



## Letter from the President: An Education that "Fits"

Paul Bartolo,  
ISPA President

Dear ISPA Colleagues,

One of the more pleasant roles of ISPA President is to create or strengthen links with school psychology organisations in different countries. My most recent invitation was to speak about inclusive education at the National School Psychology Conference in the Netherlands organised by RINO Noord Holland, an institute for post-graduate training, and NIP, the Dutch Association of Psychologists. While psychology has been a long established profession in the Netherlands, specialisation in school psychology is rather in its infancy. Indeed the first post-Master training specifically in professional school psychology was launched in 2009 by RINO Noord Holland through the initiative of two active ISPA members, our then-president Helen Bakker and Margot Taal. Entry requirements for the post-Master training include an academic master in the areas of developmental or educational psychology or related areas. The National Conference of School Psychology was an initiative of the same institute and it was good to see that for the second time, now held in the freedom

loving city of Amsterdam, it was relatively very well attended by 175 delegates.

I was asked to speak about school psychology and inclusive education because the Netherlands have had a recent legislation establishing the policy for an education 'that fits'. This topic is being hotly debated, however, in that it can have two very different meanings. If an 'education that fits' means placing or *fitting the child to a relevant school*, then this would imply that there is no need to make any educational changes at all, but just ensure that the best placement decision is taken for the child. On the other hand, *making schools fit the child* would entail making significant changes to the regular education system to make it diversity friendly.

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This latter interpretation was proposed in the Salamanca Statement formulated by the UNESCO conference held in Spain in 1994, which asserted that 'Human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to preordained assumptions regarding the pace and nature of the learning process;' and that 'Child-centred schools are, moreover, the training ground for a people-oriented society that respects both the differences and the dignity of all human beings.'

Owing to the new legislation, some regular schools in the Netherlands are fearful of the sudden arrival to their schools of busloads of children with special educational needs that they will not be able to cater for. However, the Dutch have a very strong belief in human rights. In fact, I recall how in my home country of Malta, some people were shocked to hear that the belief in people's right to self-fulfillment in the Netherlands led to the funding for people with special needs to get the services of specialised sex workers to meet their needs for sexual satisfaction. With their respect for each individual, they will certainly find ways of developing a personalised education for all children. Such education in fact often calls for an intertwined intervention on two dimensions: one that targets the individual to learn relevant cognitive and social skills, and another that targets a change in the teaching and social environment to meet the particular needs of the student.

*How can school psychologists contribute towards inclusive education?*

Inclusion presents three main challenges to teachers. One is how to develop a welcoming attitude for all students as being of equal value and equally deserving of teacher

attention and effort; secondly, how to understand the strengths and needs of each individual student which becomes more difficult the greater the diversity of students; and thirdly, how to organise learning so that students with a diversity of characteristics, learning styles and challenges can all be engaged and make progress. Are school psychologists not among the best trained professionals for these three roles?

School psychologists are usually expert in the understanding of children's holistic development and learning processes as well as socio-emotional and learning difficulties and disabilities. They can support teachers in the deeper understanding of and respect for each individual child and family's aspirations, whatever the child's characteristics. They can also support teachers and parents in developing relevant effective strategies for tuning in to their children's development and for enabling each one to experience successful learning.

School psychologists are also usually most attuned to children's holistic development. They support the development of holistic approaches to education, including children's socio-emotional learning. They also facilitate the building of positive, healthy relationships among students and teachers, and between students and parents and teachers.

Additionally, school psychologists support systemic changes towards more inclusive social and learning environments. In fact, I take the opportunity, at this point, to salute one of ISPA's best and longest serving representatives, Bob Burden, who passed away last March. He had been one of the early advocates of the role of school psychology for bringing about necessary change at systems level. His presentation at the 2009 ISPA conference had described 'how applied educational psychology can serve as the basis for positive interventions to bring about significant change in national education

systems by working collaboratively with key stakeholders.'

This calls to mind the school consultation role that has been proposed as the most desirable form of school psychology engagement with schools for quite a long time, though schools and teachers tend to continue to ask mostly for individual assessment and management strategies. In these cases, school psychologists can facilitate change in teachers and schools towards a more welcoming attitude and high expectations for all children. They can help schools to develop a mentality that regards and uses diversity as enrichment for all and that develops networks of support and collaboration. They can help create respectful processes in schools to replace bullying environments. They can also be part of the education of schools and teachers in ways of managing challenging behaviour in positive ways.

Being expert in learning processes and group dynamics, school psychologists are in the position to support the creation of teaching, learning, and assessment approaches that enable all children to participate actively in classroom learning and to make and be seen to register progress. At least some school psychologists can help develop expertise in differentiated teaching and assessment for learning.

I am aware that psychologists differ both within and across countries on the role they should take regarding inclusive education. However, given the human rights approach towards inclusive education and schools' and teachers' challenges in its implementation, we should not be bystanders in this endeavour. Surely we need to be involved in the construction of educational provisions that make families, schools and classrooms welcoming learning communities. In this way we will help create opportunities for all children to flourish, to develop social and

cognitive skills relevant to life, and to thus also enhance healthy collaboration, solidarity and inclusivity in society.

**Congratulations to Shane Jimerson,**



**Current ISPA President-elect and past-APA Division 16 (School Psychology) President for being recognized as APA Division 52's (International Psychology) 2014**

**Outstanding International Psychologist!**

**The APA Division 52 announcement states:**

***"Your outstanding experience as an international psychologist indicates that your work to promote, teach, research and practice in the field of International Psychology is exceptional and worth outstanding recognition."***

*Deadline for  
September's World \*Go \*Round:  
AUGUST 15, 2014.*

*Julia Coyne, Editor  
jhcoyne@mac.com  
Submit early and often!*



## ISPA General Assembly (GA) Agenda

*Janet Muscutt,  
ISPA Secretary*

The General Assemblies (GA) I and II are an opportunity for ISPA members to have their say on topics and vote on the 2014 budget. Committee Chairs and National Affiliate representatives will have the opportunity to share future directions with ISPA members. The agenda for the GA's during the 36<sup>th</sup> Annual Conference in Lithuania are as follows:

### **GA I Wednesday, 16 July 2014**

1. ISPA report for 2013/14 by the President (Paul Bartolo).
2. IJSEP Journal report.
3. Financial report for 2013/14 and proposed budget for 2015 by the Treasurer (Michael Sheehan).
4. Leadership Workshop report by the President-Elect (Shane Jimerson).
5. Proposal for amendments to the ISPA mission statement (Paul Bartolo).
6. Introduction of National Affiliates representatives (Janet Muscutt).

At the end of GA I, the Cal Catterall Fund recipients will be invited by a Representative of the CCF Committee to receive their award from Michael Sheehan (Treasurer).

### **GA II Thursday, 17 July 2014**

1. Opening statement by the President (Paul Bartolo).

2. Approval of the budget of 2015 (Michael Sheehan). Budget for 2015 to be put to the vote.
3. Approval of amendments to ISPA mission statement.
4. Report on Central Office (Sue Lijkwan).
5. Future directions by Committee Chairs: An opportunity for selected Committee Chairs to share information/ new directions.
6. Issues from the floor (Paul Bartolo). This is an opportunity for any ISPA member to raise ideas/ issues from the floor.
7. Awards and recognitions: Presentation of the ISPA Distinguished Service Award and the ISPA Outstanding International Scholar Award by Paul Bartolo.

Recognitions and Thank-You's to follow.

Committee Chairs and National Affiliate representatives who wish to contribute to the GA are asked to inform Janet Muscutt at the end of the Leadership Workshop. Please note that the agenda may be modified leading up to the GA meeting.

The ISPA Executive Committee (EC) has been pleased with membership participation at the last few General Assemblies. They are a major vehicle for membership involvement in the organisation. We very much look forward to seeing you there.

*ISPA Colloquium in Kaunas, Lithuania*

*15-18 July, 2014*

*Register at this site:*

<http://ispakaunas2014.vdu.lt/index.php/ispa2014/ispa2014/schedConf/registration>

*See you in soon!*



## Proposal for Review of the ISPA Mission Statement

Paul Bartolo,  
ISPA President

At the 2013 ISPA Leadership Workshop in Porto, the ISPA Mission Statement was reviewed. Those who read the relevant report may recall the decision to propose an update of our mission statement as stated in the ISPA Constitution Article IV. Most of the required terminology updates have already been set out in the September 2013 WGR. As promised, as a follow-up, a more formal proposal for amendments that arose out of the workshop will be presented and voted on in the upcoming General Assembly in Kaunas in July 2014. I would like to again thank the workshop participants and group leaders for coming up with these amendment proposals. These amendments are published in the current edition of WGR now to allow for members to think more deeply about the proposed changes and make any relevant recommendations.

The following are the current 'Purposes of the Association' as stated in Article IV of the ISPA Constitution:

1. To promote the use of sound psychological principles within the context of education internationally.
2. To promote communication among professionals who are committed to the improvement of the mental health of children in the world's schools.
3. To encourage the training and employment of school psychologists in countries where there are none or too few.

4. To promote the psychological rights of all children throughout the world.
5. To initiate and promote cooperation with other organizations working for purposes similar to those of ISPA in order to help children.
6. To condemn any discrimination of a racial, religious or sexual nature and recommend that its members conduct their professional life consistent with this principle.

The following are the proposed amendments:

- a. It is proposed that Purpose #2 should be amended to read as:

*'To promote communication and collaboration among professionals and parents/caregivers who are committed to the improvement of the psychological well-being and development of children and young people in the world's schools and communities.'*

- b. It is proposed that after Purpose # 2, there should be added the following new Purpose:

*'To advocate for the employment of psychologists in education systems and communities for the promotion of wellbeing and development of all children and young people.'*

- c. It is proposed that Purpose #3 be amended to read as:

*'To promote the provision of training of school and educational psychologists, and the upholding of standards of excellence in such training across the world.'*

- d. It is proposed that after Purpose # 3, the following should be added:

*'To promote high standards of practice in school and educational psychology across the world.'*

- e. It is proposed that Purpose #4 be amended to read as:

*'To promote and protect the rights of all children and young people throughout the world according to the UN Convention on the Rights of the Child and related UN statements.'*

- f. It is proposed that Purpose #5 be amended to read as:

*'To initiate and promote cooperation with other organizations, particularly international organisations, working for purposes similar to those of ISPA in order to advocate for and support children and young people across the world.'*

- g. It is proposed that purpose #6 should be amended to read as:

*'To promote structures that remove discrimination based on race, ethnicity, religion, gender, sexual orientation, disability, or socio-economic status, and enhance the respect for all the diversity of children and young people and their active participation in educational and social activities.'*

**ISPA 2014**  
**Kaunas, Lithuania**  
**15 - 18 July**  
**See you there!**  
**(*'tenai'*)**

## Subjective Well-Being: A Key Component of Children's Rights Monitoring Plans



*E. Scott Huebner, Ph.D.*

*University of South Carolina*

*Michael J. Furlong, Ph.D.*

*University of California-Santa Barbara*

Situated within the context of the United Nations Convention on the Rights of the Child, we promote the use of children's subjective well-being (SWB) measures in assessing the quality of life of children. An assumption underlying the children's rights movement is that such rights are necessary for a good quality of life. Efforts to improve the lives of children through the implementation of basic rights are likely to be "well-intentioned." Nevertheless, the results of such efforts should be monitored systematically to evaluate the effects on children.

The major assumption of this paper is that monitoring efforts should include the voices of the children themselves, especially their ongoing judgments of their SWB. Children's perceptions of the nature and consequences of their life conditions can differ from those of the key adults in their lives (e.g., teachers, parents), indicating that both the perspectives of children and adults need to be taken into account when considering issues of importance to children (Ben-Arieh, McDonnell, & Attar-Schwartz, 2009).

One emerging area in the assessment of children’s “voices” involves assessment of their SWB. Based on Randolph, Kangas, and Ruokamo (2009), child well-being incorporates objective and subjective elements. For the purposes of brevity, we focus on the subjective components, which can be conceptualized as twofold: hedonic and eudemonic. The first component, the hedonic component, involves a relatively broad assessment of SWB, which is reflected in Diener’s (2000) tripartite model of SWB: *the experience of frequent positive emotions* (e.g., joy, interest), *infrequent negative emotions* (e.g., sad, anxious), and a *positive, cognitive evaluation of life* as a whole and/or with specific life domains, such as family, school, and community. The latter sub-component is often referred to as life satisfaction or subjective quality of life. Thus, children with high SWB would be those who report experiencing frequent positive emotions, relatively infrequent negative emotions, and have a sense of satisfaction with their lives overall and within specific, important life domains. Children with low SWB would report relatively fewer positive emotions, more negative emotions, and a pervasive sense that their lives are not going well.

The second component, the eudemonic component of children’s SWB, should involve children’s perceptions of individual and environmental assets that are empirically related to the broader, hedonic indicators. Such assets would include major individual assets (e.g., optimism, gratitude) and environmental assets (e.g., family coherence, peer support) that are linked to hedonic SWB and overall positive developmental trajectories. The core principle here is that SWB emerges out of beneficial upward cycles

related to core developmental tasks that form positive psychological mindsets related to *self-identity* (self-efficacy, persistence, self-awareness), *self-other relationships* (peer, school, and family), *emotional competence* (empathy, self-control, emotion regulation), and *engaged living* (gratitude, zest, optimism). Children’s robust SWB is enhanced when the conditions and experiences in their lives foster the development of all 12 of these core traits—the combined effects of which we call “covitality” (Renshaw et al., 2014). Children

with high levels of covitality show positive development

***Child Rights—For All Our Children—NOW!***

across multiple domains including mental health, school, and social domains and lower involvement in risk behaviors. The importance of this second component of SWB is that the covitality model (and others related to it) provides a better understanding of the components that make up the psychological scaffold upon which children can build stable, resilience-promoting SWB.

Although research with children has lagged behind that of adults, several psychometrically sound measures of both components of children’s SWB have been developed during recent years, including brief measures suitable for individual use or in large-scale national and international surveys (see Huebner & Hills, 2013). Most broadly used have been the Multidimensional Students’ Life Satisfaction Scale (Huebner, 1994) and the Students’ Life Satisfaction Scale (Huebner, 1991). Recently in the U.S., the Social Emotional Health Survey was developed to measure of the eudemonic component of children’s SWB (Furlong, You, Renshaw, Smith, & O’Malley, 2013; You, Furlong, Felix, & O’Malley, in press) and has been validated now in Korea (Lee, You, & Furlong, 2014).

Measures of children's SWB, both hedonic and eudemonic, offer important benefits in the context of monitoring children's rights. First, these instruments provide assessments of optimal well-being, not just the absence of ill-being. Such measures allow children to report levels of SWB above a "neutral" point, providing more differentiated reports of well-being. For example, a child can report mid-range levels of global SWB along with an "extremely high" level of family support, "moderate" level of school support, and "mildly low" level of peer support. Given such a range of responses, comprehensive SWB evaluations should yield rich data, reflecting various levels of "positive" and "negative" SWB and associated determinants. Such assessments should further yield sophisticated estimates of the "goodness of fit" between children and the conditions of their lives (Schalock, Keith, Hoffman, & Karan, 1989).

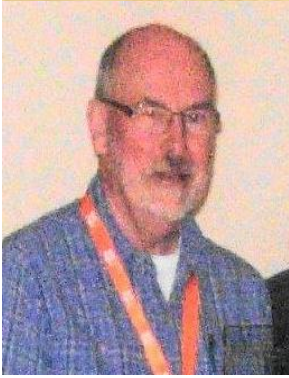
Overall, we would argue for a multi-method approach to assess outcomes associated with the promotion of children's rights. However, to date, the voices of children have been neglected in many such efforts (Ben-Arieh et al., 2009). Thus, we emphasize herein that SWB data should be included as one core component of evaluations of child rights implementation efforts. Although researchers and policymakers tend to forget the child's perspective, a complete understanding of efforts to promote child well-being will require the inclusion of the voices of the children themselves (Ben-Arieh et al., 2009). The use of evidence-based, developmentally appropriate SWB measures provides one such opportunity for children to be heard.

In a recent article that was part of a series of articles on school psychology and children's rights edited by spanning five school psychology journals (see McLoughlin & Hart, 2014), Kosher and colleagues (Kosher, Jiang, Ben-Arieh, & Huebner, 2014) argued

that advances in the children's rights movement and the science of well-being measurement have created a synergy that provides new opportunities for educators in general and school psychologists in particular. Given school psychologists' specialized training in comprehensive assessments and their consultation roles at the intersection of children and their key environmental systems (e.g., school, family, community), Kosher et al. (2014) offer a variety of implications related to school psychologists' abilities to help schools establish perspective, goals, and methods for promoting children's well-being, incorporating a child rights agenda.

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## Looking for Individuals to Support ISPA's Archives

*Bob Clark, ISPA  
Archivist Taskforce*

In the spring of this year two Executive Committee members, Janet Muscutt, Secretary, and Jürg Forster, Past-President, and I met to discuss issues surrounding ISPA's archive and maintaining its historical records.

As you may know, ISPA is the oldest professional association of its type in the world devoted to the promotion of school psychology and advocating for children's rights. Over the years, the archive has had several homes and persons responsible for maintaining the association's documents and artifacts. Prior to me assuming the role and maintaining the records, Betts Rivet served in that capacity and continues in supporting the archive.

This brief notice serves as a call for individuals who may be interested in this important ISPA role and who are attending the conference in Kaunas, Lithuania in July to come to an open meeting held during the conference. Please look to the registration area for the notice on day, time, and location of the open meeting. Should you not be able to attend the conference this year but are interested in assisting in this important work, do not hesitate to contact me via email at: [rclark@thechicagoschool.edu](mailto:rclark@thechicagoschool.edu). I look forward to seeing you in Kaunas and hearing from you.

### **PRE- and POST- COLLOQUIUM TOURS TO POLAND!**

*"It's not too late to join your  
fellow colleagues!!"*

#### **Pre Colloquium Tour – 5 days from July 10<sup>th</sup> to July 15<sup>th</sup>**

**Warsaw and Krakow (Wawel Hill & Cathedral; Royal Chambers; Kazimierz District; Schindler's Factory Museum; Wieliczka Salt Mine; Auschwitz; Cruise on Vistula River)**

- **transportation ends at Kaunas**
- **entrance fees**
- **breakfast/dinners**
- **4 star hotels**
- **English speaking guide(s)**

#### **Post Colloquium Tour – 3 days from July 19<sup>th</sup> to July 22<sup>nd</sup>**

**Gdansk and surrounding areas (Olsztyn and Gdynia) (Teutonic Knights Castle; Royal Way; Neptune Fountain; St. Mary's Church; Oliwa Cathedral; Sopot; River cruise to Westerplatte)**

- **transportation ends at Kaunas**
- **entrance fees**
- **breakfast/dinners**
- **4 star hotel**
- **English speaking guide(s)**

**For additional information contact  
Shirley at [snatzel@wi.rr.com](mailto:snatzel@wi.rr.com) or 262-  
369-0253 or Mira at Tapestry  
International Tours  
[www.tapestrytours.com](http://www.tapestrytours.com) or  
224-567-8327.**

# ***IN MEMORIAM:***

## ***Bob Burden***



**ISPA President 1993-95**

**21<sup>st</sup> January 1940 - 22<sup>nd</sup> March 2014**

### **A Tribute**

As many WGR readers may know, Professor Bob Burden, a former ISPA president, died on 22<sup>nd</sup> March 2014. In order to pay tribute to his outstanding contribution to international school psychology and to reflect on his many personal qualities, five ISPA Past Presidents, two former Executive Secretaries and the current ISPA Treasurer all of whom knew Bob well have kindly offered to share their memories of him in this special tribute.



**Peter Farrell, ISPA President 2003-2005**

*"I first met Bob Burden when I was training to be an educational (school) psychologist in July 1975. A few years prior to this, together with his colleague John Thacker, he had launched the new training program for educational psychologists at the University of Exeter. Under his dynamic and sometimes unconventional leadership, the program was, at this early stage, already gaining a reputation as being one of the most innovative and creative of all the programs in the UK. At our first meeting he immediately struck me as someone who was passionate about the contribution that applied psychology could make to supporting vulnerable children, their schools and families. These views were reinforced in subsequent meetings with him that became more frequent when I joined the educational psychology training program at the University of Manchester. It was at these meetings when Bob began to share with me his growing interest in international work in general, and ISPA in particular.*

*Although Bob had attended ISPA conferences since the 1970's and, I think, was part of the organizing committee for the York conference in 1979, his decision to become actively involved in the work of the Association stemmed from the Interlaken conference in 1987. Since that time he attended ISPA conferences on a regular basis, only missing one between 1987 and 2009, and he organized, almost single handedly, a most enjoyable ISPA conference in Exeter in 2004. At the Interlaken conference he also began his long and successful period as co-editor (with Caven Mcloughlin) of School Psychology International.*

*Bob was always a congenial friend and colleague with excellent interpersonal skills and well liked by all those who met him. He was a good listener, an inspiring speaker, often very frank and direct but never hostile and he rarely, if ever, bore any grudges. He was not afraid to voice his opinion even if he knew that it might not be popular with his audience. He was also someone who tended to regard bureaucracy, rules and regulations with a degree of skepticism or even hostility and, perhaps because of this, he was prone to*

take risks that the more cautious amongst us would be reluctant to take. There were times when his relaxed attitude towards the importance of keeping to timelines infuriated his colleagues on various committees but in spite of this, things always seemed to get done.

He encouraged me to become involved with ISPA many years ago and was very supportive when I gave my first presentation at the 1987 Interlaken conference. Unsurprisingly and in line with his slightly unusual way of pursuing his goals, he never formally registered for this conference nor had he booked accommodation. Hence he slept on the floor of my family's rented apartment and sneaked into the conference constantly checking to see whether anyone would accost him and demand that he should register!

I have many memories of interacting with Bob at ISPA conferences two of which reflect his humorous and somewhat unconventional way of acting as a leader of a prestigious international organization. The first was at the Banska Bystrica conference in July 1993. In a public meeting (I think it was the General Assembly) he commented on the attractiveness of the female helpers and their style of dress – saying that he was pleased to see that the age of the mini-skirt was not dead! This observation was, of course, somewhat outrageous but, perhaps because of his charm and renown sense of humour, he somehow managed to get away with it. The second was at the General Assembly at the Dundee conference in July 1995 when he announced to a completely bewildered audience the good news that England had just beaten the West Indies at Cricket! This momentous news pleased the very small numbers of British people in the audience but went over the heads of the others who were present.

Leaving these personal memories to one side, there is no doubt that Bob has been an outstanding servant to ISPA and to school psychology internationally. His work on the ISPA Executive Committee, as president from 1993-95, was, and still is, appreciated by all ISPA members. His achievements in helping SPI to become the high quality journal that it is today and, more recently, his work in

directing the Cognitive Education Centre at Exeter University which has taken him to many countries including Mongolia, Malaysia and South Africa will leave a lasting legacy.

Unfortunately illness prevented him from attending the 2012 ISPA conference in Montreal at which he was awarded the ISPA Outstanding International Scholar Award. Fortunately, and despite his continuing ill health, shortly after this conference he visited my home in Marple where I was able to present him with the award on my garden patio!

The 2013 ISPA conference in Porto turned out to be his last. Although far from well, Bob was an active contributor in the sessions he attended including the General Assembly where he paid a special tribute to another ISPA stalwart, Bayard Bartley, who also passed away over a year ago. His presence at ISPA conferences will be sorely missed, his inestimable contribution to the promotion of school psychology both in the UK and overseas is recognized by ISPA members and all those with whom he has come in to contact. The world has lost a great friend and colleague."



### **Tom Oakland, ISPA President 1995-97**

"Dr. Robert Burden received the 2011 ISPA Outstanding International Scholar Award in recognition of his important and long-lasting contributions to scholarship in educational and school psychology. His distinguished career started as an applied educational psychologist and rose to become Head of the University of Exeter's School of Education—one of the finest schools of education in the UK.

Dr. Burden authored four books on topics important to our specialty and published by some of the world's best publishers (e.g., Cambridge University Press, Rutledge). He also authored or coauthored 22 book chapters, and 94 articles—most of which

either are single authored or first authored. His scholarship features issues on the professional preparation of school and educational psychologists, assessment and evaluation, educational and psychological characteristics of special needs children, and dyslexia.

However, his 25 years of service as co-editor of *School Psychology International* (SPI) is most remarkable. Dr. Burden assumed responsibility for this journal in 1985. It lacked international recognition and in some circles was thought to be second rate. He worked tirelessly to overcome these problems and to create a respected scholarly journal.

Dr. Burden was responsible or co-responsible for 100 issues of SPI and led to the publication of approximately 700 articles. Given an acceptance rate of 25% and a rejection rate of 75% of manuscripts he received, Dr. Burden would have been responsible or co-responsible for examining 2800 articles of which 2100 were rejected. Although all authors would like to see their manuscripts in print, Dr. Burden saved our specialty considerable embarrassment by rejecting articles that did not meet professional standards.

Dr. Burden's work clearly demonstrates a lifelong commitment to exemplary scholarship that contributes to international school psychology to a level that merited this special recognition through his receipt of the 2012 ISPA Outstanding International Scholar Award. Dr. Burden leaves a distinguished and lasting legacy as a scholar and leader



**Anders Poulsen, ISPA President 1982-84;  
Executive Secretary 1987 – 2002 and  
Elisabeth Jacobsen, ISPA Executive  
Secretary 2002 – 2007.**

"A strong voice advocating for children, families, and educational psychology became silent very recently when Bob passed away.

The Copenhagen Central Office had the privilege to work closely with Bob in his ISPA presidential period 1991 – 1997 and later as the convenor for the colloquium in Exeter 2004.

We came to learn Bob as a very warm and dedicated person, inspiring and creating a pleasant atmosphere all together with his high professionalism.

As not English born we especially admired his linguistic abilities. He was a master of his language. His general view on children and on educational psychology matched extremely well with ours and shall be remembered.

Bob was the very best representative for the ISPA spirit both professionally and as a human being"



**Stuart Hart, ISPA President 1991-93**

"Don't it always seem to go - That you don't know what you've got 'Til it's gone"

(Big Yellow Taxi – lyrics by Joni Mitchell)

"I've known Bob Burden for approximately 25 years. We hadn't communicated much in the last few years – but began to make up for that in Porto at the ISPA 2013 Colloquium. On the last night of the Colloquium, while sharing the night sky with old friends on a hotel rooftop, we decided to create a new ISPA club – 'The Remains.' The title was in recognition of our longevity, generally, and as ISPA colleagues -- and, in that context, our foreshortened futures. I think Bob came up with the name – maybe he's always had a good sense of the tenuousness of life.

From a spiritual perspective I believe he continues to exist in another sphere. And, while he is gone from this place and our tangible world – he is not gone from memory - - which I intend to keep alive.

*As a professional, Bob was a highly knowledgeable and skilled psychologist-educator, able to research, educate, speak, and write to illuminate the important potentials and goals of human development and the promising paths toward their achievement. He did this in ways both stimulating and illuminating. His intellectual, knowledge, and leadership capital were demonstrated in his rise through the University of Exeter ranks and the field of school/educational psychology.*

*As an ISPA leader, including his 6-year term on the Executive Committee through the stages of the presidency, Bob significantly strengthened the influence of, and respect for, school psychology. He was instrumental in establishing School Psychology International as the respected science-practitioner journal of the profession. He authored the UNESCO report 'Trends and Developments in Educational Psychology: An International Perspective' (requested of ISPA; see Burden, R. [1994] *School Psychological International*, 15, 293-347). He promoted a human rights perspective for school psychology (see Burden, R. [1993]. *Taking a human rights perspective: Some basic implications for the practising school psychologist. School Psychology International*, 14, 195-198). For these and many other contributions to the Association and profession, he received the ISPA Distinguished Services Award (2006) and ISPA Outstanding International Scholar Award (2012).*

*As a friend, he was truth-teller, transparent and direct, with a fine sense of humor. He was also caring, sensitive and supportive according to need. I remember the generous hospitality of Bob and his wife, Pauline, when I stayed in their home while participating in a child rights conference at Exeter.*

*You may remember that Joni Mitchell's lyrics end with "They paved paradise and put up a parking lot." Bob lived his life promoting respect for children and their possibilities – helping us – helping education and psychology -- to assure that that children wouldn't have to settle for parking lots. I reminded again of that wonderful sky we enjoyed at our last meeting.*

*Bob's gotten away – gone on ahead of us. Let's keep his memory alive, stand on his shoulders, and see that his good influences are expressed in the advancing life of our profession and its service to children. The 'Remains' will meet in Kaunas at the 2014 ISPA Colloquium. We'll raise a glass to Bob – in continuing remembrance."*



### **Peg Dawson, ISPA President 2001-2003**

*"Peter Farrell has done a wonderful job both detailing Bob's life and contributions to ISPA and to school psychology in the UK and throughout the world, but also capturing his personality. As I write this, I still can't believe I won't see him in Lithuania, and am so grateful that he managed to get to Porto last summer. I hadn't seen him since the Malta conference in 2009, but despite his illness, he still possessed that unique combination of grace, charm, and impatience (I remember an irritated cell phone call as he was trying desperately to locate the site of the Opening Ceremony, but once he arrived, he set all complaints aside and joined in the celebration). Another favorite image from Porto was finding him during a break outdoors sitting against a tree surrounded by several young women, enjoying their attention as they soaked up his wisdom (and no doubt strong opinions).*

*My own relationship with Bob has been very special. I think Bob himself captured it quite nicely in the last email he wrote me in early September: "We just appear in and disappear from each other's lives with a slight shy hug, talk relatively little but feel mostly very comfortable and strangely close before vanishing again until the next time - where we pick up exactly where we left off...."*

*I'm so sorry there won't be a next time."*



## **Michael Sheehan, Current ISPA Treasurer**

*"Bob was one of the most influential people in my life. I first met him in 1973 when he interviewed me for a place on the M.Ed. Ed. Psych. course in the University of Exeter. Even then I was struck by his open, friendly approach. Throughout the 1973-74 year he made a profound impression on me with his dynamic energy, sincerity, encouragement, and personal care for the welfare of his students. It was typical of Bob that early in the year he and his gracious wife Pauline entertained us to supper at their lovely home in Tiverton. There were eight of us in the class and we stopped at the Trout Inn en route from Exeter, perhaps to fortify ourselves for the visit – I can't remember who was driving! I still recall, however, the variations movement from Schubert's Trout Quintet being continuously played in the background as we prepared ourselves for the memorable evening ahead. The year was punctuated with an immense variety of stimulating discussions and outside speakers. John Holt was one of our guest speakers. Bob was an early advocate of a systems approach to the delivery of services while still insisting on the highest professional standards in individual case work.*

*While I always kept up to date with his immense contribution to the educational psychology literature, I did not meet Bob again until together with colleagues Peadar Crowley and Trevor James I attended the memorable Exeter Conference of 2004. This was our first experience of ISPA and it certainly proved infectious. Bob had lost none of his youthful energy and interest in engaging with the most recent cutting edge debates. We subsequently invited him to address the annual conference of the National Educational Psychology Association in Ireland and I had the privilege of meeting him a few times in Dublin. He was as charming and supportive as ever and encouraged our continuing interest in ISPA. I always looked forward to renewing our acquaintance at the Annual ISPA Conferences, and missed him when he was absent through illness in the last few years.*

*I owe Bob tremendous gratitude for his influence on my life's path and above all for the precious gift of having known him. His immense contribution to ISPA and educational psychology will surely endure. To conclude with the words of the Bard in Macbeth:*

*"Our cause of sorrow must not be measured by his worth, for then it hath no end"*.





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