



*International School
Psychology Association*



Golden Jubilee Book (1973-2023)

Celebrating
our



ANNIVERSARY

**INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION
Golden Jubilee Book
(1973-2023)**

**INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION
JULY 2023**

**INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION
Golden Jubilee Book
(1973-2023)**

Edited by Sissy Hatzichristou, Odeth Bloemberg, Michael Sheehan

Assisted by
Andreas Georgiou
Easy Conferences

Graphic design
Andreas Georgiou, Alexandra Christodoulou
Easy Conferences

Published by Easy Conferences, Nicosia, Cyprus
July 2023



ISPA Golden Jubilee Book Introduction	5
ISPA History and Goals	6
ISPA Executive Committees	10
ISPA Code of Ethics	14
ISPA Position Statement	16
The International Journal of School and Educational Psychology	18
The World*Go*Round	20
ISPA Committees/Task Forces/Interest Groups	22
ISPA Awards	37
ISPA Accredited Programs	40
ISPA Annual Conference List	42

CONTENTS

ISPA GOLDEN
JUBILEE BOOK

(1 9 7 3 - 2 0 2 3)

Dear ISPA colleagues, students and friends,

We are so delighted to celebrate a significant milestone in the history of the International School Psychology Association (ISPA)-our 50th anniversary! This milestone is a testament to the remarkable journey of our organization in promoting and advancing the field of school psychology worldwide.

Two remarkable psychologists with international experience, Frances Mullen and Cal Catterall, were influential in the establishment of the International School Psychology Committee (ISPC) in 1973. The ISPC was sponsored by both APA and NASP. Dr. Catterall and Dr. Mullen took the leadership roles as co-chairpersons of the ISPC and we are greatly indebted to them for their vision, commitment, and international outreach. The same year witnessed the publication of the first World-Go-Round (WGR) which was published in June 1973. In 1975 the first international colloquium was held in Munich, Germany and in 1979 ISPC/ISPA commenced its long association with UNESCO (United Nations Education, Scientific and Cultural Organization). In 1982 as the ISPC flourished going from 50 to over 300 members it was decided that a more formal organisation was required. Thus, ISPC morphed into ISPA with Anders Poulsen as its first President.

Since its foundation, ISPA has served as a vibrant international network bringing together professionals, trainers and students from around the world. Over the years, we have witnessed remarkable growth and development, thanks to the dedication and collaboration of our members. Through annual international conferences, committees, task forces and interest groups, the International Journal of School & Educational Psychology (IJSEP) and the WGR, ISPA Code of Ethics, a Position Statement, interorganizational collaboration, and networking opportunities, ISPA has facilitated the exchange of knowledge and best practices, fostered innovation and enhanced the quality of psychological services provided to children and youth in diverse cultural and educational contexts around the globe.

As we celebrate this significant anniversary, we reflect on the achievements and milestones of the past 50 years. We extend our gratitude to all our members, past and present, (and those who are regrettably deceased) who have tirelessly worked to advance the field of international school psychology including a cross-cultural and international perspective in research, training and practice, and to support international collaborative efforts and synergy to promote the well-being of children and families around the world.

To celebrate this 50th anniversary, we have prepared an Anniversary book which includes basic information regarding the past history, function, and goals of ISPA. We have also included fond remembrances of the various past ISPA Colloquia/Conferences for which we are much indebted to the previously published ISPA Golden Book. The Anniversary book is thus a record and celebration of our past history and proud memories punctuated with photos that demonstrate the unique family atmosphere and ethos of ISPA.

This anniversary is a testament to the collective efforts of an exceptional community that has worked tirelessly to transform lives and make a positive impact on education systems globally. Thank you for being a part of ISPA's remarkable journey over the past 50 years, and we look forward to the next phase of our collective history of growth, dedication, commitment and collaboration to promote children's academic success and well-being worldwide.

Warm regards,
Dr. Chryse (Sissy) Hatzichristou
President
International School Psychology Association





History & Goals

The International School Psychology Association (ISPA) was officially founded in 1982 as an association under the visionary leadership of Calvin C. Catterall, but as mentioned above ISPA can trace its roots back to 1973 when a group of school psychologists from several countries formed the International School Psychology Committee (ISPC). The ISPC was a Joint Committee of the National Association of School Psychology and Division 16 of the American Psychological Association. It was initially governed by an international Steering Committee comprised of five members – Dr. Calvin D. Catterall, Dr. Frances A. Mullen, Dr. Frances Culbertson, Dr. Marvin Fine and Dr. Jerry Willis. ISPA went on to evolve into a prominent Association in the field with Anders Poulsen being its first President.



Dr. Calvin D. Catterall



Anders Poulsen

ISPA is nowadays a voluntary, non-governmental nonprofit organization, officially affiliated to UNESCO. Assisted by a dedicated Central Office staff, Association members contribute their time and expertise to the work of the Executive Committee, of nine standing committees and many other committees, task forces, and interest groups. Every year, ISPA members devote thousands of hours toward the preparation of the annual conferences, documents, publications, and projects aimed to further the profession worldwide. Since its foundation, ISPA has successfully promoted the spread of school psychology, particularly in countries where the profession is not fully established. This process has been facilitated through the ISPA Conference, which is held each year in a different country. This gathering of professionals from around the world has an impact on the development of the profession in the host country as well as providing an important forum for professionals from around the world.

● ISPA History and Goals

● Mission and goals

ISPA is strongly committed to improving the healthy development and quality of life for children everywhere. ISPA has thus made children's human rights a high priority in its international work during the last decade and will maintain this emphasis in the future. For this purpose, ISPA has initiated collaboration with international endeavors that benefit children or have a genuine commitment to do so. The involvement of school psychology at the national level will significantly strengthen many of these projects.

There is growing demand for School Psychologists to broaden their spheres of influence. The valuable knowledge and experience we have accumulated in confronting the realities of modern life enables us to take a more active role in the community. We can now place this expertise at the service of the national and local leadership of different countries, both political and educational, helping them to develop and implement programs designed to improve the quality of schools and the lives of children.

● School psychology does make a difference

ISPA's mission is to:

- Promote the use of sound psychological principles within the context of education and schooling internationally at global and local levels.
- Promote the improvement of children's and young people's well-being as well as their cognitive, emotional, physical, social and spiritual development in schools and communities across the world.
- Promote communication and collaboration among parents/caregivers, educators and other professionals who are committed to the improvement of children's well-being.
- Promote high standards for the provision of educating school and educational psychologists nationally, regionally, and internationally.
- Promote high standards of practice in school and educational psychology across the world.
- Promote high quality research that informs practice in school and educational psychology and addresses the cultural diversity of children across the world.
- Promote and protect the rights of all children and young people according to the UN Convention on the Rights of the Child and related UN statements.
- Initiate and promote cooperation with other organizations, working for purposes similar to those of ISPA, in order to advocate for and support children and young people across the world.

- Promote structures that prevent and protect all children from discrimination based on race, ethnicity, religion, age, gender, ability, sexual orientation, disability, or socio-economic status; and advocate for the inclusion and participation of all children in education and society.

Central Office and Executive Secretary

Throughout its history, ISPA has been fortunate to have dedicated Executive Secretaries who have contributed significantly to its growth and success. The following individuals have held the position of Executive Secretary:

1982-2002	Anders Poulsen The founding Executive Secretary of ISPA, served in this esteemed role for approximately 20 years. Alongside his responsibilities as the Executive Secretary, Anders Poulsen was the first President of ISPA and also served as the Editor of the World Go Round (WGR).
2003-2006	Elizabeth Jacobson Having previously served as Poulsen's assistant, succeeded him as the Executive Secretary in 2003. Her valuable contributions further strengthened the organization. The Central Office was located in Copenhagen, Denmark during this period (1982-2006).
2006-2010	Robert D. Clark In the summer of 2006, Dr. Robert D. Clark was appointed as the Executive Secretary by the Executive Committee of ISPA. Dr. Clark officially served in this capacity until 2010, but he continued to support the transition process until the summer of 2012. The Central Office was temporarily relocated during Dr. Clark's tenure, initially at National-Louis University in Chicago, IL, USA (2006-2008), and later at The Chicago School of Professional Psychology, also in Chicago, IL, USA (2008-2010).
2010-2022	Davy Blekman Assumed the role of Executive Secretary in the summer of 2010. He contributed significantly to the organization's operations during his tenure, which officially lasted until July 2022. The Central Office was situated at ZonderZorg (RINO) in Amsterdam, The Netherlands.
2022-pres.	Petros Stratis In July 2022, Petros Stratis took over as the Executive Secretary of ISPA and is based at Easy Conferences in Nicosia, Cyprus.

The Central Office, led by the Executive Secretary, serves as the central hub for the management and administration of Association business and affairs. Through the dedication of the Central Office teams over the past years, the Association effectively served its members and advanced its mission.

The Central Office and Executive Secretaries of ISPA have played a vital role in shaping the Association and fostering international collaboration in the field of school psychology.

The image features a minimalist abstract design. It consists of several horizontal lines and two diagonal lines that intersect them. A solid dark red horizontal bar is positioned in the upper middle section. A solid grey horizontal bar is located at the bottom, partially overlapping the red bar. The text 'ISPA ECs' is printed in a light grey, sans-serif font in the lower-left area of the page.

ISPA ECs

● ISPA Executive Committee (July 2021-July 2023)

Dr. Chryse (Sissy) Hatzichristou, President (Greece)



Dr. Vítor Alexandre Coelho, Past President (Portugal)



Véronique Le Mézec, President-Elect (France)



Odeth Bloemberg, Secretary (the Netherlands)



Michael Sheehan, Treasurer (Ireland)



● ISPA List of Executive Committees

Period	President	Secretary	Treasurer	President-Elect	Past-president
January 1983 - January 1985	Anders Poulsen	Ludwig Lowerstein	Bernhard Meissner	Herbert G.W. Bisschoff	-
January 1985 - January 1987	Herbert G.W. Bischoff	Ludwig Lowerstein (till December 1985) Jossi Mordal	Bernhard Meissner (till December 1985)	Jean-Claude Guillemard	Anders Poulsen
January 1987 - January 1989	Jean-Claude Guillemard	Jossi Mordal (till December 1987) Gloria Blanton	Betts Rivét	Anna-Lisa Melldén	Herbert G.W. Bischoff
January 1989 - January 1991	Anna-Lisa Melldén	Gloria Blanton (till June 1989) Alan J. Marsh (from April 1990)	Betts Rivét	Stuart N. Hart	Jean-Claude Guillemard
January 1991 - January 1993	Stuart N. Hart	Alan J. Marsh (till December 1991) Elisabeth Jacobsen	Betts Rivét (till December 1991)	Robert Burden	Anna-Lisa Melldén
January 1993 - July 1995	Robert Burden	Elisabeth Jacobsen	Heinz Bösch	Thomas Oakland	Stuart N. Hart
July 1995 - July 1997	Thomas Oakland	Elisabeth Jacobsen (till July 1996) Nora Katona	Heinz Bösch (till July 1996)	Anton Furman	Robert Burden
July 1997 - July 1999	Anton Furman	Nora Katona	Raquel Guzzo	Bernie Stein	Thomas Oakland

Period	President	Secretary	Treasurer	President-Elect	Past-president
July 1999 - July 2001	Bernie Stein	Nora Katona (till July 2000) Chryse Hatzichristou	Raquel Guzzo (till July 2000)	Peg Dawson	Anton Furman
July 2001 - July 2003	Peg Dawson	Chryse Hatzichristou	Gunter Schneider	Peter Farrell	Bernie Stein
July 2003 - July 2005	Peter Farrell	Chryse Hatzichristou	Gunter Schneider	Nora Katona	Peg Dawson
July 2005 - July 2007	Nora Katona	Chryse Hatzichristou (till July 2006) Coosje Griffiths	Gunter Schneider (till July 2006)	Helen E. Bakker	Peter Farrell
July 2007 - July 2009	Helen. E. Bakker	Coosje Griffiths	Peter Whelley	Bill Pfohl	Nora Katona
July 2009 - July 2011	Bill Pfohl	Coosje Griffiths	Peter Whelley	Jürg Forster	Helen E. Bakker
July 2011 - July 2013	Jürg Forster	Coosje Griffiths (till July 2012) Janet Muscutt	Peter Whelley (till July 2012) Michael Sheehan	Paul Bartolo	Bill Pfohl
July 2013 - July 2015	Paul Bartolo	Janet Muscutt	Michael Sheehan	Shane Jimerson	Jürg Forster
July 2015 - July 2017	Shane Jimerson	Janet Muscutt	Michael Sheehan	Bonnie Nastasi	Paul Bartolo
July 2017 - July 2019	Bonnie Nastasi	Janet Muscutt (till July 2018) Odeth Bloemberg	Michael Sheehan (till July 2018) Terry Bowles	Vítor Coelho	Shane Jimerson
July 2019 - July 2021	Vítor Coelho	Odeth Bloemberg	Terry Bowles (till October 2020)	Chryse Hatzichristou	Bonnie Nastasi
July 2021 - July 2023	Chryse Hatzichristou	Odeth Bloemberg	Michael Sheehan	Véronique Le Mézec	Vítor Coelho



ISPA Code of Ethics

ISPA CODE OF ETHICS

Approved by the ISPA General Assembly
July 27, 1991, location: Braga, Portugal
Revisions approved by the ISPA General Assembly
July 22, 2011, Location: Vellore, Tamilnadu, India
July 15, 2021, Location: Nicosia, Cyprus
Chair of the Ethics Committee: Dr. Jürg Forster

Access at:

<https://ispaweb.org/wp-content/uploads/2021/07/ISPA-Code-of-Ethics-revision-2021-attn-GA.pdf>

Translated in:

German <https://ispaweb.org/wp-content/uploads/2023/01/ISPA-Code-of-Ethics-2021-German.pdf>

Spanish <https://ispaweb.org/wp-content/uploads/2023/01/ISPA-Code-of-Ethics-2021-Spanish.pdf>

Lithuanian <https://ispaweb.org/wp-content/uploads/2023/02/ISPA-Code-of-Ethics-2021-Lithuanian.pdf>

Portuguese <https://ispaweb.org/wp-content/uploads/2023/01/ISPA-Code-of-Ethics-2021-Portuguese.pdf>

Greek <https://ispaweb.org/wp-content/uploads/2023/05/ISPA-Code-of-Ethics-2021-Greek.pdf>

French <https://ispaweb.org/wp-content/uploads/2023/05/ISPA-Code-of-Ethics-2021-French.pdf>





ISPA Position Statement

**Back to School Amidst the COVID-19 Pandemic:
Considerations and a Call to Action to Support School Communities Worldwide
Release Date: September 2021**

Working group for the statement: Chryse (Sissy) Hatzichristou, Lito Eleni Michalopoulou, Aikaterini Lampropoulou, Bonnie Nastasi, Shane Jimerson, Jürg Forster, Sally Baas, Véronique Le Mézec & ISPA Leadership Workshop 2021 Participants

https://www.ispaweb.org/wp-content/uploads/2021/09/ISPA-Position-Statement_Back-to-School-Amidst-the-COVID-19-Pandemic-Sept.2021.pdf



ISPA Journal

The International Journal of School & Educational Psychology (IJSEP) is the official journal of The International School Psychology Association (ISPA). IJSEP is a refereed journal published quarterly by the Association. The primary purpose is to communicate broad-based, interdisciplinary issues of professional importance to the success of children, youth, and families in school and educational psychology. The journal is unique in that its aim is to disseminate diverse perspectives that bridge the gap between research and practice and advance social justice and equity for all students through transnational research.

Editor-in chief:

Dr. Tamika La Salle-Finley, US

Associate Editors:

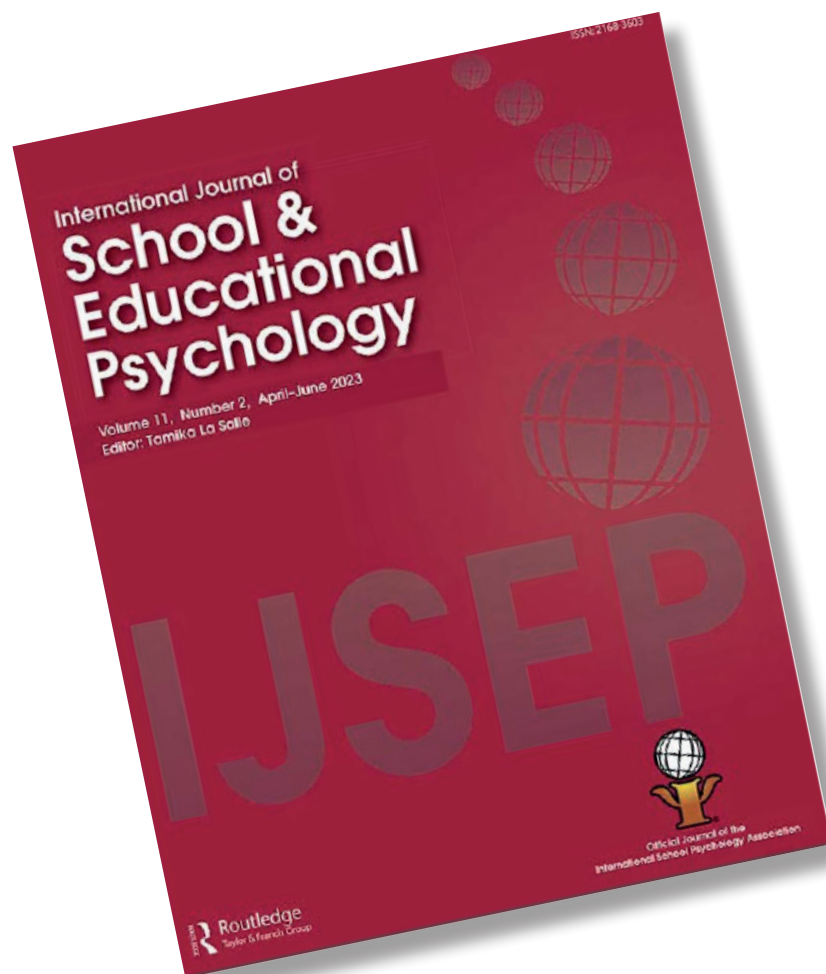
Prof. Melissa A. Bray – University of Connecticut, US

Dr. Gino Casale – University of Wuppertal, Wuppertal, Germany

Dr. Mary (Rina) Chittooran – Saint Louis University, US

Dr. Marika Guggisberg – Central Queensland University, Australia

Dr. Anastasia A. Lijadi – International Institute for Applied Systems Analysis, Austria





ISPA WGR

The World*Go*Round (WGR) is ISPA's quarterly newsletter and all members have access to it. It includes relevant news of Association activities including updates from committees and interest groups, editorials by individual member, celebration of accolades rewarded to colleague, upcoming information about conferences and other workshops, etc.

The original WGR was created by Calvin D. Catterall (USA) in June 1973 with information about school psychology that was hand-mailed to colleagues around the world with addresses he had collected. Initially, the WGR was financed through donations and personal contributions and circulated at irregular intervals. This initiative kept alive Calvin's goal of a worldwide association.

In October 1977, Peter Burczynski (USA) joined Cal as WGR co-editor. The financial success of the Stockholm Colloquium in 1982 enabled ISPA to produce and mail the WGR on a more regular basis. Anders Poulsen (Denmark) took over as editor in December of the following year 1983. A membership fee was then established to help fund the newsletter. Anders Poulsen continued as editor until January 2007. At this time, Mary E. Stafford (USA) became the new editor and continued in this role through December 2011. Julia Coyne (USA) took over as editor from March 2012 through October 2020. The WGR was still being printed and mailed worldwide but at some point during these 8 years, the option to receive an online version became available.

Elana Hamovitch (USA) and Vanda Sousa (Portugal) became co-editors in 2020. In an effort to be more eco-friendly and financially responsible and to try and encourage a wider viewing audience, they launched the new interactive format (fully online) in December 2020. As we move into the future, the WGR continues to evolve and provide a way for school psychology colleagues to stay connected globally.



The image features a large, light gray triangle pointing downwards, centered on the page. A dark red horizontal bar is positioned across the middle of the triangle. Below this bar, the text 'ISPA Committees/' is written in a light gray font. At the bottom of the triangle, another dark red horizontal bar is present, with the text 'Task Forces/ Interest Groups' written in white. The overall design is minimalist and geometric.

ISPA Committees/

Task Forces/ Interest Groups

The Communications and Publications Committee

Chair: Dr. Bill Pfohl

Purpose:

To expand the communication network within ISPA by promoting an active relationship among ISPA national affiliates, general membership, and the Executive Committee. The task force also is concerned with the worldwide dissemination of information about school psychology.

The Constitution and Bylaws Committee

Chair: Dr. Vítor Coelho

Purpose:

To monitor compliance and revise the Association's Constitution and Bylaws. Its work is performed as needed. The committee is responsible for the procedures included in Article X of the Constitution. The Past President acts as Chair and selects committee members with whom to work to determine proper language and format when changes to the Constitution or Bylaws are proposed.

The Ethics Committee

Chair: Dr. Jürg Forster

Purpose:

- To provide guidance to ISPA members about ethical issues in school psychology.
- To encourage or assist national associations of school psychology in the development of their own codes of ethics.
- To receive complaints of possible ethical violations by ISPA members, and to provide assistance to those who have raised them.
- To report serious complaints to the Executive Committee, as well as a proposal for how to proceed.
- To review the ISPA Code of Ethics on a regular basis and draft a revised version if it needs to be amended.

The Membership Committee

Chair: Dr. Sally Baas

Co-Chair: Dr. Shane Jimerson

Purpose:

To increase membership; to conduct an annual membership drive for the Association, and to conduct periodic reviews of membership policy and procedures.

The Nominations and Elections Committee

Chair: Dr. Vítor Coelho

Purpose:

To establish and implement procedures for nominating and electing ISPA officers and to inform the membership of the election results.

Committee Structure: The Past President acts as Chair and selects committee members as needed. Nominations are solicited in August-September, elections are held in January-February of each year.

Accreditation Committee

Chair: Dr. Michael Hass

Purpose:

The purpose of the Accreditation Committee is to support the mission of the International School Psychology Association (ISPA) to promote high standards for educating school and educational psychologists internationally.

The Accreditation Committee has three main functions:

- To develop and periodically update ISPA's accreditation documents. The first document describes the goals and standards for professional training programs, while the second guides programs on the steps they should take when seeking accreditation from ISPA.
- To conduct accreditations of school psychology programs that have applied for ISPA accreditation. The accreditation Committee Chair is responsible for consulting with programs regarding accreditation and nominating an accreditation team of up to four committee members to carry out the accreditation process.
- To educate ISPA members on the accreditation process through in-person workshops at ISPA conferences, video conferences, and written materials.

Student Membership and Networking Committee

Chair: Danai Athanasiou
Co-Chair: Carrie Lorig

Purpose:

- To advocate for ISPA and convey the benefits of being an ISPA member to school psychology students so as to enhance the representation and role of school psychology students within ISPA.
- To provide graduate students with opportunities to share their academic experiences, training experiences, and/or early career ambitions.
- To build bridges of communication and collaboration among school psychology students and colleagues from all over the world throughout the academic year via the facilitation of professional development webinars featuring school psychology students, trainers, and professionals, in-person and/or virtual networking events, and international research opportunities that will enhance training and early career development.
- To increase the presence and voice of ISPA students at ISPA’s annual conference by encouraging students to participate in presentations and providing them with opportunities to participate in student-led meetings and social events throughout the duration of the conference.

Over the past two years, the ISPA Student Membership and Networking Committee has facilitated a number of professional development webinars led by school psychology students training in Germany, Brazil, New Zealand, Belgium, the U.S., and elsewhere. Additionally, online and in-person networking events have been coordinated in order to make networking accessible to a wider range of students and connect ISPA students from all over the globe. Finally, in-person networking events for students are held each year during the annual ISPA and NASP conferences.

ISPA Student Membership and Networking Committee in collaboration with ISPA School Psychology Trainers Task Force

ISPA Student Networking Initiative: Series of school psychology students' team presentations

Friday, December 25th, 2022
19:30 - 21:00 (Athens, Greece time)

School Psychology's challenges in the context of the Brazilian public elementary school

Presenters:
Leticia Gusdin Martins, School Psychology at a public elementary school (SISAM Project) and PhD candidate at UFRJ, Curitiba, Brazil
Luis de Castro, School Psychologist at a public elementary school (SISAM Project) and PhD candidate at UFRJ, Curitiba, Brazil
Lara Lessardi, School Psychology at a public elementary school (SISAM Project) and PhD candidate at UFRJ, Curitiba, Brazil

Affiliation:
FUC - Fundação Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil

An introduction to the educational system and the field of school psychology in Flanders

Presenters:
Dimitri Kallias, Practitioner Researcher, MA in School Psychology (University of Applied Sciences, Belgium), PhD Researcher, MA in School Psychology (University of Applied Sciences, Belgium), PhD Researcher, MA in School Psychology (University of Applied Sciences, Belgium), PhD Researcher, MA in School Psychology (University of Applied Sciences, Belgium)

Affiliation:
Faculty of Psychology and Educational Sciences, Katholieke Universiteit Leuven (KU Leuven), Leuven, Belgium

Practicing Psychology in the New Zealand Education System

Presenters:
Aileen Reed, Registered Educational Psychologist, A Honors, MEd, MEd (Dist) Grad Dip, EdD (Dist) (University of Waikato), MA in School Psychology (University of Waikato), MA in School Psychology (University of Waikato), MA in School Psychology (University of Waikato), MA in School Psychology (University of Waikato)

Affiliation:
Victoria University of Wellington, Faculty of Education, New Zealand

HOST: Danai Athanasiou, Chair, ISPA Student Membership and Networking Committee, Greece
CO-HOST: Carrie Lorig, Co-Chair, ISPA Student Membership and Networking Committee, USA

Join us to meet fellow students and school psychology colleagues, share and exchange experiences and participate in networking opportunities in the field of school psychology internationally. [Please join us in this free webinar by completing the following pre-registration form by 12:00pm CEST, Dec. 22nd.](#)

[Click here to register](#)

ISPA Student Membership and Networking Committee in collaboration with ISPA School Psychology Trainers Task Force

ISPA Student Networking Initiative: Series of school psychology students' team presentations

Friday, May 6th, 2022
19:00 - 20:30 (Athens, Greece time)

Bridging Communities: School Psychologists in Brazil, China, Culture & Linguistic Liaison (Focus on the United States & Japan)

Presenters:
Michael U. S. Pukalis, C. Coleman, Postdoctoral Students & School Psychologists

Affiliation:
University of Connecticut, CT, USA

School Psychology & School Connectors in the U.S.

Presenters:
Chloe Zhang, Doctoral Student, M.Ed.

Affiliation:
University of California, Santa Barbara, USA

Everyday life experiences of students in Germany: Insights from "Mutter's School Psychology" research and master program

Presenters:
Aimee Egginger, MEd (Dr. Zentgraf), City Bank, Toronto; Michael, MEd (Dr. Zentgraf), City Bank, Toronto; Yoo Young, Doctoral Student & School Psychologist

Affiliation:
University of Illinois, Department of Psychology

HOST: Danai Athanasiou, Chair, ISPA Student Membership and Networking Committee, Greece
CO-HOST: Carrie Lorig, Co-Chair, ISPA Student Membership and Networking Committee, USA

Join us to meet fellow students and school psychology colleagues, share and exchange experiences and participate in networking opportunities in the field of school psychology internationally. [Please join us in this free webinar by completing the following pre-registration form by 10 May 3rd, 2022.](#)

[Click here to register](#)

Concluding in 2021-2022, students, practitioners, and researchers were invited to participate in a collaborative project, “International Project: School Well-Being,” which allowed school psychologists and school psychologists-in-training to provide an arts-based intervention to schools and collect qualitative data regarding school community and resiliency in the face of the COVID-19 pandemic. All the upcoming material of the project was uploaded and disseminated through an online exhibition.



Affiliate Membership Committee

Co-Chair: Coosje Griffiths

Co-Chair: Veronique Le Mezec

The Affiliate Committee's goal is to provide a conduit for making connections, as well as sharing ideas and information between countries/ affiliates about their structures, new developments and ideas about the profession of school psychology. Another goal is to share how affiliate organizations support their members and ideas for promoting and sustaining our organizations. Other goals include communicating and sharing resources through online forums (Zoom), supporting countries where school psychology is still developing and providing opportunities for affiliates to contribute to the ISPA conference such as at Round Table forums, the Leadership Workshop and at the General Assembly.

Latin American Membership Committee

Chair: Dr. Patricia Sanchez Lizardi

The Latin America membership committee seeks to provide a space for ISPA members to meet other members from Latin America and share ideas about how to increase and retain membership. It is a space to interchange ideas about school psychology in this region, find common interests, promote collaborative projects, and gain an understanding of strengths and needs for the practice of school psychology, considering the specific cultural and linguistic background of Latin America. The group is open to the participation of all ISPA members interested.

● Task Forces

The Calvin Catterall Task Force **Chair: Dr. Carmelo Callueng**

Purpose:

To provide information about financial aid available through the International School Psychology Association for attendance at its yearly conferences and to process all applications received.

Application materials are available on the ISPA website. The deadline for applications is typically by 15 March, but may be adjusted to the needs of the Conference timing.

The Committee receives applications from interested applicants, maintains files on each applicant, reviews completed applications and required documentation in early April of the conference year, and throughout the process, maintains contact with the applicant. The criteria of choosing the persons awarded is based on need, contributions or potential to the profession, service and strategic direction for ISPA. This becomes a recruitment and advocacy tool for ISPA.

When selected to receive financial aid, applicants are notified and are required to sign a contract accepting the award and stipulating their responsibilities. Throughout the process, communication is maintained with the Secretary of ISPA, the Central Office, as well as with the Conference Organizer of the upcoming conference, and a list is sent to each when all financial details are finalized and signed contracts are received.

The Research Task Force **Chair: Dr. Shane Jimerson**

Purpose:

To identify and initiate cross-cultural research projects and actively involve ISPA members in their implementation and interpretation; to facilitate communication, exchange of research ideas, and encourage collaboration among ISPA members, to publish important school psychology research in World Go Round and the International Journal of School & Educational Psychology (IJSEP).

Consultee-Centered Consultation Task Force

Chair: Dr. Sharon Maital

Co-Chair: Dr. Emma Kennedy

Purpose:

To advocate for the practice of psychological consultation in schools by providing opportunities to discuss issues associated with psychological and educational consultation as it is practiced by ISPA members in different countries and cultures. To promote awareness of current research and foster training in psychological consultation (with an emphasis on consultee-centered consultation) by organizing workshops and symposia on the topic at annual ISPA conferences. To encourage the study of effective consultation and dissemination of evidence-based practices to school psychologists around the world.

Our goals are:

- In addition to yearly face to face meetings at ISPA conferences, we aim to establish on-going digital discussion groups for members to exchange ideas and provide peer support in implementing consultation;
- Organize Symposia and workshops on topics related to psychological consultation to be presented at ISPA conferences;
- Encourage research on consultation in different countries and cultures around the world.

School Psychology Trainers Task Force

Chair: Dr. Chryse Hatzichristou

Co-Chair: Dr. Shane Jimerson

Purpose:

- To initiate and develop strategies that provide information about school psychology training programs in different countries.
- To promote quality professional preparation and in-service training for school psychologists internationally.

● Task Forces

- To develop collaborative research, training and intervention projects and initiatives among school psychology trainers and school psychology trainers' groups internationally.
- To promote a multicultural/transnational framework in theory, research, training and practice in school psychology.
- To facilitate exchange of information, resources and training material.
- To encourage collaboration for publications and conference presentations at national and international conferences.
- To promote collaboration with graduate students of school psychology programs at a national and international level.

Symposia are organized in the ISPA Conferences every year including presentations by trainers and graduate students from different countries.

An ISPA Networking Series Initiative for Trainers, Professionals and Graduate Students: **International Synergy and Dialogos** has been developed by the School Psychology Trainers Task Force. The overarching goal is to create a global network of trainers, professionals, and graduate students and to increase opportunities for dialogue and interaction between them. Thus, the networking series aims to facilitate the exchange of knowledge and best practices and to promote the incorporation of international perspectives in training and practice.

An initial survey of trainers and students provided feedback regarding online networking activities and training topics.

A series of online activities including a launching event and four webinars (2021-2023) have been organized in collaboration with ISPA Committees and Task Forces, with wide participation of professionals, trainers, and graduate students from many different countries.

International Synergy and Dialogos
ISPA Networking Series Initiative
DIALOGOS WEBINAR

Social Justice and Trauma Informed Work during a Pandemic

Saturday, December 11th, 2021
11:00 AM - 12:30 EST
8:00 PM - 1:30 PM Athens, Greece time

ABSTRACT
The pandemic COVID-19 has presented challenges for all in a major and sustained in the context of worldwide crisis. The work requires the physical, psychological, and emotional safety of children, teachers, caregivers and other educational professionals to bring them resources, knowledge, and skills into a school environment. Children, adults, caregivers and parents have to deal with increased emotional reactions to the pandemic and displacement and have other important goals, especially in school. We have been fortunate with a social justice and trauma informed work. Social justice is defined as the fair and equitable access to resources, services and the right of every individual to be treated with dignity and respect. We will discuss the importance of trauma informed work and the role of social justice in creating a safe and healthy school environment. We will discuss the importance of trauma informed work and the role of social justice in creating a safe and healthy school environment. We will discuss the importance of trauma informed work and the role of social justice in creating a safe and healthy school environment.

PRESENTERS

 **Dr. Aris Avramidis**
Professor
University of Ioannina, Greece

 **Dr. Carlene L. Lewis**
Ph.D. Candidate
Center for School Safety, Crisis, and Emergency Response
Georgia State University

 **Dr. Aris Avramidis**
Ph.D. Candidate
University of Ioannina, Greece

Mod. Dr. Spyros Papanicolaou
Ph.D. Candidate

ISPA Networking Series Initiative
DIALOGOS WEBINAR

Effective International Relationships: School Psychologists meeting cultural differences and collaborating around the globe

Friday, March 18th, 2022
10:00-11:30 (USA, PST/PT)
12:00-1:30 (London Time, UK)

ABSTRACT
Cultures in the educational community of the school psychologist role when a consultant role, a school psychologist works with a variety of people to address a specific problem situation that the consultant is experiencing. It is with a diverse group of people that the school psychologist works with a variety of people to address a specific problem situation that the consultant is experiencing. It is with a diverse group of people that the school psychologist works with a variety of people to address a specific problem situation that the consultant is experiencing.

PRESENTERS

 **Dr. Aris Avramidis**
Professor
University of Ioannina, Greece

 **Dr. Carlene L. Lewis**
Ph.D. Candidate
Center for School Safety, Crisis, and Emergency Response
Georgia State University

 **Dr. Aris Avramidis**
Ph.D. Candidate
University of Ioannina, Greece

ISPA School Psychology in International Schools Research & Practice

Friday, December 9th, 2022
10:30-12:00 EST (USA)
10:30-12:00 Central Time
12:00-1:30 Athens, Greece

ABSTRACT
International independent schools are all important, though often overlooked, component of the global education system. While school psychology and educational support services are often present to some degree in international schools, the extent and nature of such services are currently not well understood. In this webinar, Dr. Haidich and Dr. Johnson will share their research on the profession of school psychology in international schools, and Karin Dröppel will share her experiences working as a School Psychologist in international schools in Germany, Thailand, China, Japan, Vietnam, and Switzerland. Ample time will be reserved for Q&A and discussion.

PRESENTERS

 **Dr. Aris Avramidis**
Professor
University of Ioannina, Greece

 **Dr. Carlene L. Lewis**
Ph.D. Candidate
Center for School Safety, Crisis, and Emergency Response
Georgia State University

 **Dr. Aris Avramidis**
Ph.D. Candidate
University of Ioannina, Greece

ISPA School Psychology in International Schools Research & Practice

Friday, May 17th, 2023
10:30-12:00 EST (USA)
10:30-12:00 Athens, Greece

Past, Present, and Future of Diversity, Equity, Inclusion and Justice (DEIJ) in School Psychology: A School Psychologist's perspective

ABSTRACT
The presentation will discuss the presenter's own journey with diversity and social justice as a centerpiece of their work and the parallel in the field of school psychology. The importance of diversity, equity, inclusion, and justice in the field will be discussed including how it relates to training and practice in today's world.

PRESENTER

 **Dr. Aris Avramidis**
Ph.D. Candidate
University of Ioannina, Greece

The Child Well-Being and Advocacy Task Force
Co-Chair: Dr. Stuart Hart

Purpose:

- Promote the child’s best interests in all themes, projects, and actions of ISPA.
- Develop, foster the development of, and cooperate in, initiatives to fulfill the rights, needs, and potentials of children as appropriate to ISPA’s Mission.
- Promote a good quality of education for all children in all parts of the world.
- Promote a good quality and quantity of special services in education.
for all children, including school psychological services.

- Develop, manage and sustain liaison and cooperative relationships with international and regional agencies, NGOs, organizations and institutions (e.g., UNESCO, UNICEF, UN Committee on the Rights of the Child, Child Rights Connect, WHO, Education International, NEPES) and projects (e.g., Education for All, Child Rights Education for Professionals [CREDPRO]).
- Facilitate child rights education, policies and practices for school psychology professionals.
- Promote and support the child rights advocate role for school psychologists.

*An example of this is the development of the *The School Psychologist as an Advocate for Children’s Rights: Accompanying Manual and Supplementary Materials*, by the Tulane University Child Rights Team (TURCT), in collaboration with the Child Rights Education for Professionals Program (CRED-PRO) of the International Institute for Child Rights and Development (IICRD), International School Psychology Association (ISPA), School Psychology Division (Division 16) of the American Psychological Association, and Cleveland State University School Psychology Program. Published online, 2020, Springer Science+Business Media, NY; as resource for International Handbook on Child Rights and School Psychology, Editors: Bonnie K. Nastasi, Stuart N. Hart, & Shereen Naser. Provide opportunities for and support ISPA affiliates and members in projects and programs serving the rights, well-being and development of children through school psychology.*

- Provide programs for ISPA Conference.
- Provide an annual ‘Status, Prospects, and Recommendations’ report to the ISPA Executive Committee and membership regarding high priority challenges and opportunities of relevance for school psychology in promoting the rights, well-being, development and health of children.
- Take full advantage of bringing the activities of the former Child Rights, UN Liaison, and Child Development and Services Committees under one umbrella to promote synergy and cooperation, e.g. combine expertise, shared purposes, and access to different external organizations to facilitate the implementation of policies/programs aimed at strengthening and applying the diverse roles and contributions of school psychology and school psychologists internationally to serve the well-being of children, their families, schools, communities and nations.

Social and Emotional Learning Task Force
Chair: Dr. Vítor Coelho

Vision statement

Our vision for the future is that all the world's children and youth will develop and be able to use the essential social and emotional skills, competencies, and strengths to promote their well-being and success throughout their lives.

Mission statement

- We will strive to be a major international platform for school and educational psychologists to discuss and promote sound practices for social and emotional development through the creation and sharing of culturally and socially appropriate and relevant resources.
- The participation and sharing of the SEL IG knowledge and practices in Worldwide Educational references such as UNESCO.
- The establishment and promotion of standards and guidelines for SEL in countries/regions that do not have established.
- Promote guidelines for adequate university training of teachers and school and educational psychologists in social and emotional development.
- Advocate for the importance of social and emotional development in the context of well-being/mental health for children and youth.
- Advocate for the importance of social and emotional development to different audiences such as teachers and school administrators.
- Advocate and promote appropriate training for teacher and school and educational psychologists in the context of social and emotional development.
- Advocate for the importance of social and emotional development to different audiences such as school administrators, parents and regional, national and international political decision makers.

International Crisis Response Network

Chair: Olanda Momcilovic

Purpose:

- To organize an international crisis response network enabling school psychologists to obtain information and materials as they respond to violent and traumatic situations.
- To serve as a means of supporting colleagues who might need to discuss or share their experiences about working in such situations.
- To establish regional resource groups to communicate by phone or even to go to a specific location if this is feasible.
- To provide a forum as well as a means where children could share their experiences of having been in such situations with other adults and youngsters.

The Inclusion Interest Group

Chair: Dr. Paul Bartolo

Purpose:

The ISPA Inclusion Interest Group was set up in 2009 to give voice to those many school psychologists promoting inclusive education. Its aim is to encourage research and practice along the tenth ISPA mission statement: Promote structures that prevent and protect all children from discrimination based on race, ethnicity, religion, age, gender, ability, sexual orientation, disability, or socio-economic status, and advocate for the inclusion and participation of all children in education and society. The committee shares ideas through regular meetings at ISPA Conferences.

Convenors Interest group

Chair: Michael Sheehan

The Convenors Interest Group was established in 1993 in Banska Bystrica (Slovakia) by a group of past, present and future convenors, who worked together on the preparation of the conference manual. The interest group is an informal body of resource people (generally consisting of the last 5 or 4 conference convenors), ready to work on the continuous updating of the ISPA Conference Manual. The interest group also aims to help and support future conference convenors and potential convenors, in friendly and informal ways, by sharing their own experience, and listening to their questions, suggestions, and concerns.

Parent Education and Family Resilience Interest Group

Chair: Dr. Anastassios Matsopoulos

Co-Chair: Dr. Anthi Loutsiou

Purpose:

Parental behavior is a cardinal factor for the healthy development and well-being of all children. Effective parenting is a life-long process and contributes significantly to the mental health of all children. Adopting an ecological point of view (Bronfenbrenner, 1986) parents need to be included in all types of interventions related to children. By following evidence-based scientific practices, school psychologists need to be thinking of ways to strengthen family resilience by helping parents acquire skills that will allow them to have a maximal positive impact on their children's lives.

The school context is an ideal setting to promote parent education and empower families. In pursuing this goal, we want to further extend our knowledge and skills as school psychologists to support parents and caregivers in raising healthy, emotional and socially balanced children. The emphasis is not only in academic achievement but also in helping children and adolescents evolve into cohesive, balanced personalities with emphasis on social-emotional connection skills.

This Interest Group's goals are:

- To promote an international platform for school psychologists, researchers and other related professionals to collaborate cross-nationally and to exchange knowledge from around the world about parent education and family resilience.
- To promote best practices in parent training and education in the training of school psychologists and the practice of school psychology and to create a global network of professionals and practitioners in promoting parent education and supporting families across the world.
- To promote collaboration for international research on evidence-based parenting practices as they relate to children's well-being, resilience and prevention of psychopathology (i.e. behavioral problems).

Highlight of Interest Group since its formation in 2017:

Webinar "Loss and Challenge in the Time of COVID-19 Strengthening Family Resilience" (May 15th, 2021).

Organized by ISPA and Parent Education & Family Resilience Interest Group and presented by the internationally known expert Professor Froma Walsh, Firestone Professor Emerita, The University of Chicago, USA.

School Psychology and the Internet Interest Group

Chair: Avivit Dolev

Co-Chair: Dr. Sarit Alkalay

Purpose:

The 21st century has seen the internet become a pervasive public space, offering school psychologists an expansive platform to aid children, youth, parents, and teachers. With the advent of the Covid-19 pandemic, many of us made a quantum leap into the realm of videoconferencing, using platforms like Zoom for school and clinic work. While some school psychologists view this shift as a welcome progression, others see it as a temporary interruption that will soon give way to the traditional therapy room. Our interest group aims to facilitate peer discussion and exchange of feelings and thoughts about the future of psychology and technology integration, exploring innovative web and cellular applications that can enhance the support provided to children, youth, parents, and teachers.

Retirement Resource Interest Group

Chair: Tracy Hobbs

Co-Chair: Dr. Erika Voigt

Purpose:

The purpose of the Retirement Resource Group is to maintain communication with and to provide information and resources to members who are retired as well as those who plan to retire within five years.

The group started meeting in 2007 during the conference in Tampere to address the question, “What life is there after a career in school psychology?” Topics of discussion have included:

- the transition from a work career to retirement
- new horizons in our field
- post-retirement career options
- engagement in volunteer work
- taking responsibility for our professional associations
- supporting newcomers to the profession
- new priorities in personal development and family care
- awareness of our age group from the perspective of research and social media
- taking an active role in creating a positive culture of aging

The image features an abstract geometric design. It consists of several black lines that intersect to form various shapes, including triangles and quadrilaterals. Two prominent horizontal bands are present: a dark red one at the top and a grey one at the bottom. The text 'ISPA Awards' is positioned in the lower-left area, overlapping the red band and the white space below it.

ISPA Awards

● ISPA Awards

Each year ISPA presents three awards that recognize the personal achievements and professional contributions of its members to international school psychology. The awards are presented during the General Assembly of the annual ISPA conference, and winners receive a special award trophy.

Since 1998 the ISPA Executive Committee has presented an award for distinguished services by members. **The ISPA Distinguished Services Award** is offered 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.

The following members have received this award:

1998 Jean-Claude Guillemard

1999 Bayard Bartley

Fredda Chauvette

Roger Chauvette

Stuart Hart

2000 Tom Oakland

Joanne Wasco

2001 Chantal Petit

2002 Detlef Berg

Herb Bischoff

2003 Raquel Guzzo

Erica Voigt

2004 Lone Bjarkow

Lissi Stocklund

2006 Anders Poulsen

Nevin Dölek

2007 Anna-Lisa Melldén

Elisabeth Jacobsen

Bernie Stein

2009 Mary Stafford

Peter Farrell

2010 Peg Dawson

Nora Katona



Mary Stafford 2009

2013 Bob Clark

2014 Peter Whelley

2015 Bill Pfohl

2016 Jürg Forster

2017 Helen Bakker

2019 Chryse (Sissy) Hatzichristou

2020 Michael Sheehan

2023 Bonnie Kaul Nastasi

The **Tom Oakland Outstanding International Scholar Award** is offered since 2010 to an ISPA member who has demonstrated exemplary scholarship contributing to international school psychology that merits special recognition.

The following members have received this award:

- 2010 Chryse (Sissy) Hatzichristou
- 2012 Robert Burden
- 2014 Tom Oakland
- 2015 Shui Fong Lam
- 2016 Peter Farrell
- 2017 Rick D'Amato
- 2018 Paul Bartolo
- 2020 Shane Jimerson



Tom Oakland receiving the Outstanding International Scholar Award

The **ISPA Award for Outstanding International School Psychology Practice** is offered by the International School Psychology Association (ISPA) since 2008 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.

The following members have received this award:

- 2008 Rosène de Saint-Hilaire
- 2011 Phuong N. Lee
- 2016 Bernhard Meissner & Crisis Team
- 2021 The 'family team' of Renukadevi Selvaray
Babehari Mukhopadhyay
- 2023 Jean-Claude Guillemard



Bernhard Meissner & Crisis Team 2016

The page features an abstract geometric design. It consists of several thin black lines that intersect to form a large, irregular shape. A solid dark red horizontal bar is positioned in the upper middle section, partially overlapping the lines. At the bottom, there is a wide horizontal band divided into a dark red section on the left and a grey section on the right. The text 'ISPA' is located in the white space above the red part of this band, and 'Accredited Programs' is written across the red and grey sections.

ISPA

Accredited Programs

Educational Specialist Degree in School Psychology, University of Nebraska, Kearney, USA (2011-2016)

Educational Specialist Degree in School Psychology, Chapman University, California, USA (2012-2017)--Reaccredited (2018-2022)

Educational Specialist Degree in School Psychology, Lewis and Clark, Oregon, USA (2012-2017)

Master's in School Psychology, University of Cyprus, Nicosia, Cyprus (2014-2019)

Master's degree in Educational Psychology, New Jersey City University, USA (2016-2021)

Educational Specialist Degree in School Psychology, Texas State University, Texas, USA (2016-2021)

Master's Track in Clinical Developmental Psychology, University of Amsterdam, Netherlands (2016-2021)-Reaccredited (2022-2027)

Master's degree in Social Science in the field of Educational Psychology, University of Hong Kong, Hong Kong (2017-2022)- Reaccredited (2023-2028)

Master's degree in School and Community Psychology, University of Bologna, Italy (2023-2028)



ISPA Annual Conference List

● List of ISPA Annual Conferences

Year	Location	Theme	Convener
2023	Bologna, Italy	School psychology in a changing world: Challenges to promote the well-being of school communities	Maria Cristina Matteucci
2022	Leuven, Belgium	From stress to trauma ... and all the way back!	Karine Verschueren, Patrick Lanckswærdt, Marieke van Dam & Davy Blekman
2021	Nicosia, Cyprus	Working with Schools and Families to Strengthen Children	Anthi Loutsiou
2019	Basel, Switzerland	Empowering People for Lifelong Learning	Jürg Forster
2018	Tokio, Japan	Promoting Resilience for Children Toward Life-Long Happiness	Toshinori Ishikuma
2017	Manchester, United Kingdom	Supporting Vulnerable Children and Young People in an Uncertain World	Peter Farrell & Janet Muscutt
2016	Amsterdam, The Netherlands	School Psychology 3.0: a World of Connections	Marieke van Dam & Davy Blekman
2015	São Paulo, Brazil	Schools for All: Public Policies and the Practice of Psychologists	Roseli Caldas
2014	Kaunas, Lithuania	Children's Rights and Needs: Challenges to School, Family, and Society	Rasa Markšaitytė
2013	Porto, Portugal	The future of School Psychology services: Linking creativity and children's needs	Vítor Coelho
2012	Montreal, Canada	Helping the world's children realize their dreams	Suzette Goguen
2011	Vellore, India	Educational Psychology in the context of globalization, diversity and societal challenges	G.P. Thakur
2010	Dublin, Ireland	School Psychology: Making life better for all children	Michael Sheehan
2009	Bugibba, Malta	School Psychology for diversity	Paul Bartolo
2008	Utrecht, The Netherlands	School Psychology in a changing society	Ellen Makaay-Cramer
2007	Tampere, Finland	Meeting individual and community needs	Arja Sigfrids & Helen Bakker

● List of ISPA Annual Conferences

Year	Location	Theme	Convener
2006	Hangzhou, China	Mental health and education: students, teachers and parents	Hongwu Zhou
2005	Athens, Greece	Promoting the well-being of children and youth: A challenge for the school community, the family system and the school psychologist	Sissy Hatzichristou
2004	Exeter, England	School Psychology: whose needs, whose benefits?	Bob Burden
2002	Nyborg, Denmark	Education for all – how inclusive can you get?	Anders Poulsen & Elisabeth Jacobsen
2001	Dinan, France	Psychology and education for the 21st century	Suzanne Guillard
2000	Durham, New Hampshire, USA	School psychology around the world: many languages, one voice for children	Peg Dawson
1999	Kreuzlingen, Switzerland	Global thinking – individual acting	Lukas Scherer
1998	Jurmala, Latvia	Identity and self-esteem: interactions of students, teachers, family and society	Sarmite Voitkane
1997	Melbourne, Australia	School psychology making links: making the difference	Mardie Whitla



Year	Location	Theme	Convener
1996	Eger, Hungary	Continuity and change: organizations, groups, individuals in crisis	Nora Katona
1995	Dundee, Scotland	Educating children toward mutual respect and tolerance	Keith Topping
1994	Campinas, Brazil	The challenge of school psychology: the child's future in school, family and society	Raquel Guzzo
1993	Banska-Bystrica, Slovakia	School psychology in and for democracy and the changing world	Anton Furman
1992	Istanbul, Turkey	Respect children as persons: an imperative	Nevin Dölek
1991	Braga, Portugal	School psychology and human development	Leandro Almeida
1990	Newport, Rhode Island, USA	Children at risk: therapies and interventions	Roger & Fredda Chauvette
1989	Ljubiana, Slovenia	School psychology in the social context	Marjan Setinc
1988	Bamberg, Germany	Prevention, preventive strategies and programs	Detlef Berg
1987	Interlaken, Switzerland	Overcoming barriers	Ruedi Zogg
1986	Nyborg, Denmark	Professional roles and functions of the school psychologist	Anders Poulsen
1985	Southampton, England	The psychologist's role in creating harmony in the home, school, society throughout the world	Ludwig Lowenstein
1984	Orleans, France	Communication	Jean-Claude Guillemard
1983	Indianapolis, Indiana, USA	Psychological abuse of children and youth	Stuart Hart
1980	Jerusalem, Israel	Psychology and changing education	Uriel Last
1979	York, England	Psychology for children: today and tomorrow	Ken Cornwall
1977	Helsingor, Denmark	Child rearing and educational practices, interaction and personality development	Anders Poulsen
1975	Munich, Germany	School psychology in changing societies	Cal Catterall & Fran Culbertson

Celebrating
our

50 
years

1973



2023

2022, Leuven, Belgium



2021, Nicosia, Cyprus





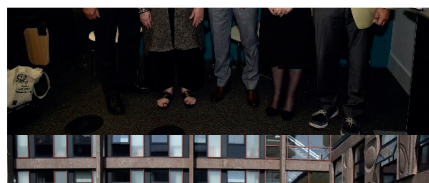
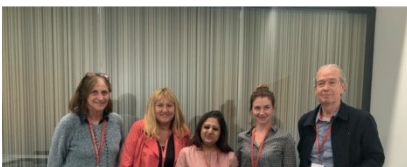
2019, Basel, Switzerland



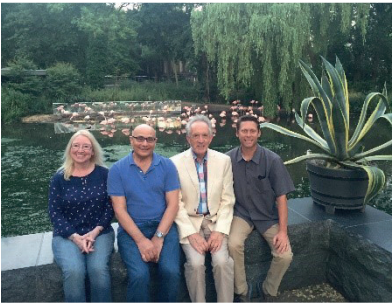
2018, Tokyo, Japan



2017, Manchester, UK



2016, Amsterdam, The Netherlands



2015, Sao Paulo, Brazil



2014, Kaunas, Lithuania

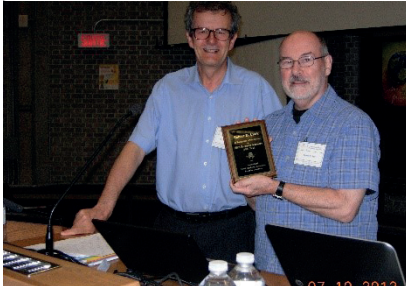


2013, Porto, Portugal





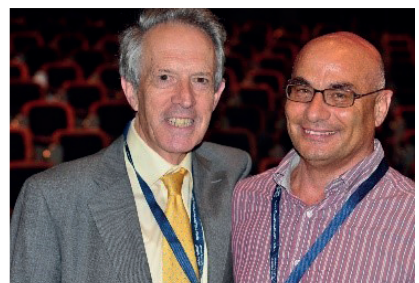
2012, Montreal, Canada

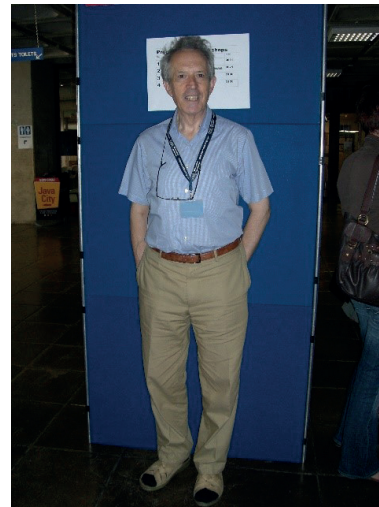


2011, Vellore, India



2010, Dublin, Ireland





2009, Bugibba, Malta



2008, Utrecht, The Netherlands



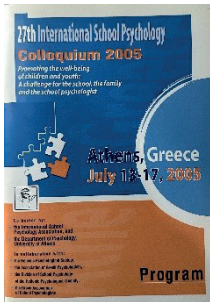
2007, Tampere, Finland



2006, Hangzhou, China

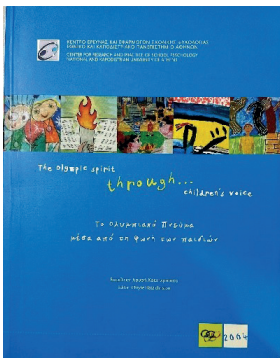


2005, Athens, Greece



International Project: The Olympic spirit through children’s voice

The Center for Research and Practice of School Psychology, National and Kapodistrian University of Athens, Greece, in collaboration with the International School Psychology Association, organized a cross-cultural program during the Olympic Games of 2004 in Athens, entitled “The Olympic Spirit Through Children’s Voice” with the purpose of capturing children’s and adolescents’ awareness concerning the Olympic values and ideals, expressed through art and literature works. Students from 21 countries participated and 1700 drawings/artworks were collected. Selected projects have been published in a special album while a special event was organized at the Cultural Center of the Municipality of Athens for the awarding of prizes to the Greek students. Further, some of the selected projects were presented in a special exhibition co-organized by the Cultural Organization of the Municipality of Athens, during the Olympic and Paralympic Games in Athens (August-September, 2004). A special exhibition and a symposium with presentations from different countries also took place during the 27th International Conference of School Psychology in Athens co-organized by the Department of Psychology, National and Kapodistrian University of Athens and ISPA (July, 2004) and special awards were given by Dr. Sissy Hatzichristou, scientific coordinator of the project, to the co-coordinators, ISPA colleagues from different countries.



2004, Exeter, England



Bob Burden



2002, Nyborg, Denmark



Presenters at the symposium on Children & War



Detlef Berg receiving the 2002 Distinguished Service award from Peg Dawson



2001, Dinan, France



2000, Durham, New Hampshire, USA



1999, Kreuzlingen, Switzerland



1998, Jurmala, Latvia



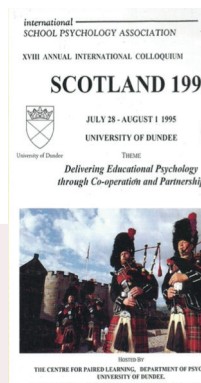
1997, Melbourne, Australia



1996, Eger, Hungary



1995, Dundee, Scotland



1994, Campinas, Brazil



1993, Banska-Bystrica, Slovakia



1992, Istanbul, Turkey



1991, Braga, Portugal



1990, Newport, Rhode Island, USA



1989, Ljubljana, Slovenia



1988, Bamberg, Germany



1987, Interlaken, Switzerland



INTERLAKEN -87



1987 GENERAL ASSEMBLY
 This year ISPA held a well-attended and lively GA. Much could be reported from the discussion, but as WCR too weighty reports cannot exceed 50 pages, we have to limit ourselves.

Two matters must be mentioned:
 ISPA's first shift to an Executive Office in Copenhagen. As reported in WCR No 1, 1987 the E.C. had the wish to establish an Executive Office for ISPA. Now the president could inform of the fact that Anders Pihlsen has accepted to function as the Executive Secretary as an honored honor and wanted help in appointing and severing functions. Anders has already started talking over together with secretary Lars Sankelund and secretary Lene Rasmussen to organize the functions.

This means that all ISPA staff and membership communication from now on has to go to the Copenhagen Office, from where the work will be coordinated.

The second very important area to be mentioned is:
 The president could announce that the Executive Committee had decided that the work of the committee should be our major concern for the first coming year. The president is to keep their contact to the committee chairpersons, and they will be asked to provide regular information through WCR.

In coming issues of WCR will be informed on other matters discussed by the General Assembly and planned by the Executive Committee at their three-day long E.C.-meetings prior and after the colloquium.

LARGEST COLLOQUIUM
 Almost 300 participants from 20 countries came to this beautiful place. Everybody had a great time - socially and professionally - thanks to good planning and organization of all aspects of this 3 1/2 days meeting. The participants on several occasions expressed their gratitude towards the organizers.

So did also the Executive Committee of ISPA. After WCR No 1 in a warm thank you to all our good, hardworking Swiss colleagues, who gave their time and vigor to the growth and development of ISPA.



1986, Nyborg, Denmark



Anders Poulsen

Betts Rivet

1985, Southampton, England



1984, Orleans, France



1983, Indianapolis, USA



1982, Stockholm, Sweden



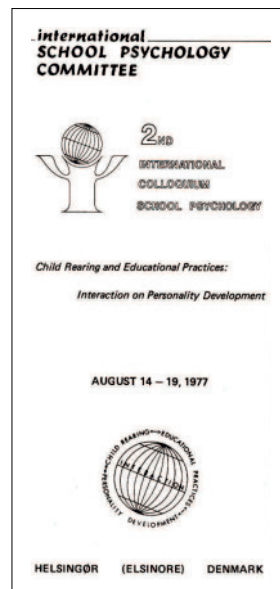
1980, Jerusalem, Israel



1979, York, England



1977, Helsingor, Denmark



1975, Munich, Germany





Published July, 2023
Nicosia, Cyprus

by Easy Conferences



50

