



## Letter from the President

Paul Bartolo,  
ISPA President

Dear ISPA colleagues,

Every February one or more members of the ISPA Executive Committee (EC) attends the annual convention of the US National Association of School Psychologists (NASP). We greatly appreciate the NASP leadership support for our links with US school psychology and psychologists. This year NASP's convention was held in Washington DC, and ISPA was well represented. One of our main liaison opportunities is a special session on International School Psychology that we always hold on the Thursday afternoon of the convention. This year it was entitled 'International School Psychology: Recent Developments', where each member of the EC presented a particular aspect of school psychology in his/her own country. My choice for the presentation was on *reflection and reflexivity in the training of school and*

*educational psychologists in Malta*. I raise the topic again here, as there were several questions that my presentation generated, and afterwards after the presentation, a student, a practitioner, and two trainers suggested that I further write about it to highlight the importance of this feature of psychology training in Malta.

First of all, why do psychologists need reflective practice? Many may be familiar with the important consideration in our work in multicultural settings, as explicitly put by APA<sup>1</sup>:

*'Psychologists are urged to become more aware and sensitive to their own attitudes towards others as these attitudes may be more biased and culturally limiting than they think ...'*

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It is also widely recognised that interpersonal skills are a main competency required for school and educational psychologists. This implies that school psychology work at individual and systemic levels entails effective communication with clients at different levels. Moreover, school psychologists are increasingly engaging in Cognitive Behavioural (CBT) or other forms of Therapy. For such communication to be effective, it has long been recognised, particularly within clinical and counselling psychology, that psychologists need to be reflective in order to recognise how their own agendas, motivations, experiences, cultural baggage and political stance contribute to what goes on in work with clients<sup>2</sup>



ISPA EC Members after their presentation at NASP in Washington DC. (Photo courtesy of Bill Pfohl)

Such reflection can take place during or after an interaction with a client as first suggested by Schön (1983)<sup>3</sup> with regards to professional practice in several disciplines. Similarly, within psychology, it has been suggested that one distinguish between (a) reflection-*in*-action, termed ‘Personal reflection: the spontaneous and immediate act of reflection in the moment’; and (b) reflection *on* action, termed ‘Personal reflexivity: a

conscious cognitive process whereby knowledge and theory are applied to make sense of remembered episodes’<sup>2</sup>

It is important to highlight first of all the importance of reflection-in-action as described by Schön (1987)<sup>4</sup> in relation to work with students: ‘It involves getting in touch with what kids are actually saying and doing; it involves allowing yourself to be surprised by that..... being puzzled by what you get and responding to the puzzle through an on-the-spot experiment that you make, that responds to what the kid says or does. It involves meeting the kid in the sense of meeting his or her understanding of what’s going on ...’

Effective school psychological work requires not only being client centred, but also being aware of how the client’s behaviour and verbal interaction resonates within ourselves – with our own schemas and memories - that spur particular forms of interaction with the client: I am referring here to transference and countertransference processes that have been found to operate also in CBT.

It seems that these processes are sometimes ignored in school psychology training. They have, however, become a regular feature of the training we offer in Malta to our educational psychologists (EPs). This has developed due to the particular situation of our programme which combines the training of clinical, counselling and educational psychologists in one course. The programme is currently a 2-year Masters in Psychology (MPsy) course, but we are on the

way to develop it into a 4-year Doctorate in Psychology (DPsy) course. Initially due to the small numbers (four trainees in each specialisation), the three areas of specialisation share the selection procedure, half the taught courses, and guidelines for practica. This highlighted the psychodynamic aspects of our work, and particularly the emphasis on reflection and reflexivity.

First of all, we apply psychodynamic aspects in our selection process. Ranking is based on qualification and experience but mainly on aptitude (weighted at 60%), which in turn is greatly based on the candidate's evidence of self awareness, openness for self reflection, and effective interpersonal interaction. These are assessed while the candidates engage in a brief role play as a psychologist, observed by two other candidates, then give feedback to each other on each one's role playing, and are finally interviewed individually.

Then, at our first meeting with each cohort, we always tend to start off with the statement that the most important instrument in our work is our own selves and that we expect each one to grow personally as well as professionally. Each trainee is in fact expected to undertake 20 hours of personal self development with a licensed psychologist who is not teaching or supervising on the course during their first year of training. At the end of the first year, trainees are also offered a weekend of 'sensitivity training' as a group.

Being a small group, the trainees are provided with opportunities for 'on-going development of one's personal and cross cultural awareness, knowledge, and skills ... to explore their worldview – beliefs, values, and attitudes – from a personal and professional perspective.'<sup>1</sup> This takes place particularly in units on working with diversity and disadvantaged groups.

Reflexivity is an essential component of the practicum. Field supervisors are instructed to support trainees in case work, plus reflexivity on their own personal strengths and weaknesses, and to enable them to use strengths and address weaknesses. This takes place during shadowing experiences where they observe and discuss with their supervisor; a one-hour of reflective supervision per week (for every 8 hours of practicum); and one hour of group supervision per week. Trainees also audio-record their own sessions, and produce two commented transcripts per term. The practicum portfolio includes weekly reflections about their work and about their own professional development.

After completing all course work, including their dissertation, trainees are given a take-home examination to be completed over a week. This gives them the opportunity to explore their journey through the course by reflecting on their world views, strengths and weaknesses, their persona and shadow, their favoured theoretical frameworks and approaches to assessment and intervention, their attitudes to diverse individuals and

groups, their relation to the profession. It is usually made up of around eight questions such as: ‘A description of your personal journey during the MPsy course, identifying important learning experiences, including an account of the development of your motivation to be part of the psychology profession’; ‘An analysis of the relating self inside you, with reference to relating with authority, colleagues, clients and professionals from other disciplines’.

We find that all the above experiences lead each of our trainees to experience in different ways a significant transformation towards a higher level of self awareness and flourishing through their commitment to personal and professional growth, advocacy for clients, ethical sensitivity and use of their strengths to support clients. The following are two extracts from two trainees’ reflective introductions to their mid-second year portfolios:

1) *“I think about this journey very often and I discuss it even during personal therapy. I can say that I can very much identify with a play we had at school: Scrooge. When shown the jumbled elements of his life and given sufficient motivation to reconsider and redress them, Scrooge chose growth instead of consistency. This year, and throughout this practicum, I chose growth and exploration to identify who I am and what I seek. This choice is helping me to go beyond my own thoughts and recreate my own integrated professional self.”*

2) *“As a person I have often struggled with feelings of insecurity and I tended to rely*

*a lot on reassurance from others. In fact at the end of last year’s placement, my supervisor compared me to a bud, which is ready to bloom into an amazing flower. Yet, she stated that she sometimes observed that I kept back from coming out, because I doubted myself and my own capabilities. As she said so she also mentioned how she believed that I possess the necessary skills and knowledge to become an educational psychologist. This feedback stayed with me during the summer months, as I began to understand that I often experienced a lack of self confidence, and that I depended a lot on my supervisor for approval. As I set off on this new journey this year, I became more aware that that the real voyage of discovery consists not in seeking new landscapes but in having new eyes. Thus, I felt that I needed to approach this new placement in a more positive way by taking time to acknowledge what I do well, rather than focusing too much on the negative, especially since this was blocking me and increasing my feelings of insufficiency. ... I must say that wearing a new set of glasses has led to more wellbeing and resilience.’*

I augur strong personal growth and professional development for all school and educational psychology trainees in the different training programmes across the world. See you in Kaunas from the 15th to 18th July 2014!

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<sup>1</sup>American Psychological Association (APA) (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. APA. <http://www.apa.org/pi/multiculturalguidelines.pdf>.

<sup>2</sup>Dallos, R., & Stedmon, J. (2009). *Reflective Practice in Psychotherapy and Counselling*. Berkshire, UK: Open University Press.

<sup>3</sup>Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

<sup>4</sup>Schön, D. (1987). "Educating the Reflective Practitioner", presentation to the American Educational Research Association, Washington, DC. <http://resources.educ.queensu.ca/ar/schon87.htm>



## ISPA and the NASP Convention

*Michael Sheehan,  
ISPA Treasurer*

In Shakespeare's words, Washington was 'as white as driven snow' (The Winter's Tale) for the occasion of the 2014 Annual Convention of NASP (National Association of School Psychologists), which took place from February 18-21. This magical background proved an inspiration to the deliberations of 5300 school psychologists, one of the highest ever attendances. ISPA was very well represented among them. Among the attendees were the members of the Executive Committee (EC), and Past Presidents Peg Dawson, Stuart Hart, Tom Oakland and Bill Pfohl. Other ISPA colleagues included Julia Coyne, Editor of WGR, Priscilla Kucer, Co-Chair, Early Career and Social Networking Interest Group, Bonnie Nastasi, Chair, Professional Development and Practices Task Force, and former Executive Committee members Bob Clark, Chryse Hatzichristou, and Peter Whelley.

The ISPA booth in the Exhibition Hall was very well attended and there was much interest in our forthcoming Conference in Kaunas, Lithuania.



*Michael Sheehan nods approvingly as students Sydney Veskrna, Meghan McKeone Rachel Stein & Priscilla Kucher assist a potential ISPA member at the Exhibition Booth (Photo courtesy Leah Armistead)*

We are deeply grateful to the enthusiastic cohort of students who took turns at the booth under the aegis of Shane Jimerson. These included five students from University of California, Santa Barbara (UCSB), Cecile Binmoeller, Aaron Haddock, Kezia Gopaul, W. Jeremy Rime, and Rachel Stein, three students from University of Nebraska, Kearney, Meghan McKeone, Megan Nickel, and Sydney Veskrna as well as Amanda Borja (Tulane University, New Orleans), Jessica Shearin (University of Missouri), and Maribeth Wicoff (East Carolina University). They were ably assisted by Priscilla Kucer. Pauline Bartolo, wife of the President, was also a vibrant presence at the booth. Thanks to their collective charm and promotional skills we acquired 20 new ISPA members including 6 student members. Our sincere thanks to them all.

Visitors to the booth included Susan Gorin, Executive Director, NASP, who made us feel most welcome throughout the Conference, and Max McFarland from Kearney, Nebraska, who can really be

considered as the Godfather of the forthcoming Kaunas Conference. The Taylor & Francis booth was adjacent to us and there was a brisk competition in the sale of copies of the *IJSEP* journal!

ISPA convened a Special Session on Recent Developments in International School Psychology on the Thursday afternoon. The Session was chaired by Shane Jimerson and included presentations from Paul Bartolo, Jürg Forster, Janet Muscutt, and Michael Sheehan. The large audience was very participative and engaged with the speakers in an interactive manner. Later in the day we hosted the ISPA Reception and this was also very well attended. Shane made a presentation on the Kaunas Conference. We are very indebted to the charismatic powers of persuasion of Peter Whelley, who organised the collection of \$227 for the Cal Catterall Fund at the event.

ISPA took part in other important activities held during the convention attended by the ISPA President, President Elect, and Secretary. These included the School Psychology Leadership Roundtable, the Futures for School Psychology Development Team, and the Trainers of School Psychology two-day seminar held before the NASP convention and led by Cynthia Hazel. Information on initiatives at these meetings will be given at the relevant ISPA fora. The ISPA President also attended the one-day NASP Delegates Assembly held at the end of the Convention.



## ***International Journal of School & Educational Psychology***

**Editor-in-Chief:** Rik Carl D'Amato,  
**Associate Editors:** Beth Doll & Gertina J. van Schalkwyk

The *International Journal of School & Educational Psychology (IJSEP)*, the official journal of the International School Psychology Association (ISPA), seeks to bridge the gap between Eastern and Western psychology, special education, learning, and school-related practice. The journal emphasizes the publication of outstanding research articles, but will also consider literature reviews, and methodological or theoretical statements relating to important international school or education issues. While we realize that most learning takes place between ages 0 and 21, *IJSEP* also focuses on adult learning, special education services with individuals of all ages, and learning and schooling across the life-span.

The journal accepts empirical papers that contribute to the knowledge base of teaching, learning, schooling, cross-cultural psychology, school psychological services, applied educational psychology, assessment, special education, new models of instruction, and other related international topics. All forms of research are acceptable including quantitative and qualitative research such as case reports, single-subject designs, and empirical and longitudinal studies. Authors should describe the practical implications of all work submitted.

*IJSEP* receives manuscript submissions electronically through its ScholarOne Manuscripts website: <http://mc.manuscriptcentral.com/ijsep>.



## Call for Nominations for the ISPA Distinguished Service Awards

*Janet Muscutt, ISPA  
Secretary*

**The ISPA Distinguished Service Award** is offered annually by the International School Psychology Association (ISPA) to an ISPA member in recognition of outstanding services to the Association over an extended period of time. Persons eligible for this award must be fully paid ISPA members and exhibit one or more of the following characteristics:

- 1) Worked within ISPA committees and through their work have made important contributions to the work of the committee or to other aspects of ISPA administration,
- 2) Worked in the promotion and organization of the ISPA annual conferences, e.g. promoting its organization, reputation or effectiveness, and
- 3) Published articles on international school psychology in *World\*Go\*Round*, *International Journal of School & Educational Psychology* or other widely circulated publications.

Award recipients will be initially selected by a sub-committee of the Executive Committee (EC), and then forwarded to the full EC for approval. The nominee must be a

Member of the International School Psychology Association, and the nomination materials must include the following: a nomination letter highlighting the nominee's unique contributions to ISPA by a fellow ISPA member, the nominee's curriculum vitae, three letters of support for the nominee from fellow ISPA members, and 4) electronic copies of 2 publications that best represent the nominee's contribution to the work of ISPA.

Nominations together with appropriate documentation should be sent electronically to the ISPA Central Office and copied to the Secretary of the Executive Committee, and the closing date for nominations is 31 March of the year the award would be presented.

**2. The ISPA Outstanding International Scholar Award** is offered annually by the International School Psychology Association (ISPA) to an ISPA member who has demonstrated exemplary scholarship contributing to international school psychology that merits special recognition.

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

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

The primary consideration in making the award is continued scholarship and contributions, rather than a single publication. While a specific scholarly work may be salient in the evaluation of a nominee, it is not likely that a single work will be of such exceptional character that it would be the basis of the award. Similarly, numerous journal articles, chapters, books, paper presentations, workshops, leadership, etc., will not by themselves be a sufficient basis for the award.

Award recipients will be selected by a sub-committee of the ISPA Research Committee. Their names will then be forwarded to the full EC for approval. The nominee must be a Member of the International School Psychology Association, and nomination materials must include a 2-page nomination letter highlighting the nominee's unique scholarly contributions to international school psychology, the nominee's curriculum vitae, three letters of support for the nominee, and electronic copies of 5 publications that best represent the international scholarship of the nominee. Nominations together with appropriate documentation should be sent electronically to ISPA Central Office and copied to the Chair

of the Research Committee. The closing date for nominations is 31 March of the year the award would be presented.

**3. The ISPA Award for Outstanding International School Psychology Practice** is offered annually by the International School Psychology Association (ISPA) to an ISPA member or a team which contains an ISPA member who has/have demonstrated exemplary contributions to professional practice in the field of international school psychology that merits special recognition. Any person(s) eligible for this award must be fully paid members of ISPA. If only one member of the nominee team is an ISPA member, that person will be the receiver of this award on behalf of the team.

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

Nomination materials must include a 2 page nomination letter highlighting the nominee's unique contributions to international school psychology practice, the nominee's curriculum vitae, three letters of support for the nominee, and electronic copies

of at least 3 publications that best represent the nominee's contribution to professional practices. These might include: print or other media reports, journal articles, or any other article or report reflecting the nominee's contributions. Nominations together with appropriate documentation should be sent electronically to ISPA Central Office and copied to the Chair of the Professional Development and Practices Committee and the Past President of ISPA. The closing date for nominations is 31 March of the year the award would be presented.



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**Report on the 3<sup>rd</sup>  
National  
Conference of the  
Indian School  
Psychology  
Association (InSPA)**

*Peter Farrell  
Chair: Committee on  
Accreditation*

In November 2013, I was honored to be invited to give key note presentation at the 3<sup>rd</sup> National Conference of the Indian School Psychology Association that took place at the National Institute for Empowering People with Multiple Disabilities (NIEPMD), Chennai. Delegates from all over India attended the conference and there was a wide ranging and stimulating program that included workshops, symposia and paper presentations.

The content of these sessions reflected key issues facing children, schools and families in India and throughout the world.

Topics ranged from mental health issues in children and young people (including ADHD, developing positive self concepts, ways of combatting bullying, dealing with anxiety), special and inclusive education, learning difficulties in the classroom and teacher education. The book of abstracts reflects the volume of high quality research that has been carried out all over the country in these and related areas and demonstrates conclusively that the research base is in place to provide the necessary impetus to develop an effective profession of school psychologists throughout the country. Indeed a key theme running through all presentations was the potential impact that research and theory in school psychology can have on providing effective assessment and intervention for children and families who are experiencing problems.

This is the second time I have attended the InSPA National conference and I welcomed the opportunities to meet with old friends and colleagues with whom I first came into contact with in Malta at the annual conference of the International School Psychology Association. At that time the idea of developing an Indian School Psychology Association had only just been formulated. Since then InSPA has come a long way in a relatively short time and, through its achievements, is becoming well placed to make substantial impact throughout India to promote the profession of school psychology. In addition to running a successful annual

conference, InSPA's achievements include the following:

1) A well organized governance and structure with a governing council and convenors in every state.

2) InSPA produces a twice yearly Newsletter that contains brief accounts of current developments and future course and projects.

3) InSPA runs a series 5 day training workshops on school psychology that provide a comprehensive overview of recent research and practice in school psychology and introduces participants to the skills and knowledge they need to offer psychological support in schools. Up to now nearly 1000 participants from all over India have attended these training workshops.

4) Panch Ramalingham, the General Secretary of InSPA, is the chief editor of the *Journal of the Indian Academy of Applied Psychology*.

5) Papers from the second InSPA National conference, held at the University of Calicut, in November 2012, have been published as book entitled "School Psychology: Counselling Perspectives," edited by Drs Panch Ramalingham and Baby Shari.

6) InSPA has developed its own website – (<http://inspa.info>), which contains important information about the work of InSPA, for example, membership categories, forthcoming events, publications etc.

These impressive achievements suggest that there is a growing and important future for school psychology in India. There is absolutely no doubt that ISPA has played a key role in promoting these developments, most notably, holding the 2011 ISPA conference in Vellore which has made a major contribution towards raising the profile of the profession of school psychology in India.

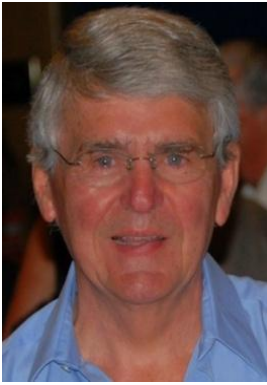
But there are still many challenges. Currently there are only a few professionals who are working as school psychologists in India.



*Presenting at InSPA (Photo courtesy of Peter Farrell)*

There is no legal requirement for school psychologists to be employed at State or district level and, perhaps most important of all, there are no university training programs in school psychology that are equivalent in length and status to those studied by clinical psychologists. But there are signs that the situation is changing. Teachers and school principals are becoming increasingly concerned about how their schools can support vulnerable children and some training organizations and universities, for example the University of Madras and NIEPMD, have expressed interest in developing Masters degree level training programs that would train school psychologists such that they meet the ISPA standards for training and practice in school psychology.

So, with the energy and drive provided by InSPA, under the inspirational leadership of Panch Ramalingam and, with continued support from ISPA, there is a promising future for school psychology in India.



## Thoughts of Efforts to Promote ISPA Membership

*Thomas Oakland  
Chair: ISPA Ethics  
Committee*

Like many of you, I have had an abiding interest in school psychology for many years. The strength of a profession is found in the strength of its professional associations and its member's contributions. Thus, I have attempted to maintain a keen interest and involvement in ISPA throughout my 30 or more years of membership, served as its president and ethics committee chair, and contributed to the formation of its policies that define school psychology, prepare school psychologists, and frame its ethics code.

ISPA went through a moribund period in which little of substance was accomplished. Projects I and others proposed ten or more years ago (e.g. to create our own scholarly journal, to accredit school psychology programs) lay dormant for years. I am delighted that ISPA has revived its efforts to remain current and to offer needed services, in part, through establishing the International Journal of School and Educational Psychology under Rik D'Amato's leadership as well as ISPA's accreditation program under Peter Farrell's leadership.

Membership constitutes an association's lifeblood and a barometer of its perceived relevance. An association is strong

to the extent its membership constitutes a significant percent of potential members, is sufficiently large to provide needed financial support, and is instrumentally engaged in the association's work.

ISPA leadership has been concerned about ISPA's membership for decades. Some leaders advocated for ISPA to be a social organization that drew its members to yearly conventions. Others envisioned a much broader and important mission—to represent and promote school psychology in international arenas.

Some years ago ISPA membership hovered around 400. In more recent years it has ranged between 250 and 400. Among the approximate 100,000 school psychologists internationally, substantially less than 1% are ISPA members. Most members are older rather than younger and come from the US, a country that has approximately 30% of the world's school psychologists. Further membership declines will result in less revenue and less leadership for school psychology, resulting in a weaker professional association and thus diminished relevance and advocacy for school psychology internationally.

ISPA leadership has attempted to address membership issues in various ways. For example, financial support has been provided through the Cal Catterall fund to enable persons from emerging countries to attend our conventions. A goal of these efforts was to encourage these recipients to become

active in ISPA and to assume leadership for the emergence of school psychology in their respective countries. Although there are rare exceptions, this program has failed to engage additional members, thus wasting our limited financial resources. In my opinion, it should be discontinued.

ISPA also has attempted to promote the development of school psychology in emerging countries, perhaps most notably recently in the People's Republic of China (PRC) and India, by holding conventions there. A primary goal is to increase ISPA membership in these countries. Although well meaning, there are no objective data that support the success of these goals.

The PRC conference attracted few Chinese to its convention, no sustaining members, and has not spawned a school psychology program. The conference in India attracted more local Indians, but few are sustaining members (a figure not materially more than before the conference), and programs to prepare school psychologists are still at preparatory stages, though in this case at least ISPA has inspired the development of the Indian School Psychology Association (InSPA) which is spreading interest in school psychology across India.

Further efforts to support school psychology in emerging countries are needed. However, these efforts should be informed by our knowledge of development, including that of school psychology internationally, not by wishful feelings.

Vygotsky's concept of the zone of proximal development, a model we apply in our work with children and youth, is applicable to our attempt to encourage and support the emergence of school psychology nationally. Keep in mind our goal is to support the emergence of school psychology, not the emergence of a country.

Most school psychologists are prepared to work in educational settings. Thus, when applying principles of the zone of proximal development, the emergence of school psychology must recognize the status of the development of a country's education—especially its public education.

Education typically transitions through three broad stages: universal elementary education (first for males and then females), then universal secondary education, followed by special education. Preschool education may follow.

An international examination of the first three stages reveals most but not all countries offer universal education to males and females, fewer offer universal secondary education to them, and fewer still offer special education services. Special education services often focus initially on children who display diminished cognitive abilities as well as those who are sensory impaired.

Three conditions strongly influence the emergence of school psychological services: a need for school psychological services to support special education services, the presence of a strong discipline of psychology,

and the presence of one or more undergraduate or graduate programs to prepare school psychologists. ISPA is unable to materially influence the development of these services and thus must wait for their emergence before attempting to promote school psychology.

ISPA's efforts to support the emergence and further development of school psychology in emerging countries should first identify countries that fall within a zone of proximal development and then spearhead efforts to promote a strong ISPA presence there. These countries will display a commitment to provide a broad array of special education services and a strong discipline of psychology as evident in one or more universities. The discipline of psychology generally should have an abiding universal commitment to individual differences and notions of meritocracy.

Thus, ISPA's efforts to promote membership in countries in which school psychology may be emerging should identify countries that offer special education services and have a strong faculty in the discipline of psychology committed to the principle of individual differences and that supports an undergraduate or graduate program to prepare school psychologists.

Remember that an association is strong to the extent its membership constitutes a significant percent of potential members, is sufficiently large to provide needed financial

support, and is instrumentally engaged in the association's work.

Future ISPA membership recruitment efforts depend heavily on the work of current ISPA membership. Everyone reading this message has a responsibility to help promote ISPA membership. Membership efforts also depend heavily on those who are younger, enthusiastic, willing, and eager to invest considerable efforts into an endeavor that supports ISPA. These members should be encouraged to network with their peers locally, nationally, and internationally in all countries, including those in which school psychology is emerging, through efforts that lead to their instrumental engagement in ISPA's work.

These efforts themselves will invigorate ISPA by encouraging ISPA leadership to establish programs that enable its new members to assume an active role in the association's work as well as to create web-based processes that facilitate involvement and recognition.

## **Renew Your ISPA Membership Here!**

**<http://www.ispaweb.org/membership/membership-form/>**



# 36th **ANNUAL CONFERENCE** of International School Psychology Association (ISPA)



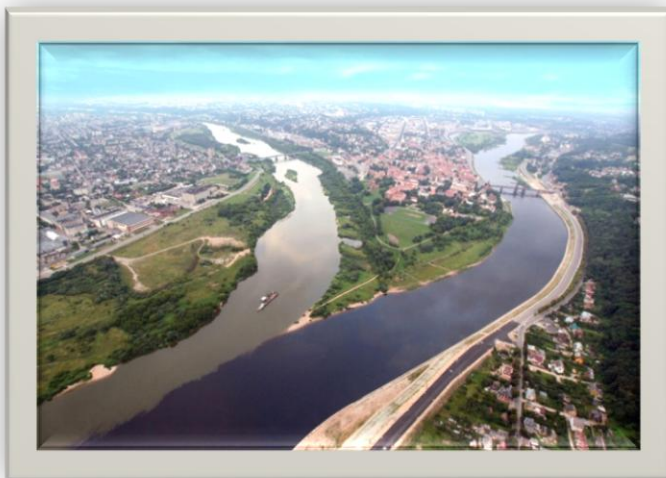
CHILDREN'S RIGHTS AND NEEDS: CHALLENGES TO SCHOOL, FAMILY, AND SOCIETY  
15-18 JULY 2014, VYTAUTAS MAGNUS UNIVERSITY, KAUNAS, LITHUANIA



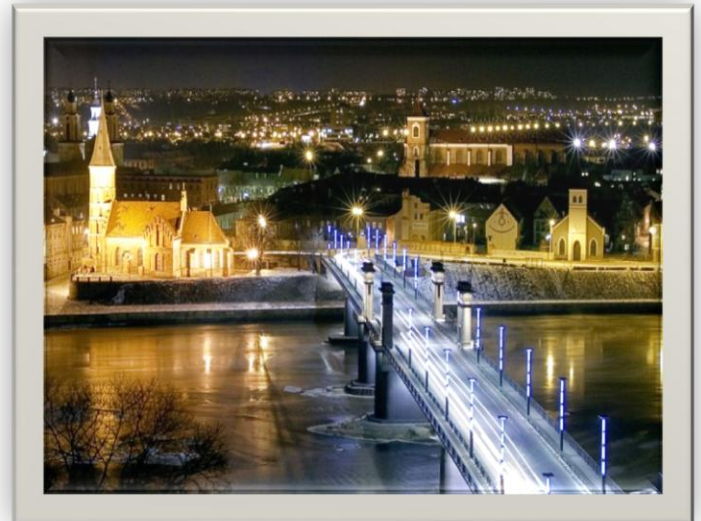
*Rasa Markšaityte & the  
Local Organising Committee*

The 36th Annual Conference of International School Psychology Association (ISPA) will be held in **Kaunas**, Lithuania.

Lithuania is located at the very heart of Europe on the coast of the Baltic Sea. Here you can visit the official geographical midpoint of Europe and the unique world heritage sites listed by UNESCO.



Despite being a relatively small country, Lithuania offers many types of leisure activities and entertainment, and a long list of sightseeing opportunities for visitors. **Kaunas** is the second largest town in Lithuania. It is located in the central part of this country on



the confluence of the two largest Lithuanian rivers the Nemunas and the Neris. Kaunas is the geographical, educational, as well as industrial and transport centre of Lithuania.

This city has mostly preserved the national character of the Lithuania, and you can feel it when you visit. The remarkable **Old Town** offers a collection of ancient



architectural monuments such as the remnants of **Kaunas castle** and other various buildings in the Gothic, Renaissance and Baroque styles. There are nine Forts around the city



and the IXth Fort serves a museum. You can also visit the Devils' Museum with the impressive collection of about 3,000 devils and the other exhibitions showing the unique artistic styles of composer and painter M. K.

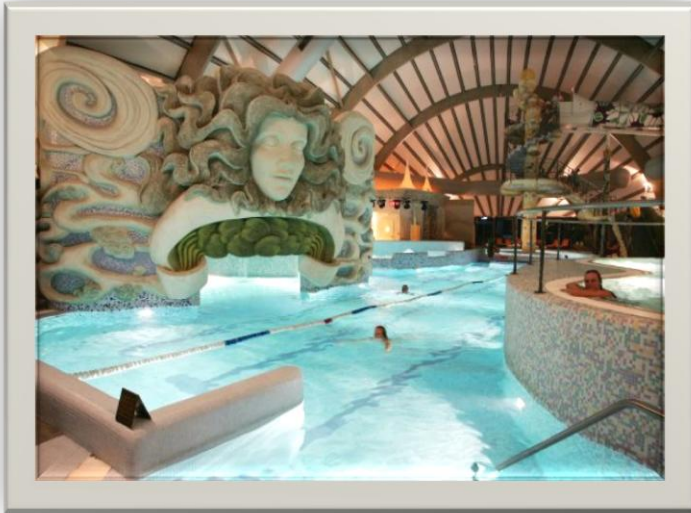
Čiurlionis, as well as J. Mačiūnas named the Godfather of Fluxus.

Every visitor of Kaunas surely should take a walk in pedestrian Vilnius Street as the most beautiful street of the Old Town. Here tourist may find unique souvenirs of Lithuanian folk art or some cute little knick-



knacks remembering about a nice time in Kaunas. Another, the most famous fully pedestrianised walking street is Laisvės Alėja (**Liberty Avenue**) which runs from the Old Town for a distance of almost 2 km.

If you become tired of civilization, you will have an excellent opportunity for retreat from its pressures! You simply need to go away from the big cities and travel where your heart and mind can rest. Many resorts and spa centers are ready to share the healing secrets of mineral springs in **Druskininkai**. This city is situated about 120 kilometers from Kaunas to the South.



**Druskininkai** is a year-round international resort offering mineral bath, mud and climate therapies. Nature also endowed **Druskininkai** with mild climate, many lakes



and beautiful parks and groves, where the guests can find peace. Another stunning place for your rest is located about 200 kilometers from Kaunas to the West. It is Kuršių Nerija,



**the Curonian Spit**, where the western shores of the Curonian Spit are washed by the Baltic Sea, while the Curonian Lagoon washes the eastern ones. Kuršių Nerija is the place that Lithuanian people are proud of. It is even listed in UNESCO World Heritage List. With its still drifting sand dunes, the sea side forests cherishing the hundred-years-old pine trees, dunes covered by a mountain pines' carpet planted by hand, white sand beaches and the old fishermen villages, the Curonian spit is truly unique!

On the way to the seaside we recommend you to try visiting a unique place in the World – the Hill of Crosses. **The Hill of Crosses** has about 100 000 crosses. The precise origin of the practice to leave crosses on the hill is uncertain, but it is believed that the first crosses were placed after the 1831



Uprising. The Hill of Crosses is a historical architectural monument, it is a unique composition of folk art. This place attracts people with its peace, spirituality, authenticity and sacred nature.

Just combine two purposes of an exciting journey to Kaunas – attend 36th Annual Conference of International School Psychology Association (ISPA) and get to know Lithuania closely. Moreover, it is quite convenient to travel to our country. Kaunas has an International Airport which is directly connected to London, Dublin, Frankfurt, Malta and via joint flights with other destinations. Another International Vilnius airport is located in the capital of Lithuania, Vilnius, only 100 kilometers from Kaunas with more possibilities of destinations. It takes you about 1 hour to reach Kaunas from Vilnius using comfortable trains or busses.

Come and join us for a most memorable scientific, social, and cultural experience in Lithuania, Kaunas! Register today and take advantage of our special Early Bird Rates until April 15, 2014.



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### **School Psychologists & the Right of Children to a Quality Education for All**

*Jean-Claude Guillemard  
ISPA/UNESCO Liaison  
Chair: ISPA Child Well-Being and Advocacy Committee*

Nearly 800 million human beings – of whom 2/3 are women – are illiterate and 57 million school age children do not have access to schooling (UNESCO Institute for

Statistics). *“Education is the most powerful weapon which you can use to change the world.” “Literacy is a basic right and an essential motor for human development. It paves the way to autonomy, the acquisition of skills, cultural expression and full participation in society<sup>1</sup>” Literacy is therefore much more than an educational priority. It is the investment of the future ‘par excellence’” ...Literacy is essential to eliminate poverty, reduce infant mortality, reduce demographic growth, establish gender equality and insure sustainable development, peace and democracy.”*

The Right to Education was included in the International Declaration on Human Rights (1948) and in the UN Declaration on the Rights of Children (1959). It is now included in the *Convention on the Rights of the Child* (1989, Articles 28 & 29).

#### **Article 28**

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) *Make primary education compulsory and available free to all;*
- (b) *Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and*

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<sup>1</sup> Irina Bokova, Director General of UNESCO; Message to International Literacy Day, “Advancing toward a literate 21st century” (September 8th 2013)

*offering financial assistance in case of need;*

- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;*
- (d) Make educational and vocational information and guidance available and accessible to all children;*
- (e) Take measures to encourage regular attendance at schools and the reduction of dropout rates.*

## **Article 29**

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;*
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;*
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;*
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;*
- (e) The development of respect for the natural environment.*

2. *No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to minimum standards as may be laid down by the State.*

At the Jomtien World Conference on EFA (1990), the principle of a right to Education for All (EFA) was adopted by the international community and gave UNESCO various means to realize this ambitious project: The Working Group on EFA and the High Level Group on EFA. The role of non-governmental organizations (NGOs) was clearly confirmed through three mechanisms: 1. The Collective consultation of NGOs on EFA. This mechanism aims to facilitate civil society participation in the Dakar Follow-up. The CCNGO/EFA organizes regional civil society forums.

2. The Global Campaign for Education (GCE) initiated by three important NGOs: Oxfam, Education International, and Action Aid. GCE lobbies for the right to education and participates in the international coordination mechanisms of the High Level Group and EFA Working Group.

3. The NGO Liaison Committee as the communication and liaison channel on EFA matters to the NGOs in official relationship with UNESCO.

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

At the World Forum on Education (Dakar 2000), UNESCO was given the leadership for achieving the six goals of EFA through a 15-year plan (2000-2015). Four goals (1, 2, 5 & 6; as highlighted below) out of six were especially dedicated to the Right of Children to Education.

### **The Six Goals of the Dakar Forum**

*Goal 1. Expand early childhood care and education: The goal calls for better and more possibilities to support young children, and their families and communities, in all the areas where the child is growing – physically, emotionally, socially and intellectually.*

*Goal 2. Provide free and compulsory primary education for all: Therefore this goal sets the objective of seeing that all children – girls as well as boys – go to school and finish primary education.*

*Goal 3. Promote learning and life skills for young people and adults: This goal places the emphasis on the learning needs of young people and adults in the context of lifelong.*

*Goal 4. Increase adult literacy by 50 per cent: This goal calls for a certain level of improvement in adult literacy by 2015 – it says that it should be 50 per cent better than it was in 2000.*

*Goal 5. Achieve gender parity by 2005, gender equality by 2015: This goal calls for an equal number of girls and boys to be enrolled in primary and secondary school by 2005 – this is what gender parity means.*

*Goal 6. Improve the quality of education: This goal calls for improvement in the quality of education in all its aspects, aiming for a situation where people can achieve excellence.*

After Dakar, ISPA actively contributed to the Working Group of NGOs for EFA (as Secretary of this group) and was elected at the Liaison Committee of NGOs (Secretary General, 2009-2011). Several colloquia (2008, 2010, 2012) organized by the Working Group gave ISPA opportunities to present the role of psychologists in the field of education and to show how “School Psychology makes a difference”. During 2013-2014, ISPA is a member of the organizing committee (as Secretary) of an *International Conference on Literacy and Lifelong EFA* supported by the Liaison Committee of NGOs in partnership with the Education Sector of UNESCO.

Beyond the strong commitment of ISPA to Children’s Rights through the *Child Well Being and Advocacy Committee (CWABC)* and its three sections (Children’ Rights, EFA, Social and Emotional Learning), it is important to explore ways in which school psychologists can help children realize their right to education worldwide. To accomplish this, many of us have to reconsider the way we conduct our role as psychologists in the field of education.

In many countries, school psychologists are considered by administrators, policy makers, teachers and parents as experts for children with mental health problems. In other

words, their work is not seen as different from clinical psychologists working in mental health institutions. Though this picture is partly wrong, there is some reality within it. Even if the local legislation includes interventions in groups and school organizations, there is a critical requirement for individual assessments of children with specific needs. This child-centred clinical approach, usually founded in a medical model (Farrell, 2003-4, 2004-1), is not very favourable to the development of a quality education for all as recommended in UNESCO orientations.

**What could school psychologists do for quality education by working on the school environment?**

*Access to education is important, but which kind of education?* Too many countries have been satisfied in giving statistics of the number of children enrolled in primary school programs. However, too many pupils dropped out before the end of the program. To be successful, education programs must offer a high quality. This goal requires several conditions:

**1. Material conditions for good learning:** Easy access, safe buildings with good sanitary conditions, furniture, school books for all students. If school psychologists are not responsible for building schools, designing furniture, defining accessibility

through bussing, they may play a role as consultant.<sup>2</sup>

**2. Qualified teachers and school staff:** *“To teach Latin to John it is necessary to know Latin but it is also important to know John”*. This old saying illustrates the necessity for teachers to have psychological knowledge of their students to teach them effectively. Even if teachers receive a strong foundation of psychology in their initial training program (stages of child development, motility, cognition, affectivity, etc.), this academic knowledge is not enough to manage real-life situations with children in the school context. That is why psychologists should be active in in-service training for teachers. School psychologists have the expertise to organize individual interviews, group workshops, and other meetings in which teachers could express their needs and present controversial situations with individual children or with all the children in the classroom<sup>3</sup>. The contribution of psychologists to the training of school staff could include assistant teachers as well (e.g., in kindergarten or accompanying children with disability in the classroom).

**3. Inclusive school:** All children deserve quality education in schools where their needs are met and their cognitive and creative potential are developed to the optimum. School psychologists may play a major role in helping children to overcome learning

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<sup>2</sup> JC Guillemard, J. C. (2012). *Gender equity and the school psychologist*. Oral presentation to the working group “Women and literacy”, UNESCO-Paris.

difficulties. They may foster self-esteem which is probably most important for meeting challenges in learning. In the process of supporting children with special needs, school psychologists may bring their expertise to assisting educators, especially parents and teachers, in reinforcing the effects of education. Finally, school psychologists can contribute to changing the human and

**4. Organizational context** of learning to build a school for child well-being.

If school psychologists wish to contribute to schools, they probably have to change their view on their work. A school psychology capable of meeting not only the individual needs of all children, but also the needs of the school community as a whole, will need to change its perspective and add to an individual clinical approach, a social, systemic and ecological approach.<sup>4</sup> *Gender equity and the school psychologist*. Oral presentation to the working group “Women and literacy”, UNESCO-Paris.<sup>1</sup>

**The Deadline for June’s Edition of  
*World\*Go\*Round*  
is  
May 15<sup>th</sup>, 2014!**

<sup>4</sup> Guillemard, J. C. (2006). Education For All, a Challenge for School Psychologists. In French, Education pour Tous, un défi pour les psychologues scolaires. *Psychologie & Education* (1), .61-77.

## Interested in Children’s Rights and Needs?

### Welcome to ISPA conference in Kaunas, Lithuania!

*ISPA-2014 Local Organizing and Scientific Committees*



*Rasa Markšaityte & the  
Local Organising Committee*

The 36th Annual Conference of ISPA will be held in Kaunas, Lithuania, from July 15 to 18, 2014. This year the conference will be focused on the topic of “*Children’s Rights and Needs: Challenges to School, Family, and Society*” reflecting the celebration of the 25<sup>th</sup> anniversary of the UN Convention on Child Rights. The conference is designated for both practitioners as well as scholars from various fields, dealing in their work with child psychology, needs and rights.

The first day of the conference will be dedicated to **pre-conference workshops** presented by the ISPA Executive Committee and held by devoted leading professionals from different fields and backgrounds, who volunteered to help practitioners from across the world gain new knowledge and skills by exploring one of five topics: Developing Autism Friendly Schools and Communities (Janet Muscutt, UK); Ethical Challenges in

School Psychology (Jürg Forster, Switzerland); School Psychologist as an Advocate for Children's Rights (Bonnie Kaul Nastasi, and Stuart N. Hart, USA); Bullying Prevention and Intervention: Policies and Processes to Promote Positive Peer Relationships (Shane R. Jimerson, USA); Cognitive Behavior Therapy (CBT): Developing Basic Knowledge & Skills for School Based Practice (William (Bill) Pfohl, USA). All five pre-conference workshops are approved under NASP's auspices making them eligible for Continuing Education credit for USA members. Other countries may also recognize these for professional development or certification/ licensing reasons.

The program of the main conference will be shaped around four **keynote presentations**, held by outstanding leaders in their professional fields and covering such topics as: School Psychology and Children's Rights: A Proposal for a New Social Contract (Stuart N. Hart, USA); Children's Rights violation: Challenges to School, Family, and Society (Aušra Kurienė, Lithuania); Giftedness - A Risk Factor? Selected Findings from the Marburg Giftedness Study (Detlef H. Rost, Germany); Nuances in Adolescent Developmental Trajectories of Positive and Problematic/Risk Behaviours: Findings from the Lithuanian Study of Positive Youth Development (Rita Žukauskienė, Lithuania). We hope that the keynote presentations will spark an inspiration and will serve as keystones for further discussions in **six main**

**subthemes** (oral and poster presentations, discussions, symposia, or round table). Along with the formal presentations, space for interaction groups and free discussions will be provided, giving the possibility for delegates to share their insights, ideas, experiences, questions.

We look forward to seeing you in Kaunas this summer! We believe that the upcoming conference will be a great opportunity to share our knowledge, experience and expertise in school psychology and related fields internationally, listen to the inspiring speakers from around the world and make new contacts.

**Don't miss the last day for our special Early Bird Rates – 15 April, 2014!**

For more information about the conference, applications, social and scientific program, please visit the conference website or contact us by e-mail: [ispakaunas2014@smf.vdu.lt](mailto:ispakaunas2014@smf.vdu.lt)

**CATCH EARLY BIRD RATES BEFORE April 15!**

**Register for the Conference Here:**

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



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