



(Photo courtesy of Matt Gartside)

Letter from the President: Peace, Dignity and Rights

*Paul Bartolo,
ISPA President*

Dear ISPA Colleagues,

In the name of all those who attended the 36th ISPA Conference in Kaunas I would like to give a big thank you to Rasa Markšaitytė, chair, and her team for ensuring that all delegates had a very enriching scientific and pleasant social experience. The conference was marked by a community feeling, where each of the 300 delegates coming from 36 different countries felt welcomed and respected and received attention for any individual needs. Any issues that arose were seen as a problem to be resolved through respectful negotiation to reach mutually beneficial arrangements. We expected and enjoyed peaceful coexistence, marked by energetic collaborative activity. It

was a fruitful, learning and growing experience full of the qualities of well-being we now celebrate in positive psychology: ‘positive emotion, engagement, meaning, positive relationships, and accomplishment.’

Our experience of well-being was in deep contrast to the ravages of war experienced in several regions across the world, which was brought home to us during the conference. On the second full day of the conference, we heard the news of the blowing up of a passenger plane over nearby Ukraine and ensuing loss of life of all 298 people on board. The loss could be felt more strongly as one of our colleagues informed us that among the victims was a close collaborator who was on his way to the HIV conference in

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Australia. Moreover, we were discussing children's rights – when the basic right to life was being taken away. Of those lost, there were several young people, among them we later learned, three children of the Maslin family and their granddad. These children's parents reported that: 'Our pain is intense and relentless. We live in a hell beyond hell. Our babies are not here with us – we need to live with this act of horror, every day and every moment for the rest of our lives.' This is a voice that has been heard. But each loss of life due to conflict, whoever and wherever it occurs, is always a horrible human tragedy. And we feel that the early severance of children's lives is more terrible as these children's promise of life was wasted, was cut short before it could bloom at all. We have millions of children suffering the ravages of war. The UN has not managed to resolve conflicts through peaceful negotiation. There are currently 12 regions where war is the cause of over 1000 deaths per year apart from 32 other warring communities experiencing loss of life albeit not in so large numbers. Even when children survive a war, their lives are traumatized. They suffer all sorts of deprivation and abuse that distort their whole lives. Even without open war, many children in our midst suffer physical and psychological abuse and violence.

We cannot get back the young lives of the children who have perished. The stark finality of such situations makes one sometimes feel helpless. But as psychologists we are beacons of hope and may take two types of action.

One is to support those who have remained alive but are traumatised. ISPA has been instrumental in the development of skills in crisis intervention among school psychologists particularly in Europe and in collaboration with our US colleagues. The European School Psychology Centre for Training (ESPCT), an offshoot and affiliate of ISPA, has been running a one-week Basic

Course for Crisis Management for over a decade, and more recently another advanced course with more focus on the coordination of large scale events, and yet another on trauma counselling. Over a 1000 psychologists have attended these courses. ISPA colleagues in the US and Japan have been similarly engaged.

A more widely effective action that psychologists can take to avoid the ravages of human conflict is working for peace through social justice, respect for each one's dignity, and inclusion for all. Wars are not 'a natural' result of human competitive and bullying behaviour. They are the result of the failure of society and education to enable individuals and groups to uphold each other's dignity, to have their needs met and their rights respected through respectful negotiation. We are all working for the peaceful flourishing of humanity every time we get a family to understand and address a child's needs; every time we enable a teacher to engage a student in classroom interaction and learning; every time we help a school develop a respectful atmosphere among students and staff instead of bullying; every time we help a teacher and parent and other staff understand each other and collaborate; every time we help a child acquire communication and social interaction skills; every time we advocate for a child's rights to a quality education; every time we publish a study that investigates situations of discrimination or makes suggestions for a more just society. We can indeed enhance the dignity of humanity in the many individuals, groups and communities we support in our daily work.

See you again next year in São Paulo, Brazil, 24-27 June 2015.



ISPA General Assemblies: I and II

Janet Muscutt,
ISPA Secretary

The General Assemblies (GA) I and II were held on the second and third day of the 36th International Conference of ISPA in the Grand Hall at Vytautas Magnus University Kaunas Lithuania.



(GA I attendees, photo courtesy of Matt Gartside)

General Assembly I. Wednesday, 16 July 2014.

Paul Bartolo, ISPA President welcomed everyone to the Great Hall and asked the Membership to first remember Bob Burden. Michael Sheehan shared sincere and fond memories of Bob and Paul led the membership in a minute's silence.

The President, Paul Bartolo, formally opened General Assembly I by welcoming everyone and providing the ISPA report for 2013 – 2014. The first General Assembly was attended by 56 Members and additional potential members of ISPA attended as observers.

Paul's report highlighted the ongoing work of ISPA in promoting psychology throughout the world. Paul's Presidential Report for the past year is available in this edition of the World-go-Round.

Following the delivery of the Annual Report, Paul called on Bill Pfohl to present the report on ISPA's journal, *IJSEP*. Bill presented the report on behalf of the Editor, Rik D'Amato. Bill provided a detailed overview of the progress of the Journal to date. The copies of *IJSEP* had been efficiently delivered to all subscribing ISPA members and are available in both an online and a paper version.

Bill informed the membership that more women reviewers were needed and that European women would be particularly welcomed. Bill also encouraged ISPA members to submit articles as this will help to ensure a wide international representation.

The Financial report for 2013-2014 and proposed budget for 2015 were presented to the Membership by the Treasurer, Michael Sheehan. He highlighted the ongoing impact of the investment in Central Office and the Journal and the need to rebuild ISPA's financial reserves. Various ways to increase revenue were discussed and a number of questions were asked by individual members.

Following the Financial Report the Leadership Workshop report was presented by the President-Elect, Shane Jimerson. Details of Shane's report are detailed in a separate article in this issue of WGR.

A major part of General Assembly I was devoted to time to review the proposal for amendments to the ISPA mission statement. This work was begun when Paul Bartolo was President Elect and Paul outlined the amendments that had been suggested to date. A number of further amendments were suggested and debated by the membership.

These were duly noted and individual members were invited to offer further comments prior to General Assembly 11.

With time devoted to discussions concerning the financial report and amendments to ISPA's mission statement it was agreed to move to the Cal Catterral Awards. On this occasion the Cal Catterral Fund (CCF) recipients were called out by Janet Muscutt as a CCF Committee member on behalf of Garry Squires, CCF Chairperson, to receive their award. Five recipients received their award from Michael Sheehan, Treasurer. The sixth awardee, was unable to attend, following a bomb scare in their country as they set out for the airport.

As part of their Award each recipient is asked to write about their experience of the Conference for WGR and these will be published in future editions of WGR.

GA II Thursday, 17 July 2014

General Assembly II, also held in the Grand Hall at Vytautas Magnus University Kaunas, was attended by 60 Members and further potential Members as observers.



(GA II attendees, photo courtesy of Matt Gartside)

Paul Bartolo greeted everyone warmly with reflections on the inspiring theme of the Conference and how effectively members of ISPA were reaching out to one another and colleagues across the world to promote Children's Rights and Needs

The first item on the agenda was the announcement of elections, by Past President, Jürg Forster, for the offices of President, Treasurer and Secretary and the call for nominations. Jürg outlined the elections process and reminded the Membership to look out for his article in the current, September, edition of the WGR.

The second item on the agenda was the Approval of the budget for 2015. With 59 votes in favor, none against, and one abstention, Michael Sheehan, Treasurer declared the budget for 2015 approved.

The third item on the agenda was the consideration of the amendments to ISPA's mission statement, following the presentation and discussion in GA I. Consideration of the amendments was led by the President, Paul Bartolo, and a lively discussion ensued which was concluded with a motion put forward by Bob Clark and seconded by Tom Oakland that a sub-committee be formed to consider further the wording. The outcomes of the sub-committee of Paul, Tom and Bonnie are reported in a separate article in this current, September, edition of the WGR.

The Report on Central Office was presented by Sue Lijkwan. Sue provided an excellent Power Point with details of the breakdown of the Membership, the changes to the Membership form and discussions of alternative ways to pay. The full report is posted on the Members section on the ISPA Website on www.ispaweb.org.

The Report on the Website was presented by Jürg Forster and Sue Lijkwan. Jürg provided a demonstration of the Website and how to navigate each of the sections. Members can explore the ISPA Website on www.ispaweb.org. Jürg explained that the aim of the Website was to be as up-to-date as possible and during the demonstration drew member's attention to the photograph of the attendees of the Leadership workshop and the

Power Point of Shane's presentation, given two days previously, were already uploaded.

The Report on the World*Go*Round was presented by Janet Muscutt on behalf of Julia Coyne. An update from Central Office confirms that the WGR will be available electronically from now on, and will no longer be mailed in paper copy, saving ISPA approximately \$2200.00 on postage on a yearly basis. Janet also introduced the next item which combined welcoming the Affiliates of ISPA and statements of Future directions by Committee Chairs. This standing item is an opportunity for Committee Chairs to share information and new directions and update the membership of the many and varied working groups that are available for ISPA members to join.

An interesting presentation was given by Odeth Bloemberg-van den Bekerom on ESPCT and the width of opportunities provided by The European School Psychology Centre for Training.

Jean Claude was unable to be at the Conference this year and is co-worker Melaine Descamps reported on ISPA's ongoing involvement as an NGO within UNESCO.

Further Committee Chairs in turn spoke about developments: Terry Bowles reported on the inaugural meeting of the Special Interest Group on Social Emotional Learning, following its inception at the 35th ISPA Conference in Porto, Portugal. An article on the work of the group is featured in this edition of the WGR. This is the first article on Committee work and each Committee chair was invited to contribute an article to WGR and to provide a description of the committee's role and function for the website.

Tom Oakland, as co-chair with Stuart Hart, updated the membership on the work of the Ethics Committee. Olanda Momcilovic, as

Chair of the Crisis Committee spoke about the increased need for a formalized network. Michael von Bonninghausen summarized the expanding work of the Committee for Sexuality Education. Daniel Borg outlined the advances of the Student and Early Career Committee and the growing popularity of Facebook. Chryse Hatzichristou informed the Membership of a Questionnaire currently being developed by the Trainers Interest Group. Bob Clark, as lead of the Achieving group, asked for feedback from the Membership concerning the development of a Policy in relation to Achieving. Stuart Hart thanked the Membership for choosing theme of Children's Rights for the Conference on behalf of the child's Advocacy Committee.

Sharone Maital raised the issue of Committees being able to make use of the ISPA website to communicate protocols and measure outcomes. Shane Jimerson, spoke on behalf of the Research Committee. Bonnie Nastasi provided details on behalf of the Professional Development Committee of the on-going work in developing training materials and creating and maintaining the links with NASP to provide those who attend the pre-conference workshops with credits for Continual Professional Development. Bonnie also drew the Memberships attention to the joint work that has taken place with the Child Development and Advocacy Committee and the series of articles that have been published in the WGR throughout 2014. Peter Farrell reviewed the work of the Accreditation Committee and the developments since its inception over the last nine years and the rapid increase in requests from courses to go through the ISPA Accreditation process since the standards were set up in 2009.

Issues from the floor were then taken by Paul Bartolo. A number of issues were raised including: an issue relating to the archiving of ISPA documents; the opportunities to develop the work of ISPA in Peru; translators and bi-

lingual presentations at the next year's conference in Brazil; alternatives sites for future conferences and surveying the Membership.

The General Assembly II ended with Awards and recognitions:

Two awards were given to Members, Firstly. Paul Bartolo presented the ISPA Distinguished Services Award to Peter Whelley, in recognition of many of the ways he has, and continues to, support ISPA, including his excellent work as Treasurer prior to Michael. The citation was fittingly given by Michael Sheehan and the award was received by Peg Dawson on Peter's behalf.

Secondly Paul presented the ISPA Outstanding Scholar's Award to Thomas Oakland. Tom is the third person in ISPA to be awarded this honour. The citation was given by Shane Jimerson and Tom gave an inspiring acceptance response based on 3 of his principles: be sincere, be brief and be seen. Details of the both awards are provided in separate articles in the current edition of WGR.

Finally, Paul thanked the membership, everyone presenting, the Local Organizing Committee and the volunteers who were making the Kaunas Conference so scientifically stimulating and such a productive opportunity to enhance and develop creative interventions to promote children's rights and needs.

*The Deadline for December's
Edition of World-Go-Round is
NOVEMBER 15, 2014*

Submit Early and Often!

*Julia Coyne, Editor
jhcoyne@mac.com*

Consultation on Amendment of ISPA Mission Statement



*Paul Bartolo,
ISPA President*

A proposal for amendment of the ISPA Mission Statement was tabled by Paul Bartolo, President, at the GAII in Kaunas. A subcommittee was then set up to further refine the statement. The subcommittee was made up of Bonnie Nastasi, Tom Oakland and Paul Bartolo (Chair). The committee has produced the revised ISPA Mission Statement below, which is being published for consultation with ISPA members. Please submit any further amendments to the below statement to me at paul.a.bartolo@um.edu.mt by the end of November, 2014. The EC will then finalise the revision and submit the amendment proposal to an electronic vote by all members. It is proposed to amend the ISPA Mission Statement to read as follows:

- 1) Promote the use of sound psychological principles within the context of education and schooling internationally at global and local levels.*
- 2) Promote the improvement of children's and young people's well-being as well as their cognitive, emotional, physical, social, and spiritual development in schools and communities across the world.*
- 3) Promote communication and collaboration among professionals and parents/caregivers who are committed to the improvement of children's well-being.*
- 4) Promote high standards for the provision of educating school and educational psychologists nationally, regionally, and internationally.*

- 5) *Promote high standards of practice in school and educational psychology across the world.*
- 6) *Promote high quality research that informs practice in school and educational psychology and addresses the cultural diversity of children across the world.*
- 7) *Promote and protect the rights of all children and young people according to the UN Convention on the Rights of the Child and related UN statements.*
- 8) *Initiate and promote cooperation with other organizations, working for purposes similar to those of ISPA, in order to advocate for and support children and young people across the world.*
- 9) *Promote structures that prevent and protect all children from discrimination based on race, ethnicity, religion, age, gender, ability, sexual orientation, disability, or socio-economic status; and advocate for the inclusion and participation of all children in education and society.*

Assembly took place in the august setting of the Grand Hall of Vytautas Magnus University.

I presented the Financial Report for 2013 and the proposed Budget for 2015 at General Assembly 1 with the accompanying slides.



Income US\$

	Actual 2012	Approved 2013	Actual 2013	Approved 2014	Proposed 2015
Membership	23,500	33,500	26,512	25,000	27,785
Conference	25,155	17,000	43,739	17,000	20,000
Journal	5,705	9,000	5,316	6,000	5,400
CCF	1,436	2,000	2,405	1,500	2,500
Donation		1,000			1,000
Accreditation	1,000	1,000	987	1,000	1,000
Workshops					500
Bank Interest	314		150		1000
Funds	309	1,100	574	1,100	500
Other		3,000			
Total	\$ 57,419	\$ 67,600	\$ 79,683	\$ 51,600	\$ 59,685



Expenditure US\$

	Actual 2012	Approved 2013	Actual 2013	Approved 2014	Proposed 2015
Central Office	38,094	30,000	26,646	29,000	26,646
Journal	6,912	13,000	20,000	13,000	20,000
CCF	6,085	11,000	6,309	10,000	10,000
Auditor			8,575	6,000	8,000
Web	4,831	5,000	1,581	400	3,000
ISPA Representation	1,220	28,000	2,006	3,000	3,000
Committees/Awards		3,000	582	3,000	3,000
Promotion					2,400
Publications	4,596	3,000	3,242		4,000
Bank Charges	573		1,235		1,100
Total	\$ 62,311	\$ 93,000	\$ 70,176	\$ 64,400	\$ 77,646



Treasurer's Report

*Michael Sheehan,
ISPA Treasurer*

The renowned verdant spaces and tree-lined avenues of Kaunas, at the confluence of the Neumas and Neris rivers, were the backdrop to our memorable Conference in Lithuania in July. The beauty of this lovely city was enhanced by the glorious summer weather that prevailed throughout the proceedings. The General

The Annual Report for 2013 prepared by our auditors, Kok Accountants, was available for consultation at the meeting. I was pleased to report a profit for the year of \$9,507 as compared to a budgeted deficit of \$25,400 as

shown in the following slide. This outcome was largely due to the huge financial success of the Porto Conference, which yielded us a profit of \$43,739. The membership expressed their appreciation to Vitor Coelho, Conference Convenor.



Balance of Bank Assets US\$

	December 31 2012	December 31 2013
United States Business Accounts	31,974	69,296
United States Investment Account	61,894	61,901
European Accounts (USD)	30,735	2,834
Total Bank Assets	\$ 124,603	\$ 134,031
Total Net Worth	\$ 154,270	\$ 163,777

On another positive note, the total net worth of the Association stood at \$163,777 on December 2013, an increase of \$9,507 on the previous year. This is shown in the next slide. The net worth figure includes total bank assets of \$134,031 as of that date.

Notwithstanding this underlying financial stability, I highlighted the importance of a continuing prudential approach to the management of our finances. Our major investments in the Central Office in Amsterdam and the *International Journal of School & Educational Psychology* Journal in recent years continue to be very significant items on the expenditure site. The membership has viewed these investments as crucial to the administrative and scientific development of ISPA as a truly professional organisation.



Operational Balance

	Actual 2012	Approved 2013	Actual 2013	Approved 2014	Proposed 2015
Total Income	\$ 57,419	\$ 67,600	\$ 79,683	\$ 51,600	\$ 59,685
Total Expenditure	\$ 62,311	\$ 93,000	\$ 70,176	\$ 64,400	\$ 77,685
Deficit =	\$ 4,892	\$ 25,400	\$ 9,507	\$ 12,800	\$ 18,000
Transfer ex Capital Fund					

On current information the likely outcome for 2014 is not favourable and we can expect to significantly exceed the approved budgetary deficit of \$12,800. The profit from the Kaunas Conference is expected to be well below the budgeted \$17,000 and we have incurred unexpected expense in relation to rationalising our US tax exempt status. Our former auditors, Steinberg Associates, are currently finalising our registration in the State of California. We will then be listed in the State Attorney General's Registry of Charitable Trusts. This registration together with our existing 501 (c) (3) Federal tax exempt status will ensure that the Association has tax-exempt status in California. Confirmation of tax-exempt status is considered essential to elicit donations/bequests from the membership.

I referred to the appointment of a Finance Task Force (comprised of Shane Jimerson, Peter Whelley and me) by the Executive Committee to address these underlying financial issues and concerns. I then outlined the action programme of the Task Force.

Among the proposed actions we view the new membership drive as outlined by Shane Jimerson at the Leadership Workshop, increased Journal subscriptions, planning of "high interest" conference sites, development of Pre-Conference Workshops, and possible donations/bequests in the context of the US 501(c)3 tax exempt status as being potentially significant sources of increased revenue for the Association.

The meeting agreed that money currently deposited in low-yielding Chase deposit accounts should be reinvested in accounts with low to moderate risk at the discretion of the Financial Task Force.

Hopefully, these actions will lead to a significant improvement in our financial status into the future.

Finally, I presented the proposed budget for 2015. The projected income for 2014 is \$59,685 and the projected expenditure is \$77,685. If these figures are realised we will have a budgetary deficit of \$18,000 next year. The budget was passed with one abstention at General Assembly 11. I look forward to keeping you updated on financial matters throughout the year.



Brief Report 2013-1014

*Paul Bartolo,
ISPA President*

ISPA Executive Committee has a two-year transition in its leadership: In July 2013 Paul Bartolo became President, Jurg Forster Past President, and Shane Jimerson President Elect.

Reaching our goals.

1. ISPA's main new initiative in 2013 was the successful launching of a new journal, the *International Journal of School and Educational Psychology*, owned by ISPA, with Rik D'Amato as Editor in Chief, and Taylor and Francis as the publishers. Its first issue was published in June and the four 2013 issues were completed by end of the year. The quality and quantity of article submissions has been rising and augurs well for its continuing development as an effective forum for scholarly international school psychology.

2. Following the discussions in the Leadership Workshop last year, we are **updating our mission statement** this year. The proposed amendments have been published in the June WGR, and were put to your vote in GAIL.

3. The ISPA international **Accreditation of School Psychology** program, which started with the University of Nebraska at Kearney and two other US programmes, has now been extended to Europe – that of the University of Amsterdam and that of the University of Cyprus. Following this experience, the ISPA Accreditation Committee will be reviewing at this conference the ISPA standards and Accreditation procedures. Thank you Prof Peter Farrell and his team.

4. And the Accreditation process has also led the University of Nebraska at Kearney – Thank you Max McFarland - to the launch in 2013 of an online module for school psychology trainees on the Globalisation of School Psychology which is being offered annually – it was offered to trainees from 8 countries this year. Besides, ISPA collaborated through Bonnie.

5. Promoting school psychology through the ISPA website – ispaweb.org – which has been revamped and is updated regularly. World-Go-Round has regularly reached our members. A new impetus was also made for widening the social network around the ISPA Facebook page aimed particularly at student and early career school psychologists.

Strengthening administration.

6. The EC works very well collegially – we share tasks and can thus achieve more. Thank you all EC colleagues.

7. Meanwhile ISPA has **consolidated its administrative structure** through a more professional service from its new Central Office in Amsterdam which responds

immediately and follows up all communications.

8. We have been working on **expanding our membership** – you will hear more from Shane who organised the Leadership workshop around that theme. One way to achieve this has been the facility of online subscription which we started over this past year with reminders being sent from November onwards. We are keeping a tag on subscriptions monthly and find that we have done much better this year with membership now at 424 compared to 367 last year. Our journal subscriptions too have increased slightly but not sufficiently. We need to promote both subscriptions more. We know which of our members are students. We have now started to also record which of our members are trainers with whom we need to link more. Thank you Shane to taking this up. Perhaps we need to expand also our links with country/regional delegates and associations.

9. Our investment in the central office and in the journal have taken a heavy toll on our finances. We have been working to still have our **tax free status in the US** – in California – and hope to thus attract US sponsors for ISPA's work.

Annual Conference.

10. **The ISPA annual conference in Porto** in July 2013 was very successful with over 40 countries represented and around 500 delegates attending, including particularly a larger representation from Africa – particularly Uganda and Brazil. Thanks to Vitor Coelho and his team for an excellent performance all round.

11. **The 36th ISPA Conference** this year is celebrating the 25th anniversary of the UN Convention on Child Rights with the theme: 'Children's Rights and Needs: Challenges to School, Family, and Society'. Through a

specific subcommittee, ISPA has been highlighting the anniversary in other ways, including a series of articles in its World-Go-Round newsletter. It has adopted the slogan 'Child Rights—For All Our Children—NOW!'

12. Our next **37th Conference will be in Sao Paolo**, Brazil from June 24-27, 2015. The theme is 'Schools for All: Public Policies and the practice of psychologists'. It is a new venture for ISPA as we are organising the conference together with the Brazilian biannual conference.

Collaborations.

13. ISPA's involvement in Children's Rights worldwide is also addressed by our engagement with UNESCO in Paris where we hold consultative status. ISPA has held the secretarial task of the UNESCO NGO Working Group on Education for All (EFA) over the past years through Jean Claude Guillemard. He has this year been joined by Melaine Descamps. This Working Group has highlighted the impact of education on child well-being and has often criticized the lack of investment of countries (including developed countries) in education. The EFA program (2000-2015) is close to the deadline but many of its 6 objectives have yet to be reached. ISPA is promoting the National EFA 2015 Reviews intended to assess progress made towards achieving EFA since 2000 and to spell out the major challenges faced by each country in developing education in the post-2015 era.

14. We have kept our **links with regional associations**, particularly by attending the NASP convention in Washington. The president was invited to the national conferences of school psychology in France and the Netherlands. This can also help with our membership.



“Sticks in a bundle are unbreakable.”

-Kenyan proverb

2014 ISPA Leadership Workshop: Membership- The Future of ISPA

*Shane Jimerson,
ISPA
President-Elect*

The International School Psychology Association (ISPA) leadership workshop July 15, 2014 was convened at this year’s 36th ISPA Conference in Kaunas, Lithuania, at Vytautas Magnus University. The 2014 ISPA leadership workshop focused on the topic of building ISPA Membership – The Future of ISPA. Our sincere gratitude to each of the 50 participants (and many others) who continue to contribute so much to the future of ISPA.

The leadership workshop agenda included presentation of the contemporary context (420 ISPA members to date in 2014), and an overview of where in the world are current ISPA members, and the number of members in each country, and ideas to reach out and increase ISPA membership in countries throughout the world.

Participants discussed the importance of increasing ISPA membership across all career phases, including 1. Students, 2. Early Career Professionals, 3. Mid / Late Career Professionals, and 4. Retired Professionals. Breakout groups discussed specific strategies that may be most valuable to encourage membership among individuals in each of these groups. Recent ISPA outreach efforts have included e-mail reminders to current and previous members to renew their membership. This appears to have increased renewals and this strategy will continue as this is a common strategy across professional associations. Table 3 illustrates the ISPA membership for 2013 and 2014, reflecting an increasing trend already in 2014.

The ISPA membership form and tri-fold brochure continue to highlight the following membership activities, benefits, and services;

Advocating for the profession and professionals internationally. ISPA collaborates with associations throughout the world, including representation with UNESCO and involvement in many national and

international associations of psychology and education.

Hosting an annual conference to promote professional development. The ISPA conferences provide opportunities for members to come together to share ideas and experiences, to describe their practices, to meet old friends and to make new ones. Registration rates are reduced for members.

Publishing scientific research and contemporary knowledge to inform practice internationally. ISPA publishes *The International Journal of School & Educational Psychology / IJSEP*, available to members at reduced rates.

Providing information such as timely news, announcements, and information to members. ISPA provides the *World*Go*Round (WGR)*, a quarterly newsletter of the association distributed to all members and available to them on the ISPA website.

Networking opportunities with international colleagues and professional organizations that are affiliated with ISPA.

Sharing information and updates with members via email and the ISPA website. This enables members to keep up to date with current trends, and participate in the ongoing dialogue regarding school psychology matters.

Recognizing outstanding contributions. ISPA provides annual awards highlighting outstanding service, research, and practice.

Becoming involved in ISPA governance. There are many opportunities to join committees and run for executive office in ISPA.

Importantly, ISPA student membership activities, benefits, and services have also been delineated to include the following;

Advocate Join with ISPA colleagues to advocate for children, young people, and their families, with global associations, including representation with UNESCO.

Connect Attend the ISPA annual conference and engage in professional development with students and colleagues from around the world. Registration rates are reduced for students.

Communicate Participate in an ongoing international dialogue regarding school psychology. Share information, ideas and updates with members via email and the ISPA website.

Awareness Keep up to date with timely news, announcements, and information. ISPA sends e-mail announcements and provides student members with ISPA's quarterly newsletter, *World*Go*Round (WGR)*. The ISPA website also continues to feature valuable information for members.

Science Receive contemporary international science in *The International Journal of School & Educational Psychology / IJSEP*, available to members at reduced rates.

Leadership Members are encouraged to be involved with ISPA governance. There are many opportunities to join committees and be involved in ISPA.

Awards ISPA members may be nominated and selected for annual awards highlighting outstanding service, research, and practice.

At the ISPA leadership workshop we discussed the importance of identifying members/leaders in each country to accomplish each of the following (7 step plan to increase ISPA membership);

1. Leader(s) in each country to provide leadership and be a catalyst for campaign – We will plan to add names to the excel file in Dropbox.
2. Leader(s) take the initiative and focus extensive energy on these efforts.--At least 15 minutes of outreach every week would be excellent
3. Leader(s) collaborate with colleagues in each of these regions to facilitate outreach to potential members.--Leader(s) are encouraged to join with other national / regional leaders to engage in outreach to facilitate ISPA membership
4. Identify specific processes and strategies that will be used: --Distribute the current membership overview / highlights / benefits to encourage membership; --Email information to current ISPA members in your country, to invite them to help with outreach to colleagues in your country; --Consider establish an ISPA outreach group, or ISPA national working group, to focus on increasing ISPA membership in your country; --Send invitations to colleagues, faculty, students in school psychology programs

throughout the country to encourage them to join ISPA; --Engage in outreach at national and/or regional conference to encourage colleagues to join; --Encourage new members through national / regional working groups

5. Establish a clear timeline, baseline, and measurable objectives to determine progress/success. – We will launch the ISPA membership campaign from August 2014. We will send monthly updates to all ISPA leaders to provide information about progress to date. The short-term (5 month objectives for Dec 2014), and the mid-term (11 month objectives for June 2015) are identified in the Strategic Plan powerpoint discussed during the ISPA leadership workshop. If we accomplish the short-term objectives, we will have over 500 ISPA members by the end of 2014.

6. Leader(s) and colleagues invest considerable energy to provide leadership towards actualizing the above; --Ongoing, concerted efforts over the upcoming years will aim to actualize the above.

7. Leader(s) to engage in communications with each other and the ISPA executive committee to share unique insights to encourage ISPA membership in the local context; --- This will include monthly messages to leader(s), and leader(s) are encouraged to send solution-focused information that they believe will be helpful to others.

If each ISPA member contributes 15 minutes each week to engage in at least one outreach effort to encourage colleagues to join ISPA, we anticipate that we will see increases across each of the countries throughout the world.

As an additional incentive to encourage new members between August and December of the remainder of this year, ISPA will now offer all new members August to December

membership that will include the remainder of 2014 (with digital World Go Round) for free as their rate will pay for 2015 (thus, every month prior to the end of the year is a bonus at no additional cost, if they pay for the journal, that will begin in the new year, 2015).

**In addition, for the first 25 new ISPA members (Sue at the ISPA Central Office will be able to identify the first 25 members who joined post conference), they will also receive the final two copies of the journal from 2014. Thus, we encourage each of you to send notes and encourage new ISPA members.

A summary of the ISPA leadership workshop was shared at the ISPA general assembly. Members were encouraged contribute to the outreach efforts throughout the world. It is easy to join ISPA online: <http://www.ispaweb.org/membership/membership-form/>.

Following these valuable discussions and the exchange of information during the ISPA leadership workshop, it will now be our actions that will determine whether we make progress to increase ISPA membership in countries throughout the world! With current efforts this August-December, we anticipate that we will be able to have over 500 ISPA members for 2014.

On behalf of the ISPA Executive Committee:

Paul Bartolo, ISPA President;
Jurg Forster, ISPA Past-President;
Shane Jimerson, ISPA President-Elect;
Janet Muscutt, ISPA Secretary;
Michael Sheehan, ISPA Treasurer,

we appreciate your ongoing contributions and all your efforts to engage in outreach and encourage students and colleagues around the world to join ISPA.

CONGRATULATIONS
to
**The SCHOOL PSYCHOLOGY
PROGRAM at the UNIVERSITY OF
CYPRUS**
for achieving
ISPA ACCREDITATION

The International School Psychology Association accredited the school psychology program at the University of Cyprus for the academic year 2013/14. The accreditation team was provided with comprehensive documentation about the program, and two team members carried out a site visit in March 2014.

“The overall conclusion is that the program has many excellent qualities, it enjoys a high status both within the university and the wider community, and its trainees meet or exceed all of the ISPA accreditation standards.”

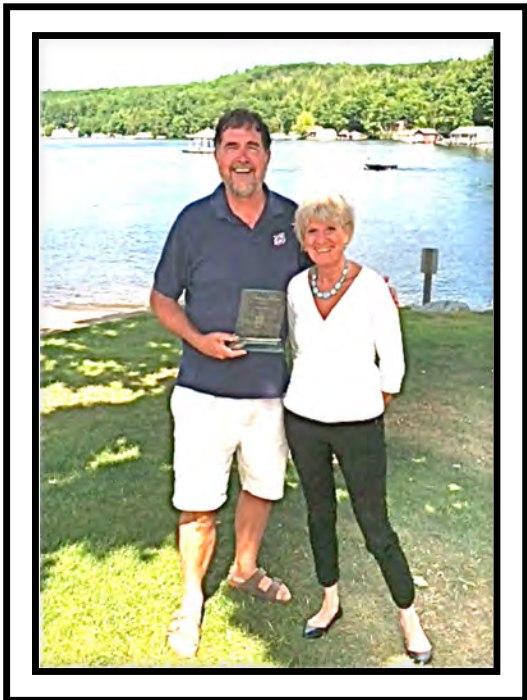


(Anthi Loutsiou, Director of Clinical Training of the School Psychology Program at the University of Cyprus, receiving the Accreditation Certificate from Paul Bartolo, ISPA President, Photo courtesy Matt Gartside).

ISPA Awards Peter Whelley the Distinguished Services Award

*Michael Sheehan,
ISPA Treasurer*

The Executive Committee is delighted to present Peter Whelley with the ISPA Distinguished Services Award.



(Peter receiving the award from Peg Dawson)

Peter has been a long-standing member of ISPA and served on the Executive Committee as treasurer from 2006-2012. He became treasurer at a period when ISPA's finances were going through turbulent times. This was in 2006 when the ISPA Central Office moved from its base in Copenhagen to new premises in Chicago. This transfer necessitated a complete overhaul of the financial management of the Association. In addition, in 2006 the financial health of the association was put at risk when the conference in China made a substantial loss. ISPA was lucky that, at this difficult time,

Peter was able to steer a steady course and ensure that our finances could be placed on a stable footing.

Peter's period as treasurer was characterized by his calm, thoughtful and measured approach. At successive ISPA General Assemblies, we marveled at his ability to demonstrate his understanding of budgets and to explain annual accounts so clearly to a frequently bemused audience. As a result all ISPA members had complete confidence in his ability to keep ISPA finances in safe hands.

But Peter's contribution to the work of the Association extends beyond his time as ISPA Treasurer. He was a key member of the Local Organizing Committee for the ISPA conference in 2000 that took place in his home state of New Hampshire. He was chair of the Cal Catterall Committee from 2000 to 2006. In 2006 he was a member of the interviewing panel for the selection of a new Executive Secretary, following the retirement of Elisabeth Jacobsen. Recently he has played a pivotal role in the ISPA accreditation of school psychology training programs. He was a member of the site visiting team that accredited the program at the University of Nebraska, Kearney, and convened the team that accredited the program at Chapman College, California.

Peter is tireless in his 'behind the scenes' contributions to facilitate the development of ISPA. He took the lead role in the creation of the ISPA logo and in acquiring the Trade Mark Certificate of Registration from the US Patent Office – a long and very complex process, calling on Peter's fine qualities of patience, persistence and exemplary politeness. He is a key member of the newly established Finance Task Force, which will make proposals to the EC and general ISPA membership on how

best to secure the long-term financial future of the organisation.

Peter's overall contribution to the work of ISPA has been outstanding and valued immensely by all members. He richly deserves to be presented with the ISPA Distinguished Services Award.

ISPA Awards Tom Oakland the Outstanding International Scholar Award

*Shane Jimerson,
ISPA President-Elect*

The Executive Committee is delighted to present Professor Thomas Oakland with the ISPA Outstanding International Scholar Award.



*(Tom receiving award from Paul Bartolo,
photo courtesy of Matt Gartside)*

Tom has been a long-standing member of ISPA for more than 30 years and served in many capacities, including being a past-president and long-standing chair of the Ethics Committee. The letters of support commented on a view that I am sure is shared by all of us, that Tom is 'inspiring', 'a distinguished scholar,' and "a creative and original psychologist with a passion for seeking and advancing further understanding related to school psychology internationally."

Tom has many and varied contributions to international work. One outstanding example of his international work is the task, begun in 2004, which resulted in the publication in 2007 of the first Handbook of International School Psychology, which he edited with myself and Dr. Peter Farrell. Since 2012, Tom has served as the Senior Editor for International Science, for the School Psychology Journal of the American Psychological Association. As an outstanding scholar, teacher and author Tom has given his time and expertise and freely contributed to the formation, revision and monitoring of ISPA's policies, especially those that define school psychology, prepare school psychologists, and frame its ethics code.

Tom far exceeds the criteria for this award. Over his long and distinguished career, he has maintained the highest standards of scholarly activity and provided exemplary contributions that have significantly nourished school psychology internationally, both as discipline and a profession. This includes his systematic and imaginative use of psychological theory and research in furthering the development of professional practice. Tom offers important scientific contributions and seminal studies of important research questions that bear on the quality of school psychological training and practice internationally.

Over the years, Tom has received many honours. In 2000, he was recognized with the Distinguished Senior Scientist Award by the American Psychological Association's Division of School Psychology; in 2002 he received the Legend in School Psychology Award by the National Association of School Psychologists; in 2003, Tom was recognized in Toronto with the American Psychological Association's Award for Distinguished Contributions to the International Advancement of Psychology; in 2014 we add to this exemplary list by presenting Tom with the ISPA Outstanding International Scholar Award and in doing so we share with many other psychological institutions in honoring an outstanding academic and a true friend to ISPA. Please join me in recognizing his outstanding contributions and congratulating Dr. Oakland! thomasoakland@me.com.



Report from 2014 Cal Catterall Awardee

*Suresh Sudaram,
India*

As a Cal Catterall Award recipient, I salute the International School Psychology Association and the people who supported Cal Catterall Fund. I am really fortunate that I was the participant of 36th annual conference of ISPA held at Kaunas, Lithuania. It was a rewarding experience that enriched me both personally and professionally.

On the first day, I represented the Indian School Psychology Association (InSPA) at

the leadership workshop. The participation in the workshop provided a great opportunity to meet the ISPA committee members and exchange ideas for the strengthening of ISPA. Further, the workshop provided the information about the current status of ISPA membership and the action plan to increase the membership in countries throughout the world. The titles of preconference workshops are very pertinent to the current scenario. I am happy that I was able to sit in the "Bullying Prevention and Intervention" workshop by Dr. Shane Jimerson. His lively and informative presentation is very much useful for my professional development.

Interaction group meetings are the salient feature of the ISPA conferences. In the same track the present conference provided a unique opportunity to meet with colleagues from around the world and share the experience. Particularly the child rights practices across the world are effectively shared. As a facilitator of an interaction group I have benefited from the knowledge exchanges. I participated in the keynote presentations, oral presentations and symposia for all the days of the conference. As an academician, researcher and practitioner all the aspects of the conference was really useful for me. I listened as well as contributed to the discussions so it was the true learning experience for me. The conference was a great success. I appreciate the host organization and the ISPA Executive Committee for organizing such a wonderful event.

The structure and functioning of ISPA is highly organized and all the members of the committee are really dedicated in their work. ISPA is the very active and authentic organization for the development of school psychology and the welfare of children worldwide.

ISPA 2014 Kaunas, Lithuania: What a Conference!

Terry Bowles,

Chair-Social and Emotional Learning

In line with previous conferences, particularly the most recent in Montréal and Porto, Kaunas stands as memorable for a number of reasons. Before I mention these I would like to commend and thank the ISPA Executive Committee, the Local Organising Committee and Scientific Committee for providing another outstanding conference for all participants.

First, the conference program was once again outstanding. The Keynotes ranged across some of the most interesting areas of our work, tapping into some of the most recent research and policy currently available. Their topics ranged from children's rights violation in various contexts by Aušra Kurienė, a very focused presentation on giftedness and associated risk factors by Detlef H. Rost and adolescent developmental trajectories found in a national study from Lithuania by Rita Žukauskienė. Just as the presenters provided a variety of styles and a large number of insights in their presentations - who can forget Stuart Hart's proposal for a new social contract emphasizing children's rights as accompanied by wonderful slides and music? Similarly the breadth and depth of the paper presentations as well as the posters attests to the quality of the research associated with international school psychology. The program was balanced and offered a range of session. The interaction groups provided an extraordinary way of sharing perceptions of the conference, conference members stories of their own work and life experience which facilitated a rich discussion of important issues associated with practice and the cultural, political social contexts in which our

members live. We formally established the ISPA Social and Emotional Learning Interest Group and extend a very big thank you to Paul Bartolo and Shane Jimerson for assisting in its formation – we now have over thirty members.

The venue was once again an excellent choice. The host university and faculty, Vytautas Magnus University, Faculty of Social Sciences provided a wonderful place for us to gather and showcase research associated with school psychology in 2014. The University and the Park Inn Hotel provided spacious accommodation for lunches and social gatherings. Kaunas, both the old and new town, provided a great place for the conference participants to play and relax. The shops were a wonderful combination of privately owned businesses and larger European retail stores mixed with elegant restaurants and wonderful cafes. The old town was fascinating with its history and very beautiful architecture and outlooks onto the rivers Neris and Nemunas. Add to this the beautiful Lithuanian countryside, moderate and welcoming temperature with balmy evenings and the relatively easy accessibility to the town. The Conference Committees deserve sincere thanks for selecting such an outstanding location.

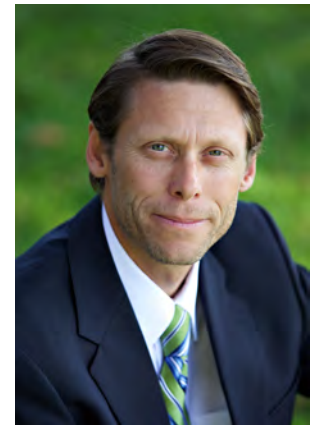
Two social highlights were also noteworthy. On the last night, the conference dinner proved to be an outstanding success. The new architecture of the sports stadium proved to be a venue of modern elegance. Similarly the food and wine were of extraordinary quality and the service and hospitality was comparable to the most modern in the world. Juxtaposed with this setting were the various displays, music, songs and dances provided for our traditional entertainers. It was a truly wonderful end to the conference. Second, on the first night of the conference, Terence Edwards, Coosje Griffiths and I had organized a uke and guitar sing-along. We thought we would be the only

three musicians in a large room provided by the hotel. Within half an hour a group of about 20 people started singing and playing popular songs. By the end of the evening, about 50 people had experienced beautiful flamenco and jazz guitar, local folk songs from around the world (some heart-rending), old favourites and modern tunes as well as some extraordinary solo and group performances. The loudest and funniest part of the night was the construction of the human elephant accompanied by wild, animal and jungle sounds to the tune of ‘the Lion Sleeps Tonight’. It proved to be an extraordinary impromptu celebration of the diversity and talent of the group. So much was it enjoyed that we will be asking for something similar at next year’s conference if it is at all possible. So start practicing and bring along a uke, guitar, drums or other traditional instruments as we plan for this again next year.

The 36th conference at Kaunas provided a way to broaden and deepen our understanding of school psychology and those associated with it, and to celebrate school psychology, and share and inform ourselves of high quality research. It certainly prompted me to return to the other side of the world and mention to my partner that next year she too would have to come to Sao Paulo – to share and celebrate afresh.



School Psychology in International Schools



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

International independent schools are an important, though often overlooked, component of the global education system. Every year, many children with a variety of talents and needs are educated in international schools around the world. Some of these schools employ school psychologists, however, the extent and nature of school psychology’s presence in international schools is currently not well understood. This article provides an overview of the international school context and shares information on psychological services in international schools. As there is no extant literature on school psychology in international schools, the content of the article is largely based on interviews and survey research with school psychologists and educational professionals with experience in international schools.

International Schools

The first international schools were founded in the late 19th century and can now be found throughout the world. Though originally created for internationally mobile families, today the student body in

international schools is typically composed of both local and foreign students. Foreign students in international schools come from expatriate families living outside their home country for work in a variety of fields, including diplomacy, business, media, military, non-governmental organizations, religious organizations, and international education. International schools typically offer local youths an opportunity to learn another language and to prepare for employment or higher education in another country.

There are currently thousands of international independent schools around the world (e.g., <http://www.cois.org/>), including an assortment of national origins (e.g., British, French, Canadian, American, Australian, and International). Typically, international schools adhere to a national curricular system or a blend of curricular systems. The International Baccalaureate (IB) Program, leading to the IB diploma, is increasingly popular.

The character and quality of international schools varies considerably. Many international schools are accredited by accrediting bodies in the country with which they are associated, which provides continuity for students and teachers alike. For instance, Canadian schools are often accredited by one of Canada's provinces, and the Council of British International Schools (COBIS) in conjunction with the British Independent Schools Inspectorate (ISI) accredits British schools. The Council of International Schools (CIS) provides accreditation and school support and evaluation services. CIS currently has 680 primary and secondary schools as members.

Despite international schools' association with particular national curriculums, students in international schools hail from nations around the world. For example, according to the U.S. State Department, the number of American students

in American schools abroad represents only roughly a quarter of the total students attending American schools. The faculty is also diverse; less than half of all teachers in American schools abroad are American. Since English is the language of instruction in many international schools, this influences the nationalities that predominate among teachers, administrators, and other educational professionals working in international independent schools.

Psychological Services in International Schools

As independent schools, international schools are not obligated to provide educational support services or to accept students with special needs. In practice this means that international schools usually do not accept students with more than mild learning or behavioral needs. It is purported that some independent schools have exited students when special needs emerge or were not indicated during application. Such exclusivity likely fluctuates with demand. However, it is also based on the support services available in a particular school. Tom Shearer, Regional Educational Officer for the U.S. Department of State, explained that very few international schools have a school psychologist. Of the roughly 200 schools attended by embassy families and assisted by the U.S. State Department, he estimated that less than 5% provide school psychological services. This is somewhat paradoxical, given that the U.S. Department of Defense schools typically do employ school psychologists; in order to be stationed overseas families must successfully pass an extensive screening process, which includes psychoeducational assessment of the children.

Within independent schools, school psychologists are most likely to be found in large schools (i.e., with more than 1,000 students) in major metropolitan areas. 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, counseling, observation, research and evaluation, policy creation and system-level programming (e.g., school crisis and safety, anti-bullying). School psychologists also take on administrative and supervisory responsibilities. For instance, while at Singapore American School, Bill Hannagan provided clinical supervision to learning support staff and graduate school psychology students from U.S.-based programs and graduate psychology programs in Singapore.

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

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. For example, Mark Pisano, a U.S.-based school psychologist, has conducted assessments of students attending international schools in Montevideo, Uruguay and La Paz, Bolivia on special assignment by the U.S. Pentagon. Similarly, Jay Carol Wilson, a school psychologist who has worked in several international schools in Asia and Europe, goes to Doha, Qatar once a year for a month to do difficult evaluations. From 2005-10, she worked in Taipei for the Community Services Center, which did psychological testing and counseling in local schools.

Given the limited nature of school psychology services in most international schools, the U.S. State Department recommends families procure a detailed description of the accommodations and support services their child requires and, if applicable, copies of all psychoeducational reports and Individual Education Plans (IEP) before matriculating at an international school. Parents of children with additional learning needs transitioning to international independent schools are explicitly advised to come prepared to advocate for their child.

Despite the current state of school psychology in international schools, Mr. Hannagan reports that there is a general trend in international education towards accepting a wider range of students and increased awareness about the services school psychologists provide. As he explains, "When I started in 2000 I was often referred to as the 'tester' or 'counselor.'" More recently, however, Mr. Hannagan was hired as the Director of Student Support Services and School Psychologist by the International School of Beijing with the explicit goal of making the school more inclusive to a wider range of students. Information provided by the U.S. State Department also indicates that international schools are progressing in the support services they offer, but that on the

whole services appear to remain woefully inadequate in most international schools.

The trend toward greater inclusion appears to be driven by parent expectations that a learning difference should not restrict a student's opportunities. Increasingly, families expect special education services in international schools based on their experiences in their home countries. Mr. Hannagan predicts, "as multi-tiered systems of support continue to develop and improve in home countries, the demand for the same at international schools will follow." Consequently, he sees opportunities for school psychologists to lead and direct these changes in international schools.

The lack of special education services in most international schools is a disservice to students with special needs and prevents some families from moving to another country. In response to this widespread problem, an organization called Next Frontier Inclusion <http://www.nextfrontierinclusion.org> has recently been created to promote and facilitate discussion about creating more inclusive education at international schools worldwide. Next Frontier Inclusion aims towards one inclusive international school in every city. This is good news for both internationally mobile families and school psychologists interested in international careers. Increased admission of students with learning differences will enhance the diversity of the student body in international schools while increasing demand for school psychological services.

School psychologists working in international schools indicate that most schools have counselors and a learning support team who provide support for academic and socioemotional 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.

However, the training of learning specialists is neither standardized nor overseen by a credentialing body, so the quality of support provided can vary considerably from individual to individual. Many learning specialists are former teachers who have pursued relevant further professional development, but lack formal training in school psychology or special education.

Unique Needs of Students in International Schools

The past two decades have seen increased interest in the developmental impact of growing up in a culture other than one's birth culture or one's parents' culture. John and Ruth Useem coined the term "third culture kids" (TCKs) in the 1950s to describe the unique developmental experience of transitioning between cultures in the midst of forming a personal and cultural identity. A child's first culture refers to the culture of the country from which the parents originated, the second culture refers to the culture in which the family currently resides, and the third culture refers to the amalgamation of these two cultures, including the experience of belonging to an expatriate community residing in another country.

Research indicates both benefits and challenges associated with being a TCK. The benefits include an expanded worldview, enhanced multicultural sensitivity and awareness, and increased cross-cultural enjoyment. School psychologists working in international schools share that along with these benefits come a variety of unique challenges. Several school psychologists working in international schools shared that children in internationally mobile families often experience issues related to repeated transitions. Frequent relocations can be difficult for the students who leave as well as the ones who stay. Some students adjust well to repeated changes in their peer group and learn how to make friends quickly or learn not

to become too attached, whereas other students have a hard time with the disruptions and experience acute grief and loss. Since demanding professions often provide the impetus for families to relocate, some families experience high levels of stress and busy work schedules that greatly impinge on family time. Moreover, some family members may not have wanted to move and may be unhappy living in a foreign country, thus, adding further stress and anxiety amidst the transitions.

The lack of continuity in TCKs' education can also present problems, particularly for children already struggling in school. For some students the transition to a new school, curriculum, and culture adds an additional challenge on top of an already difficult situation. The frequency with which many of these families relocate can make it hard for schools to determine the optimal educational fit for a student based on his/her current grade level and skills. High mobility also negatively impacts a child's continuity of care, potentially leading to fluctuations in the level of services provided, discontinuity of service providers, sporadic intervention documentation, and inefficient sharing of student records.

Returning to their home country can also be very difficult for some students and families. One school psychologist observes that this is often even more difficult than the initial culture shock experienced when first moving overseas. He notes that TCKs can feel very out of place at schools and universities in their home countries, and that this can impact their self-esteem, ability to develop friendships, and sense of identity and belonging. TCKs may be ignorant of common aspects of their home culture (e.g., societal norms and practices, historical knowledge about their nation, pop culture references), which can lead to confusion, disorientation

and feelings of cultural homelessness and/or marginalization.

Working as a School Psychologist in International Schools

Practicing school psychologists around the world regularly contact ISPA for information on finding a position outside one's home country. Due to local work and residency requirements and credentialing, obtaining a position in a public school in another country can be very difficult. Thus, for those interested in working as a school psychologist in another country, international schools may represent a good option to work as a school psychologist while living in another country. In addition, it appears there are opportunities for school psychologists living in another country to contract with international, independent schools or receive referrals from international schools to provide private services.

Candidates for jobs in international schools are advised to determine precisely what the advertised position involves. Mr. Hannagan warns that the "Psychologist" title tends to be used very loosely internationally and that many "international educators are not familiar with any distinction between counselors and psychologists." Although school psychologists working in international schools typically go by the title "school psychologist" or "educational psychologist," school psychologist positions are often advertised under the category of "Counselor/Psychologist." For instance, Karin Shipley-Tanus explains that while her job title was "school counselor" at the International School of Dusseldorf, the New International School of Thailand and the Western Academy of Beijing, as a credentialed school psychologist she also did psychoeducational evaluations and consultations at each of these schools.

Practicing school psychology in international schools often varies depending upon the setting and the vision of the administration. One school psychologist reports that clinical supervision is not widely available in international schools. As a result, he shares that some newly trained school psychologists are not provided adequate supervision and support. Isolation is another problem frequently noted by school psychologists in international schools. It appears that currently school psychologists in international schools lack a widely known and efficient method for networking and sharing information and knowledge with one another. In response, several note that a formalized professional network and user-friendly method of regular communication, ideally facilitated by a larger organization with a broad reach, is greatly needed.

ISPA and School Psychology in International Schools

School psychologists do practice in many international schools around the world. Unfortunately, however, they lack a central organization sensitive to their unique contexts and cognizant of their needs. As a result, they are unable to readily share their knowledge of these unique contexts with one another and the field more broadly. In addition, the lack of central organization makes it difficult for school psychologists interested in pursuing careers in international schools to find positions and for schools to find qualified applicants.

ISPA represents a viable solution to this problem. ISPA has the potential to serve as the central organization for school psychologists working in and with international, independent schools around the world and an important resource for

individuals seeking careers abroad. Thus, it is critical that we reach out to school psychologists engaging with international schools and actively promote their participation in our organization and conferences. 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.

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. If you have experience in international schools, please use the following link to complete the following survey: <https://www.surveymonkey.com/s/V5TRMDG>. Please disseminate the survey link to others in your network with knowledge of school psychology in this context.

*The Deadline for December's
Edition of World-Go-Round is*

NOVEMBER 15, 2014

Submit Early and Often!

*Julia Coyne, Editor
jhcoyne@mac.com*

Thank you.



EARLY CAREER: How ISPA Changed My Life!

*Elana Hamovitch,
USA*

To be able to combine professional development, traveling around the world, learning about different cultures, and creating life-long friendships is a dream come true and ISPA allows for many amazing opportunities and experiences.

Studying with Dr. Shane Jimerson at the University of California - Santa Barbara, I was fortunate enough to learn about this wonderful organization while I was in graduate school. I attended my first ISPA conference in Finland, 2007. I had just finished my third year as a school psychologist.

I had no idea what to expect, packed my bags, and off I went on an adventure by myself. I was pleasantly surprised to be greeted by such warmth and friendliness and instantly felt like I was part of a family. I connected with people of all ages and in various stages of their careers and found it fascinating to learn about the similarities and differences in our daily practices working in schools in countries around the world. It was truly an enriching experience both professionally and socially.

After my inspiring experience in Finland, I knew attending more ISPA conferences was in my future. I attended Ireland in 2010, Canada in 2012, Portugal in 2013 and just came back from another great conference in Lithuania, 2014. Each conference has been special in its own way

and I love being part of this unique family. The annual conference provides an opportunity to see ISPA friends and make new friends, visit new countries, and then I am able to communicate with friends and colleagues in countries around the world. I have been lucky to meet and become good friends with other early career professionals from the US, Middle East, Europe, and Asia and we remain in touch via email, Facebook, texting and at times, even in person.

Each year at the opening ceremony I get tears in my eyes as the participants stand when their country is called and everyone looks around the room and applauds (reminding me a bit of the Olympics). Some countries only have one representative present at the conference and other countries have many participants. Seeing people who share a similar passion come together from around the world is truly incredible. After a week of learning, discussing, networking, and exploring I always leave feeling inspired and motivated to go home and make a difference in the lives of the children and families I work with.

I have traveled to each conference I have come to by myself, however, as a solo traveler I have never felt alone. It is great to be amongst a professional group of people, who by nature, are inclusive. Attending ISPA conferences is like attending a family reunion. As I continue my ISPA journey traveling to countries around the world, seeing familiar faces of my ISPA family is comforting. I may come by myself, but I leave with colleagues from around the world I can call as my friends. I'd like to end with an ISPA anagram:

Inclusive group of people from all over the world who encourages children to be
Self-aware, using
People first language, while promoting
Acceptance of all individuals.

STUDENT PERSPECTIVE I: ISPA Conference Attendance = Priceless!

Natalie Fabian, Chapman University, USA

As a graduate student interested in international populations and constantly dreaming about working abroad, I decided that applying to present at the Lithuanian ISPA conference was the obvious thing to do. I looked forward to hearing about the research done by professionals from around the world. What I didn't expect was to be welcomed with open arms and treated as a colleague and an important member of that very same community I admired. I could talk for a very long time about the interesting and very educational sessions I attended, but what I want to highlight here is what happened in between the sessions. Besides another graduate student from a neighboring university, I arrived knowing no one. I could only recognize names and faces from book covers and presentations at my national conference. By the end of the conference, my wallet was full of business cards and it took me almost an hour to say goodbye to all my new friends and colleagues.

During the conference, ISPA made the extra effort to develop a "community," and that is exactly what they did. During my week in Lithuania, I felt accepted, welcomed, challenged, appreciated and confident in my role as an emerging school psychologist. The most valuable moments for me were not written in the schedule, but were weaved into the various interactions and conversations I had with other ISPA members. Those moments occurred in conversations after sessions, during interaction groups, coffee breaks, and even over a beer at a local outdoor café in downtown Kaunas. You can't put a price on sharing a coffee with a student from

Portugal working on her PhD, eating dinner with the president of Japan's national association, or being involved in discussions about topics you are passionate about with people from five other countries! Thanks, ISPA for creating this community and welcoming me into it. Now I'm hooked. See you in Brazil!

Experiences as a School Psychologist in International Schools: Germany, Thailand, China & Vietnam



Karin Shipley-Tanús, Germany

I was drawn to school psychology with a passion for helping children and families and studied psychology as an undergraduate at the University of Utah and school psychology in graduate school in the department of Counseling, Psychology, and Special Education at Duquesne University in Pittsburgh, PA. Additionally, I earned what is called CAGS, a certificate of advanced graduate study in school psychology due to the fact that at the time, my university was offering this to masters graduates as they put together their doctorate program. Because of the amount of study I have done, I am licensed in the state I subsequently worked the most in, which is Oregon, not only as a school psychologist, but as a school counselor as well.

I began working in the public school system in Oregon in the United States within the special education department and enjoyed five years of being a practitioner in the U.S., where I served two to three schools. Most of the work I was doing involved evaluation and eligibility diagnosis for special education services and helping create individualized education plans for students with disabilities. I had the opportunity too to have a counseling caseload, and realized that I most enjoyed this hands-on therapeutic work with students.

When I learned about the international school world from a teacher friend who had worked abroad for a few years, I knew it was something I wanted to explore. My first international school was in Germany. I subsequently secured positions in Thailand and then China, mainly as a school counselor, with my support as a school psychologist being requested regularly in each of these countries. My next move was to Vietnam, where I set up an independent private practice and mainly served the United Nations International School there, as well as a few other international schools throughout the country. Currently, I'm back in Germany at another fantastic international school with 68 different nationalities, and coordinate the support services for all sections of the school, as well as serving as the school psychologist.

For school psychologists who seek to contribute to the lives of children and families in schools around the world, international schools may offer such opportunities. There are no wrong turns in this adventure and each rich and diverse culture and experience has helped shape my work, and also has transformed how connected I view myself in the world. The most important things I've learned is that we all thrive on kindness, no matter the culture, and that our diversity can inspire us to become more resilient and strong.

STUDENT PERSPECTIVE II: A Most Memorable Experience

*Abisola Oseni, California State University,
Long Beach, CA, USA*

This past July 15th -18th, I had the good fortune of attending the 36th annual International School Psychology Association (ISPA) Conference in Kaunas, Lithuania.



(Students Valentina Lerotheou, Natalie Fabian, Elena Kaizer, Vera Floridou, Elizabeth Brandner and Abisola Oseni, enjoying the company of Drs. Jimerson, Dimitro and colleagues. Photo courtesy of Abisola Oseni)

I must admit that initially, I was very nervous! I only knew of one other student who was attending and no one from my school would be there. However, I am very passionate about international issues and cross-cultural education, therefore I was determined to push past my trepidation. At the end of my one-week jaunt, I could not have been more excited and motivated to share my journey and recruit others to become ISPA members!

I can wholeheartedly say that attending the conference was one of the most memorable experiences of my career. At the conference, I networked with and gained resources from prolific leaders in our field from countries such as Portugal, Cypress and

Japan. I also met many students from other countries around the world. ISPA did a great job of encouraging participants to become immersed in the Lithuania culture by offering tours and featuring local music and dances. Overall, everyone was very humble and open to collaborating with one another. Being surrounded by others who share my passion and interest in international school psychology was enriching and rewarding. Additionally, the experience of giving two presentations has given me the confidence to continue researching important issues in this field.

Not only would I highly recommend that students attend next year's conference in Sao Paulo, Brazil, I have taken it upon myself to spread information about ISPA at my campus. I am fortunate to now be an ISPA Student Ambassador, am encouraging my peers to become members and have given presentations and plan to give more presentations to share my experience! I look forward to continue to be affiliated with ISPA and plan to attend these conferences for years to come. See you in Brazil!

**INTERNATIONAL SCHOOL
PSYCHOLOGY ASSOCIATION
and
SOCIETY FOR THE STUDY OF
SCHOOL PSYCHOLOGY**

**Proposals to the International
School Psychology Research
Initiative**

**GUIDELINES AND INSTRUCTIONS TO
APPLICANTS**

2014 Proposal Deadline: October 15,
2014

The International School Psychology Association (ISPA) and the Society for the

Study of School Psychology (SSSP) invite proposals by international researchers to investigate important school psychology topics within the researcher's home country or region. ISPA and SSSP have joined to form an inter-organizational International Initiatives Committee to solicit and review proposals for possible funding of one grant annually.

The purposes of the International School Psychology Research Initiative are:

- to encourage international research on topics related to school psychology;
- to encourage international practice-based research that may lead to research-based practice;
- to assist international researchers or research teams by providing professional and financial support; and
- to disseminate international research through publications and other presentations.

Eligibility

Principal investigators must

- be a resident of a country other than the United States;
- have their primary professional affiliation with school/educational psychology;
- be affiliated with a non-profit organization, public or private institution (including schools) or institution of higher education.

Funding is not available to students as principal investigators, and funds cannot be used to support thesis or dissertation completion. Current officers of ISPA and SSSP and members of the International Research Initiatives Committee are ineligible to participate as principal investigators or collaborators.

Award Priorities

Priority will be given to proposals

- for worthy projects that may not be possible without this financial support
- for a specific research project (a) in one country or geographic region or (b) involving ISPA-affiliated collaborators across multiple countries;
- from researchers or research teams that include both university-based professionals and applied practitioners;
- from researchers from a country or region in which little prior school psychology research has been conducted;
- that show promise for developing a viable and sustained research agenda;
- in which researchers collaborate with colleagues and others in their country, region, or internationally in this research;
- showing promise for significant contributions to the specialty of school psychology through its literature.

ISPA RESEARCH COLUMN: Research Regarding Second Language Learners and Bilingual Education



*Cecile Binmoeller and Shane R. Jimerson
University of California, Santa Barbara*

Proposals for the ISPA/SSSP International School Psychology Research Initiative must be submitted by October 15, 2014 via e-mail to Dr. Beth Doll, bdoll2@unl.edu.

FOR MORE DETAILED INFORMATION, PLEASE REFER TO THE WEBSITE:

<http://www.ispaweb.org/newspublications/>

OR Please contact Dr. Doll if you have further questions.

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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 are selected 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).

Trends in globalization are rapidly changing the framework, needs, and experience of educational programs. For an increasing number of students, the language of instruction in schools is different from the language spoken at home. The lack of practice reading, speaking, and writing in the language of instruction can present challenges for multilingual students to keep up with their primary peers. Numerous studies have indicated that some individuals who have immigrated and children of immigrants may struggle to keep up in an education system, resulting in both short and long term deleterious outcomes such as academic failure and problems succeeding in the labor market. Such students need extra support to master the language of instruction while developing their multilingual skills.

One response to this rapid process has been the development of bilingual education programs. Numerous countries now have thriving multilingual communities. Various schools have implemented bilingual education programs in order to address the unique needs of each child and family. However, these programs are accompanied by strong debate and studies reporting mixed results of these programs' success.

In many countries, school psychologists may play a significant role in the

sustainability of schools within an increasingly international representation. Across the globe, we are faced with the challenge of meeting the many unique needs of an increasingly diverse group of children. An important facet of this process includes helping second language learners adapt academically and socially to their school environment. The information presented herein aims to explore research examining bilingual education and various approaches that have been implemented internationally, to help support multilingual students succeed in educational contexts where instruction is not in their primary language.

****Editor's note: in the interest of available space in the current edition, the first 5 of the 9 articles reviewed were included here: for those wishing to see this article in its entirety, please contact the co-author Dr. Shane Jimerson (jimerson@education.ucsb.edu) Thank you and apologies for the abridgement.

-Editor

1) Baker, C. (2011). Foundations of Bilingual Education and Bilingualism (5th ed). Clevedon, UK: Multilingual Matters.

This book provides a comprehensive introduction to bilingualism and bilingual education. It contains 19 chapters that cover all the crucial issues in bilingualism at individual, group, and national levels. Several of these chapters explore the effectiveness of bilingual education, providing both an overview of research and the varying results that relate to particular political and education contexts. This book may serve as a primer for school psychologists around the world who are interested in obtaining contemporary knowledge regarding bilingual education, bilingualism, and multilingualism.

2) Christensen, G. & Stanat, P. (2007). Language policies and practices for helping immigrants and second-generation students succeed. The Transatlantic Taskforce on Immigration and integration,

Migration Policy Institute (MPI), and Bertelsmann Stiftung.

This taskforce report examines monolingual and bilingual programs across multiple countries and in various contexts. The authors begin by exploring the evidence on school achievement and how a lack of competence in the language of instruction affects the results of immigrant children. Drawing on the results of a survey on school language policies and practices in 14 immigrant-receiving countries, the article provides insight on approaches that may help immigrant students gain proficiency in the language of instruction. The authors note that many evaluations of bilingual programs have been problematic and they argue for the benefits of bilingual education.

Finally, the article examines countries where there are only small differences in achievement between students learning a second language and other students. Regions or countries that have the most success in teaching students who are 1st- or 2nd-generation immigrants have several factors in common. This includes making long-term investments in systematic language support programs, and training teachers in second language acquisition both through pre-service and professional development programs. This information may be helpful for school psychologists in advocating for appropriate professional development for teachers, which will benefit students learning a second language.

3) Hakuta, K. (1999). The debate on bilingual education. *Developmental and Behavioral Pediatrics*, 20, 36-37.

This editorial summarizes the debate on bilingual education in the context of the US Supreme Court decision *Lau v Nichols*, which requires that students who are limited English proficient (LEP) be provided access to English language development and to the

curricular content. A general description of various approaches (i.e., English as a second language, structured immersion, transitional bilingual education, maintenance bilingual education, and two-way bilingual programs) for meeting this dual goal is provided. A research agenda (National Research Council, 1997) for improving schooling for language-minority children is outlined, with reference to a meta-analysis (J. P. Greene, 1998) of the effectiveness of bilingual education. Basic research areas described include the psychology and sociology of bilingualism and second language learning, cognitive aspects of school learning, and the social context of school learning. Research on school programs and policies includes program evaluation and effectiveness, student testing and accountability, and teacher preparation. Characteristics of schools and programs that are judged to be effective at attaining high levels of achievement for LEP students are also listed. The content of this article may be helpful for school psychologists and other educational professionals who seek to understand some of the controversies associated with bilingual education.

4) Kristen, C. & Granato, N. (2007). The educational attainment of the second generation in Germany: Social origins and ethnic inequality. *Ethnicities*, 7, 343-366.

This article offers an examination of second-generation immigrants' educational attainment in Germany, focusing on the descendants of classic labor migrants. The results from this study that educational outcomes in terms of attending or completing the highest schooling track leading to the Abitur vary considerably among different ethnic groups. Second-generation young adults, in particular Turks and Italians, experience pronounced disadvantages in comparison to their German peers. The central question in this context was to what extent ethnic stratification in the German school

system is related to educational and social background. The findings from this study suggest that ethnic disadvantages primarily result from social rather than from specific ethnic inequalities, since initial differences in the chances of attaining the Abitur disappear after considering educational and social origin, the only exception being Italian young adults. This article may help school psychologists consider additional factors that may influence the educational experience second language learning students, in particular the important considerations of social origins, ethnic inequalities, and immigration.

5) Lin, A. M. Y. (1996). Bilingualism or linguistic segregation? Symbolic domination, resistance and code switching in Hong Kong schools. *Linguistics and Education*, 8, 49–84.

This article explores the effect of English immersion into Hong Kong's education system. The historical and socioeconomic context out of which classroom code switching has arisen in Hong Kong is examined. Empirical analyses of actual instances of classroom code switching in Hong Kong secondary schools are presented, and the social, cultural, and educational functions of classroom code switching are discussed. Classroom code switching is found to be the teachers' and students' local pragmatic response to the symbolic domination of English in Hong Kong, where many students with limited English capital struggle to acquire an English-medium education because of its socioeconomic value. The theoretical justification and the social consequences of the linguistic streaming policy adopted by the Hong Kong government since September 1994 are also examined. The article concludes with a cost-benefit analysis of the English-dominated educational system in Hong Kong. This article may be helpful for school psychologists seeking information about how

bilingual education is navigated within the Hong Kong education system, and implications for bilingual education in other countries around the world.

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MEMORIES OF KAUNAS

*Photos courtesy of Matt Gartside.
Thank you, Matt!*





IN MEMORIAM

Terry de Jong



(Terry de Jong, Helen Bakker & Coosje Griffiths at the ISPA Conference in Hangzhou in China July 2006, photo courtesy Coosje Griffiths)

Sadly Terry de Jong passed away on the 23 December 2013. Terry will be remembered for his generosity, kindness, warmth, sense of humour and affable nature. He was a highly creative and intelligent man who worked extremely hard and understood the importance of community. He loved his family dearly. Our deepest sympathy goes to his wife Alison and daughters Amber and Tamsin. He was unexpectedly diagnosed with advanced liver and bowel cancer in February 2012 with no surgery options available. He had a love of life and fought hard to fight the disease.

Terry began work as an educational psychologist in South Africa and went on to become an academic at the University of Cape Town. He published many journal articles including for the School Psychology International on a range of topics such as the challenges of working as an educational psychologist in South Africa, managing behaviour and whole school approaches to case management of students with high support needs.

Terry first began employment in Western Australia (WA) as a school psychologist in the West Coast District having migrated from South Africa. He then went on to work for Edith Cowan University in the Faculty of Education and Arts and as Associate Dean of Teaching and Learning.

Terry provided outstanding input into many aspects of our work and provided excellent teaching tools and summaries of research into practice such as “A Framework of Principles and Best Practice for Managing Student Behaviour in the Australian Education Context” and the Effective School Case Management (ESCM) toolkit. This unique and comprehensive toolkit was developed in collaboration with international experts and members of the School Psychologists’ Association of Western Australia. This work was part of the Mind Matters Plus initiative managed by the Australian Guidance & Counselling Association (AGCA). It continues to be a highly utilised resource on the web and is part of the national MindMatters suite of tools for schools.

Terry and Coosje published journal articles and ran workshops in the School Psychologists’ Association (SPA) Western Australia and in China for the International School Psychology Association (ISPA) on effective case management as well as effective approaches to manage severely challenging students in mainstream and alternative settings in Western Australia.

Terry was a very special human being who contributed greatly to his family, the community, schools, school psychologists and the University. Anyone who knew Terry felt that it was a privilege to have him as part of their life. He is greatly missed by everyone who knew him.





ISPA Newsletter
WORLD*GO*ROUND

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