



ISPA

International School Psychology Association

WORLD*GO*ROUND

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PRESIDENT'S COLUMN

"These two years have been an opportunity to support and contribute to the development of ISPA, with the help and contribution of all of you (...)"

Dear friends, members and colleagues,

This is my 8th and last "President's Column" for the World*Go*Round. This July 2025, I will have had the honor and responsibility of having chaired ISPA for two years. Thank you for your confidence, and special thanks also to all of you who helped and supported me in this task. Each of you, in your own way, did help me.

"Thank you for your confidence, and special thanks also to all of you who helped and supported me (...)"

These two years have been an opportunity to support and contribute to the development of ISPA, with the help and contribution of all of you - ISPA members, Executive Committee members,

Committees and Groups chairs and leaders, Conference organizers, Editors of the WGR and Editorial Board of our Journal (IJSEP), with the help of the Central Office.

During this period, we expanded interactive resources and communication for ISPA members, Committees, Interest and Working groups with webinars, the possibility of video meetings, and videoconferencing throughout the year, in addition to the existing means such as ISPA publications and website. I was able to consolidate our links with the Central Office by meeting EasyConference manager Petros Statis, our appointed secretary Christos Therapontos, and the whole team in Cyprus. We also renewed our contract for a further five years.

Regarding our publications, Elana Hamovitch and Vanda Sousa continued editing the World*Go*Round. Tamika La Salle Finley, Editor-in-Chief, and the entire team of co-editors saw their work and that of their predecessors rewarded by the honor in 2024 of an impact factor for our journal, International Journal of School and Educational Psychology. We have also renewed our contract with our Editor-in-Chief, and are in the process of renewing it with the publisher Taylor & Francis.

We have also helped to develop links with our affiliated organizations, in more or less than 20 countries, depending on the years. I was able to take part, either in person or via videos or messages of support, in the opening and →

running of several symposiums and events in different countries and regions, including Sweden, France, Cyprus, Greece, the United States, Portugal, India, Switzerland, etc.

From the outset, our Association has been committed to supporting the development and respect of children's rights. ISPA is affiliated and represented at UNESCO and the NGO Child Rights Connect. For the past two years, ISPA colleagues Bonnie Nastasi and Stuart Hart have been working on plans for the third International Child Rights Global Summit, which will take place in 2026.

The work carried out by our various committees and working groups at ISPA conferences, but above all throughout the year, enables each of us to take part in the Association's exchanges and work. Thanks to the dynamism of our Chairs and members, we now have some 15 active groups.

In the field of psychologist training, our Association continues to accredit University programs. It also supports continuing education through the numerous workshops organized by Bill

Pfohl and the speakers before each conference. Our conferences themselves are places for training and exchange. Several of us were lucky enough to take part in recent conferences organized, together with numerous co-organizers, by Maria Cristina Matteuci in Bologna, Baiba Martinsone in Riga, and soon by Vítor Alexandre Coelho in Coimbra. They built inspiring and enriching conferences, places for debate and discussion, but also for discovery, exchange, and encounters in a warm atmosphere, renewing the very special ISPA spirit: friendly, intense, empowering, and professionally stimulating.

After this brief overview of this period of presidency, I would like to insist on the many projects that need to be pursued. In particular, we need to support the role of practicing psychologists and their participation in conferences, for which they very rarely receive financial support from their employers. The life of our Association and its attractiveness throughout the year also remain important issues. Last and not least, and closely

linked to the previous point, the question of membership renewal is essential if we are to be as representative as possible of school psychology on an international level, and thus contribute as much as possible to the development of schools likely to foster quality and happy learning.

We'll soon have the chance to meet up again in Coimbra. There's still time for you to register in case you haven't yet, or to convince your colleagues to do so. Our Portuguese colleagues, in particular Vítor Coelho, Vanda Sousa, and Marta Marchante, are ready to welcome us, and I'd like to thank them warmly for their preparations.

I look forward to seeing you in Coimbra, or elsewhere, at ISPA's various events and activities.

I wish you a beautiful summer. Enjoy reading this new issue of the World*Go*Round.



ISPA 2025 IN COIMBRA IS COMING!!!

Vítor Alexandre Coelho, LOC Chair

Dear colleagues, the ISPA 2025 Conference in Coimbra is quickly approaching and we are thrilled to report that the submission process was a big success, sparking interest of researchers and practitioners worldwide.

“We received 511 submissions from 38 different countries.”

We received 511 submissions from 38 different countries. Regarding format, 212 submissions were oral presentations, 136 posters, 20 symposiums, 21 roundtables and 41 workshops. There was also a strong participation from ISPA Committees, Task Forces, and Interest Groups. These submissions generated 706 reviews from a panel of national scholars and ISPA’s International Scientific Committee (1 reviewer for posters and 2 for the other formats).

After this extensive process, the Local Organizing Committee is happy to welcome you to

“Local Organizing Committee is happy to welcome you to the 46th ISPA Conference, with the confidence that this conference will have a robust scientific program”

the 46th ISPA Conference, with the confidence that this conference will have a robust scientific program that we hope will be appealing to researchers and practitioners. Currently, we are assembling the final program encompassing both the Scientific, and the Social aspects of the conference. For those who have not yet registered, Registration is still open [here](#).

The Conference will take place in the *Faculdade de Psicologia e de Ciências da Educação* of the University of Coimbra, which is located in the *Alta* (Hightown) of Coimbra. Right in the middle of the UNESCO-listed sites, famous for its hills, medieval cathedral, and many other historical landmarks, →



*Faculdade de Psicologia e de Ciências da Educação – Building 2,
University of Coimbra*

including the church where the first two kings of Portugal are buried. Having Coimbra as a setting for the conference will allow us to offer attendees a rich social program, including traditional ISPA activities such as the Folk Dancing and the Sing-Along. These traditional ISPA activities will be accompanied by activities that celebrate Coimbra

traditions such as the *Coimbra Fado*, the *Tunas* (do not confuse them with the fish), and the famous traditional Coimbra student and teacher costumes. Seafaring ISPA members might enjoy a trip aboard the *Basóflas*, a ship that cruises the Mondego river. And of course, walking tours of the Coimbra UNESCO sites, as well as visits to the famous *Paço das Escolas* (the palace that was originally the site for the University).

The Conference will end with the Farewell Party that will take place in the historical and romantic



"Tuna"



Students of the Coimbra University at "Paço das Escolas"



"Quinta das Lágrimas"

setting of the *Quinta das Lágrimas*, a place of legend known to be the scenery for one of the most striking and emblematic Portuguese medieval love stories, the story of Pedro and Inês. *Quinta das Lágrimas* is not only a famous historical palace that witnessed a tragic love story (a sort of real-life Shakespeare's Romeo and Juliet), but it is also famous due to its unforgettable gardens.

Kind Regards on behalf of the
Local Organizing Committee,
Vitor Alexandre Coelho



GENERAL ASSEMBLY INVITATION

Panagiota Dimitropoulou, ISPA Secretary

This year's General Assembly (GA) will take place on Friday, July 18th, from 6.00 pm - 7.30 pm at the **University of Coimbra, Faculdade de Psicologia e de Ciências da Educação, Building 2, Auditorium**. All members are invited to join and hear about current ISPA initiatives and hear from representatives of ISPA leadership (committees, affiliates, etc.).

"(...) hear about current ISPA initiatives and hear from representatives of ISPA leadership (...)"

Furthermore, awards and recognitions will be presented. This meeting provides the opportunity for ISPA members to hear from the Executive Committee and other ISPA leaders, comment on topics, and vote on the 2026 budget.

"(...) the opportunity for ISPA members to hear from the Executive Committee and other ISPA leaders, comment on topics, and vote on the 2026 budget."

"A finance meeting to discuss the Treasurer's Report and the budget for 2026 in advance of the ISPA General Assembly will take place on Thursday, July 17th, from 16.45 pm (...)"

A finance meeting to discuss the Treasurer's Report and the budget for 2026 in advance of the ISPA General Assembly will take place on Thursday, July 17th, from 16.45 pm - 18.15 pm. This meeting is open to all members. You are welcome to contact the ISPA Treasurer, Carmelo Callueng (callueng@rowan.edu), for further information.

Committee Chairs and National Affiliate representatives who wish to share future directions with ISPA members during the General

*Panagiota Dimitropoulou,
ISPA Secretary*



Assembly should contact Yiota Dimitropoulou, ISPA Secretary, no later than July 1st (yiotadimitropoulou@ispaweb.org) to allow for time allocation at the GA. Reports will be brief (3 minutes), referring to upcoming written reports in the Autumn edition of the World*Go*Round (WGR). →

General Assembly Invitation

Friday, July 18th, 2025

6.00 pm WEST

**University of Coimbra,
FPCE - Building 2, Auditorium**

AGENDA

- Welcome & President's Report (Véronique Le Mézec)
- Reports from Secretary (Yiota Dimitropoulou) & Central Office (Christos Therapontos)
- Treasurer's Report and approval of 2026 budget (Carmelo Callueng)
- Leadership Workshop report from President-Elect (Kristen Varjas)
- Reports from publications
 - Tamika La Salle, Editor IJSEP
 - Elana Hamovitch & Vanda Sousa, Co-Editors WGR
- Brief reports from the assembly
 - Leadership Chairs (committees, task forces, interest groups)
 - Affiliates Representatives
 - Member issues
- Awards and recognitions
 - Call Catterall Fund Awards
 - ISPA Awards
 - Presidential Citations
- Leadership transfer
 - Presidency
- Closing, thanks, and farewells



**The deadline for the
World*Go*Round
September (Autumn) 2025
edition is August 15th!**

wgr@ispaweb.org

Download the template for article
submission [here](#)!

INTERNATIONAL JOURNAL OF SCHOOL AND EDUCATIONAL PSYCHOLOGY HIGHLIGHTS

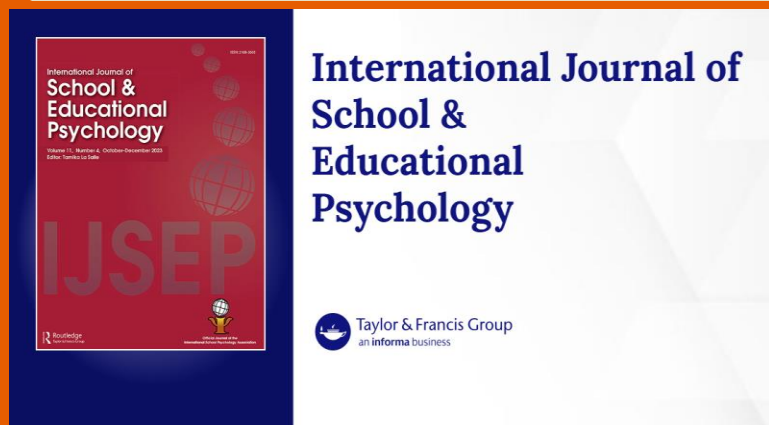
*Tamika P. La Salle, IJSEP Editor-in-Chief,
Gina N. Norman, & Jhanelle Adams, Editorial Assistants*

Thank you for your continued support of the International Journal of School & Educational Psychology (IJSEP)! As the Editor-in-Chief, I hope to continue to cultivate and disseminate high-quality research that spans the globe for the purpose of improving academic, social, emotional, and behavioral outcomes for all students.

We proudly highlight the release of **Part 2** of this year's special issue, **Global Perspectives on Trauma-Sensitive Schools**, led by Dr. Gino Casale and Dr. Friedrich Linderkamp. Authors contributing to this special topic write about the complexity and promise of trauma-informed schooling by bridging macro-policy insights with school practices and

"This global perspective on trauma also recognizes cultural contexts and factors that shape educational responses to trauma (...)"

interventions. This global perspective on trauma also recognizes cultural contexts and factors that shape educational responses to trauma, and includes themes of trauma-specific interventions, culturally-attuned school counseling, tiered supports, and creating safe, nurturing classroom environments. Specifically, in Part 2, you will find topics related to PTSD symptoms and students with emotional behavioral disorders, implementing trauma-informed practice through an anti-racist lens, trauma-informed teaching practices, and the link between trauma identification and practices in the classroom. The full special issue can be found in Volume 13, issues 1-2! Go check it out today! →



" (...) this special topic write about complexity and promise of trauma-informed schooling by bridging macro-policy insights with school practices and interventions."

Issue 1, Part 1: [International Journal of School & Educational Psychology: Vol 13, No 1 - Taylor & Francis Online](#) (All journal articles featured in International Journal of School & Educational Psychology vol 13 issue 1)

Issue 2, Part 2: [International Journal of School & Educational Psychology](#) (Part 2: Global Perspectives on Trauma-Sensitive Schools. Volume 13, Issue 2 of International Journal of School & Educational Psychology)

In other announcements, the journal now invites authors to submit titles and abstracts of manuscripts that are written in both English and the authors' native language to increase international access. Further, the journal seeks to onboard individuals who can assist with publication processes related to translating the language of manuscripts. These efforts are being made in hopes of bridging the gap between research and practice for scholars across the world and reducing the language barrier. If you are interested in joining the journal team in this capacity, please

contact the Editorial Assistants, Gina Norman (gnorman2@student.gsu.edu) and/or Jhanelle Adams (jadams114@student.gsu.edu).

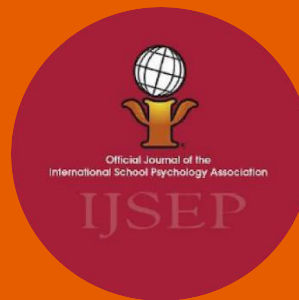
Looking ahead, we are eager to see you all at the upcoming ISPA conference this summer, July 16th-19th, 2025, in Coimbra, Portugal! Please be on

the lookout for announcements regarding the Article and Editor of the Year!

"Please be on the lookout for announcements regarding the Article and Editor of the Year!"



*Dr. Tamika La Salle-Finley
Georgia State University
IJSEP Editor-in-Chief*



*Gina Norman
Ph. D. Student,
Georgia State University
IJSEP Editorial Assistant*



*Jhanelle Adams
Ph. D. Student,
Georgia State University
IJSEP Editorial Assistant*

THE "WHAT" AND "WHY" OF ISPA ACCREDITATION OF SCHOOL PSYCHOLOGY PROGRAMS

Michael Hass, Ph.D., Professor Emeritus, Chapman University, US, Chair, Accreditation Committee
Maria Cristina Matteucci, Ph.D., Associate Professor, University of Bologna, Italy, ISPA President-Elect

The International Association of School Psychologists (ISPA) developed its first set of goals and standards in 2002. These standards were built on Oakland and Cunningham's (1997) definition of school psychology and guidelines for training. Their definition proposed an overview of the educational requirements for being a school psychologist and the types of services school Psychologists might provide to children in school settings (Hass & Kennedy, 2021; International Association of School Psychologists, n.d.). These standards were revised in 2008 and again in 2014 (ISPA, 2017). ISPA Standards for the training of school psychologists is an essential part of ISPA's mission of "promoting high standards in the training and preparation of school psychologists and in the delivery of psychological services to children and young people, schools, families, and communities" (International Association of School Psychologists

[ISPA], 2017, p. 4).

ISPA standards include six program goals and 17 standards. In addition to these goals and standards, the ISPA Standards provide general recommendations regarding staffing, curriculum, fieldwork, and supervision. The standards are intended to be appropriate for different programs in different countries. For example, the term school psychologist is not used in many countries, but there are professionals practicing roles like those of school psychologists. Also, the standards are flexible as to the terminal degree required for practice, recognizing that this may vary from an undergraduate, master's, or specialist level degree to a doctoral degree (International Association of School Psychologists, 2017, p. 5).

"(...) provide general recommendations regarding staffing, curriculum, fieldwork, and supervision."

"ISPA standards include six program goals and 17 standards."

"The standards are intended to be appropriate for different programs in different countries."

In 2020, the founding Chair of the accreditation committee, Peter Farrell, now Professor Emeritus at the University of Manchester in the United Kingdom, stepped down and was replaced by Michael Hass of Chapman University in California. Since 2020, the University of Bologna has been newly accredited, and the University of Amsterdam and the University of Hong Kong were reaccredited. The University of Nebraska at Kearney, New Jersey City University, the University of Cyprus, Chapman University, and Lewis and Clark University are in various stages of completing reaccreditation. Another European university is preparing for accreditation soon. The Accreditation Committee has also edited the ISPA standards, →

"So, why pursue an additional accreditation?"

made minor revisions to the accreditation procedures, and worked with the ISPA Central Office to establish an accessible archive of past accreditation data.

Many university training programs for school psychologists undergo accreditation by government bodies or agencies responsible for evaluating the quality of public and private courses of study. This is a widespread practice in many countries worldwide, often involving rigorous processes that require extensive documentation and thorough scrutiny by accrediting bodies. So, why pursue an additional accreditation? Isn't it redundant, especially if an accreditation is already mandatory?

The answer lies in the key concepts of *internationalization*, *connection*, *constructive dialogue*, and *continuous improvement*. ISPA accreditation is not an evaluative or judgmental

procedure; instead, it offers a collaborative, constructive process that enables the program to focus on improvement. It's not an "exam to pass" but a comparative process that helps the program to go beyond national standards and align with international standards. ISPA accreditation of your program may provide an advantage to students who increasingly want to pursue international careers or gain work experience abroad.

"(...) examining your program from a broader, more global viewpoint than national accreditation processes require."

Moreover, the ISPA accreditation process encourages faculty to "team up," promoting constructive dialogue and reflection from a fresh global perspective on course content and student education. This process promotes examining your program from a broader, more global viewpoint than national accreditation processes require. By involving all faculty members and other interested

"(...) the ISPA process allows the program to continually improve, keeping it updated and aligned with the evolving field of school psychology."

parties, the ISPA process allows the program to continually improve, keeping it updated and aligned with the evolving field of school psychology.

International accreditation also enhances the institution's prestige and distinction. It signals prospective students that the program meets rigorous, globally recognized standards. In an increasingly competitive educational landscape, this can be a deciding factor for students selecting a program, particularly those aiming for international careers. Most importantly, ISPA →

"(...) ISPA accreditation offers an opportunity for a program's faculty and students to join the global conversation about the future of school psychology (Hass & Kennedy, 2021)"

accreditation offers an opportunity for a program's faculty and students to join the global conversation about the future of school psychology (Hass & Kennedy, 2021).

“ISPA offers two options for accreditation and a third option for assessing a program's readiness to pursue accreditation.”

ISPA offers two options for accreditation and a third option for assessing a program's readiness to pursue accreditation.

1. Option 1 includes a complete review of program documentation and a site visit by an accreditation team.

2. Option 2 is for programs accredited by a national or regional body that follows standards similar to ISPA. If programs can document that a) the standards used to accredit their program are similar to ISPA standards and b) they have undergone a recent accreditation process of equivalent detail and vigor. An accreditation team will review the program's documentation, but this option does not

involve a site visit.

3. A third option exists for programs that want a preliminary review of their readiness to pursue ISPA accreditation. In this case, the program provides a short self-study document to the Accreditation Committee Chair. The Chair and another committee member will review this document and provide an advisory report on the program's strengths and actions needed to seek full accreditation.

One of the most significant benefits of international accreditation, such as ISPA accreditation, is that it opens doors for exchanges as global partnerships and exchange programs become easier to establish when universities recognize each other's quality standards.

“(...) it opens doors for exchanges as global partnerships and exchange programs (...)”

A clear advantage of accreditation is the expanded potential for student exchange agreements between universities. Similarly, faculty mobility

agreements may be encouraged and supported within programs that have achieved accreditation. Additionally, international accreditation of programs establishes a solid foundation for collaborating globally, allowing for sharing of research, teaching methods, and best practices.

“(...) establishes a solid foundation for collaborating globally, allowing for sharing of research, teaching methods, and best practices.”

Accredited programs also offer faculty more opportunities to participate in international or European research projects and academic exchanges. These experiences enrich the educational environment and broaden perspectives for both faculty and students.

And finally, if you're still not convinced, just ask those who have pursued ISPA accreditation. They'll tell you it's a formative and developmental—not merely evaluative—experience, both for the programs and for the people involved. →

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Accreditation Group Roundtable, which took place during the conference in Riga 2024

UNDERSTANDING SCHOOL PSYCHOLOGY INTERNATIONALLY: AN INTRODUCTION TO PIONEERING RESOURCES AND RESEARCH FROM THE 1900's (PART 1 OF 3)

Shane R. Jimerson, Amber Reinke, Lakhvir Kaur, Shemiyah Holland, Jennifer Quintanilla, Alessandra Mittelstet, and Leslie Alvarez - University of California, Santa Barbara

The history of school psychology internationally reflects a growing awareness of the need to support children's cognitive, emotional, and social development through psychological services. Many colleagues interested in the field of school

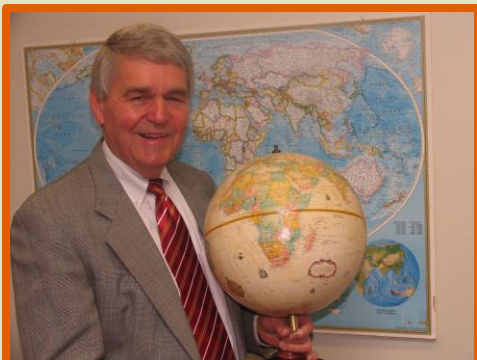
psychology internationally are not aware of the history of reports and research that have contributed important insights about the profession around the world. The information presented below is intended to be the beginning of

understanding of school psychology around the world.

1940's United Nations Educational, Scientific, and Cultural Organization

Following World War II, in 1948, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) reported information from 43 countries, summarizing the roles, training, and compensation of school psychologists (UNESCO, 1948). The information featured in this UNESCO publication is among the first international efforts to survey the role of psychologists in educational systems worldwide, providing a glimpse of the emerging profession of school psychology in countries around the globe. The report was compiled through official responses from the Ministries of Education in 43 countries seeking →

**This article is dedicated to the life and contributions of our friend and colleague, Thomas Oakland, whose work continues to inform and inspire our understanding of school psychology internationally.*



*Thomas Oakland, circa 1997
(November 23, 1939 – March 4, 2015)*

a series of articles to be featured in the International School Psychology Association (ISPA) World*Go*Round publication. This article, featuring publications from the 1900's, and forthcoming articles will help to facilitate access to this important historical and contemporary scholarship. This is not intended to be a comprehensive review of every publication, but rather, a selection of seminal publications that have made important contributions to our

to gather comparative data on the preparation, employment, roles, and challenges faced by school psychologists. One of the notable findings of the report was the diversity in the terminology used to

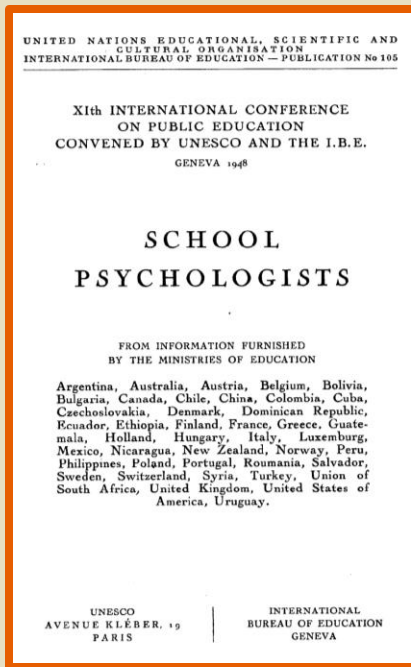
describe professionals engaged in psychological work in schools. While the title “school psychologist” was used in several contexts, other common terms included “educational psychologist,” “child psychologist,” and “psychological adviser.” This variation in title terminology reflected both the nascent state of the field and national differences in professional and educational traditions. The report outlines a wide range of responsibilities for school psychologists including administering intelligence and aptitude tests, advising on

school placements, offering guidance to teachers and parents, and, in some cases, engaging in therapeutic work with students.

In certain countries (e.g., France, the United

States, and the United Kingdom), school psychologists also played key roles in assessing children with learning or behavioral difficulties and guiding decisions related to special education. However, UNESCO reported considerable variation in the training required to become a school psychologist. Some countries reported rigorous postgraduate programs combining psychology and education, while others offered only minimal or ad hoc training. Several responses indicated that school psychologists were often former teachers with

supplemental training in psychology, though there was a growing trend toward requiring formal university degrees in psychology. Respondents to the UNESCO survey also identified common obstacles to the expansion of school psychological services. These included a shortage of trained personnel, lack of funding, unclear professional roles, and insufficient integration with school systems. The report concluded by emphasizing the need for further development of specialized training programs and more comprehensive national strategies for incorporating psychological services into education. The 1948 UNESCO report laid foundational groundwork for the international recognition of school psychology as a specialized field. It revealed both the promise and the challenges of integrating psychological expertise into educational systems. It also served as a catalyst for future collaborative initiatives — such as the later 1956 report edited by W. D. Wall and the eventual establishment of the International School Psychology Association (ISPA). →



1950's United Nations Educational and Cultural Organization

In 1956, a UNESCO report was developed following a 1954 expert study group convened in Hamburg by UNESCO and the UNESCO Institute for Education (Wall, 1956). The group — comprising educators, psychologists, psychiatrists, and social workers from seven European nations — was tasked with exploring how the psychological

logical services following the preliminary UNESCO survey conducted in 1948. In the report, Wall (1956) categorized school psychological services into several models: (a) school-based psychologists embedded in daily school life; (b) district-level centers serving larger populations; and (c) child guidance clinics rooted in psychiatric and psychoanalytic traditions. Wall further explored educational and mental health services for children in Europe and recommended professional preparation standards for school psychologists (Wall, 1956). Services in the United Kingdom, Switzerland, France, and Austria were discussed in detail. A central theme of the report is the tension between prevention and remediation. Wall and the expert group advocated strongly for preventive approaches — improving school environments, teacher practices, and parent engagement — rather than narrowly focusing on remediation of severe cases. The report also calls for the development of flexible services that integrate medical, psychological, and educational

perspectives and that are adaptable to local community needs. Wall highlighted the importance of sustained investment in training, research, and interdisciplinary collaboration and calls for expanded services that address the full range of children's cognitive, emotional, and social development within schools.

1970's Catterall Trilogy

Scholarly attention to school psychology expanded during the late 20th century. Catterall (1976, 1977, 1979) published a three-volume series titled *Psychology in the Schools in International Perspective*, providing the first comprehensive international overview of the field. The Catterall trilogy represents one of the earliest and most comprehensive attempts to document the development and practices of school psychology in a broad range of international contexts. The series was designed to facilitate cross-national learning and provide a systematic overview of the application of psychology →

PSYCHOLOGICAL SERVICES FOR SCHOOLS

Edited by
W. D. WALL

1956
UNESCO INSTITUTE FOR EDUCATION
HAMBURG

sciences could more effectively contribute to children's education and mental health across Europe. The effort sought to fill a gap in coordinated international guidance on school psycho-

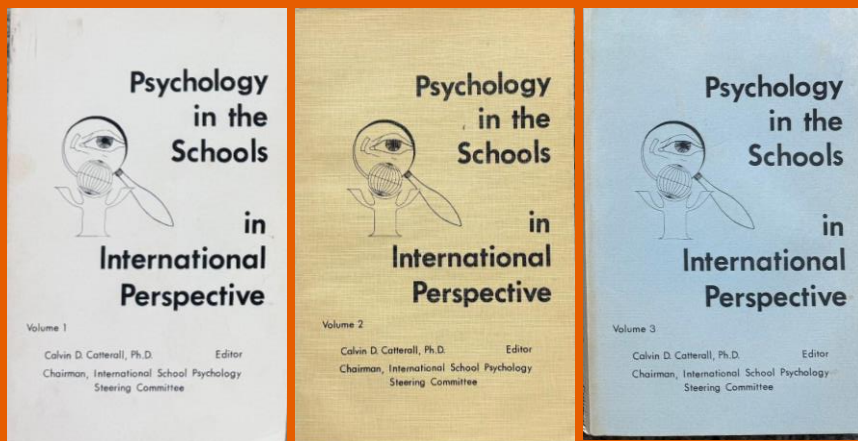
in schools around the world, at a time when few global comparative texts existed (Catterall, 1976, 1977, 1979).

The first volume introduced the rationale for the series and presents an initial set of country case studies, including the United States, United Kingdom, and several Western European nations. Each chapter outlines historical developments, philosophical underpinnings, educational structures, and the emerging role of psychologists

within those systems. A key theme in this volume is the increasing use of psychological testing and educational placement decisions, particularly for children with special needs (Catterall, 1976). The second volume expanded the geographical scope to include countries in Latin America, Asia, and the Middle East. These chapters highlight the varying stages of development in school psychological services, often influenced by differences in economic resources, political systems, and cultural

and introduces more conceptual discussions about the universal versus culture-specific aspects of psychology in schools. It includes reflective chapters that compare service delivery models, training systems, and policy frameworks across countries. This volume also begins to raise ethical and epistemological questions about exporting Western psychological models to non-Western educational systems (Catterall, 1979).

Each volume maintains a consistent structure in the individual country chapters, which allows for comparative analysis across multiple dimensions: (a) historical development, (b) organizational and administrative structures, (c) training and qualifications, (d) professional roles and duties, and (e) key challenges. This structure laid the groundwork for future comparative projects such as Saigh & Oakland (1989) and Jimerson et al. (2006). Catterall's work provided one of the first sustained international mappings of school psychology. It helped establish that school psychology is not a monolithic practice but →



rather one that is deeply shaped by national contexts, including political, cultural, and educational systems. The trilogy emphasized the importance of culturally informed practices and encouraged international dialogue at a time when globalization in the profession was in its infancy. Cal Catterall was an early leader who helped establish the International School Psychology Committee (ISPC) in 1972, which he co-chaired. Formed by the APA's Division of School Psychology, the ISPC contributed to the creation of the World-Go-Round in 1973 and later the International School Psychology Association (ISPA) in 1982 (Hatzichristou et al., 2023; Oakland, 1993).

1980's Saigh and Oakland International Perspectives

These early efforts were later complemented by Saigh and Oakland's (1989) *International Perspectives on Psychology in the Schools*, which highlighted evolving practices for the time. The book consists of country-specific chapters

authored by experts from 24 nations. Each chapter provides a systematic overview of the historical development, training standards, service delivery models, legal frameworks, and current challenges in school psychology within the respective country. The countries included were Italy, France, Ireland, England and Wales, USSR, Spain, Turkey, The Republic of Cyprus, Israel, Jordan, Nigeria, South Africa, India, The People's Republic of China, Hong Kong, Japan, Australia, New Zealand, Canada, The United States of America, Mexico, El Salvador, Chile, and Brazil. The vast array of nations offered comparative insights into both commonalities and cultural variations in practice. A central theme of the volume is the diversity in professional roles of school psychologists. In some countries, the role is heavily assessment-oriented (e.g., U.S.), while in others, consultation and mental health services dominate. The book highlights how national education systems, cultural attitudes toward mental health, and historical factors shape the structure and acceptance of school psychological

services. It also addresses how economic development and public policy influence the availability of trained professionals and the integration of psychology into schools.

The volume underscores wide variation in professional preparation. Some countries had highly developed training programs with licensure requirements, while others were just beginning to establish formal preparation pathways. Saigh and Oakland advocated for greater international dialogue and standards to ensure that psychological services in schools maintain professional quality and ethical integrity across contexts. By offering detailed, country-level analyses through a common framework, the chapters in the book by Saigh and Oakland (1989) →

*International
Perspectives
on Psychology
in the Schools*

*Edited by
Philip A. Saigh
Thomas Oakland*

lay the groundwork for future international collaborations and systematic comparisons. It helped spark increased interest in cross-national studies of school psychology (e.g., the later International School Psychology Survey by Jimerson et al., 2002, 2004, 2006, 2007, 2008, 2010), and provided a shared reference point for scholars, policymakers, and educators seeking to improve psychological services in schools. The Saigh and Oakland book advanced the field by emphasizing the importance of contextualized psychological practice, international scholarship, and the adaptability of psychological methods to meet local educational and developmental needs. It also reinforced the notion that psychology in schools must be both scientifically grounded and culturally sensitive.

1990's Oakland & Cunningham International Survey

Oakland and Cunningham (1992) conducted one of the most ambitious empirical studies of its

time to examine the state of school psychology across both developed and developing nations. Building on earlier descriptive studies, this survey aimed to provide systematic and comparative data on how school psychology was defined, practiced, and supported in different global contexts (e.g., Catterall, 1976, 1977, 1979; Saigh & Oakland, 1989). Their intent was to inform international collaboration and identify strategies to strengthen psychological services for students worldwide. The authors distributed a detailed questionnaire to representatives in 60 countries, receiving usable responses from 54. These respondents were identified as knowledgeable authorities in the field of psychology or education in their respective countries.

The survey explored multiple areas: terminology, employment patterns, roles and functions of school psychologists, service delivery models, training requirements, organizational affiliations, and perceived challenges. The study found significant variation in professional titles —

such as “school psychologist,” “educational psychologist,” or “psychopedagogue” — as well as in job responsibilities. For instance, practitioners in the U.S. and Canada tended to emphasize psychoeducational assessment, while those in the United Kingdom and Australia placed greater emphasis on consultation and systems-level intervention. Many respondents also reported an expanding role for psychologists in promoting mental health and inclusion in schools. Despite the variations in terminology and infrastructure, many countries shared common goals for school psychology, such as supporting children’s learning, addressing behavioral and emotional difficulties, and consulting with teachers and parents. However, service models varied widely: developed nations often had more structured systems, certification standards, and specialized training, whereas services in developing countries were typically limited in availability and scope, and often reliant on a small number of professionals (Oakland & Cunningham, 1992). Respondents →

from both developed and developing nations reported obstacles including insufficient funding, high student-to-psychologist ratios, a lack of public understanding of the profession, and fragmented service systems. This article is considered a landmark empirical contribution that advanced the understanding of global school psychology. It provided one of the first comparative datasets on a large international scale and laid the foundation for subsequent research efforts, including the International School Psychology Survey (ISPS) in the 2000s. The findings remain relevant for informing international policies, training standards, and collaborative efforts in school psychology. Notably, Dr. Thomas Oakland was the President of the International School Psychology Association (ISPA) from 1995-1997.

2000's Jimerson and the ISPA Research Committee

Forthcoming articles in this ISPA series will present information regarding what emerged in

the early 2000s, including, an international data collection advanced with the development of the International School Psychology Survey (ISPS). This is a continuing collaborative initiative led by Jimerson and the International School Psychology Association (ISPA) Research Committee (Jimerson & ISPA Research Committee, 2002, Jimerson et al., 2004, 2006, 2007, 2008, 2010). The ISPS gathered standardized data from practicing school psychologists in over a dozen countries (Jimerson et al., 2004, 2006, 2007, 2008), enabling comparisons of training, services, and systemic challenges across nations. The forthcoming information will also describe *The Handbook of International School Psychology* edited by Shane Jimerson, Thomas Oakland, and Peter Farrell (2006), which synthesized existing international scholarship, provided updated insights, and created a coherent structure for reporting school psychology practices across 45 countries. Across the future works in the ISPA series, we will share information across the decades in the 2000's, up to

the contemporary context, including the *Handbook of School Psychology in the Global Context: Transnational Advances to Support Children, Families and School Communities* edited by Chryse Hatzichristou, Bonnie Nastasi, and Shane Jimerson (2024), which offers a comprehensive exploration of school psychology through a transnational lens. This recent handbook emphasizes culturally responsive practices and addresses the diverse needs of children, families, and school communities worldwide.

We hope that the information that is provided in this article and the forthcoming series is helpful to provide a brief highlight of some important scholarship regarding and understanding the field of school psychology internationally.

Note: Colleagues who have particular studies or publications that should be featured in forthcoming articles, please communicate with Dr. Shane Jimerson (Jimerson@ucsb.edu). →

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