



## **Bouncing Back: Promoting Resilience in All Children**

*Paul Bartolo,  
ISPA President*

Dear ISPA Colleagues,

The end of the year is a good time for reflecting on our past experiences and planning for the future.

One of the most significant international events over the past year for us in school psychology took place in October, 2014. It was the award of the Nobel Peace prize to the youngest ever awardee, the 17-year old student from Pakistan, Malala Yousafzai. She and Indian activist against child servitude, Kailash Satyarthi, received the award "for their struggle against the suppression of children and young people and for the right of all children to education." This was a celebration of two particularly important issues for children's wellbeing. First of all, for the first time, a Nobel peace prize was won by an adolescent, and this on the 25<sup>th</sup> anniversary of the UN Convention on the Rights of the Child. One of the important principles of the Convention is the need to consult children themselves about matters that concern them. "Despite her youth," the Nobel Prize chairman explained, "Malala Yousafzai has already fought for several years for the right of girls to

education, and has shown by example that children and young people, too, can contribute to improving their own situations. This she has done under the most dangerous circumstances. Through her heroic struggle she has become a leading spokesperson for girls' rights to education."

Malala had indeed made it to the international headlines two years earlier when her struggle for education was gravely threatened. She "wanted to become educated and empower myself with knowledge" in a Pakistani region where the Taliban ordered

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that all female education had to cease. Malala, then just 11 years first spoke anonymously on BBC radio and then on a Pakistani TV programme about the right of girls to receive a proper education. She was targeted by the Taliban who shot her in the head on her way home from school in October 2012. She was operated upon and required hospitalisation for 3 months which she spent in the UK where she is now living. The BBC reported that “Malala would go on to make an outstanding recovery, a tribute not just to the quality of the care she received - but also, her doctors told me, to her own resilience and determination.”

This is the second reason to celebrate Malala’s award: she is a fine example of resilience, the resilience of a youth in the face of life-threatening adversity. Though we do our best to prevent adverse situations in our communities and the rest of the world, we are constantly challenged by both natural disasters and more often human ill-treatment. Like Malala, however, we are able to bounce back through our determination and resilience and supportive others. We witness this all the time: the young immigrant who is teased by peers but struggles on to achieve in school while seeking potential supporters, be they other peers or teachers; the family who find their son has a disability but become energised to bring about a change in services that is beneficial not only to their son but also to many others who need support; the young psychology graduate who goes to interview after interview until she gets her job; the senior psychologist who is feeling the ‘threat’ of retirement and reinvents himself or herself in new initiatives.

Resilience turns challenges into opportunities. The rising human global

concern over the scarcity of resources and sustainable development is an important opportunity for the enhanced development of a resilient human society. Evolutionary history has found that periods of environmental scarcity encouraged people to form larger and more sophisticated communities as well as seek technological innovation. There is no reason why our present challenges should not encourage us to do the same. A resilience mind-set is therefore more than ever an essential tool for individual and social development.

Promoting resilience among children, families, schools, and society has thus become an even more important task for us school psychologists. Moreover, we have learnt from recent resilience studies that healthy human development for all, including those in



otherwise adverse environments, is closely tied to compensatory environmental protective factors, often being the family and/or other external systems such as

the school and the classroom. Resilience is a quality which can be nurtured and developed from a very young age, and the systems impinging on the child’s life, such as the family, peer group and school, have a crucial and determining role in directing the children’s development towards healthy trajectories even in the face of risk. Within this perspective, the Head of the Psychology Department at the University of Malta, Prof Carmel Cefai, is coordinating a six country European funded project on the development of a Resilience Curriculum for pre-school and primary schools. As I collaborate in this project, I see the contribution school psychologists can give to such curricular developments, both as developers and as

promoters of such curricula with parents, teachers, schools and education systems. The project materials are intended to become part of the regular curriculum for all children so that the resilience sessions will be taught by the regular teacher. Suggestions are also provided for how the teachers themselves and parents can create appropriate nurturing environments. This work is in line with other socio-emotional literacy (SEL) curricula that have been well developed particularly in the US and Australia such as regarding problem solving and relationship skills. But there is more emphasis on overcoming adversity through the building of a growth framework, hope, self-determination, turning challenges to opportunities, and coping with loss and other forms of adversity.

The promotion of parent, teacher, school, and community resilience are indeed among the best strategies school psychologists can use for the healthy development and wellbeing of children and young people.

As the international representative of school psychologists, ISPA in turn supports school psychologists' own resilience across the world. We have just launched the 'ISPA Child Well-Being & Advocacy Consultation Program' - see <http://www.ispaweb.org/news/ispa-child-well-being-advocacy-consultation-program/> - through which school psychologists from around the world can consult with an expert on child rights over the internet. We are grateful to our colleagues who are offering the service free of charge to our members.

In our striving to reach out to more and more psychologists, we are also venturing next year on a new way of organising our annual conference. We are organising our 37<sup>th</sup> ISPA Conference in São Paulo, Brazil, concurrently with the XIIth National Congress of the Association of Brazilian School and Educational Psychology in Brazil with the theme: 'Schools For All: Public Policies and

the Practice of Psychologists.' We hope you can join us.

I wish you all a new year full of health, courage, hopefulness, strength and determination to turn 2015 challenges into new opportunities for growth. See you again next year in São Paulo, Brazil, 24-27 June 2015.

*Photo of Kailash Satyarthi, and Malala Yousafzai courtesy of The Daily Star, UK.*

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## Calls for Nominations: ISPA Awards, 2015

Janet Muscutt,  
ISPA Secretary



**1) The ISPA Distinguished Service Award** is offered annually by the International School Psychology Association (ISPA) to an ISPA member in recognition of outstanding services to the Association over an extended period of time.

**Eligibility:** Persons eligible for this award must be fully paid ISPA members and exhibit one or more of the following characteristics:

- Worked within ISPA committees and through their work have made important contributions to the work of the committee or to other aspects of ISPA administration,
- Worked in the promotion and organization of the ISPA annual conferences, e.g. promoting its organization, reputation or effectiveness, and
- Published articles on international school psychology in World-Go-Round, International Journal of School

and Educational Psychology (IJSEP) or other widely circulated publications.

*Process to be completed by the Proposer:*

The nominee must be a current Member of ISPA and the nomination materials must include the following:

- a nomination letter highlighting the nominee's unique contributions to ISPA by the proposer (who must also be a fellow ISPA member)
- a copy the nominee's curriculum vita.
- three additional letters of support for the nominee from further fellow ISPA members
- electronic copies of 2 publications that best represent the nominee's contribution to the work of ISPA.

Nominations together with appropriate documentation should be sent electronically to the ISPA Central Office and copied to the Secretary of the Executive Committee. Closing date for nominations is 31 March 2015.

Selection Process: Award recipients will be initially selected by a sub-committee of the Executive Committee (EC), and then forwarded to the full EC for approval. The award is presented to the recipient at the annual ISPA conference.

**2) The ISPA 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.

Eligibility: Persons eligible for this award must be current members of ISPA and exhibit scholarly activity and contributions that have significantly nourished school psychology, which will include one or more of the following characteristics:

- **either** 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,
- **or** evidence of important scientific contributions and seminal studies of important research questions that bear on the quality of school psychological practice internationally.

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

*Process to be completed by the Proposer:*

Nomination materials must include:

- Confirmation that the nominee is a current Member of ISPA.
- A 2-page nomination letter highlighting the nominee's unique scholarly contributions to international school psychology.
- A copy of the nominee's curriculum vitae.
- Three further letters of support for the nominee from ISPA members.
- Electronic copies of 5 publications that best represent the international scholarship of the nominee.

Nominations together with appropriate documentation should be sent electronically to ISPA Central Office and copied to the Chair of the Research Committee. The closing date for nominations is 31 March 2015.

Selection Process: 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 award is presented to the recipient at the annual ISPA conference.

3. **The ISPA Award for Outstanding International School Psychology Practice** is offered annually by the International School Psychology Association (ISPA) to an ISPA member or a team which contains an ISPA member who has/have demonstrated exemplary contributions to professional practice in the field of international school psychology that merits special recognition.

**Eligibility:** Any person(s) eligible for this award must be fully paid members of ISPA. If only one member of the nominee team is an ISPA member, that person will be the receiver of this award on behalf of the team. Nomination materials must address the following points:

- the countries or cultural groups with which the nominee has worked,
- ways in which the nominee has encouraged development of school psychology locally, regionally or internationally,
- examples of how the nominee's work is congruent with professional practice philosophy,
- the originality of the work,
- the demonstrated impact of the work on the advancement or promotion of school psychology in general and/or on specific practices or developments.

*Process to be completed by the Proposer:*

Nomination materials must include

- A 2 page nomination letter highlighting the nominee's unique contributions to international school psychology practice.
- A copy of the nominee's curriculum vitae.

- Three further letters of support for the nominee from fellow ISPA members
- Electronic copies of at least 3 publications that best represent the nominee's contribution to professional practices. These might include: print or other media reports, journal articles, or any other article or report reflecting the nominee's contributions.

Selection Process: Nominations together with appropriate documentation should be sent electronically to ISPA Central Office and copied to the Chair of the Professional Development and Practices Committee and the Past President of ISPA. Following selection, names will then be forwarded to the full EC for approval. The award is presented to the recipient at the annual ISPA conference. The closing date for nominations is 31 March 2015.

Erratum: In the last edition of World\*Go\*Round, the GA II report included a description of Tom Oakland's speech upon acceptance of the 2014 ISPA Outstanding Scholar's Award, which, as corrected, includes a description of his three principles: "be sincere, be brief and be seated."

Deadline for the March  
W\*G\*R is

February 15, 2015.

Submit Early and Often!

Julia Coyne, Editor  
jhcoyne@mac.com





## Funds for the Future: ISPA Capital Campaign 2014-2015

Shane Jimerson,  
ISPA President-Elect

An ISPA member has committed to personally contribute USD 5,000 to ISPA, if ISPA members collectively contribute US\$5,000 or more by June 30, 2015.

Whatever amount you can contribute (e.g., US\$10, US\$20, US\$100, US\$1,000), it will all add up and together we can accomplish the objective of ISPA members collectively contributing US\$5,000 by the end of June, 2015.

Euro contributions will also qualify for matched funding up to a total collective maximum of US\$ 5000. These funds will provide important resources to further support ISPA infrastructure to support ongoing efforts to accomplish the central aims of ISPA. (<http://www.ispaweb.org/about-ispaweb/mission-statement/>)

Please consider making a contribution to the 2014-2015 current ISPA Match-Funding Opportunity. (<http://www.ispaweb.org>)

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

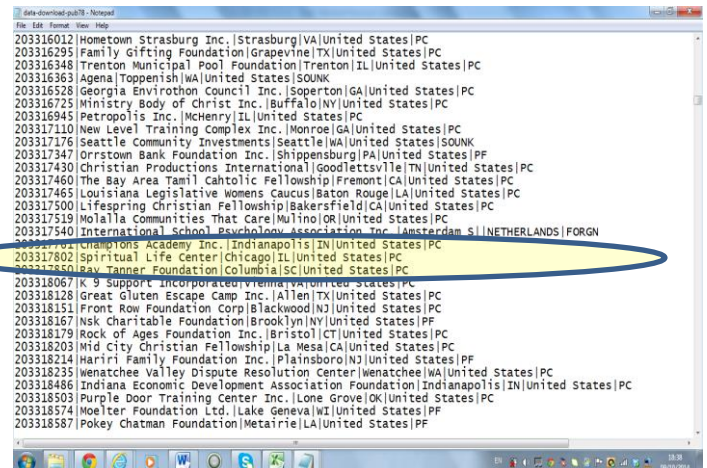
## Treasurer's Report: ISPA's Tax Exempt Status

Michael Sheehan,  
ISPA Treasurer



I am pleased to report that ISPA's tax exempt status with the US Internal Revenue Service (IRS) has been renewed. The transfer of the Central Office to Amsterdam from Chicago necessitated the compilation and filing of much new documentation to facilitate the renewal process, and we have been working on this during the past few years. The EC is very grateful to Bob Clark, Betts Rivet, Peter Whelley, and Sue Lijkwan of Central Office for all their help with this valuable work.

The Internal Revenue Service's Publication 78 computer data base reconfirms that the International School Psychology Association, Inc. is a qualified charitable organization in good standing and eligible to receive tax deductible contributions. This is important for US contributors to the current ISPA Capital Campaign 2014-2015 and those interested in donating to ISPA. A screenshot of this confirmation follows:



ISPA is also in good standing as a Corporation in California. We have complied with all the California reporting requirements for a California tax exempt organization and are listed as follows in the Californian Attorney General's Registry of Charitable Trusts: Again many thanks to Betts!

| Entity Number | Date Filed | Status | Entity Name                                      | Agent for Service of Process |
|---------------|------------|--------|--|------------------------------|
| C263865       | 05/06/2004 | ACTIVE | INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION INC. | MARION BETTS RIVET           |

### ISPA's Conflict of Interest Policy

A conflict of interest occurs where individuals' obligation to further ISPA's charitable purposes is at odds with their own financial interests. A conflict of interest policy ensures that when actual or potential conflicts of interest arise, ISPA has a process in place under which the affected individual will advise the governing body about all the relevant facts concerning the situation. The policy also establishes procedures under which individuals who have a conflict of interest will be excused from voting on such matters.

The ISPA Conflict of Interest Policy was originally developed with the intent of complying with the provisions of the Internal Revenue Service for Charitable Organizations under 501, c, 3 rules and regulations. It was approved by the Executive Committee and the membership and subsequently published in the June 2008 issue of World Goes Round. The Policy was recently reaffirmed by the Executive Committee and is now republished for the membership in the context of the current fund-raising campaign.

#### Article I: Purpose

The purpose of the conflict of interest policy is to protect the tax-exempt interest of ISPA when it is contemplating entering into a transaction or arrangement that might benefit

the private interest of an officer or director of ISPA or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### Article II: Definitions

1. **Interested Person :** Any director, principal officer, or member of a committee with governing or delegated powers, who has a direct or indirect financial interest, is an interested person.
  
2. **Financial Interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which ISPA has a transaction or arrangement,
  - b. A compensation arrangement with ISPA or with any entity or individual with which ISPA has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which ISPA is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

#### Article III: Procedures

1. **Duty to Disclose :** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

**2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

**3. Procedures for Addressing the Conflict of Interest**

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether ISPA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in

ISPA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

**4. Violations of the Conflicts of Interest Policy**

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

**Article IV: Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the



transaction or arrangement, the content of the discussion, including any connection with the proceedings, alternatives to the proposed transaction or arrangement, and a record of any votes taken.

#### **Article V: Compensation**

- a. A voting member of the governing board who receives compensation, directly or indirectly, from ISPA for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from ISPA for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from ISPA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI: Annual Statements**

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement that affirms such person:

1. Has received a copy of the Conflicts of Interest policy,
2. Has read and understands the policy,

3. Has agreed to comply with the policy, and
4. Understands ISPA is charitable and in order to maintain its tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### **Article VII: Periodic Reviews**

To ensure ISPA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to ISPA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit or in an excess benefit transaction.

#### **Article VIII: Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, ISPA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.



## ISPA Elections

*Jürg Forster,  
ISPA Past President*

From January 15 to February 15, 2015, ISPA members will be invited to cast their vote for 3 ISPA offices:

The **ISPA President**, who will serve as President-Elect for 2 years, assuming office at the General Assembly in June 2015. After the presidential terms from July 2017 to July 19, he or she will serve for 2 years as Past President.

The **ISPA Secretary** and the **ISPA Treasurer** serve for 3 years and can be re-elected once. The current EC members Janet Muscutt and Michael Sheehan have been nominated for a second term from June 2015 to July 2018. Their candidacy has not been contested.

Please read the candidates' statements and submit your ballot when the ISPA Central Office contacts you by email in January.



## CANDIDATE FOR PRESIDENT:

**Vitor Coelho**



“I have been captivated by the spirit of ISPA since my first ISPA conference in Tampere, Finland (2007), and since then the warmth and friendliness that I felt in subsequent ISPA conferences led me to accept the challenge to host a congress in Portugal (2013). As the convenor for the 35<sup>th</sup> ISPA congress in Porto, Portugal, I found the experience a very positive one for me, and holding the ISPA conference in Porto was a very important moment for the affirmation of school psychology in Portugal as well. The feedback that we received from ISPA members was very rewarding, and we were made aware that the conference made a meaningful contribution to ISPA’s financial stability. The congress in Porto also gave me the opportunity to interact with the ISPA-EC, which was an experience I considered quite productive. It was also challenging and inspiring at the same time, and this contact led me to the desire to play a more active role in ISPA. I feel I am able to contribute to the expansion of ISPA’s role to other countries which are currently less represented in the ISPA community. A key to this strategy will be the congress in Brazil (2015). I believe I

can contribute to the establishment of a stronger connection with Brazil by helping make the forthcoming congress an opportunity to recruit more members from Brazil to ISPA. I plan to use our experience with the associations representing school psychologists in Spain and Brazil as a part of the IberoAmerican Federation of Psychology, and with the Federation of Psychology Association of Portuguese speaking countries (which include some African countries and Brazil). These associations are under-represented in ISPA and hold promise for potential members, learning opportunities and the further promotion of school psychology internationally, where one of the best ways to develop school psychology is to learn from each other. This is best done when there is a myriad of backgrounds that are able to share their expertise and points of view. This is why I agree with current emphasis placed on increasing ISPA membership. ISPA has the mission of promoting school psychology all over the world. In order to achieve this, we need to involve more school psychologists from regions such as South America and Africa.

*Biographical Statement:*

I am an experienced school psychologist in Portugal, having served for 13 years, during 11 of which I coordinated Project Positive Attitude, which focuses on promoting Social and Emotional Learning. During the last 15 years, I have also been involved in training. From 2010 to 2013 I coordinated the training of 4000 professional interns of psychology in areas as Professional Issues and Project Management, including school psychologists. I am also a trained family therapist, and have just completed my doctoral thesis in Educational Psychology at the University of Coimbra, Portugal.

I was a part of the team that created Portugal's national association for psychologists (OPP), and I was part of the team that created the law that first legally defined the title of psychologist in 2008. Since 2010, I have served the Secretary of OPP, an affiliate of ISPA, where I currently coordinate the School Psychology section and the Center for the Study of Professional Issues. We are presently creating a charter detailing the roles of school psychologists in public schools, now being discussed with the government, which enjoys the active participation of over 300 school psychologists. We have promoted and published the first census of Portuguese Psychologists (5500 participants) and the first census of School Psychologists in Portugal (using the International School Psychology Survey which more than 1600 Portuguese school psychologists completed).

Currently, I am also the President of the Association for Former students of Psychology - University of Lisbon, and previously as a student I was involved in cooperative efforts, nationally and internationally, which taught me that students bring an energy and creativity useful for any organization. I believe that we should involve students more actively in ISPA through cooperation with students associations in USA, Europe and South America.

Strengthening the communications networks and cooperative efforts of members from different countries are the other areas that I believe that ISPA should elect as priorities, and I would like to expand upon these efforts as well.

## CANDIDATE FOR PRESIDENT:

### Bonnie Nastasi



“I am honored to be selected as a candidate for the President of ISPA. I have been active in the leadership of school psychology since the early 1980s at local, national, and international levels, and bring to the position a range of experiences in research, teaching, administration, advocacy, and service. I have a strong commitment to promoting and protecting the well-being of children, families, and communities at local, national, and international levels. My research and applied work have taken me beyond national and professional boundaries through collaboration with colleagues in other disciplines, community members, and organizations in multiple countries. I have been active in promotion and protection of child rights in my leadership within ISPA and APA’s Division 16. My experiences have taught me the benefits of collaboration with a diverse group of partners not only for enhancing the lives of others but also for advancing individual and collective knowledge. Moreover, these experiences have enhanced my awareness of the unique strengths and limitless potential of school psychologists, and the responsibility of

psychology to address social and health-related issues that face individuals worldwide. I welcome the opportunity to participate in the governance of ISPA and to work collaboratively with other members of the executive committee in facilitating the contributions of psychology to the well-being of children, families, schools, and communities across the world. My goals as ISPA President are to:

1. Promote international research and development related to fostering psychological well-being of children and adolescents
2. Foster the promotion of personal, interpersonal, and collective well-being through social justice and child rights advocacy
3. Foster partnerships across organizations and disciplines for the promotion of child well-being through research and advocacy
4. Foster leadership capacity of school psychology with special focus on early career professionals

#### *Biographical Statement:*

Bonnie Kaul Nastasi, Ph.D. (Kent State University, 1986, School Psychology & Early Childhood Education) is Professor and co-director of the trauma specialization in the School Psychology Program at Tulane University, New Orleans, Louisiana, USA. Her research focuses on the use of mixed methods designs to develop and evaluate culturally appropriate assessment and intervention approaches for promoting psychological well-being and reducing health risks such as sexually transmitted infections (STIs) within the US and internationally. She has worked in Sri Lanka since 1995 on development of school-based programs to promote psychological well-being, directed an ISPA-sponsored multi-country study of psychological well-being of children and adolescents with research partners in 12 countries from 2008-2013, and was one of the

principal investigators of an interdisciplinary public health research program to prevent STIs among married men and women living in the slums of Mumbai, India from 2002-2013. She is active in promotion of child rights and social justice within the profession of school psychology and, as chair of ISPA's Professional Development and Practices committee, has directed the development of a curriculum for training school psychologists internationally on child rights. Dr. Nastasi is Past-President of APA's Division 16 and current Co-Chair of APA's Committee on International Relations in Psychology."

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**CANDIDATE FOR SECRETARY:**

**Janet Muscutt**



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

With the support of the EC and the Membership, I have learned a great deal during my time as ISPA secretary and 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 period of office a significant number of changes have been introduced at all levels of ISPA activity, including: the role of Central Office, the introduction of our own Journal, IJSEP, the

organisation of the annual Conference, the utilisation of social media, development of the ISPA website and the beginning of planned changes to our newsletter, World-go-Round, 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 to a secure conclusion.

The current Executive Committee have also begun to explore increasing ways of facilitating the 'voice of the membership' in driving forward the role and impact of ISPA on the world wide practice of school and educational psychology within our agreed rules, principles and guidelines. This is a particularly significant point in the history and development of ISPA and I would feel honoured to be enabled to continue to work on behalf of ISPA in order to take those goals and aspirations forward."

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**CANDIDATE FOR TREASURER:**

**Michael Sheehan**



"I was deeply honoured to be elected as your Treasurer in 2012. 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. During the past three years I have been privileged to serve as Treasurer on an EC team that is working hard to fulfil the ISPA mission of supporting the mental health and well-being of children through the promotion of school psychology throughout the world. Our priorities have included the launching of the IJSEP Journal, the accreditation of School Psychology Training Programmes, and the strengthening of relationships with partners such as NASP and NEPES. We are currently focusing on the development of the ISPA website including social media links to make it more accessible and interactive, particularly to younger members. We also plan to harness the vast reservoir of the talent and experience of older colleagues.

The Finance Task Force was appointed at my request to advise on how best to underpin the financial viability of the organization in the years ahead. It is vitally important that we raise additional revenue to sustain all our valuable activities. A number of revenue raising measures have been identified as essential to this aim. These include an increased membership drive, financially successful annual conferences, and the reinvestment of our Chase deposits in accounts with low to moderate risk. We have successfully secured the renewal of ISPA's tax exempt status with the US Internal Revenue Service (IRS). This is particularly important for US members who may wish to support the current Capital Campaign 2014-2015, or otherwise make donations or bequests to ISPA.

If re-elected as your Treasurer I will continue and indeed redouble my efforts to collaboratively work with EC colleagues in enhancing the professional and financial development of ISPA."

## Towards Understanding School Psychology in International Schools



*Shane Jimerson & Aaron Haddock, University of California Santa Barbara*

As recently described by Haddock and Jimerson (2014), some international schools employ school psychologists, however, the extent and nature of school psychology's presence in international schools is currently not well understood. This research brief provides an overview of current efforts to advance knowledge and understanding of the presence, roles, and contributions of school psychologists within the international school context.

### **Methods of the Current Investigation**

In order to learn more about school psychology in international schools, the authors are currently surveying individuals with experience in this context via an online survey. The survey questions inquire about the professional positions school psychologists hold in international schools, how they learned of the position, the level of employment, the typical ratio between the number of students and one school psychologist, and the titles commonly used by school psychologists in international schools. In addition, the survey asks respondents to provide information on the types of school psychology services provided in international schools, including record acquisition and review, assessment, intervention, counseling, consulting, research

and evaluation, and school-wide services. Respondents are also invited to provide information regarding unique challenges faced by students in international schools (e.g., peer group disruptions, cultural adjustment) and how international schools assess and provide support for students with additional academic or socioemotional needs when a school psychologist is not on staff (e.g., referring families to or contracting with local professionals, employing a learning specialist, referring families to services in home country, etc.). When completing the survey, respondents also share information on the conditions they believe are likely to influence school psychology most strongly during the next 10 years in international schools and how they recommend others obtain information about school psychologist positions in international schools.

The survey also inquires about how ISPA can best support school psychologists working in or with international schools. Questions address the unique needs of school psychologists working in international independent schools; the most important issues ISPA should address; and whether or not school psychologists working in international schools currently have a method for networking and sharing information and knowledge with one another. Lastly, information on current and past ISPA membership is collected.

The authors would like to invite readers with knowledge of the practice of school psychology and allied professions in the international school context to complete the survey. Additionally, we ask readers to share information about the survey and the link with their colleagues with experience in international schools. The link to the survey is here: <https://www.surveymonkey.com/s/V5TRMDG>.

### **Preliminary Findings**

Twenty individuals with knowledge of school psychology in international schools

have completed the survey since July of 2014. Respondents provided information about international schools in Moscow, Tunis, Hong Kong, Taipei, Beijing, Shanghai, Tokyo, Hanoi, Saigon, Bangkok, Singapore, Jakarta, Kuala Lumpur, Dusseldorf, Bonn, Stuttgart, Brussels, Budapest, Kazakhstan, Saudi Arabia, Montevideo, La Paz, and the United Nations International School in New York City. Respondents' years of experience ranged from their first to their thirtieth. Based on their responses, a clearer picture of the profession is emerging.

**Where.** Within international schools, school psychologists are most likely to be found in large schools (i.e., with more than 1,000 students) in major metropolitan areas. It appears that international schools in Asia and Europe employ school psychologists most commonly. School psychologists working in international schools recommend others obtain information about available positions by visiting school websites in the places they are interested in working, applying to and attending job fairs held by international educational search agencies and associations (e.g., Search Associates, International School Services, European Council of International Schools, Council of International Schools), consulting the NASP website, and inquiring through state departments.

**Job titles.** The titles most commonly used by school psychologists in international schools are school psychologist, educational psychologist, and psychologist; although, several individuals also reported that school psychologists will go by the title "counselor," and position openings at the school will be advertised as such.

**Employment levels.** Employment levels of school psychologists also appear to vary by school and range from full- to part-time. It also appears common for school psychologists living abroad to also provide private services outside the school context.

**Ratio.** The typical ratio between the number of students and one school psychologist varies greatly in international schools. School psychologists with experience in international schools that provide psychological services estimated ratios ranging anywhere from 300 - 2,000 students to 1 school psychologist.

**Services provided.** Though this varies by school, school psychologists working in international schools recently reported providing a full range of services, including record acquisition and review, intervention, assessment, consultation, parent and teacher trainings, parent groups, individual and group counseling, observation, functional behavior assessments, research and program evaluation, crisis intervention, staff presentations, researching best practices, policy creation and system-level programming (e.g., school crisis and safety, anti-bullying). Respondents report taking on additional duties outside those typical for school psychologists, such as conducting admissions interviews, conducting admissions testing, providing lunch and recess supervision, participating in the health team, and providing mental health services to staff. School psychologists also take on administrative and supervisory responsibilities. For instance, one school psychologist provided clinical supervision to learning support staff and graduate school psychology students from U.S.-based programs and graduate psychology programs while at Singapore American School.

The lack of school psychological services in most international schools leads to creative solutions. Many international schools contract with or refer out to local professionals (usually paid for by parents), although these can be very scarce in some areas. International schools without a school psychologist also collaborate with school psychologists in other international schools in the same city or a nearby city or country for evaluations and consultations on an ad hoc basis. When a psychologist is not available, families are

often referred to seek psychological services from professionals in their home country. However, on occasion, school psychologists are brought to the schools. It appears that most schools have counselors and a learning support team who provide support for academic and socio-emotional needs. As an alternative to school psychological services, some schools employ “learning specialists” to provide pullout services and/or, more commonly, classroom-based support services for teachers in the regular classroom.

**Unique student needs.** The international school experience clearly provides a variety of benefits. School psychologists report that students in international schools are often well traveled and multi-lingual. They share that the experience of living internationally and attending school with a diverse, international student body often expands their worldview, enhances their multicultural sensitivity and awareness, and increases their cross-cultural enjoyment. However, some unique challenges can accompany these benefits. Respondents indicated that students’ educational backgrounds can vary considerable depending on where they are from, and that some students present without a dominant first language. In addition, students in international schools are often quite peripatetic. Several school psychologists working in international schools shared that children in internationally mobile families often experience issues related to repeated transitions, leading to feelings of grief and loss. For some internationally mobile students, the lack of continuity in their education can present problems, particularly for children already struggling in school. Returning to their home country can also be very difficult for some students and families. When students return to their home countries after a significant amount of time living in another country, it can lead to feelings of confusion and disorientation, which can impact their self-esteem, ability to develop

friendships, and sense of identity and belonging.

### **Unique school psychologist needs.**

School psychologists working in international schools report a variety of challenges. Several noted difficulties associated with the unregulated nature of independent schools. For example, one respondent reported that “each school is completely different and each country has different laws that need to be considered,” while another stated, “work under no framework of law or regulations” as in their home country. Another individual explained that some schools do not have policies and procedures for dealing with students with greater than mild special needs. Other reported concerns included a lack of professional development opportunities and few opportunities for supervision and collaboration. One school psychologist noted that some developing countries lack of robust medical and mental health support infrastructures can lead to difficulties. Finally, many expressed that it is difficult to communicate with other school psychologists working in international schools, which can engender a sense of isolation and feeling unsupported.

### **Future Directions**

The authors would like to collect additional information about the practice of school psychology in international schools and the unique needs of students. In order to develop a more robust understanding of school psychology in the international school context, the authors seek respondents with experiences in additional locations, especially those parts of the world currently un- or under-represented in the survey data. Thus, they are currently reaching out directly to school psychologists in international schools around the world via e-mail and a Google group.

Based on survey results, it appears that school psychologists working in international schools do not currently have a good way to

communicate with one another. In an effort to remedy this, ISPA’s School Psychology in International Schools interest group has created a Google Group that is rapidly gaining members. The Google Group is intended to provide a forum for school psychologists and allied educational professionals working in international schools to network, communicate and share resources and knowledge. Members of the Google Group participate in threaded conversations, either through a web interface or by e-mail. To join the Google Group, please send a request via e-mail to Aaron Haddock at [ahaddock@education.ucsb.edu](mailto:ahaddock@education.ucsb.edu). ISPA’s School Psychology in International Schools interest group has also created a Dropbox folder that committee members are populating with pertinent resources and materials for school psychologists in international schools.

Finally, a directory of school psychologists in international schools is currently being compiled in order to facilitate communication and outreach efforts. Please encourage school psychologists working in international schools to share their contact information via this web-based survey <https://www.surveymonkey.com/s/J9FMGLN> or by sharing it directly in an e-mail to Aaron Haddock at [ahaddock@education.ucsb.edu](mailto:ahaddock@education.ucsb.edu).

### **ISPA and School Psychology in International Schools**

School psychologists practice in many international schools around the world, yet they lack a central organization sensitive to their unique contexts and cognizant of their needs. Ninety percent of respondents are not currently members of ISPA, although 50% had been previously. ISPA is committed to establishing an infrastructure to support the involvement and professional well-being of school psychologists working in international schools (and all schools), throughout the world.

ISPA's School Psychology in International Schools interest group has been formed to further support this effort. The interest groups aims: to promote and inform ISPA's effort to address the needs of school psychologists and allied professionals working in international schools to support all students (e.g., general education, special education, etc); to provide a forum for school psychologists and allied educational professionals working in international schools to network, communicate and share resources and knowledge; to research and disseminate information on the unique needs of students and the practice of school psychology in international schools; to advocate for school psychologists, allied educational professionals, and the profession of school psychology in international schools; to promote greater inclusion of all students in international schools; and to facilitate internship experiences for graduate students in school psychology in international independent schools. Please join us in our outreach to school psychologists engaging with international schools and promote their participation in our organization and conferences.

#### References

Haddock, A. D. & Jimerson, S. R. (2014). School Psychology in International Schools. *International School Psychology Association, World-Go-Round, 41* (3),19-24.

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See you in São Paulo,  
BRAZIL!  
June 24-27, 2015

## Human Rights 365

*Irina Bokova, UNESCO  
Director-General*



### **A message from Ms Irina Bokova, Director-General of UNESCO, on the occasion of Human Rights Day, 10 December 2014**

UNESCO was created in 1945 to promote cooperation through education, the sciences, culture, communication and information, in order to deepen universal respect for the dignity, equality and mutual respect of all women and men. Almost seventy years later, this mandate has not aged a day. Promoting human rights remains an essential task – not just on Human Rights Day, but on every day of the year, for every woman and man, everywhere. This is the meaning of Human Rights 365.

This message is especially important now, as States shape a new global sustainable development agenda to follow 2015, building on the universal values of equality, justice, cultural diversity, peace and security. The new agenda should be human right based and human rights driven, to bridge inequalities and social exclusion, to respond to extremism and conflicts, and to build more just and sustainable societies.

This must start with human rights education. Teaching the values of respect, tolerance and solidarity is essential to empower learners and to foster new forms of global citizenship. These goals guide UNESCO's leadership to promote quality education for all and steer forward the United Nations Secretary-General's Global Education First Initiative across the world. Human rights and global citizenship education should be key elements in the post-2015 agenda.



The media play an essential role – by raising awareness about human rights and by countering prejudice and stereotypes. To these ends, UNESCO has been working with the Office of the High Commissioner for Human Rights since 2005 on the World Programme for Human Rights Education. The third phase (2015-2019) of the Programme focuses on human rights training for media professionals and journalists. Similar goals guide the plan of action for the International Decade for the Rapprochement of Cultures (2013—2022) that UNESCO is spearheading across the United Nations system.

In a world changing quickly and societies under pressure, I appeal to UNESCO Member States, to all Governments and civil society, to reaffirm their commitment to human rights as the guide to all action and the measure of its success

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## European Committee Symposium for ISPA 2014: A Progress Report



*Margaret Grogan and  
Johanna (Willy) van Halem, ISPA European  
Committee*

Following the successful three hour Forum at the ISPA conference 2014 organised by the European Committee\* Odete, a Lithuanian third grade psychology student, was impressed and said “I never thought that psychologists from so many countries could be such good friends”. The title of the

Symposium was *Professional School Psychology Practices in Different Countries and the Promotion of International Exchange and Support*. There were approx. 40 people in attendance and the forum attracted a diverse range of interested people not only from Europe but the US, Israel, Russia and Peru. It was co-chaired and facilitated by Willy van Halem and Margaret Grogan.

The forum began with presentations from a selection of East and West European countries – Latvia, (Ieva Bite), Estonia, (Triin Kahre) Lithuania, (ALa Petrulyte & Zydre Arlauskaite), Netherlands (Odeth Bloemberg & Johanna van Halem ) and Ireland (Margaret Grogan). The presenters outlined the current state of professional school psychology service in their countries. The time for discussion was short but useful nonetheless and stimulating. While Willy and Margaret had intended to have time for more focused discussion on actions for collaboration it was agreed by all that it was useful just to share experience and for people to meet and gain insight into the shared challenges and similarities that exist in the different countries.

The challenge is as always to continue the conversation. This is of course being done in a formal way as demonstrated by the network presentations which followed the individual inputs. There were inputs from three formally organised groups. Ala Petrulyte and Elinor Schad from the Network of European Psychologists in the Educational System (NEPES) gave an overview of the wide ranging work in formal representation of school psychology in Europe. She described the development of a position paper on inclusive education and educational psychology, the report on mental health promotion and the European Reference Guide of Universities which provide training in educational psychology. NEPES is part of the European Federation of Psychologists Association (EFPA).

Jan – Erik Schmidt and Olanda Momcilovic described the 11 years' experience of the European School Psychology Centre for Training (ESPCT) in professional development work for European school psychologists and described the kinds of training programmes available. The origins of ESPCT lay in early training in crisis management by ISPA since 2002. ESPCT is now an affiliate of ISPA and the European Committee is member of the Advisory Board. A significant benefit to participants is the sharing by participants of experiences between European countries.

Olanda Momcilovic & William Pfohl talked about the work of International Crisis Response Network (ICRN) and gave a rich insight into the networking and sharing of good practice and collaboration in the area of crisis management with schools. ICRN allows for the updating of current best practice in crisis intervention and postvention around the world. Olanda spread the news about the availability of support for countries not already involved. They reported on the annual meetings that have been facilitated for ICRN by ESPCT.

Participants were left with a rich understanding of the collaboration and sharing of knowledge happening. During the stimulating discussion that followed the inputs Sally Baas, past president of NASP, took the opportunity to issue an invitation to all to become involved in an initiative she is promoting for cross country and worldwide collaboration. We wish her well in this initiative.

So once again the European Committee has facilitated discussion across Europe which can only be a positive contribution to the development of school psychology.

*\*Thirteen years ago the European Committee was founded to enhance collaboration among European school psychologists. Today it functions as a platform to promote new initiatives and to share*

*professional exchange and good practice among European school psychologists for the well – being and academic achievement of children and youth in schools.*

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## The International Accreditation of School Psychology Programs: A Progress Report

Peter Farrell,  
Chair, ISPA Accreditation  
Committee



The purpose of this short article is to update ISPA members on progress with ISPA accreditations since the last article was published in the September 2012 edition of WGR.

The first phase of ISPA accreditations has now been completed during which we have been invited to carry our accreditations of 5 school psychology programs, three in the USA and two in Europe. Four of the accreditations involved a site visit from two members of the accreditation team and one was paper based, involving a review of program documentation. A total of 13 accreditation team members from 8 different countries have joined one or more accreditation teams. We have also been invited to comment documentation for a new proposed school psychology program in the USA.

### Benefits of accreditation

Our experience so far indicates that international accreditation from ISPA brings a number of specific benefits.

- 1 It provides confirmation that a training program meets international quality standards for school psychology training and practice.
- 2 Accreditation is beneficial to school psychology programs in countries where there are no existing mechanisms for accrediting programs.
- 3 The process of accreditation

itself encourages self-study and helps program staff in their efforts to improve their program and to acquire additional resources.

- 4 Accredited programs that acquire international recognition can facilitate student and staff exchange, particularly between countries.
- 5 ISPA accreditation can raise the status of the program within an institution.
- 6 Students find it easier to gain employment in another country if they have successfully completed an ISPA accredited program.

In general terms, the fact that programs meet international standards of training and practice places them firmly within the international community of school psychology and reflects the increasing globalisation of the profession. Accreditation acknowledges that staff and students have gained a “global perspective”, that they study issues that impact on children world-wide, and that they have learned to advocate for children globally and locally. Furthermore, an international accreditation of a school psychology program helps to strengthen a university’s overall international commitment.

### **Revisions to the ISPA Accreditation Documents**

Despite the many benefits of ISPA accreditation expressed by the training programs themselves and by members of accreditation teams, a number of lessons have been learned from carrying out accreditations during this first phase. These have resulted in several discussions at meetings of the ISPA Accreditation Committee during the ISPA conferences in Montreal, Porto and Kaunas and to a considerable amount of email correspondence. All of this has resulted in a number of improvements being made to the ISPA accreditation materials. The key changes are summarized below. Full copies of the revised documents can be found on the ISPA website [www.ispaweb.org/accreditation](http://www.ispaweb.org/accreditation).

There are now two accreditation

documents – the first describes the ISPA Goals and Standards and the second describes the accreditation procedures.

### The ISPA Goals and Standards

The following is a summary of some of the changes that have been made to the Goals and Standards.

- i) A new goal entitled ‘Transnational/Multicultural School Psychology’ has been included. For some years ISPA members have expressed some unease that the previous version of the goals and standards have not given sufficient emphasis to the international dimension and did not reflect ISPA’s mission to promote international school psychology. The contents of the new goal and accompanying two standards have been strongly influenced by the pioneering work of Professor Chryse Hatzichristou who Chairs an APA interest group on this topic.
- ii) The goal ‘Interpersonal Skills’ has been strengthened.
- iii) The goal ‘Research Methods’ has been strengthened to include two separate standards and it now provides and equal emphasis to quantitative and qualitative approaches.
- iv) There has also been some restructuring of the previous goals and standards which, while not affecting the overall content, has made the document more coherent. For example the old Technology Standard has been dropped with elements contained within it being embedded within other standards. Similarly the standard ‘Ethical Issues in Professional Practice’ has been placed within the goal ‘Professional Practice of School Psychologists’.

The titles of the revised Goals and Standards are presented below.

### *Goal 1 - Core Knowledge in Psychology and Education*

Standards: -

- 1.1 Cognition and Learning
- 1.2 Social and Emotional Development

### 1.3 Individual Differences

#### *Goal 2 - Professional Knowledge and Skills in Assessment and Intervention*

Standards: -

- 2.1 Evidence-Based Decision Making and Accountability
- 2.2 Prevention, Mental Health Promotion and Crisis Intervention
- 2.3 School and Systems Organization, Policy Development and Implementation
- 2.4 Home-School-Community Collaboration

#### *Goal 3 – Transnational/Multicultural School Psychology*

Standards: -

- 3.1 Role and functions of school psychologists nationally and internationally
- 3.2 Working with children and families from culturally diverse communities

#### *Goal 4 - Professional Practice of School Psychologists*

Standards: -

- 4.1 Legislation that impacts on education policy and practice
- 4.2 Ethical issues in professional practice
- 4.3 Report writing

#### *Goal 5 - Interpersonal Skills*

Standards: -

- 5.1 Self-awareness and reflexivity
- 5.2 Interviewing
- 5.3 Consultation

#### *Goal 6 – Research Methods*

Standards: -

- 6.1 Research design and implementation
- 6.2 Analysis and interpretation of research findings. As in the previous version, for each standard there is a set of *knowledge* and *performance* indicators. These knowledge and performance indicators are provided to assist school psychology programs to demonstrate that a standard has been met. However, it should be clear that program graduates are expected to meet the requirements of the standards, *not* every knowledge and performance indicator.

These comprehensive goals and standards sets down an important international benchmark of training and practice in school

psychology that should be of interest to all training providers but particularly for new programs that are being established in countries that do not have an established history of running school psych programs. Even for programs that may not be intending to seek ISPA accreditation, reference to the Goals and Standards may help them consider how aspects of their own program could be improved.

#### The Accreditation Procedures

There have been relatively few changes to the accreditation procedures. The revised documentation still provides information about the following: - the three accreditation options, the detailed information that needs to be submitted to an accreditation team, a timeline for carrying out an accreditation, a draft timetable for a site visit and information about the cost of accreditation. A number of alterations have been made that are designed to streamline the process and, in particular, to make greater use of Skype meetings and to carry out surveys of key stakeholders associated with a program, e.g. current and former students.

#### **Conclusion**

There is little doubt that the development of the revised ISPA goals and standards for professional training programs in school psychology together with the procedures for carrying out accreditations have greatly strengthened ISPA's position as a pioneer in the promotion of quality standards of training and practice in school psychology around the world. The outcomes of accreditations that have been carried out so far have confirmed this overall view. Furthermore a recent article in the *International Journal of School and Educational Psychology* (Farrell et al, 2014) reviews the growing status and importance of ISPA's role in international accreditation in more detail.

Now that the accreditation materials have been revised, a flyer will soon be sent school psychology programs in different countries inviting them to enquire about ISPA accreditation for their program. We look forward to strengthening and enhancing ISPA's role in international accreditation in the future.

### Acknowledgement.

The development of the ISPA Goals and Standards together with the accreditation procedures would not have been possible without the constructive comments and suggestions from the ISPA accreditation committee and from members of accreditation teams. I am extremely grateful to all of them for their continued support and look forward to working with them in the future.

### Reference

Farrell, P., McFarland, M., Gonzalez, R., Hass, M. & Stiles, D. A. (2014) The role of international accreditation in promoting academic and professional preparation in school psychology. *International Journal of School and Educational Psychology*, 2(3), 205-213.

## A Global Education: How to Arrange an Internship Abroad

Natalie Fabian, Chapman University



My name is Natalie Fabian and I'm a 3<sup>rd</sup> year graduate student from Chapman University (California), writing to you from Stuttgart, Germany. And no, I am not on vacation. I'm working at the International School of Stuttgart as an Educational Psychologist Intern. This opportunity has given me an extraordinary amount of experience working with diverse populations and has opened my mind to many exciting career paths. In this article I hope to provide you with some tips on how to arrange an international internship.

The first thing you need to do is start a conversation with your university, as early as possible. You need to make sure that your professors and program are supportive of this idea. Chapman University had an out-of-area-internship course schedule that I followed so that this year the only courses I am taking are my Internship Supervision classes. Additionally, my professors have agreed to allow me to Skype in for my classes and turn in an electronic portfolio at the end of the year. If your program does not have this option, talk to your program head about ways to take winter or summer classes, or an extra class per semester.

The second step is preparing yourself for the skills that you will need while abroad. The International School of Stuttgart was very interested in my counseling skills, ability to write a behavior plan, and experience with English language learners, diverse cultures, and students with high functioning autism.

### **Donations to ISPA**

#### **Please consider giving a gift to ISPA!**

ISPA has a proud history of supporting the mental health and well-being of children and promoting school psychology throughout the world. This work depends on the generous time, expertise, and financial contributions of our members. ISPA requires a sound financial basis to underpin all its activities. The USA Internal Revenue Service's Publication 78 computer data base confirms that ISPA is a qualified charitable 501(c) (3) organization in good standing and eligible to receive tax deductible contributions. A copy of our Conflict of Interest Policy as previously approved by the membership appears in this issue of WGR.

You are encouraged to contribute to the current ISPA Capital Campaign 2014-2015. You may also wish to make a donation or bequest. You are very welcome to contact our Treasurer, Michael Sheehan at the following address: mfdsheehan@gmail.com for information.



You will not have a lot of opportunities to work with low-incidence populations or students with severe disabilities, so you should look to develop these skills at the practicum level in order to graduate as a well-rounded school psychologist.

The last and most difficult thing to do is to find the right school. I found the International School of Stuttgart through a job posting on the National Association of School Psychologist (NASP) website. Unfortunately, it is not always that easy. International school job fairs are another excellent way to find positions; a couple of the big ones are Search Associates and Council of International Schools (CIS). You need to apply to participate in the job fair, so make sure to do that early. Secondly, you can contact schools directly. In order for the internship hours to count towards your credential you need to make sure that your supervisor has his/her NASP credentials and has been practicing for at least 3 full years.

Although it was a lot of work and I have to wake up at 4 in the morning to Skype in for class, this experience worth it! I hope this information is helpful and aids you in your search for a similar global education!

## International Scholarship Featured in the International Journal of School & Educational Psychology



*Shane Jimerson, ISPA  
President-Elect*

The ISPA WGR research column includes brief summaries of several research articles with implications for the field of school psychology around the world. The articles reviewed below are selected with the intent to be helpful to school psychologists and other educational professionals. These articles include scholarship from multiple disciplines, including: School Psychology, Education, and Child Development. Whereas the emphasis of the research is not always cross-cultural, the information may be useful for school psychologists across cultures. The literature below provides information regarding the topic of second language learners and bilingual education. While some information presented in these articles may be more salient to other nations or educational systems, it is likely that many of the issues facing school psychologists in one part of the world today will be the issues of tomorrow for school psychologists in other parts of the world. The Research Committee welcomes feedback from ISPA members around the world for the WGR research column. Members are encouraged to e-mail their comments regarding reviewed articles or suggestions of specific articles to feature in the research column. If you would like to see a review of literature addressing a specific topic, please forward your suggestion to Dr. Jimerson. When you read an excellent journal article that you believe your international colleagues should be aware of, please send the



full citation and your rationale for suggesting the article (3-4 sentences) to Jimerson@education.ucsb.edu (Dr. Shane R. Jimerson).

Currently, approximately half of the members of ISPA subscribe to ISPA's new official journal, the *International Journal of School & Educational Psychology* (*IJSEP*). As noted on the *IJSEP* website (<http://www.tandfonline.com/toc/usep20/current#.VICke4e7mOE>) the Editor-in-Chief, Dr. Rik D'Amato encourages researchers and practitioners alike to contribute papers to the journal. *IJSEP* requires authors to follow the most recent APA Style Manual, meeting all stylistic and ethical guidelines. The Editor-in-Chief, Editors, and Editorial Board are made up of individuals from around the world and include prominent scientists, senior practitioners, and a group of student reviewers. *IJSEP* seeks to bridge the gap between Eastern and Western psychology, special educational, learning, and school-related practice. The journal accepts empirical papers that contribute to the knowledge base of teaching, learning, schooling, cross cultural psychology, school psychological services, applied educational psychology, educational research, assessment, new models of instruction, and other psychology-related international areas. The journal emphasizes the publication of outstanding research articles, but also considers literature reviews, and methodological or theoretical statements relating to any critical international school or education issues.

For those who are not currently subscribing to *IJSEP*, the brief summaries of five articles below are intended to provide a glimpse of the valuable information that is currently featured in *IJSEP*. As ISPA members receive a discounted rate on *IJSEP*, all ISPA members are encouraged to consider subscribing to *IJSEP*.

**Gallagher, S., & Dunsmuir, S. (2014). Threats Among the "Always-On" Generation: Cyberbully Identification in a Secondary School in the United Kingdom. *International Journal of School & Educational Psychology*, 2(1), 1-10.**

Considering the proliferation and abundance of access and use of technology among youth around the world, it is not surprising that youth around the world also appear to use such technology for both pro-social and anti-social purposes. When technology is used to victimize others, contemporary research reveals an assortment of deleterious influences psychological, psychosocial, and physical health of children and young people. This study of youth in the United Kingdom adds to the growing research into the modern phenomenon of cyberbullying. The participants included 239 adolescents aged between 11 and 16 years. Analyses revealed a moderate/strong correspondence between peer nominations of young people identified as traditional bullies and cyberbullies. Furthermore, a strong relationship was found between self-report of cyberbullying and self-report of cyber-victimization, suggesting that victims of cyberbullying are also likely to be perpetrators. Analyses also revealed that younger participants were rated by peers as being more involved in traditional bullying than older participants, yet no age differences were found in involvement in cyberbullying. With regard to gender, peer nomination indicated that males were more likely to be engaged in traditional bullying and cyberbullying than females. This article provides valuable information for education professionals navigating the challenges associated with increasing use of technology of school-age youth around the world.

**Asamsama, O. H., Huang, L., Nelson, R. B., Chen, C. R., Huang, L., Kwon, K., & Kodama, N. (2014). A Multicountry Study of Cross-Cultural Differences in**

**Psychological Wellness of Adolescents.**  
*International Journal of School & Educational Psychology, 2(1), 64-70.*

Many education professionals, school psychologists, education psychologists, school counselors, and psychologists around the world have an increasing interest in promoting the psychological well-being of students at school, to buffer against mental illness and facilitate adaptive coping skills. Such aspirations are supported by scholarship emerging from the field of “positive psychology,” the study of influences and processes that contribute to the successful and optimal functioning of individuals. This study included a large-scale sample of Asian youth (Japan, Korea, Taiwan, and Thailand) who responded to the Child and Adolescent Wellness Scale (CAWS) and compared these results with a sample from the United States. The CAWS items reflect characteristics and cognitions of psychologically healthy and resilient children. As predicted, students generally perceived themselves as psychologically well, with all scores being above the theoretical midpoint score of 2.5. Results varied across and between the students in the various countries. There were significant differences in each of the dimensions. The authors also discuss the utilization of CAWS for practice with adolescents within a cross-cultural context.

**Reddy, L. A., & Dudek, C. M. (2014).**  
**Teacher progress monitoring of instructional and behavioral management practices: An evidence-based approach to improving classroom practices.**  
*International Journal of School & Educational Psychology, 2(2), 71-84.*

In many countries around the world, there is increasing attention to evaluating the classroom teacher’s instruction and behavioral management practices. This article describes the methodology and psychometric properties of the Classroom Strategies Scale (CSS) Observer Form, which was recently developed for use in the United States. The CSS consists

of a three-part assessment: (a) direct classroom observation, (b) Strategy Rating Scales of instruction and behavioral management, and (c) a classroom checklist. The article includes a teacher case example to illustrate the CSS's clinical utility in schools. Implications for school psychologists are described. Those interested in evaluating the instructional and behavioral management practices of teachers in classrooms around the world, will benefit from reading this article.

**Ofoha, D., & Saidu, R. (2014).**  
**Evaluating an Educational Program for Parents: A Nigerian Pilot Study.**  
*International Journal of School & Educational Psychology, 2(2), 137-147.*

While there is evidence pointing to the detrimental child outcomes associated with physical punishment, in many countries around the world, physical punishment remains a common technique to discipline children. Research has revealed that many parents are not aware of the negative consequences of physical punishment and often lack awareness of other non-physical discipline strategies. There appears to be a paucity of programs to educate parents in this regard. This study in Nigeria designed, implemented, and evaluated the effectiveness of a parent education program (PEP) in relation to parental reported use of physical punishment. The study used a quasi-experimental pretest and posttest control group design. Participants included 86 parents of young children. Forty-three participants were assigned to each of the experimental and control groups, with the experimental group exposed to a 2hr PEP intervention session, whereas, the control group received placebo treatment. Analyses revealed that the mean posttest score difference between the two groups was statistically significant and the main effect of treatment was also statistically significant. These preliminary findings suggest that PEP intervention was associated with reduction in parental reports of use of physical punishment in child training. The

methods employed may be considered and adapted by education professionals to educate and support parents to employ non-physical discipline strategies in communities around the globe.

**Oakland, T. & Hatzichristou, C. (2013). International Perspectives on Academic and Professional Preparation of School and Educational Psychologists: Special Issue. *International Journal of School & Educational Psychology*, 2(3), 150-153.**

For those interested in the professional preparation of school and educational psychologists around the world, this special issue of the *International Journal of School & Educational Psychology* is an excellent contemporary resource. The special issue includes 12 articles. Seven articles focus the preparation of professionals in different countries (e.g., Greece, United States, Estonia, Hong Kong, Romania, Sweden, England), one focuses on the International School Psychology Association's (ISPA) model program for the preparation, and another discusses the roles of accreditation and professional associations in promoting academic and professional preparation, and a summary and synthesis of the information from these articles. The content of these articles builds upon and updates information on school psychology preparation found in the *Handbook of International School Psychology* (Jimerson, Oakland, & Farrell, 2007). The articles and synthesis include discussions regarding strategies to better address multicultural, multinational, or international issues relevant to school psychology around the world.

## Responding to the Plane Crash MH17 Ukraine: Supporting Students, Teachers and Communities



*Odeth Bloemberg-van den Bekerom,  
School psychologist,  
Member Dutch Crisis Intervention Network  
School Psychologists*

This last summer, amidst enjoying the ISPA Conference in Kaunas, the Dutch delegates were stunned by the news about the plane crash above the Ukraine on July 17<sup>th</sup>, 2014.

The first messages were alarming and disturbing. As more information and images reached us by internet, Twitter, and FaceBook during the evening and next morning it became clear this event would be of great impact for the whole country. With 196 Dutch passengers on board of the flight we immediately realized there would be children, teachers and parents among them. The impact of this disaster for schools with victims would undoubtedly be enormous as the event impacted individuals and communities throughout the country. Thus, we already concluded that there would be many schools spread across the country affected.

Some of the Dutch delegates, including myself, are members of the Dutch crisis intervention network of school psychologists, which is supported by the national association of psychologists (NIP). All members in this network are trained by the European School Psychology Center for Training

([www.espct.eu](http://www.espct.eu)) on the topic of crisis management in schools.

We immediately started mobilizing the network from Kaunas which was quite a challenge because school holidays were already started. We also contacted the Institute of Psychotrauma ([www.IVP.nl](http://www.IVP.nl)), the crisis expert partner of the Dutch government in case of national disasters. Due to efforts of some of the members during the past year, there has been more cooperation between this institute and the network.

Several days later, back home from Kaunas, we gathered information regarding the availability of our members. We also successfully communicated with our contact person of the IVP, Ine Spee, on her vacation address. The IVP was at that time already asked by the ministry of health to prepare something for schools, because they had already received lots of questions of schools via mental health organisations. Ine asked us to make it a joint product. As I was one of the only members in our network not on holiday and willing to do this, I took this job.

During the first contact by phone after our holidays, Ine and I made a plan to develop a manual for affected schools. Two days later we'd set the structure of the manual, using materials and expertise of our network and IVP. We divided the chapters that had to be composed, written and rewritten and started working. Three days continuously behind my laptop: writing and asking for feedback from several members of the network. After handing in the draft version, there followed at least 5 versions for editing. But we've managed in one week, just before the start of the new school year, to have the manual on line on the special established website for the victims of the plane crash. It is a digital accessible document (PDF) for schools called 'Emptiness in the school... Further at school after the plane crash Ukraine'.

To give an idea about the content of the manual, the preface is translated into English.

## Preface

The plane crash that took place on July 17, 2014 above Oekraïne, has brought the Netherlands deep grief. The schools are also deeply touched: (young) children lost their lives, teachers or other school personnel, parents, family or friends from children or from teachers.

Some schools have opened the doors after the plane crash to give children, youth and parents the opportunity to mourn together. Other schools will open again mid-August and are preparing for chairs that will stay empty.

We have composed this manual to give support to schools: it contains background information, links and concrete helping hands for organisation and lessons. The information is designed for primary and secondary schools and can also be serve for inspiration for other school types.

Hereby we hope to contribute to a respectful commemoration of victims and to a good guidance of the mourning of children and youth.

Ine Spee  
crisis advisor (IVP| partner in Arq)

Odeth Bloemberg-van den Bekerom  
school psychologist (NIP-CINS)

After the release of the publication, there was additional media attention on TV and in national and regional papers. Through the media we knew the publication laid on the desks of school principals.

The network was also asked to intervene on a school that needed to deal with the loss of a pupil. The classroom teacher and some



student experienced hard times coping with the situation. After the intervention, prevailingly psycho-education about stress reactions by one of our network members, the teacher could go on supporting her class.

Now, several months later, almost every week there is still attention for this tragic event in the media: the identification of victims, funeral ceremonies, remains and wreckage parts transported to the Netherlands, etc. Then it's good to know we have and still contribute to a good 'education' of children, teachers, parents and other relatives in grief.

For those interested in the manual see: <https://www.slachtofferhulp.nl/Corporate/Calamiteiten/Vliegramp-Oekraïne/updates/De-leegte-in-school/>



## ISPA Members' Perspective Regarding the Annual Conference: Where, When, What and How Much?

*Shane Jimerson, ISPA President-Elect*

The annual ISPA conference is an incredible opportunity for ISPA members and allied professionals to come together to exchange knowledge, information, resources, and insights. Moreover, the experience offers an opportunity for professionals from throughout the world to come together and exchange invaluable information regarding cultural and contextual considerations that influence the provision of support for children and young people. The annual conference offers both a scientific and social program, in addition to the tremendous opportunities for networking among colleagues from countries around the world. Between 1975 and 2015, the

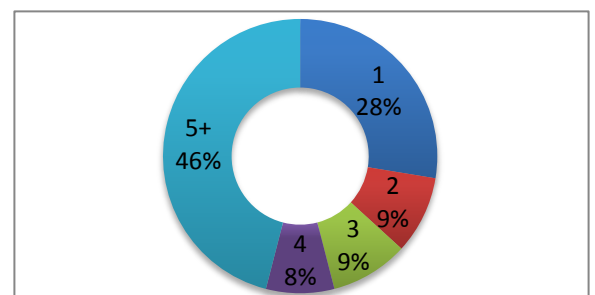
ISPA conference has previously been hosted in 26 countries around the world; Germany (2), Denmark (3), England (3), Israel, Sweden, the USA (3), France (2), Switzerland (2), Slovenia, Portugal (2), Turkey, Slovakia, Brazil (2), Scotland, Hungary, Australia, Latvia, Greece, China, Finland, the Netherlands, Malta, Ireland, India, Canada, and Lithuania. Over the years, the sites have been selected from proposals from groups of colleagues in various countries who are prepared to serve as the local organizing committee for the ISPA conference.

The following provides a summary of the 84 ISPA members' responses to the recent ISPA survey (Fall 2014) regarding member perspectives on the ISPA annual conference. The survey included 5 questions addressing: number of conferences previously attended, recommendations for future locations, optimal timing for the conference, conference duration, perspectives regarding the scientific program and perspectives pertaining to the social events. A discussion follows.

### Who provided information?

A link to the survey was sent to all 436 ISPA members via email and 84 (19%) completed the survey. Among 84 ISPA members who responded, most participants had attended 5 or more ISPA conferences, with the second largest group having only attended 1 ISPA conference (see figure 1). This representation of long-time attendees and those who have only attended one to three conferences is very helpful in providing diverse perspectives across ISPA members.

### Figure 1. How many ISPA conferences have you attended up to now?



**Where do respondents most want the conference?**

There were numerous countries and cities that were identified as desirable locations for future ISPA conferences (see Table 1). Overall, the cities/countries identified included Spain/Barcelona/Madrid (n=18), Italy/Rome (n=14), Australia/Melbourne/Sydney (n= 13), USA/California/Los Angeles (n=13), UK/London/Edinburgh (n=12), Japan/Tokyo (n=11), Netherlands/Amsterdam (n=10), Germany/Berlin (n=10), France/Paris (n=10), Canada/Vancouver (n=9), Denmark/Copenhagen (n=7), and Cyprus (n=5). In accord with recent discussions among the ISPA Executive Committee, each of these locations that appear most desirable among ISPA members are destination cities around the world.

**Table 1. Where would you most like to have an ISPA conference organized in the future? (list includes those cities / countries receiving 3 or more nominations)**

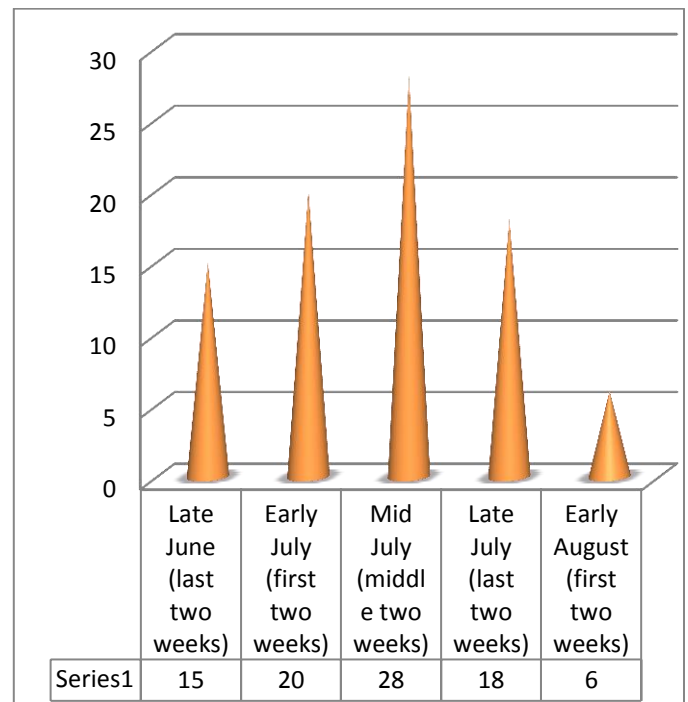
|                 |                    |
|-----------------|--------------------|
| Amsterdam (8)   | Moscow (4)         |
| Australia (3)   | Netherlands (3)    |
| Barcelona (5)   | Oslo (3)           |
| Berlin (8)      | Paris (7)          |
| Brussels (3)    | Prague (4)         |
| California (3)  | Rome (9)           |
| Copenhagen (3)  | Spain (7)          |
| Cyprus (5)      | Sydney (6)         |
| Denmark (4)     | Tokyo (6)          |
| Edinburgh (3)   | United Kingdom (4) |
| France (3)      | United States (5)  |
| Italy (5)       | Vancouver (7)      |
| Japan (5)       | Vietnam (4)        |
| London (5)      |                    |
| Los Angeles (5) |                    |
| Melbourne (4)   |                    |

**When is the optimal time for the conference?**

The optimal time for the conference identified by respondents was the middle two weeks of July, followed closely by the first two weeks of July and the last two weeks of July (see figure 3). It is understood that there are various timelines for the end of academic years, beginning of summer sessions, national/regional holidays and vacation periods. Granted the timing is often dependent

upon the availability of the venue and professionals in the host city/country, however, we will continue to target the times identified as most optimal during July for future conferences.

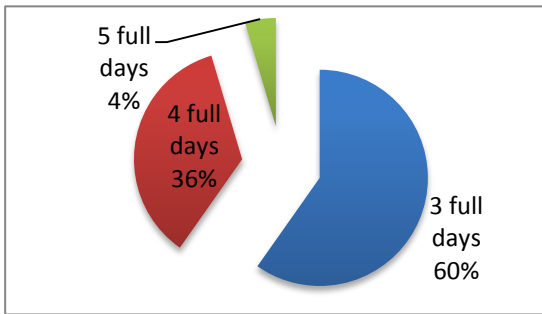
**Figure 3. When is the optimal time for the ISPA conference?**



**What is the optimal conference duration?**

Regarding the duration of the conference, the vast majority indicated that 3 full days is optimal (the current ISPA conference duration is indeed 3 full days, following the evening opening day ceremony)(see figure 4). Relatedly, members were asked, “If more than 3 days following the evening opening day ceremony, are you willing to pay extra registration fees?” Overall, 40% indicated “no” they would not pay more, whereas, 50% indicated “yes they would pay 10% more,” and 10% indicated “yes they would pay 20%” more. Presently, it appears that the current 3 full days option is optimal, thus keeping the rates comparable to recent years.

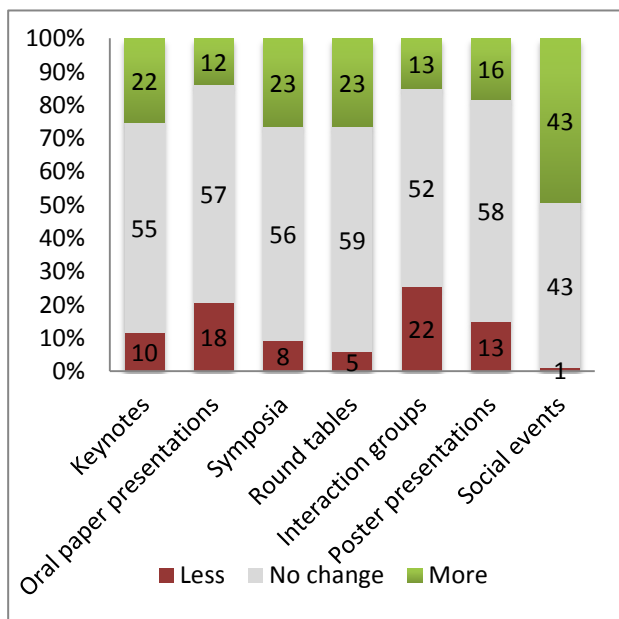
**Figure 4. What is the optimal conference duration?**



**How much is optimal for the scientific and social program?**

With regard to the scientific program, the responding members indicated that overall they liked the content as is, with the majority on each item typically indicating “no change” (with the exception of social events). The highest levels of satisfaction appear to be in the round tables (n=59), poster presentations (n=58), and oral paper presentations (n=57). The items yielding the most requests for “more” were: social events (n=43), symposia (n=23), roundtables (n=23), and keynotes (n=22). The items yielding the most requests for “less” were: interaction groups (n=22) and oral paper presentations (n=18). Overall, these results reveal an expressed preference for more social events, more round tables, more symposia, more keynotes, less oral paper presentations, and less interaction groups.

**Figure 5. Regarding the scientific program and social program, would you like more or less of the sessions than usually available?**



## Moving Forward

Respondents also provided valuable information and insights in the form of additional comments following their responses to the survey questions. Some of the themes that were apparent included; 1) the importance of the pre, post, and afternoon cultural tours, 2) the importance and value of pre-conference workshops, 3) the value of having a variety of social events to engage participants with diverse interests, 4) generate more dynamic general assembly sessions, and 5) the importance of balancing the science, professional, and social emphases that are so important to ISPA members.

It is with great gratitude to the members that we express our appreciation for you taking the time to provide your perspective regarding the ISPA conference. This information provided by 84 ISPA members will be invaluable to further inform the deliberations and decisions of the ISPA Executive Committee. This information will be used in planning efforts to further enhance future ISPA conferences and will also provide direction in seeking opportunities to host future ISPA conferences in cities/countries identified as most desirable among ISPA members. This is envisioned as an iterative process that will involve ongoing communications and seeking additional information from ISPA members incrementally across time.

\*If you have further insights regarding the ISPA annual conference, please email President-Elect Dr. Shane Jimerson at [Jimerson@education.ucsb.edu](mailto:Jimerson@education.ucsb.edu)

# ISPA

International School Psychology Association

# WORLD GO ROUND



December 2014 / Volume 41, Number 4

37<sup>th</sup> Annual ISPA Conference,  
and XII<sup>th</sup> National Congress of School  
and Educational Psychology in Brazil

June 24<sup>th</sup> to 27<sup>th</sup>, 2015 at Mackenzie University, São Paulo, Brazil



Associação Brasileira de Psicologia Escolar e Educacional

ABRAPEE

WEBSITE / CONTACT

[www.conpeispa.com](http://www.conpeispa.com)

[conpeispa@psc.org.br](mailto:conpeispa@psc.org.br)

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## SCHOOLS FOR ALL: PUBLIC POLICIES AND THE PRACTICE OF PSYCHOLOGISTS

### PROGRAM

Pre-Conference Workshops, Opening Ceremony,  
Get Together Party, Keynotes, Symposia, Workshops,  
Round Tables, Closing Ceremony, Farewell Party

### DATES TO REMEMBER

Submission Deadline: 15<sup>th</sup> March 2015

Early Bird Registration: 30<sup>th</sup> April 2015

### KEYNOTE SPEAKERS

CARL RATNER, Institute for Cultural Research & Education, Trinidad, USA

FRANK C. WORRELL, University of California, Berkeley, USA

MARIA REGINA MALUF, Pontifical Catholic University of São Paulo, Brazil

JOSE CARLOS LIBANEO, Pontifical Catholic University of Goiás, Brazil



**ISPA Newsletter**  
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Julia H. Coyne, Editor  
Psychology Department  
Montclair State University  
1 Normal Ave Montclair, NJ 07042  
jhcoyne@mac.com

Mary Stafford, Consulting Editor  
Janet Muscutt, Associate Editor

**ISPA WEBMASTER**

ispacentraloffice@ispaweb.org

**THE INTERNATIONAL JOURNAL OF SCHOOL & EDUCATIONAL PSYCHOLOGY (IJSEP)**

Rik Carl D'Amato, Editor  
Chicago School of Professional Psychology  
Department of School Psychology  
325 N. Wells St.  
Chicago, IL 60654  
rdamato@thechicagoschool.edu  
www.tandfonline.com/usep

**ISPA EXECUTIVE COMMITTEE**

**President**

Paul Bartolo  
Faculty for Social Wellbeing  
University of Malta  
Msida MSD 2080, Malta  
paul.a.bartolo@um.edu.mt

**President Elect**

Shane Jimerson  
Gevirtz Graduate School of Education  
University of California  
Santa Barbara, CA 93106-9490

**Treasurer**

Michael Sheehan  
2 Annville, Western Road  
Cork, Ireland  
mfdsheehan@gmail.com

**ISPA CENTRAL OFFICE**

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

ispacentraloffice@ispaweb.org  
www.ispaweb.org  
Sue Lijkwan  
Davy Blekman, Executive Secretary

**Past President**

Jürg Forster  
School Psychology Services  
Seestrasse 346  
CH-8038 Zurich, Switzerland  
juerg.forster@gmail.com

**Secretary**

Janet Muscutt  
8 Thelwall New Road  
Thelwall Warrington, Cheshire  
WA4 2JF, UK  
janet.muscutt@salford.gov.uk



