginning in the profession, Professor Woods was introduced to an international perspective on school psychology and learned about the insights this can afford. As befits a modern university, UoM now has a university-wide Internationalization Strategy and a dedicated International Office.

Youngstown State University's (YSU's) School Psychology Program, located in Youngstown, Ohio, USA, commenced in 2012. In less than a decade,

through program director Dr. Richard VanVoorhis and Assistant Professor Dr. Carrie Jackson, it has emerged as one of the larger educational specialist-level school psychology programs in the state of Ohio, currently training approximately thirty-five candidates across three separate cohorts. The program earned full national recognition through the National Association of School Psychologists (NASP) in 2018. Over the last few years, the YSU International Office highly encouraged faculty members to lead study-abroad and field-study trips to allow candidates to have global experiences in their chosen fields. In early March of 2020, Dr. VanVoorhis and his wife Hayley co-led a group of YSU school psychology candidates to England, where they were warmly received by the UoM Educational and Child Psychology Program faculty and candidates. In ten days, the YSU contingent visited both London and Manchester. Starting in London, the YSU group independently participated in several educational,

social, cultural, and psychological experiences. These opportunities included visits to the British Museum, the Tower of London, St. Paul's Cathedral, Windsor Castle, the Mind Charity Counseling Center, the Ragged School Museum, and the Sigmund Freud Museum. The candidates also enjoyed a tour of London from a homelessness perspective.

Although these experiences were meaningful and enjoyable, the YSU candidates and faculty all reported that the highlight of the overall experience was the opportunity for the three-day international collaboration with the Educational Psychologist Program's →



YSU Crew (photo courtesy R. VanVoorhis)

faculty and candidates at the University of Manchester. This unique global collaboration opportunity serves as the main topic for this article.

Planning

In 2018, YSU's Dr. VanVoorhis introduced himself to UoM's Professor Woods via e-mail after a referral from ISPA leaders. Dr. VanVoorhis suggested a collaboration between the two programs, perhaps even a candidate visit or exchange. Professor Woods enthusiastically responded that a program-to-program visit could

be an effective way to start an international school psychology partnership to inform training, practice, research, and faculty/staff development. E-mail correspondence quickly developed into Skype meetings, and by early 2019 it was agreed that

the in-person collaboration would occur during the spring semester of 2020. Detailed planning and having a shared mission on both ends were both essential for the study-abroad program's success. The YSU candidates each attended a series of pre-trip planning sessions and completed a pre-trip paper. Also, YSU faculty and candidates arranged comprehensive presentations to deliver at the UoM related to the school psychologist's role in the United States.

To prepare for the international collaboration with those from the UoM, the YSU candidates reviewed the UoM's program website, including the program's extensive promotional video. Faculty members from both programs communicated through phone calls and e-mails for many months before the event itself. Furthermore, several faculty Skype meetings were held to arrange all details expertly. To balance numbers and levels of expertise, the UoM selected their year-one candidates for involvement. These candidates were already taking classes at the UoM during the spring semester and were eager to collaborate with American candidates in school psychology.



Dr. Bond presenting (photo courtesy R. VanVoorhis)

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Drs. Woods & VanVoorhis (photo courtesy R. VanVoorhis)

School Visit (photo courtesy R. VanVoorhis)

Daily Agenda

A welcome meeting was planned for the first day, including an informal introduction between all the YSU guests and three key UoM faculty/staff. This meeting was followed by a historical tour of the university campus provided by a personable expert from the UoM International Office. This allowed the YSU contingent to become familiar with the city of Manchester, the university campus, and their hosts.

On the morning of day two, YSU candidates and faculty visited practicing Manchester educational psychologists in various school settings. A well-provisioned social lunch followed this at the university, which allowed a “buffer” for anyone

needing extra time returning from the schools to the UoM campus. During the day two afternoon session at the university, presentations were shared by faculty members and candidates. Following the presentations, discussions were held in small groups between YSU and Manchester candidates. This was followed by a plenary discussion session led by faculty/staff from both YSU and UoM. These discussions were intended to consolidate and ‘cross-fertilize’ learning from the experiences of the day, giving participants opportunities to clarify their emerging understandings. After a couple of hours of rest, a social meal was held in the evening in Manchester city center, close to the YSU visitors’ hotel and the main rail stations for homeward journeys of the UoM candidates and faculty. The social meal aimed to allow colleagues to continue professional and broader inter-cultural discussions and exchange social contacts if they wished. After dinner, many chose to continue to explore the city nightlife as a combined group.

On the morning of day three, a two-hour strategic planning meeting was held to review the aims of the visit and consider ways to take

developments forward once all were back in their respective countries (continents!). The YSU guests toured the marvelous city of Manchester on a “Hop on-Hop off” tour in the afternoon, and then boarded a train back to London later in the evening.

This successful international collaboration was indeed a team effort and there were many key players involved, in addition to Professor Woods and Dr. VanVoorhis. A project team in Manchester was comprised of UoM Educational Psychologist Program faculty (Dr. Cathy Atkinson and Professor Caroline Bond), as well as school psychologists from the region who serve as lecturers for the →

*Group Meal (photo courtesy R. VanVoorhis)*



Dr. Atkinson presenting (photo courtesy R.VanVoorhis)

university program. At the center, the fantastically capable UoM program manager, Mr. Richard Ternouth, was very accommodating. School psychologists from the Manchester region, who also lecture on the university program, provided well-considered advice on the planning of activities for a visit, as well as direct facilitation of a variety of observation opportunities for Ohio candidates in Manchester schools. As such, our most grateful thanks are extended to school psychologists, Drs. Hannah Cartmell, Sarah McIntosh, Adam Rumble, and George Thomas. We also co-opted a US-national school psychologist, Stephanie Lambois, currently employed in a school psychology service

close to Manchester. Stephanie served as an intercultural/international translator. Finally, Dr. VanVoorhis gives special thanks to his wife Hayley (a British native) who served as YSU's co-trip leader for its duration.

Faculty Impact

Positive outcomes from a faculty perspective included what would seem evident from the start: the opportunity to strengthen relationships with candidates and observe candidates as they fully immerse themselves in a new setting.

It was enjoyable watching the candidates from both universities work together as a team and join each other as a united group by the end of day two. Both programs found that we soon were getting along like old friends, and the collaboration allowed both programs to share ideas that will continue to yield results long after the trip ended.

It was shared by faculty members from both programs, that faculty can often err when operating in isolation regarding their regional counterparts for several reasons, including program competition. Being from different countries (nearly 4,000 miles away), this seemed to

ease the pressure so that ideas could be shared openly and explored by the two programs. For complete "program strangers" from different countries, we were quickly able to collectively analyze and provide shared recommendations for many global issues in the fields of educational and school psychology by the end of the collaboration experience!

Candidate Impact

Both YSU and UoM candidates found that training and practice in the field overlapped in many ways. However, there were also significant differences to understand and experience. Being →



YSU Candidate Presentation (photo courtesy R.VanVoorhis)

able to think critically with an open-minded perspective helped candidates move forward personally and professionally with an expanded view. In comparison, it was noted by candidates that the two programs have several similar training objectives, but we may emphasize different areas. In particular, both programs take approximately three years to complete, which is typical for programs from both countries. Our American candidates were impressed that three years of training in England yields the research-focused doctoral degree in Educational Psychology. It typically takes three years in the United States to earn an Educational Specialist degree in school psychology.



Dr. Woods presenting (photo courtesy R.VanVoorhis)

UoM candidates commented that American training practices appear to benefit from spending extended time with assessment practice and other practical training activities. Attending a UK program with a substantial candidate research focus may not afford as many opportunities for repetition and extended practice opportunities. YSU candidates observed that Educational Psychologist candidates in England typically have government funding for their education, so they often don't require another job to subsist. Finding creative ways to fund graduate education in the form of graduate assistantships or part-time employment is often necessary for American graduate candidates. However, American candidates also commented that the selection process to be admitted to an English educational psychologist program seems to be extremely competitive.

Regarding school psychology practice, candidates indicated that school psychologists from both countries typically spend a large portion of their time evaluating school children. In England, however, the school psychologist's role might extend more often to direct therapeutic work such

as cognitive behavioral therapy or motivational interviewing. In America, school psychologists often can provide systems-level interventions. Interestingly, Ohio school psychologists might typically serve approximately 1,200 children, whereas a Manchester psychologist might have responsibilities for over 10,000 children. These ratios are significantly different, and they likely influence the various roles and functions in the respective countries. YSU candidates were curious to learn more about the British government (Local Authority) involvement with special education decision making. In contrast, English candidates were fascinated by the number of special education eligibility categories offered in the United States (the USA has up to fourteen categories while the UK has only four types).

It was also very interesting for the YSU contingent to visit English schools and visit educational psychologists in their natural settings. Although the group left with the general feeling that "learning is learning, and recess is recess," wherever one travels, there were noted distinctive differences between cultures and educational practices. For example, the YSU group found →

that the school lunches in England appeared to be much healthier than those in the United States! British schoolchildren also seemed to take great pride in wearing their school uniforms, while most American public schools do not require a uniform.

Finally, YSU candidates and faculty were impressed with the quality of work observed when shadowing the educational psychologists in the field. YSU candidates reported an improved awareness of multi-cultural issues, an expanded view of worldwide and UK practice in school/educational psychology, improved relationship-building skills, enhanced camaraderie among candidates, cohorts, and faculty, and increased personal and professional confidence levels.

Personal Testimonies

One YSU candidate commented, “I was surprised at how welcoming and friendly the candidates and faculty were. I was nervous that we wouldn’t have much in common, but they were just as excited as we were to collaborate!” Another candidate shared, “I learned a lot about my personal views and the field of school psychology.

My experiences through our site visits and collaboration with the University of Manchester changed my perspective and professional view of the field of School Psychology as a helping profession.” Finally, one YSU candidate indicated, “Through research and the promise of continued collaboration with the University of Manchester candidates, we can dig deeper to see how we all fit together to achieve the best outcomes for the children we serve around the world.” The University of Manchester candidates also gained a fresh perspective. One UoM candidate indicated, “I thought the visit was really enjoyable and offered an insight into how our colleagues in the US work, including a variety of parallels with our practice in the UK and some differences which stimulated interesting conversation points. I particularly enjoyed the presentations the candidates had prepared.”

Conclusions/Future Directions

The main pay-off from the visit is that the strategic planning meeting for the YSU/UoM school psychology partnership was very productive.

Both programs and their respective faculty/staff are confident that all original objectives were realized. Plans for the future include a “YSU-UoM day” in the upcoming months, in which we will engage in reciprocal teaching and webinars, produce a data-set for the experience for a more in-depth analysis, and participate in continued scholarship focusing on international professional learning and other collaborative research projects.

It is exciting to see that candidates from both programs continue to communicate through e-mails and social media to continue discussions and establish channels for ongoing communication and consultation. Once the world returns to a new normal, both programs will enjoy meeting again in person in America, England, or even another location - perhaps even at a future ISPA conference!



Dining Together (photo courtesy R.VanVoorhis)

VOLUNTEERING TO BE THE CHANGE

Herb Bischoff

“Be the change that you wish to see in the world.”

Mahatma Gandhi

As psychologists, we know the importance of the school environment and its effects on learning. Effective schooling can be challenging if there’s no blackboard, no desks, or no building at all. We know that’s the case for many students throughout the world. Yet, not since Anders Poulsen shared with me the story of his work [*building a school*](#) in the village of Ban Phran Muan in Northeastern Thailand, had I been aware of volunteer projects to help build school facilities for local communities. That was until I heard about Jimi and Cristi Cook and the organization they chartered a little over 10 years ago, [*Be The Change Volunteers \(BTCV\)*](#).

BTCV is a development aid non-profit based in the United States with a mission to improve education opportunities worldwide. This is done

through developing infrastructure and equipping and training for project partners. BTCV operates primarily in developing-world countries serving remote communities with a demonstrated need for educational resources. It is a unique organization because they don’t “just send money” to these communities, they go as a team of self-funded volunteers willing to work as partners with the local community to provide sustainable solutions.

The significant impact of this group’s work is not that apparent to me at first, but once involved,



*BTCV school project near Kavieng, Papua New Guinea
(photo courtesy Herb Bischoff)*

it became clear rather quickly. That awareness started for me in Papua New Guinea. I saw a simple thatched-roof assembly area and basic classrooms that stay dry in a rainstorm. I met kids that were proud of their school and looked forward to going there. An impressive display of what community and volunteers can do, BTCV helped create a functioning elementary school near the small remote community of Kavieng. As important as the buildings are, the students, teachers, and community members were also left with a very positive view of their experience with BTCV and optimism for the future of their children’s education. Importantly, they understood that this was *not* an American school that was *given* to them. This was *their* school that a group of *Changers*, as BTCV volunteers are called, partnered with them to help build for *their* kids, teachers, parents, and community members. This distinction is critically important to ensure →

Herb Bischoff, U.S.A.



respect for their culture, dignity, ownership, and sustainability.

After learning more about the organization, some friends of mine and I decided to try out a project in [Peru](#). That experience further verified our initial impressions of the work being done by BTCV. The visit to Chino Village on the Tahuayo River, a small tributary off the Amazon, was an eye-opener. During a multi-year project BTCV, in conjunction with [Angels of the Amazon](#), partnered with the Chino community to help build a five-classroom school with a library, functional toilets, teacher housing, and a major bridge/walkway for



*Classroom project in Chino Village school, Peru
(photo courtesy Herb Bischoff)*

safe access to the school during the wet season. The success of our trip coupled with the belief that the work really did make a difference, led to yet another trip in early 2020.

The devastation of Hurricane Maria and the more recent earthquakes left many people in Puerto Rico traumatized and anxious about their future. Puerto Rico was the [50th BTCV](#) project in just over 10 years since its founding and was almost canceled due to the risks and challenges involved. Despite the hardships, BTCV in conjunction with faculty members, parents, and members of the community, worked together in the central mountain area of Jayuya to restore and renovate the Angelica Toro Rodriguez Elementary School. While students may not attend school until the buildings are deemed safe, they are eager to return and will be greeted by welcoming murals, new playground equipment, and a renovated and relevant library stocked with new books. The questions regarding whether the BTCV Team should even go or not were answered with the very first words we heard from the school principal, Myriam. With tears streaming down her



*New murals and playground equipment at elementary school,
Jayuya, Puerto Rico (photo courtesy Herb Bischoff)*

face, she told us how deeply moved she was that we still came, how grateful she was that we cared, and how inspired and encouraged she was that we would sacrifice time with our families to work on behalf of their children, school, and community. She said that she, and the entire community, needed this more than she could put into words and it took her from living in fear to getting back to life, back to work, and back to school. →

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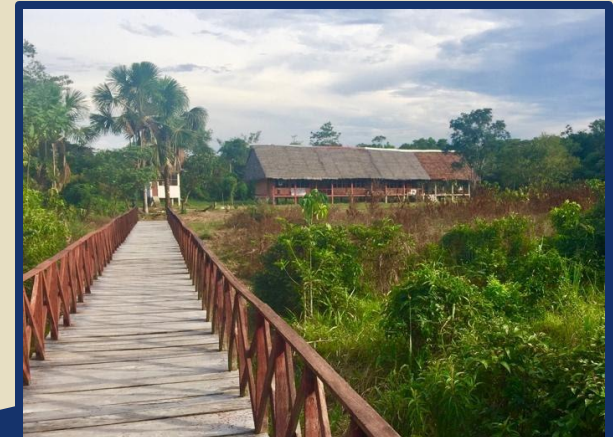
These experiences have left me knowing that the involvement of BTCV is more than helping to build a school or assuring that classrooms are dry. Community members have made it clear time and again, that volunteers being there in person give not only material assistance but emotional support that builds optimism for their children’s success. Local community partners acknowledge and appreciate the willingness of participants to give time, be away from family and the familiar, and share the hopes and dreams of parents who want their kids to get the best education they can. It’s been a very rewarding experience to participate in these projects that help to link the school environment to a more positive learning experience.

If this sounds like something you might find of interest, here are a few ways to get involved:

1. You can support BTCV projects through a donation. Go online and select one of many ways that you can contribute, from construction to scholarship funds. [Donate here](#)

2. Participate in a service project. There are new and ongoing projects looking for volunteers. Any skill level is acceptable – there’s lots to do! Find a project that might be of interest to you – Peru, Puerto Rico, India, Rwanda, Uganda – become a “Changer!” [Current Projects](#)

3. Submit a project proposal. BTCV is always looking for new projects. If you know of a community where the work of BTCV can make a difference, contact their [Director of Change](#) and ask to submit a proposal. [Propose a Project](#)



Walkway to school in Chino Village, Peru
(photo courtesy Herb Bischoff)

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