



ISPA

International School Psychology Association

WORLD*GO*ROUND

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wgr@ispaweb.org

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ISPA GENERAL ASSEMBLY - PRESIDENT'S REPORT: REVIEW & OUTLOOK

Véronique Le Mézec – ISPA President (2023-2025)

A year rich in activities to support ISPA members

ISPA continues to support its members through communication among professionals, information sharing, webinars, training opportunities, cooperation with other organizations, and the promotion of school psychology to enhance the well-being of children and school communities.

A growing international community

The association now has between 350 individual members and around 15-20 affiliated associations. This diversity promotes enriching international exchanges and the development of a global vision of school psychology.

Membership is always an important issue for our Association, and all committees have focused on this aspect. We need your help to speak about ISPA and the importance of having a voice internationally for school psychologists. We have

also helped to develop links with our affiliated organizations, more or less 15/20 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.

ISPA conferences

Our conferences themselves are places for training and exchange. Many of us were lucky enough to take part in the recent conferences organized.

The different LOC Local Organizing Committees built inspiring and enriching conferences, places for debate and discussion, but also for discovery, exchange, sharing, and encounters in a warm atmosphere, renewing the very special ISPA spirit: friendly, intense, empowering, and professionally

stimulating.

Latest conferences

2023 Bologna - ITALY, chaired by Maria Cristina Matteucci. An inspiring conference shared by 550 attendees.

2024 Riga - LATVIA, chaired by Baiba Martinsone. A wonderful success, with around 300 participants, speakers, and organizers.

2025 Coimbra - PORTUGAL, chaired by Vitor Coelho with his colleagues Vanda Sousa and Marta Marchante. This was a great opportunity to share Portuguese and international research and practice among 520 participants.

→



We have had the pleasure to announce the next 2026 ISPA conference:

2026 Lyon - FRANCE, chaired by Laurent Chazelas with the two ISPA-affiliated associations AFPEN & ANPEC. One year to prepare your presentation, and your luggage!

ISPA Central Office – Easy Conference



We have developed and consolidated our links with the Central Office by meeting EasyConferences manager Petros Statis, our appointed secretary Christos Therapontos, and the whole team in Cyprus last year and online. We also renewed our contract for five more years.

Committees, Taskforces, and Interest groups

The work carried out by our various committees and working groups at ISPA conferences, but above all throughout the year, can enable 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.

You are warmly invited to join them.

ISPA Publications

The website is a source of information taken care of by our Central Office, with the support of the Executive Committee, and with relevant information that you share with us.

World*Go*Round (WGR) - our quarterly letter of information is edited by Elana Hamovitch and Vanda Sousa.

International Journal of School and Educational Psychology (IJSEP) - Tamika La Salle Finley, editor-in-chief, and the entire team of co-editors and board members saw their work and that of their predecessors rewarded by the award in 2024 of an



impact factor for our journal. We have also renewed our contract with our editor-in-chief, and are in the process of renewing it with publisher Taylor & Francis (since last year).

These publications ensure the latest research and practices reach professionals worldwide. You are all invited to contribute to ISPA publications. You can contact our editors for more information.

Partnerships and Child Rights Advocacy

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 thanks to Mélaïne Descamps-Bal, Odile Vetter, and Lukas Scherrer.



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, in the Netherlands and online. →

ISPA contributions for training

Our association organizes a conference every year on different topics, which allows school psychologists, researchers, and trainers to share their experiences.

ISPA also supports continuing education through the numerous workshops organized by Bill Pfohl and the Communication Committee before each Conference.

We organized many webinars, which are still available on the members-only section. In the field of psychologist training, ISPA continues to accredit University programs.

About crisis intervention, especially for our European colleagues, ISPA has been supporting ESPCT European School Psychologists Center for Training.



Looking Ahead

Future projects aim to strengthen the role of school psychologist practitioners, researchers, and students to enhance conference participation and

ensure that ISPA remains representative of international school psychology.

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 remains an important issue. The question of membership renewal is essential if we are to be as representative as possible of school psychology at an international level, and thus contribute as much as possible to the development of schools likely to foster quality and happy learning.

The ultimate goal is to contribute to the development of schools that foster quality and joyful learning.

Conclusion

I warmly thank YOU (every ISPA member, Executive committee members, committees' leaders, conference organizers, publication editors, and Central office), for your support during these

two years of presidency.

ISPA continues to thrive as a collaborative and supportive community. Together, we will continue to advocate for children's rights and the advancement of school psychology.



*Cueva de las Manos (Cave of the Hands), Patagonia
Upper Paleolithic, around 13,000 years ago*

We have all participated in the life of our Association. Each in our own collaborative way. As those humans did to create this fresco.



*Véronique Le Mézec,
ISPA President (2023-2025)*

ISPA SECRETARY'S REPORT: GENERAL ASSEMBLY 2025

Yiota Dimitropoulou, ISPA Secretary

The General Assembly (GA) of the ISPA membership was held during the 46th Conference on Friday, July 18, from 6:15 p.m. to 7:45 p.m. at the Auditorium of the University of Coimbra.

In preparation for the GA, a finance meeting was convened the previous day to review the Treasurer's Report and the proposed 2026 budget. The meeting was hosted by ISPA Treasurer, Carmelo Callueng.

The GA was formally opened by the President, Véronique Le Mézec, who welcomed the participants and expressed her gratitude for their attendance.

1. President's Report

As President, Véronique Le Mézec shared her reflections on another eventful year for the Association. She began by expressing her heartfelt gratitude to ISPA members, the Executive Committee, and the various committees, task



Véronique Le Mézec, ISPA President, General Assembly 2025
(photo courtesy of Bill Pfohl)

forces, and interest groups for their invaluable contributions to advancing ISPA's mission and policies. She extended special thanks to the editors of ISPA's newsletter World*Go*Round (WGR) and the International Journal of School & Educational Psychology (IJSEP). Appreciation was also given to the Cypriot Central Office for its efficiency and consistent support.

*Yiota Dimitropoulou,
ISPA Secretary*



She went on to highlight ISPA's key accomplishments and July 2025, including the successful conferences held in Riga and Coimbra, and preparations underway for the 2026 conference in Lyon. She underscored the vital role of ISPA's committees, task forces, and interest groups, while also noting continued improvements to the ISPA website and the ongoing importance of publications such as WGR and the IJSEP.

ISPA's active participation in affiliate conferences, the growing success of its webinars, and the development of the "School Psychology Futures" program were highlighted as key initiatives. The Association's strong commitment to promoting children's rights was also emphasized, particularly through its affiliations with UNESCO and Child Rights Connect.

Furthermore, special acknowledgment was given to the invaluable contributions of →

Ruth Marino and Rik Carl D'Amato, who sadly passed away last year. Their legacy continues to inspire the ISPA community.

In closing, Véronique stressed the need to continue supporting practicing psychologists, particularly in enabling their participation in conferences, which often lack institutional financial backing. The ongoing vitality and year-round appeal of the association were identified as key priorities for sustaining engagement. She encouraged current members to renew their memberships and to invite colleagues to join, underscoring ISPA's unique role in bringing together practitioners, trainers, researchers, and students from almost 50 countries worldwide.

2. Reports from Secretary (Yiota Dimitropoulou) and Central Office (Christos Therapontos)

Yiota Dimitropoulou, ISPA Secretary, informed the audience about the most important EC activities in the past year. During the reporting period, a total of seven EC meetings were convened—four conducted virtually via Zoom and

three held in person. The Secretary supported these meetings through the preparation of agendas, documentation, and official minutes.



Yiota Dimitropoulou,
ISPA Secretary,
General Assembly 2025
(photo courtesy of Bill Pfohl)

within the Exhibition Hall. The booth attracted substantial attention, with over 200 individuals visiting and engaging with ISPA materials and representatives.

The Secretary maintained consistent collaboration with the co-editors of WGR, contributing to the preparation and publication of four issues during the reporting year—September

In February 2025, Yiota, along with two other EC members, represented ISPA at the NASP Convention in Seattle, Washington. Their engagement included participation in the International School Psychology session, hosting the ISPA reception, and overseeing the Association's Presence at the ISPA booth

2024, December 2024, March 2025, and June 2025. Four authored articles were submitted for inclusion in these issues. The Secretary also contributed to important editorial and structural updates to key organizational documents, specifically the revision of the *Operations Handbook* (in collaboration with Odeth Bloemberg and the EC) and the ISPA leaflet.

In coordination with the Central Office (CO) and the Treasurer, updates were made to the ISPA website to ensure timely and accurate information for members and stakeholders. Daily business and internal communications were managed in close cooperation with the CO. Additionally, the Secretary liaised with the LOC in preparation for the 2025 Coimbra Conference and contributed to the planning and execution of both the ISPA Awards and the Cal Catterall Fund (CCF) Awards.

Over the course of the year, more than 500 official email communications were managed, reflecting the extensive administrative activity and commitment required to support the operations of the Association. →



*Christos Therapontos,
ISPA Central Office,
General Assembly 2025
(photo courtesy
of Bill Pfohl)*

Afterwards, on behalf of the ISPA Central Office, Christos Therapontos outlined the key responsibilities of the office. These include managing the central email account (ispacentraloffice@ispaweb.org), maintaining and updating the ISPA website, and coordinating email communications related to membership renewals and promotional activities. The Central Office is also responsible for financial administration, documentation, and the archiving of ISPA's materials and assets. In addition, it provides organizational and technical support for ISPA webinars, engages directly with members to address their concerns, and offers administrative assistance to the ISPA Executive Committee (EC). The office also supports Local Organizing Committees (LOCs) both prior to and during the annual conference. Finally, it contributes to the preparation and distribution of

both digital and physical publications. Christos concluded by presenting the following membership statistics as of July 2025:

- 360 ISPA members from 48 different countries, including 5 lifelong members, 121 student members and 13 affiliate members.
- Also, the Average Annual Member Fluctuation has been calculated as follows:

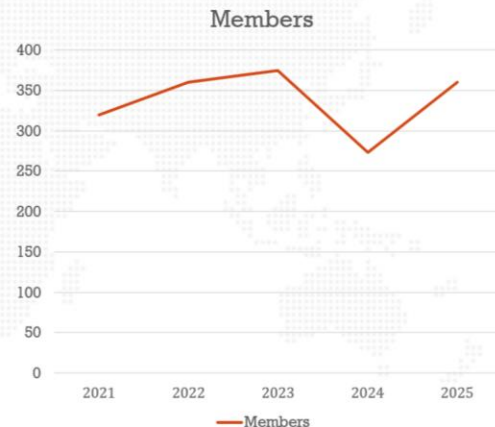
3. Financial Report and Vote for the budget

The third item on the agenda was the Financial Report for the fiscal year 2024–2025, along with the proposed budget for 2026. This was presented by the Treasurer, Carmelo Callueng, who referred to the Treasurer's Report and the financial discussion held the previous day. During that session, he had provided an overview of the →

AVERAGE ANNUAL MEMBERS FLUCTUATION

YEAR	AVERAGE No. OF MEMBERS
2021	320
2022	360
2023	375
2024	273
2025	360

- Increased membership in 2025



2024 Annual Report, which had been prepared by ISPA's auditors. Following the presentation, members in attendance were invited to vote on the proposed 2026 budget. The budget was approved, with all 59 members present voting in favor. Further details regarding ISPA's financial status can be found in the Treasurer's Report included in this issue of WGR.

4. Leadership Workshop report



Kris Varjas,
ISPA President Elect,
General Assembly 2025
(photo courtesy of
Bill Pfohl)

The Leadership Workshop began with a brief presentation by the incoming ISPA President, Kris Varjas, followed by short introductions from each participant, including their country of origin, roles, years of service, and previous contributions to ISPA. Kris then introduced the central theme of the workshop:

Advocacy.

years of service, and previous contributions to ISPA. Kris then introduced the central theme of the workshop: *Advocacy.*

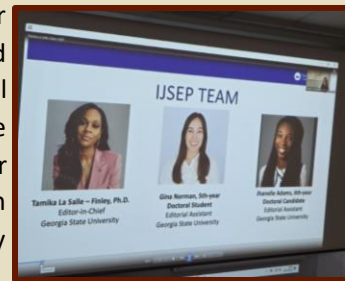
She also revisited the group suggestions from 2024, which included ideas such as enhancing membership benefits, increasing local professional engagement, and other strategic initiatives. Participants provided feedback on the actions taken over the past year. All additional input from this session will be compiled, and relevant actions will be implemented throughout 2025. A more detailed report on the Leadership Workshop will be available in the next WGR number.

5. Reports from publications

IJSEP

Unfortunately, the Chief Editor of the International Journal of School and Educational Psychology (IJSEP), Dr. Tamika La Salle, was unable to attend the 46th ISPA Conference in person. However, she shared her report through a recorded presentation, beginning with an apology

for her absence and a heartfelt thank you to the Local Organizing Committee in Coimbra for their excellent work in organizing the conference. She went on to express her appreciation to her editorial team—doctoral students Gina Norman and Jhanelle Adams, who serve as Editorial Assistants—for their dedication and contributions, as well as to the Associate Editors for their continued support in ensuring high-quality publications.



A key point highlighted in the report was that the current Impact Factor of IJSEP stands at 1.2. Nevertheless, the journal's CiteScore has significantly increased, reaching 4.3. Dr. La Salle also noted that, since July 2023, the journal has included abstracts in multiple languages to reflect its international scope and audience.

Dr. La Salle referenced the "Article of the Year" by Casale, G., and Linderkamp, F., from the →

School of Education, University of Wuppertal. The article, titled Global Perspectives on Trauma-Sensitive Schools: Context, Challenges, and a Heuristic Model for Future Directions, was featured as part of the special issue on Global Perspectives on Trauma-Sensitive Schools.



Additionally, she referenced the “Reviewer of the Year” given to Jesslynn Neves-McCain, Ph.D. She is an assistant professor of school psychology at the University of Massachusetts in Boston, USA.

WGR

Elana Hamovitch and Vanda Sousa, Co-Editors of the WGR, introduced themselves shortly to the audience. They thanked the EC for their great cooperation over the past year. They also thanked

the members for contributing articles to the WGR.



Additionally, they referred to the increase in the number of articles published and the growing interest of ISPA members in contributing articles to the WGR. Finally, they referred to the following goals for the future: a) they have achieved growth in the number of articles published and now hope to maintain the number of articles published, and b) to give more visibility to the contributions submitted (to the articles) through social media.

6. Brief Reports and issues from the floor

All committees, interest groups, task forces, and affiliate organizations were invited by email in advance to indicate whether they wished to take the floor during the General Assembly. Eight affiliated representatives and committee chairs accepted this opportunity to briefly present their activities from the past year(s). These included: the Ethics Committee (Jürg Forster), the School

Psychology Trainers Taskforce (Shane Jimerson), PSIFOS – Swedish Psychologists' Association (Lena Svedjehed), the Israel Psychology Association (Sharone Maital), Australian Psychologists and Counsellors in Schools (Coosje Griffiths), APFEN (Nathalie Gilmant), the Hellenic Division of School Psychology (Aikaterini Lampropoulou), the Order of Portuguese Psychologists (Raquel Raimundo), UNESCO (Melaine Descamps), and NASP (Peter Faustino). Written reports from these committees and affiliates will be published in the current and forthcoming issues of WGR.

7. Awards recognitions

The Cal Catterall Fund Awards

This year, seven individuals were selected to receive the Cal Catterall Award: Mariana Gentili Perez (Brazil), Lara Farina (USA), Constanza Dini (Italy), Alexandra Giannakopoulou (Greece), Masha Voronchenko (USA), Lingxi Li (Hong Kong), and Kalliopi Pesli (Cyprus). The awards were presented by ISPA President Véronique Le Mézec and Odeth Bloemberg, Chair of the Calvin Catterall Aid Fund. →



Cal Catterall Fund Recipients, General Assembly 2025
(photo courtesy of Elana Hamovitch)

ISPA Awards

This year, the Executive Committee honored:

- Dr. Frank C. Worrell with the Tom Oakland ISPA Outstanding International Scholar Award for his outstanding scholarship contributing to international school psychology and his long-lasting involvement and dedication to ISPA.
- Dr. Odeth Bloemberg with the ISPA Distinguished Services Award in recognition of her outstanding services to the Association and her long-lasting involvement.

Both recipients were present and personally accepted their awards. All our warmest thanks and

congratulations.



Frank C. Worrell and Véronique Le Mézec, GA 2025
(photo courtesy of Bill Pfohl)



Odeth Bloemberg and Michael Sheehan, General Assembly 2025
(photo courtesy of Elana Hamovitch)

Presidential Citations

As ISPA president, Véronique extended her special thanks to all the chairs and co-chairs of the Committees, Task Forces, and Interest Groups for their work and commitment, which is absolutely essential to the Association. She also thanked the members for their presence and support, especially those who have been members for five years or more.

Leadership Transfer

At the end of the meeting, Membership expressed a grateful farewell to Dr. Sissy Hatzichristou, who served in various leadership roles in ISPA: as Secretary (2001–2006), President Elect (2019–2021), President (2021–2023), and most recently as Past President (2023–2025). Dr. Sissy Hatzichristou in her closing remarks included the following :..."*At the close of my service on the ISPA Executive Committee, including my term as Past President, I am filled with a deep sense of gratitude and reflection. These past six years have been a journey of purpose, partnership, and profound →*

professional and personal growth. Some of the important achievements in the life of ISPA during my presidency years included the first and only ISPA position statement entitled “Back to School Amidst the COVID-19 Pandemic: Considerations and a Call to Action to Support School Communities Worldwide” developed at the LW in Cyprus Conference, a revision process of the Constitution and Bylaws chaired by Dr. Vitor Coelho, Past President at the time and the Constitution and Bylaws Committee, an ISPA Networking Series Initiative for Trainers, Professionals and Graduate Students organized by the ISPA Trainers Task Force in collaboration with Student Membership and Networking Committee, the International Project: School well-being entitled Feeling CARED in school: A Journey Around the World, the ISPA partnerships and ISPA participation in Futures Conference and the transfer of Central Office from Zonder Zorg to Easy Conferences in Cyprus. One of the most critical priorities during my presidency years has been the collaboration of trainers and students including special sessions at

the beginning of the conferences, training roundtables with trainers and students, student symposia from different countries, and collaborative international initiatives. This collaboration has not only sustained ISPA's mission but has become its beating heart- we are learning with our students, co-creating the future of school psychology together.

I would like to wholeheartedly thank my colleagues on the Executive Committee during all these years for their collaboration and shared vision. Once more, I would like to express my deepest thanks and appreciation to Odeth Bloomberg and Michael Sheehan for all their collaboration and support during challenging times and Kris Varjas, Bonnie Nastasi, Shane Jimerson and Bill Pfohl for our ongoing collaboration throughout the years.

I would like to sincerely thank you all-all our colleagues and our students from so many different countries. Thank you—for your trust, your collaboration, and for the unforgettable journey. Thank you for the privilege of serving you.”



Maria Cristina Matteucci , Véronique Le Mézec, and Kris Varjas
(photo courtesy of Bill Pfohl)

Finally, a warm welcome was extended to Dr. Maria Cristina Matteucci as the new President-Elect and member of the ISPA Executive Committee. The meeting concluded with Véronique officially announcing the beginning of Kris Varjas's term as ISPA President and expressing her sincere thanks to all members for their participation and continued support.

ISPA TREASURER'S REPORT

Carmelo Callueng, ISPA Treasurer

At the 2025 ISPA Conference in Coimbra, Portugal, ISPA Treasurer Carmelo Callueng presented the Treasurer's Report for 2024 and the Budget for 2026 at the Finance Meeting on July 17, 2025. Subsequently, the Budget for 2026 was voted on at the General Assembly on July 18, 2025.

Financial Report for 2024

The Treasurer's Report for 2023 was presented with the following slides:

The 2023 income from Membership dues was identified as a major concern for the future financial underpinning of the Association. Income from Membership dues in 2024 slightly increased, and even more so in 2025, as individual and student membership increased by 31%. Affiliate dues almost doubled in 2024 compared to the 2023 collection.

The profit from the 2024 Riga Conference of €26,959 exceeded the projected €15,000. Sincere

appreciation is extended to the LOC, chaired by Prof. Baiba Martinsone, as well as the University of Latvia, as the host institution.

Thanks to the relentless leadership of Bill Pfohl for mounting the Pre-Conference Workshops that

posted a net profit of €480. We were also very much indebted to Bill and Ginny Pfohl for a €715 donation to support the IJSEP.

Compared to 2023, the 2024 IJSEP Royalties income was higher at €15,823. No Accreditation profit was recorded in 2024. Donations from members amounted to €738.

Like in 2023, Central Office costs were maintained in 2024 and were lower than estimated. Journal costs included payments of \$9,200 to →

					
Income 2024 in EUR €					
	Actual 2023	Approved 2024	Actual 2024	Approved 2025	Proposed 2026
Membership	18,531	34,330	18,987	19,000	20,000
Members			18,319		19,000
Students			668		1,000
Affiliates	1,600		3,110	2,000	2,000
Conference	53,587	15,000	26,959	15,000	15,000
Donations	916		715		
ISPA Funds		250	738		250
Accredit.	916	500		500	500
Work'ps Net	1,536	2,000	480	2,000	1,500
IJSEP Royalties	14,988	15,000	15,823	14,795	15,000
Total	€92,074	\$67,080	€66,618	€53,295	€54,250



*Carmelo Callueng,
ISPA Treasurer*



Expenditure 2024 in EUR €

	Actual 2023	Approved 2024	Actual 2024	Approved 2025	Proposed 2026
C. O.	19,800	22,000	19,800	23,000	20,000
Journal	15,081	8,000	16,582.77	16,345	14,200
CCF	1,395	4,000	3,756	5,000	6,000
Auditor	4,793	6,000	5,173	5,000	5,500
NASP	2,756		3,087.14	3,250	3,250
ISPA Rep.	4,228	5,500	3,368.02	5,500	5,500
Comms/Affili's	560	1,250	451.54	1,250	1,250
Conference Xps	2,950	3,000	2,535	2,950	3,000
Web Operation	618	2,000	273.14	1,000	1,000
Legal/Trademark	3,847		23.83		4,000
Bank charges	255		328.15		
Total	€56,283	\$51,750	€55,379	€63,295	€63,700

the Editor and \$7,382.77 to Taylor and Francis, which included the Value Added Tax (VAT) of 19% levied in Cyprus and equivalent to \$1,300. However, ISPA was successful in its appeal to waive 19% VAT for Taylor & Francis fees starting in 2023. Thus, a decrease in the proposed IJSEP expenditure for 2026 as compared to 2025.

The Auditor costs included payments of €1,223 to our Cyprus auditors, Philippou

Auditors, and €3,950 to our US auditors, Wipfli LLP. We seek the assistance of Wipfli every year to ensure that the ISPA is tax compliant with the US authorities and thus maintains its Federal 501(c)(3) Not for Profit (NFP) status with the US Internal Revenue Service (IRS).

The €3,087.14 NASP expenses covered ISPA representation at the 2024 NASP Convention in New Orleans, Louisiana, that included €1,504.44 for booth rental and €1,582.70 for printing & stationery. ISPA Representation costs are estimated on a budget of €1,000 per EC member and €1,500 for the President. In 2024, €3,368 was incurred for ISPA representation by EC members at the NASP New Orleans, ISPA Cyprus, and Switzerland conferences.

The expenditure on Committees and Affiliates included €159 for Child Rights Connect NGO and €292.54 for Trainers of School Psychologists Futures Conference. Conference Expenses covered subsidized registration, cost of the Leadership lunch, EC expenses, and gifts. The Website costs include a Dropbox subscription and the Zoom facilitation of ISPA webinars. ISPA's non-profit incorporation in the State of California was renewed during the year.

€3756 for the 2024 Cal Catterall Fund (CCF) travel grant provided financial support for six participants to attend the 2024 ISPA Conference in Riga, Latvia. Participants came from El Salvador, Thailand, USA, and three from Ukraine. →



Operational Balance 2026 in EUR €

	Actual 2022	Actual 2023	Actual 2024	Approved 2025	Proposed 2026
INCOME	64,808	92,074	€66,618	€53,295	€54,250
EXPEND.	52,142	56,283	€55,379	€63,295	€63,700
BALANCE	12,666	35,791	€11,239	€-10,000	€-9,450

The operational balance for 2024 is recorded with a profit of €11,239, which is lower than the profit in 2023.

Form 990-EZ for 2023 can be viewed on the website through the [Funds link](#).

Proposed Budget for 2026

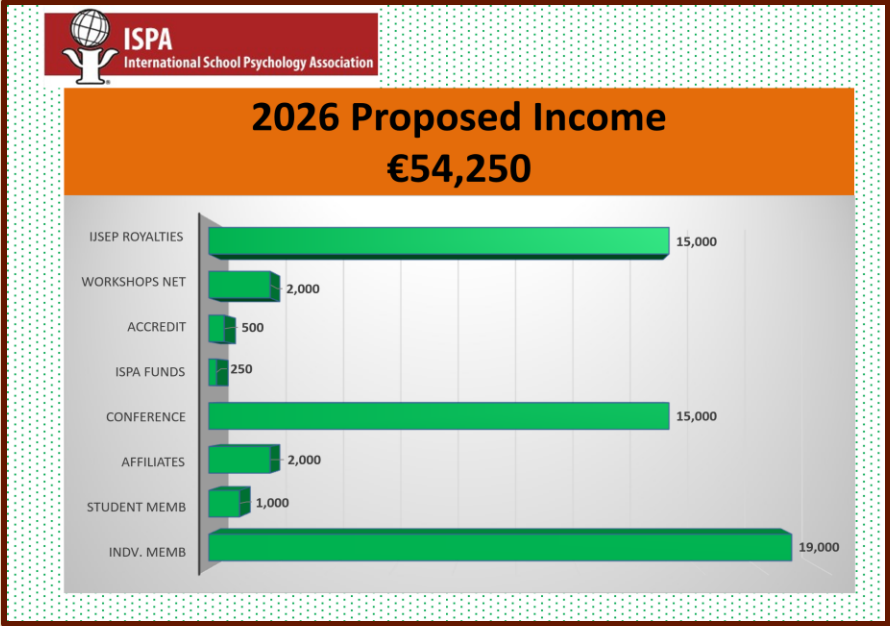
Although membership has increased in 2025, low Membership dues continue to impact budgetary considerations in 2026. While the monetary status of ISPA is healthy at present, the cautionary budgetary approach for 2026 is based on income from membership. The EC has approved the presentation of the following proposed budget for 2026.

The slides with figures are accompanied by slides demonstrating the same figures in graphic form. →



Proposed Income 2026 in EUR €

	Actual 2023	Approved 2024	Actual 2024	Approved 2025	Proposed 2026
Membership	36,720	34,330	18,987	19,000	20,000
Members			18,319		19,000
Students			668		1,000
Affiliates			3,110	2,000	2,000
Conference	15,000	15,000	26,959	15,000	15,000
Donations			715		
ISPA Funds	250	250	738		250
Accredit.	500	500		500	500
Work'ps Net	2,000	2,000	480	2,000	2,000
IJSEP Royalties	17,000	15,000	15,822.77	14,795	15,000
Total	\$71,700	\$67,080	€55,379	€53,295	€54,250



Proposed expenditure for 2026 is €63,700. As shown in the proposed expenses, IJSEP expenditure is being decreased with the 19% VAT waived. Additionally, the EC is currently negotiating a new agreement with Taylor and Francis to lower the annual charge, given the reduction in ISPA membership.

Provision for the Cal Catterall Fund is being slightly increased from €5,000 to €6,000. Similarly, provision for Auditor is being minimally increased by €500. With Trademark renewal due in 2026, provision for renewals is set at €4,000.

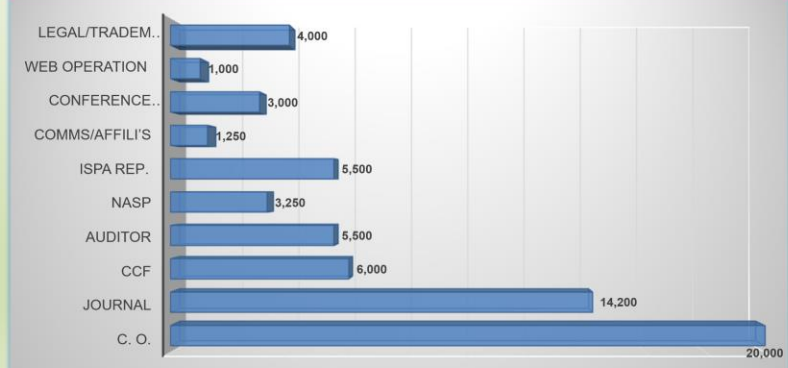


Proposed Expenditure 2026 in EUR €

	Actual 2023	Approved 2024	Actual 2024	Approved 2025	Proposed 2026
C. O.	19,800	22,000	19,800	23,000	20,000
Journal	15,081	8,000	16,582.77	16,345	14,200
CCF	1,395	4,000	3,756	5,000	6,000
Auditor	4,793	6,000	5,173	5,000	5,500
NASP	2,756		3,087.14	3,250	3,250
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Legal/Trademark	3,847		23.83		4,000
Bank charges	255		328.15		
Total	€56,283	\$51,750	€55,379	€63,295	€63,700



2026 Proposed Expenditure €63,700



The projected income for 2026 is approximately the same as that budgeted for in 2025 because of the reduced income from Membership dues. A net negative balance of up to €9,450 is being budgeted for, but this figure may be mitigated by any increase in the budgeted €15,000 profit from the



Operational Balance 2026 in EUR €

	Actual 2022	Actual 2023	Actual 2024	Approved 2025	Proposed 2026
INCOME	64,808	92,074	€66,618	€53,295	€54,250
EXPEND.	52,142	56,283	€55,379	€63,295	€63,700
BALANCE	12,666	35,791	€11,239	€-10,000	€-9,450

Balance of Assets

The following Table provides the Bank Balances as well as the Net Book/Asset Value of ISPA at the end of 2024. The latter figure takes account of monies both owed to and by ISPA on the dates in question and thus more accurately reflects the net worth of the organization. →

ISPA TREASURER'S REPORT

Donate to ISPA

An anonymous donor is willing to donate \$1,000 to ISPA if the combined membership can donate the same amount to the ISPA Development Fund and Cal Catterall Fund by November 30, 2025. Members can contribute by credit card through this link:

<https://ispaweb.org/membership/capital-campaign/>

Thank you for your continued support of ISPA's mission and development.

REPORT FROM THE 46TH INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION CONFERENCE

Vítor Alexandre Coelho, LOC Chair

It was with great joy that we received the invitation from the ISPA Executive Committee to organize and host the 46th ISPA Conference. We had fond memories of receiving the ISPA community when we hosted the 2013 Conference in Porto, and that positive experience was a decisive factor for me, Vanda and Marta to become regular ISPA conference participants. Those fond memories also made it easy to have four members of the ISPA 2013 LOC (Vítor, Vanda, Marta and João Arruda) returning for organizing this conference, and having someone organizing two ISPA conferences is not a very common occurrence.

In fact, that experience helped us put together the 2025 Conference on a very tight schedule. The invitation we received meant that the conference had to be organized in roughly half the usual time frame. Held from July 16–19,

2025, in Coimbra, Portugal, the conference focused on “Promoting Sustainability Through More Humane Schools: The Role of School Psychology.”

The conference theme seemed to inspire school and educational psychologists from →



*Opening Ceremony, 46th ISPA Conference
(photo courtesy of Elana Hamovitch)*

around the world, because we received over 500 submissions from presenters in 41 countries across five continents. It was a diverse event with presenters from various backgrounds sharing their valuable lived experiences in formal presentations and informal discussions. Altogether, the program fulfilled its aims of fostering the exchange of ideas and common interests with school and educational psychologists, having the opportunity to reflect upon how to support school efforts to become more humane and adopt sustainable practices.

Celebration of the participants' nationalities
(photo courtesy of Bill Pfohl)



Leadership workshop participants

The Scientific Program was headed by three great Keynote addresses delivered by Sam Goldstein (University of Utah, USA), Maria Paula Paixão (University of Coimbra, Portugal) and Kris Varjas (Georgia State University, USA). We were honored to have distinguished speakers who addressed vital aspects related to sustainability and more humane schools, such as "Navigating the storm: Equipping youth with resilience in a rapidly changing World," "The role of life project and other time concepts in promoting healthy development" and "The global mental health crisis and the increased need for school psychologists."



Kris Varjas, Sam Goldstein and Maria Paula Paixão
(photo courtesy of Bill Pfohl)

The ISPA 2025 Conference also included pre-conference workshops. This year, there were 8 pre-conference workshops offered under the charismatic leadership of Bill Pfohl. Although there were some last-minute changes, seven of these workshops took place with over 100 participants, a record for ISPA conferences. The feedback received showed that not only was the number of participants great, but that the quality of the workshops was high.

As usual, the conference had the option for participants to take part in the interaction groups, a diverse and dynamic activity that usually takes →

place during the lunch break. This year, more than 90 participants took an active part in this very traditional part of ISPA conferences.



Interaction Groups
(photo courtesy of Bill Pfohl)



"Fado ao Centro"
(photo courtesy of Elana Hamovitch)

The large number of participants also allowed us to have a diverse and dynamic social program without disrupting the scientific program. For accompanying persons, we tried to provide different opportunities to experience Coimbra, the city of students, home to one of the oldest Universities in Europe. During the social program, we provided several opportunities for conference participants to experience Coimbra traditions, such as the Coimbra version of *Fado*. Several walking tours were organized to the Alta (High Town) of Coimbra—where the venues were located—which

is listed in the UNESCO World Heritage. Some tours included visits to the traditional University buildings, displayed along the "*Pátio das Escolas*," including the impressive Joane Library and a former Royal Palace. There were excursions to the Roman city of Conimbriga and an opportunity to travel in *Bazófias*, the boat that travels around the River Mondego. →





Sing-along at the Faculty of Psychology
(photo courtesy of Elana Hamovitch)

In the evening, and for all conference participants, we were able to have participants engage in several of the wonderful social events ISPA conferences are known for, such as the sing-along or the folk dancing. Both of which were very well attended and took place in amazing venues, such as the original building for the Psychology Faculty, a former convent, which was the site for the sing-along. In that event, we learned that Sam Goldstein, our keynote, was an accomplished musician, and we were reminded that João Arruda could sing. As always, the singing was mostly led by Frank Worrell and the ISPA song by Coosje Griffiths.

Taking advantage of the rich architectural heritage of Coimbra, we chose two emblematic venues for the Welcome get-together and for the Farewell Party. The Opening Ceremony and Welcome Reception had around 400 participants, so a large venue was required, and we believe that the Saint Francis Convent was a good option. We tried to create a special evening for those who participated, with entertainment rooted in the rich



(photo courtesy of Elana Hamovitch)

cultural traditions of Coimbra—with Fado and Tunas. For the Farewell Party, we chose an impressive and romantic site in the city. I believe that conference participants left Coimbra with a fond memory of the Quinta das Lágrimas, a place deeply rooted in Coimbra's history. We provided food, music, but mostly we tried to provide a charming site for participants to have their last →

46TH ISPA CONFERENCE REPORT

opportunity to mingle, network and generally enjoy each other's company.

We hope that the ISPA attendees left Coimbra with both a good conference experience, and hope that they also left having experienced a little of Coimbra's traditions and gastronomy. For us, in the LOC, it was a great time. Not only because it allowed us to work together again, but also because we had a great time hosting our international colleagues.

We would like to thank the ISPA EC for the invitation, and we wish to see many of you next year in Lyon!



Vitor Alexandre Coelho,
LOC Chair
(photo courtesy of
Bill Pfohl)

INTERNATIONAL JOURNAL OF SCHOOL AND EDUCATIONAL PSYCHOLOGY HIGHLIGHTS

*Tamika P. La Salle, IJSEP Editor-in-Chief,
Jessica Poling & Kate Campbell-Graham, Editorial Assistants*

IJSEP Fall Author Spotlights

IJSEP is very excited to share that our Author Spotlights for the Fall issue of the International Journal of School and Educational Psychology (IJSEP) have been announced.

- First Author Spotlight: Dr. Diana Diaków (School Psychologist & Head of Wellbeing Department, Akademeia High School, Poland) and colleague Dr. Ray W. Christner (Cognitive Health Solutions, USA) for their outstanding article, "Integrating global mental health into international school psychology: Supporting refugee and migrant students amid climate and war-induced displacement." Their work can be found [here](#).
- Second Author Spotlight: Dr. Tiffany Chenneville (University of South Florida, USA) and colleagues for their exceptional article,

"Exploring quantity, quality, content, and impact of sexual orientation and gender identity publications in school psychology: A PRISMA scoping review," available [here](#).

Congratulations to all featured authors for their impactful contributions!

New Journal Initiatives

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 to bridge the gap between research and practice scholars across the world and to reduce the language →

barrier. The Editor-in-Chief, Dr. La Salle-Finley, looks forward to the upward development and growth of the journal's impact across the globe. If you are interested in joining the journal team in this capacity, please contact the Editorial Assistants, Jessica Poling (jpoling1@student.gsu.edu) and/or Kate Campbell-Graham (kcampbell95@student.gsu.edu).

Editorial Team Updates

Starting this fall, IJSEP will have two new Editorial Assistants. Jessica Poling and Kate Campbell-Graham, both PhD students at Georgia State University, will be taking the place of Gina Norman and Jhanelle Adams. Thanks to Gina and Jhanelle for their hard work and dedication to the journal.



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



Kate Campbell-Graham is a second-year Ph.D. student in School Psychology at Georgia State University and Graduate Research Assistant at the Center for Research on School Climate. Her research focuses on culturally responsive assessment and intervention, transition planning, and self-advocacy in educational settings. She brings a background in military service, which informs her commitment to inclusive and trauma-informed practices that support marginalized students, including those with autism and intellectual and developmental disabilities.

Kate is grateful to serve as an Editorial Assistant for the *International Journal of School and Educational Psychology*, supporting manuscript processing and cross-cultural research interests that will support students, families, and educators. Kate's hobbies include running, traveling, and trying new restaurants in the Atlanta area.



Jessica Poling, EdS, NCSP, is a school psychologist and a 5th year doctoral student at Georgia State University. Originally from Michigan, Jessica has lived in four U.S. states and six countries. Her research focuses on supporting immigrant and refugee youth who are newcomers to the U.S. She is also interested in early childhood development, with particular attention to literacy, parenting practices, and the long-term effects of childhood nutrition across the lifespan. In her free time, Jessica enjoys teaching and practicing yoga, spending time outdoors, engaging with her community, and reading. Jessica is thankful for the opportunity to serve as an Editorial Assistant and is looking forward to reading research from around the world.

BRIEF REPORT FROM THE ISPA ETHICS COMMITTEE

Dr. Jürg Forster, Ethics Committee Chair

The committee meeting in Coimbra started with a lively presentation by Patrick Carney on *The Ethics of Promoting Sustainable Well-Being – Implications for School Psychology Practice*. He referred to the first Prevailing Principle of the ISPA Code of Ethics that says:

«(...) School psychologists strive to promote the beneficial development of students in an inclusive society and in a sustainable environment. They support efforts that contribute to the individual, community, and global well-being without the exploitation of other people, the environment, or future generations. (...)»

References were cited that a growing number of students experience environmental hazards like extreme heat, wildfires, floods, or hurricanes. The committee discussed how school psychologists may help youth better manage climate anxiety and channel this emotion into practical actions while

promoting hope.

“(...) School psychologists strive to promote the beneficial development of students in an inclusive society and in a sustainable environment. They support efforts that contribute to the individual, community, and global well-being without the exploitation of other people, the environment, or future generations. (...)”

Subsequent contributions by participants from various countries identified key ethical challenges within their work. For example, there were ethical implications noted by some regarding political pushback over the concept of inclusion, as well as funding issues. Concern was expressed about the possibilities of vulnerable students being left

behind. There was also discussion about the potential influence of the revised ISPA code of ethics on existing codes of ethics for psychologists in various countries and among various disciplines.

The value of school psychologist advocacy for student mental health and sustainable well-being was clearly acknowledged in the discussion that took place.

An ISPA webinar on Ethical Challenges is planned for February 2026.



*Dr. Jürg Forster,
Ethics Committee Chair*

ISPA SCHOOL PSYCHOLOGY TRAINERS TASK FORCE: ENHANCING MULTICULTURAL AND TRANSNATIONAL PREPARATION OF SCHOOL PSYCHOLOGISTS

Sissy Hatzichristou, Ph.D. & Shane Jimerson, Ph.D.

Throughout the past years, international collaborative efforts among trainers have continued to enhance multicultural and transnational dimensions in school psychology training and practice and to increase networking and training opportunities among trainers, professionals, and students in countries around the world.

Our collective efforts and contributions have included the following:

- ***Handbook of school psychology in a global context. Transnational approaches to support children, families and school communities.*** Hatzichristou, C., Nastasi, B., & Jimerson, S. (Eds.) (2024) Springer.

<https://link.springer.com/book/10.1007/978-3-031-69541-4>

The Handbook includes 28 chapters from authors/colleagues from different educational and

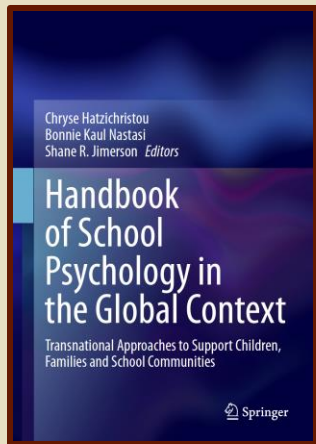
cultural contexts regarding the basic domains of school psychology practice, providing an insightful resource for transnational practice and training worldwide.

The topics addressed include:

- Foundations and Conceptual Frameworks - Explores core theories such as social justice, culturally responsive practice, and ecological systems theory;
- Assessment and Testing - Addresses global challenges in developing and adapting psychological tests, and assessing social-emotional wellness across cultures;
- Consultation - Highlighting cross-cultural consultation models, including approaches tailored for second-language learners and participatory, culture-specific consultation methods;
- Prevention and Intervention - Features global promotion and prevention strategies in mental

“(...) international collaborative efforts among trainers have continued to enhance multicultural and transnational dimensions in school psychology (...) to increase networking and training opportunities (...)”

- health, resilient classroom models, and evidence-based interventions adapted for international contexts;
- International Research Projects - Showcases collaborative, cross-country research initiatives among school psychology professionals;
- School Psychological Services & Training - Reviews accreditation systems, roles of school psychologists, and program training structures in different countries;
- Special Topics & Future Directions - Discusses emergent issues and the future trajectory of transnational school psychology; and
- School Psychologists as Child Advocates - Describes systemic roles of school psychologists as advocates for children's rights and well-being globally. →



We express our gratitude to our international colleagues contributing to the Handbook and sharing the valuable insights and work on supporting children, families, and school communities worldwide.

• **Roundtable: Critical issues in Social Justice training and practice in School Psychology: Trainers' and students' perspectives (Part A and Part B)** presented at the ISPA Conference in Coimbra in July 2025

Chairs: Chryse (Sissy) Hatzichristou, National and Kapodistrian University of Athens & Shane Jimerson, University of California, Santa Barbara

The issue of evolving and enriching academic curricula and training methods, including social justice issues to address the complexity of needs

and the increased challenges and diversity in school communities worldwide, has been of critical importance over the last years. The roundtable was organized by the ISPA School Psychology Trainers Task Force and included presentations of trainers (Part 1) and students (Part 2) from graduate school psychology programs from multiple countries about the inclusion of social justice dimensions in training and practice in their relevant contexts.

Participants (Part A) - Trainers

Chryse (Sissy) Hatzichristou, National and Kapodistrian University of Athens, Greece; Shane Jimerson, University of California, Santa Barbara, USA; Dave Shriberg, Indiana University, USA; Catherine Kelly, University of Manchester, UK; Raquel Guzzo, Pontifícia Universidade Católica de Campinas, Brazil; Maria Cristina Matteucci & Francesca Cavallini, University of Bologna, Italy & TICE - Social Cooperative; Kris Varjas, Georgia State University, USA

Participants (Part B) - Students

Mariana Gentili Perez, Pontifícia Universidade

Católica de Campinas, Brazil; Jess Brower, Georgia State University, USA; Aikaterini Papaioannou, National and Kapodistrian University of Athens, Greece; Alexander Brownhill, University of Manchester, UK; Lakhvir Kaur, University of California, Santa Barbara, USA; Costanza Dini, University of Bologna, Italy. →



Many of the student presenters, along with Dr. Hatzichristou and Dr. Varjas, at the ISPA Trainers Task Force Symposium, ISPA 2025 Conference in Coimbra, Portugal

- **International networking initiative** on social justice training and practice with the participation of trainers and students from graduate school psychology programs.

The group started by Dr. Catherine Kelly, University of Manchester, UK, with the participation of Dr. Dave Shriberg, Indiana University, USA, Dr. Sissy Hatzichristou, National and Kapodistrian University of Athens, Greece, and students from their respective programs. The meetings will be continued in the coming academic year with the involvement of trainers and students from more graduate programs from different countries.

Sincere gratitude and appreciation to all colleagues and students, including presenters of the conference sessions, roundtables, and symposia, and participants in all activities, for sharing their knowledge and experience promoting a multicultural/transnational approach in school psychology training and practice.

Looking forward to our continuous collaboration for this year, warm wishes for the

new academic/school year!



*Shane Jimerson at the ISPA 2025 General Assembly in Coimbra, Portugal
(photo courtesy of Elana Hamovitch)*



**The deadline for the
World*Go*Round
December (Winter) 2025
edition is November 15th**

wgr@ispaweb.org

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

ISPA Student Membership & Networking Committee Report

Jessica Brower & Mariana Gentili Perez
Co-Chairs, Student Membership and Networking Committee

Over the past academic year, the ISPA Student Membership and Networking Committee has continued to expand its efforts to enhance student engagement and leadership within ISPA. Building on the previously established foundation, the committee has broadened its initiatives to support student participation, increase visibility of ISPA membership benefits, and foster international collaboration among school psychology students.

"(...) has continued to expand its efforts to enhance student engagement and leadership"

This year, the committee has made strategic efforts to grow its structure and create more opportunities for students to take on leadership roles. Notably, the committee is expanding to include new positions to support its evolving activities.

"(...) the committee has made strategic efforts to grow its structure and create more opportunities for students to take on leadership roles"

Highlighted accomplishments from this year include:

- Ongoing development of the ISPA Student Representatives initiative, which aims to establish student liaisons who can represent their institutions or regions and help coordinate localized engagement efforts.
- Representation of the committee at national and international conferences, including the NASP Annual Conference, to raise awareness of ISPA student initiatives.
- Active student participation in roundtables at the annual ISPA Conference. This year's conference in Coimbra, Portugal, featured two student- centered



Student presentation at the 46th ISPA Conference, Coimbra, Portugal

sessions that brought together graduate students, early career professionals, and faculty from various countries. These included a two-part roundtable on Critical issues in Social Justice training and practice in School Psychology: Trainers' and students' perspectives, and a student roundtable committee meeting to discuss the past year's efforts and this year's future directions.

- Coordination of student social events during the ISPA Conference, creating informal spaces for students to connect, share ideas, and develop professional relationships that may lead to future collaborations.

→

The current committee has also made efforts to expand communication channels among ISPA's student members, both during annual conferences and throughout the year, whether through social media, surveys, or planning interactive online student events. In doing so, we've observed that we all have very different realities, diverse working conditions, varied undergraduate structures, and wide-ranging professional practices. However, amidst so many differences, we've observed that this unity and exchange of experiences have much

to contribute to building coordinated and solid student participation. Therefore, we emphasize that this committee seeks to strengthen these connections, uniting our plurality in favor of strengthening school psychology in defense of the rights of children, adolescents, young people, and adults who are members of the school community, equipping and revitalizing our professional practices.

In moving forward, the committee remains dedicated to reinforcing student representation within ISPA and ensuring that students have a meaningful voice in the organization. Continued participation in student-focused activities and leadership opportunities will be essential to strengthening the role of students in shaping the future of ISPA. We encourage all school psychology students to become involved in the initiatives led by the ISPA Student Membership and Networking

"(...) remains dedicated to reinforcing student representation within ISPA "

"We encourage all school psychology students to become involved (...) and to help build a more inclusive, dynamic, and globally connected student community."

Committee and to help build a more inclusive, dynamic, and globally connected student community. Be on the lookout for upcoming events and opportunities, including applications for new committee positions, which will be announced in the coming months.

Student social event at the 46th ISPA Conference, Coimbra, Portugal



Jessica Brower
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Mariana Gentili Perez
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CAL CATERALL FUND

Anton Furman, School Psychologist, U.S.A.

Seven students received recognition and support to attend the 46th ISPA Conference, held in Coimbra, Portugal, through the Cal Catterall Fund (CCF). In light of the valuable opportunity and learning we gained through our exchanges, we came together to collaborate on a collective piece aimed at sharing our experiences of participating in this event. Below, we present the reflections of each awarded student, as well as a general

overview of what emerged from the combination and articulation of our individual and collective experiences.

Costanza Dini (Italy):

This was my second ISPA conference, following my attendance in Bologna in 2023 during my Master’s studies. Both experiences have provided valuable opportunities to connect with others who share my journey of transitioning into a mental health professional role in the school setting. ISPA holds significant importance for me as a platform to advocate for the necessity of school psychologists in my country, a cause still in its early stages of development, but most importantly, as a place to share with other students our common experiences in research and practice, working towards a more culturally conscious and ethical approach to school psychology. During this year’s conference in Coimbra, I had the opportunity to

“Seven students received recognition and support to attend the 46th ISPA Conference”

continue a conversation that was initiated from a symposium I organized 2 years ago in Bologna around social justice and how to translate what we learn and research into innovative practices that empower and give voice to marginalized communities and overlooked professionals within the school context. Although we did not find definitive answers, we created connections between students to promote continuous change and ongoing exchanges of ideas that shape both practice and research towards greater inclusivity and the protection of everyone’s rights. This year, I also had the opportunity to present a poster on my research exploring the impact of training activities on teachers’ perceptions of students’ errors, their error-handling behaviors, and their self-efficacy. This topic is particularly important to me, as the way we handle errors reflects not only a key component of learning but also the performance culture surrounding it, with significant →



implications for mental health and equity. During the conference, I received valuable feedback on how to expand my sample, adapt my instruments, and refine my analyses. Some presentations also inspired me to reconsider how teachers attribute causes to students' errors. I feel empowered and connected by the sense of community and shared knowledge that becomes a bridge between people to make change happen together. It is from this perspective that I value the tools research provides to give voice to communities that need it, not from a position of power to "help," but through collaboration and listening. This is the type of environment of community and sharing I have found within ISPA, and I hope it will extend even further, connecting what is discussed in academic and research settings with the daily practice of schools.

Lara L. Farina (U.S.A.):

Each day at the ISPA 2025 Conference, I began with a walk up the cobblestone path through the botanical gardens to reach the historic Coimbra

University, an ascent that would strengthen both my calves and my sense of connection to a global community of caring professionals. Beyond the picturesque and culturally rich setting of Coimbra, the conference offered a unique opportunity to engage with school psychologists, researchers, and advocates from an array of cultural, national, and regional contexts. In addition to facilitating meaningful exchanges of knowledge and practice, this year's most meaningful gift was a renewed sense of hope in solidarity. Recent legislation and cultural shifts in the U.S., my home country, have resulted in increased barriers to providing essential services, disproportionately harming gender-diverse youth, lower SES families, children of color, immigrant families, students with disabilities, girls, and those affected by trauma. Being surrounded by a network of international scholars engaged in bold, equity-centered research and youth serving professionals demonstrating resilience in the face of challenges, many mirroring those in the U.S., was both humbling and inspiring. The generous spirit of sharing cultivated valuable opportunities

to commiserate, reflect on the ways new insights can be integrated into my own research, and leverage ISPA relationships to better support my work with schools and communities. I left Coimbra with new ideas, plans for future collaboration, and a reinvigorated belief that the vision for a more inclusive, affirming, and accessible world for all children is a collective sentiment and shared effort across the globe.

Alexandra Giannakopoulou (Greece):

I am grateful for the opportunity to attend the 46th ISPA Conference in Coimbra, Portugal, through the Cal Catterall Fund, which was a meaningful experience for me both professionally and personally. As a recently graduated student and member of the School Psychology Laboratory Team of the National and Kapodistrian University of Athens, I had the opportunity to present collaborative work conducted by the laboratory on multilevel interventions, which aimed to promote mental health and positive school climate across school communities in Greece, as well as on →

social justice practices in schools and the role of social-emotional competencies in children's psychological adjustment. This experience allowed me to contribute to international conversations on how school psychology can foster resilience, equity, and positive school climate. Engaging with colleagues from diverse educational systems provided invaluable perspectives on sustainable practices to support children's and young people's well-being. These insights will guide my efforts to create interventions that support students' resilience and social-emotional competencies, strengthen collaboration between families and

schools, and cultivate inclusive, supportive learning environments. Most importantly, this experience highlighted the significance of connecting with professionals around the world, demonstrating how shared knowledge and experiences can advance the psychological well-being and development of children and young people worldwide.

Lingxi Li (Hong Kong):

Attending the 2025 ISPA conference in Coimbra, Portugal, with the support of the Cal Catterall Fund was an incredibly meaningful experience for me. As a scholar from Hong Kong, I had the privilege of engaging with professionals, researchers, and peers from around the world. This international conference not only allowed me to gain a deeper understanding of the diverse ways school psychology is practiced across countries but also highlighted our shared commitment to supporting the well-being of children and youth. I participated in various keynote sessions and workshops, many of which focused on the impact of cultural differences on mental health. Engaging

with colleagues from different cultural backgrounds deepened my understanding of the role cultural factors play in psychological practice. I also had the opportunity to share the current state and challenges of school psychology in Hong Kong while learning from the experiences of others. This exchange of knowledge has inspired me to pursue more international collaborations and has given me new insights into how we can better support students across diverse contexts. Beyond the academic discussions, this conference was an opportunity to build lasting connections with like-minded professionals. We exchanged ideas on how to strengthen the focus on mental health in schools and discussed ways to collaborate across cultures to address global issues. Particularly in the practical workshops, we explored how to provide effective psychological interventions with limited resources, which will be a key direction in my future research. This experience not only enriched my academic knowledge but also instilled in me a renewed sense of hope for the future of school psychology. I am eager to bring these lessons →



*Véronique Le Mézec (L), ISPA President, and Cal Catterall Fund recipients at the ISPA 2025 General Assembly
(photo courtesy of Bill Pfohl)*

back to Hong Kong and continue advancing the field while also seeking more opportunities for international collaboration to provide better mental health support for children and youth worldwide.

Mariana Gentili Perez (Brazil):

My experience at ISPA 2025, held in Coimbra (Portugal), was incredible. I understand that all the opportunities offered to us at such events are extremely valuable. The content of the keynote speakers' lectures, the experiences shared among colleagues, the presentations by students, professionals, and professors, and the connection between such diverse cultures and realities are truly captivating. Particularly in this recent edition of ISPA, the exchanges among students stood out to me: how each one faces challenges in their respective contexts, bringing forward possibilities for international collaboration to think about solutions and strategies for mutual strengthening. Regarding the opportunities I had to present at this event, I was honored to collaborate with students

from the United States for a presentation, which taught me a great deal about our similarities and differences, and how we can come together to strengthen our practices. Alongside my colleagues, I was also able to share some aspects of our professional experience in Brazil. Through the comments and questions raised by the audience during our presentation, I realized how many interesting initiatives are being developed in Brazil - often overshadowed by structural difficulties and the lack of recognition we face in our context. Receiving recognition and appreciation from our international peers contributes significantly to the strengthening of our practice. Finally, I participated in the organization of events with fellow students through the Student Membership and Networking Committee, which gave me a sense of unity and partnership among us, opening pathways for future collaborations and for building our participation in ISPA as students who have much to learn, teach, and co-construct. As always, participating in ISPA is an exceptional experience, and I am truly grateful for the valuable exchanges

this event provides.

Kalliopi Pesli (Cyprus):

My experience at this year's ISPA conference in Portugal was unique and excellent. I found the presentations and workshops, and their topics, extremely interesting. They boosted my knowledge, and I gained the necessary skills from the workshops to perpetuate, apply, and improve school psychology back in my country. I wish I had the opportunity to attend all sessions and workshops; all of them were so much to the point, practical, and helpful for my profession. Also, I am very happy that the scholarship gave me the opportunity to attend the ISPA conference this year because I was able to present the data from Greece of the international research project Nice Crowd, "The Relationship between Cultural Dimensions and Perceptions of Victimization by Teachers," under my professor's supervision. The truth is that without the scholarship, I would not have been able to attend the conference due to the economic situation in Greece and the fact →

that I am studying abroad. Regardless of the academic part, ISPA is a second family to me. I am participating for the third consecutive year, and during these years I have had the honor of meeting excellent academics with outstanding personalities, from whom I have learned so many things, and I will keep going to learn.

Masha Voronchenko (U.S.A.):

As a rising fourth-year doctoral student in the School–Clinical Child Psychology Program at Pace University, I've gained a wide range of experiences across clinical, school, and research settings. What truly fuels my passion is the incredible community of dedicated professionals I've been fortunate to learn from. Attending the ISPA 2025 conference in Coimbra, Portugal, with the support of the Cal Catterall Fund, was an incredibly enlightening experience. It allowed me to immerse myself in the diverse cultural perspectives shared by both students and professionals. It was an honor to present our lab's ongoing research through the Parent–Child Institute, including a new project

developing six lifespan, developmentally sensitive workshops. Engaging with thoughtful and curious colleagues about how our work could be adapted for diverse populations was a highlight of the conference—one that left me energized and full of ideas for the future. In addition to the engaging presentations, keynote speakers, and workshops, the conference's social activities and its vibrant location highlighted the life and soul of academic exchange. Walking through Coimbra, I could feel

the historical richness and collaborative energy of student life—even in the summer months. I have always believed that to become a professional who truly changes lives, we must understand the many different paths people walk, as well as how their surroundings and cultural upbringing shape their perspectives and professional practices. This experience, and my conversations

with professionals working in similar fields, highlighted how societal structures influence the daily work of school psychologists. I was humbled and inspired by the perseverance of professionals in our field, who continue to serve children and families despite societal and legislative challenges that make our work more difficult. I left the conference with a renewed sense of purpose and the motivation to continue advocating for the well-being of students.



CCF recipients along with Odeth Bloemberg (L), CCF Task Force Chair & Véronique Le Mézec (R), ISPA President (photo courtesy of Elana Hamovitch)

UNDERSTANDING SCHOOL PSYCHOLOGY INTERNATIONALLY: THE BEGINNING OF THE 21ST CENTURY 2000-2009 (PART 2 OF 3)

Shane R. Jimerson¹, Amber Reinke¹, Lakhvir Kaur¹, Shemiyah Holland¹, Jennifer Quintanilla¹, Alessandra Mittelstet¹, Leslie Alvarez¹, Akira Ali¹, India Turner¹, Briana Adan¹, Lillian Almeida¹, Ella Cabigting¹, Zhengyuan Cui¹, Jonathan Hung¹, Hannah Nusser¹, Giselle Villalobos¹, Darla Scott², Khady Wade², Cambria Miles², and Samantha Hunt²;

¹ University of California - Santa Barbara, California, United States; ² Bowie State University, Maryland, United States

**This article is dedicated to the career and contributions of our friend and colleague, Peter Farrell, whose scholarly endeavors continue to inform and inspire our understanding of school psychology internationally.*



Dr. Peter Farrell presenting at ISPA 2014 in Kaunas, Lithuania (Dr. Oakland, Dr. Hatzichristou, Dr. Jimerson, and Dr. Haddock in the audience)

The history of school psychology internationally demonstrates a steady progression from early conceptualizations of psychological services in education to increasingly systematic and collaborative approaches across nations. The first article in this World*Go*Round series (June 2025), *Understanding School Psychology Internationally: An Introduction to Pioneering Resources and Research from the 1900s* (Jimerson et al., 2025), highlighted key foundational publications from the twentieth century that charted the emergence and professionalization of the field worldwide. The practice of school psychology is prevalent across the world, growing in scope and practice (Hatzichristou et al., 2024; Jimerson et al., 2007). The practice of school psychology in countries globally encompasses responsibilities related to

conducting individual assessment of children who experience difficulties (e.g., cognitive, behavioral, emotional, social) that may impact their educational experiences; implementing tiered systems of support, consulting with key interest holders (e.g., teachers, parents, school staff), engaging in the development and evaluation of programs, conducting research, and participating in the preparation and supervision of others (Hatzichristou et al., 2024; Jimerson et al., 2007). While over 80 countries have been identified as employing professionals who fulfill the duties of school psychologists, variation in professional titles exists, with “educational psychologist” or “psychopedagogue” also being common (Jimerson et al., 2008). Additionally, differences persist across countries related to training, service →

models, and challenges (Jimerson et al., 2007; Oakland, 1993; Oakland & Cunningham, 1992).

As Jimerson et al. (2025) described in the first article in this series, the 1948 United Nations Educational, Scientific, and Cultural Organization (UNESCO) report documenting the training, roles, and compensation of school psychologists across 43 countries provided one of the first comparative glimpses of psychological practice in schools (UNESCO, 1948). A subsequent UNESCO initiative, led by Wall (1956), convened experts across disciplines and emphasized the importance of preventive services as well as interdisciplinary collaboration in school psychology. Expanding on these efforts, Catterall's trilogy (*Psychology in the Schools in International Perspective*, 1976, 1977, 1979) systematically analyzed practices across numerous countries by underscoring the cultural and structural diversity of service delivery models. Building upon this comparative foundation, Saigh and Oakland (1989) edited *International Perspectives on Psychology in the Schools*, which offered in-depth, country-specific chapters from 24

nations. Additionally, Oakland and Cunningham's (1992) global survey provided one of the first large-scale empirical datasets on the profession, identifying both common challenges and diverse practices worldwide.

Together, these pioneering works established a robust foundation for examining the international development of school psychology. They documented the profession's growth, emphasized culturally responsive practices, and set the stage for collaborative research and global dialogue in the field of school psychology. The present article extends this trajectory by focusing on the first decade of the 21st century (the years 2000 – 2009), highlighting the following: the expansion of empirical surveys to further examine and understand the field of school psychology; collaborative initiatives across countries, continents, and cultures to advance our understanding of the practice of school psychology; and a seminal handbook that described, informed, and shaped the international landscape of school psychology during this pivotal

decade.

Early 2000's Marks the Expansion of International Empirical Data Collection

Following collaborations beginning in 2000, Jimerson and the International School Psychology Association (ISPA) Research Committee (2002) introduced the International School Psychology Survey (ISPS) as the most comprehensive effort to collect standardized data on the profession worldwide. The survey was designed to gather information on school psychologists' demographics, training, roles, responsibilities, challenges, and research interests across diverse countries. The ISPS contains 46 items that address five domains: (1) characteristics of school psychologists, (2) training and regulation of the profession, (3) roles and responsibilities, (4) challenges to the profession, and (5) research. Additionally, the survey solicits feedback regarding the potential role of the International School Psychology Association in each country. The first 20 items on the survey represent general →

questions asked of all participants, whereas the remaining 26 items are to be completed only by those professionals employed in school settings. By establishing a common framework, the ISPS enabled meaningful international comparisons and provided a foundation for empirical research on global practices in school psychology. This initiative marked a turning point in advancing international collaboration and knowledge-building within the profession. The development of the ISPS provided the first systematic comparative dataset across multiple nations, enabling cross-country analysis of professional practices. This is a continuing collaborative initiative led by Jimerson and the ISPA Research Committee (Jimerson & ISPA Research Committee, 2002; Jimerson et al., 2004, 2006, 2007, 2008, 2010).

A Conceptual Framework of the Evolution of School Psychology

Hatzichristou (2002) presented a conceptual framework for understanding the evolution of school psychology across different countries. It

identified common factors shaping the field globally — such as societal needs, cultural values, educational systems, and professional traditions — while also recognizing the diversity of practices and challenges across nations. The framework emphasizes the interplay between shared international influences and unique local contexts in shaping the roles, functions, and development of school psychology. Ultimately, it provides a transnational perspective to guide research, training, and practice in advancing the profession worldwide.

School Psychology in Albania, Cyprus, Estonia, Greece, and Northern England

Jimerson et al. (2004) described the development and piloting of the ISPS, created by ISPA, to gather systematic data on the profession worldwide. The ISPS was piloted in Albania, Cyprus, Estonia, Greece, and Northern England, providing information about school psychologists' characteristics, training, roles, responsibilities, challenges, and research interests. Results →

The International School Psychology Survey Development and Data from Albania, Cyprus, Estonia, Greece and Northern England

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ABSTRACT Although school psychological services around the world are currently undergoing a period of rapid development, little comparative information is available about the training, roles and responsibilities of school psychologists or the contrasting contexts in which they work. Further information in this area should help new and established school psychological services to plan future developments. Therefore, in 2001–2002, the International School Psychology Association's (ISPA) Research Committee developed and piloted the International School Psychology Survey (ISPS). Utilizing the survey format implemented by the National Association of School Psychologists in the USA to survey school psychologists across the country, the ISPA Research Committee members collaborated to design a survey appropriate for international colleagues. The ISPS was piloted in five countries: Albania, Cyprus, Estonia, Greece and Northern England. The data from the ISPS provides unique information regarding the profession of school psychology in each of these countries. These initial efforts and preliminary data provide a foundation for the future understanding of the characteristics, training, roles and responsibilities, challenges and research interests of school psychologists around the world.

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highlighted both similarities (e.g., majority female workforce, emphasis on counseling and psychoeducational assessment) and differences across countries (e.g., training levels, student-to-psychologist ratios, supervision, and perceived challenges). Overall, the study established a foundation for ongoing international research to inform the development of school psychology services globally.

Continuing Professional Development in School Psychology in Hong Kong

Lam and Yuen (2004) investigated continuing professional development (CPD) among school psychologists in Hong Kong through a survey of 32 practitioners. The most common CPD activities were attending conferences, self-study, and individual supervision, though engagement varied across work settings, with those in private practice reporting the least CPD. The authors emphasized the need for regulatory systems with mandatory CPD and suggested broadening definitions of supervision, including peer and group formats, to

strengthen professional growth in school psychology.

Teachers' Perceptions of School Psychologists in Cyprus, Denmark, England, Estonia, Greece, South Africa, Turkey, and the USA

Farrell et al. (2005) reported findings from a survey of 1,105 teachers in eight countries (Cyprus, Denmark, England, Estonia, Greece, South Africa, Turkey, and the USA) on their perceptions of school psychologists. Results showed wide variation in the amount of time school psychologists spend in schools, which influenced how teachers viewed their role and effectiveness. While most teachers valued the services they received and wanted more access, many expressed concerns about the heavy emphasis on testing and special education assessments, particularly in the UK and USA. This study found that teachers generally preferred that school psychologists spend more time on consultation, collaboration, and preventive activities rather than primarily on assessments.

School Psychology in Australia, China, Germany, Italy, and Russia

Jimerson et al. (2006) reported results from the ISPS conducted in Australia, China (Hong Kong), Germany, Italy, and Russia. It examined school psychologists' demographics, training, roles, →

The International School Psychology Survey Data from Australia, China, Germany, Italy and Russia

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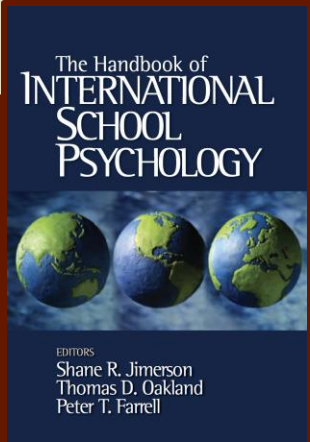
ABSTRACT Using the International School Psychology Survey (ISPS) this study aims to advance our knowledge of the characteristics, training, roles and responsibilities, challenges and research interests of school psychologists around the world. Data are presented from five countries: Australia, China (Hong Kong), Germany, Italy and Russia. The ISPS contributes valuable information regarding the profession of school psychology in each of these countries. Building upon the ISPS data previously gathered in Albania, Cyprus, Estonia, Greece and Northern England, this study yields additional information regarding the training, roles, responsibilities and contexts of school psychologists. Information from international colleagues provides unique insights regarding similarities, differences and diversity among school psychologists in different countries.

KEY WORDS: challenges; characteristics; international survey; research interests; responsibilities; roles; school psychologists; training

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responsibilities, challenges, and research interests, highlighting both shared patterns and country-specific differences. Common findings included a predominantly female workforce, major roles in psychoeducational assessment and counseling, and widespread concerns about funding, professional recognition, and workload. The study expands prior ISPS work in other countries, offering comparative insights into the global development of school psychology.



The Handbook of International School Psychology

The Handbook of International School Psychology, edited by Shane Jimerson, Thomas Oakland, and Peter Farrell (2007), provided a comprehensive overview of the history, current status, and future directions

of school psychology across 43 countries. Each chapter highlighted the development of the profession within its national context, addressing training, roles, responsibilities, challenges, and systemic factors influencing practice. The book emphasized both global commonalities (e.g., focus on assessment, consultation, and intervention) and regional variations shaped by cultural, political, and educational contexts. Collectively, it serves as a foundational resource for understanding the diversity and growth of school psychology worldwide while promoting international collaboration and knowledge exchange. Chapter authors each completed the School Psychology International Survey (SPIS) (Jimerson & ISPA Research Committee, 2005), which included 93 items related to the practice and preparation of school psychologists around the world. The major domains of this survey addressed school psychological services, professional, research, and legal issues, as well as programs and professional preparation. A full list of the 43 countries featured in the *Handbook of International School Psychology*

is included in Table 1. Together, these chapters provided the most comprehensive comparative resource on school psychology across world regions, emphasizing both commonalities and unique national contexts.

Table 1. The 43 Countries Featured in the Handbook of International School Psychology
Africa & Middle East: Egypt, Nigeria, South Africa, Turkey, United Arab Emirates
Asia & Pacific: Australia, China, Hong Kong, India, Japan, Korea, Malaysia, New Zealand, Philippines, Singapore, Thailand
Europe (Western & Northern): Austria, Belgium, Denmark, England, Finland, France, Germany, Greece, Iceland, Ireland, Italy, the Netherlands, Norway, Portugal, Scotland, Spain, Sweden, Switzerland
Europe (Central & Eastern): Albania, Bulgaria, Cyprus, Estonia, Latvia, Lithuania, Poland, Romania, Russia
North & South America: Argentina, Brazil, Canada, Chile, United States, Uruguay, Venezuela

A Retrospective View and Influential Conditions on School Psychology Internationally

Oakland and Jimerson (2007) contributed a retrospective analysis of the evolution of school psychology worldwide and examined the conditions that have most influenced its development. They reviewed historical milestones, including the emergence of school psychology in the early 20th century and its expansion across diverse cultural and educational contexts. The authors identified influential factors such as societal needs, government policies, training models, and professional associations that shaped the growth of the field. The chapter concluded by emphasizing how these conditions continue to guide the profession's current status and future directions internationally.

Review of International Implications for the Future of School Psychology

Hart (2007) reviewed the Handbook of International School Psychology and affirmed its value as the most comprehensive source on the

history, status, and future of the profession across 43 countries. Hart praised the editors and contributors for producing accessible, informative content that highlighted both commonalities and variations in school psychology worldwide. The review also emphasized challenges facing the field, such as an overemphasis on assessment, limited funding, and external control by non-psychologists. Hart called for a broader, asset-based vision of school psychology that promotes holistic child development, greater professional autonomy, and an evolving, interactive global resource to guide the profession's future.

Insights from School Psychologists Around the World

Jimerson et al. (2007) synthesized findings from the ISPS, which collected data from thousands of school psychologists across more than 30 countries. It provided insights into demographics, training, roles, and responsibilities of practitioners, as well as the challenges they encounter in diverse educational contexts. Common patterns – such as

the predominance of female practitioners and the central role of assessment and counseling – were identified alongside notable cross-national differences in supervision, service delivery, and professional recognition. The chapter underscored the importance of international collaboration and comparative research to inform the growth and future directions of school psychology worldwide.

School Psychology in Georgia, Switzerland, and the United Arab Emirates

Jimerson et al. (2008) presented findings from the ISPS conducted in Georgia, Switzerland, and the United Arab Emirates. It examined school psychologists' demographics, training, roles, responsibilities, challenges, and research interests, highlighting both shared features and country-specific differences. Key issues included varying student-to-psychologist ratios, differing supervision practices, as well as common concerns about resources, salaries, and the recognition of the profession. Overall, the study contributed →

The International School Psychology Survey

Data from Georgia, Switzerland and the United Arab Emirates

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ABSTRACT Using the International School Psychology Survey (ISPS), this study aims to advance our knowledge of the characteristics, training, roles and responsibilities, challenges and research interests of school psychologists around the world by comparing recent international data. The current study contributes valuable information regarding the profession of school psychology by building upon previous surveys of school psychologists using ISPS data gathered in Albania, Cyprus, Estonia, Greece, Northern England, Australia, China, Germany, Italy and Russia. The discussion provides unique insights regarding similarities, differences and diversity among school psychologists in Georgia, Switzerland and the United Arab Emirates.

KEY WORDS: challenges; characteristics; international survey; research interests; responsibilities; roles; school psychologists; training

School psychology around the world

The profession of school psychology continues to develop in many countries around the world; thus, it is particularly valuable to understand the characteristics, training, roles, responsibilities, challenges and research interests of school psychologists internationally. During the 1900s there were few publications reporting the results of projects

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to a growing international understanding of school psychology and underscores the importance of cross-country comparisons to inform future development of the field.

Where in the World is School Psychology Present?

Where in the World is School Psychology?

Examining Evidence of School Psychology Around the Globe

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ABSTRACT This study examined each of the 192 Member States of the United Nations to address three important questions: (1) how many countries have professionals who provide school psychology services; (2) which countries do and do not have school psychologists; (3) what evidence of school psychology is available in each country. Of the 192 Member States of the United Nations there was evidence of school psychology in 83. Furthermore, this study revealed evidence of regulations that require school psychologists to be licensed, registered or credentialed in 29 countries; professional associations specifically for school psychologists in 39 countries; university preparation programs for school psychologists in 56 countries and doctoral preparation programs in school psychology in 19 countries. This study advances our knowledge of the profession of school psychology as of 2007.

KEY WORDS: international; profession; professional associations; professional preparation; professional regulations; school psychology; United Nations

How many countries have professionals who provide school psychology services? Which countries do and do not have school psychologists? What evidence of school psychology is available in each country? Although there have been numerous important contributions to understanding school psychology internationally during the past five decades (e.g. Catterall, 1976, 1977, 1979; Jimerson et al., 2004, 2006; Oakland and Cunningham, 1992; Saigh and Oakland, 1989; United Nations Educational and Cultural Organization, 1948; Wall, 1956), the questions above have not previously been addressed. These questions

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Jimerson et al. (2008) examined the global presence of school psychology by reviewing all 192

United Nations Member States. Evidence of school psychology services was found in 83 countries, with notable variation in professional regulations, associations, and training programs. Specifically, 29 countries had formal licensing requirements, 39 had professional associations, 56 had university preparation programs, and 19 offered doctoral-level training. This study highlights both the progress and the gaps in access to school psychology worldwide, underscoring the need for further international development and collaboration. The significance of this contribution lies in its unprecedented scope, as it moves beyond individual country reports to map the profession across all United Nations Member States.

School Psychology in China (PRC), Hong Kong, and Taiwan

Ding et al. (2008) discussed how shared cultural roots diverge into distinct developmental paths in terms of school psychology when the socio-economic and political influences were →

predominantly different in Mainland China, Hong Kong, and Taiwan. Each region's history, professional training structures, and service models were examined, indicating how school psychology was shaped by culture, economics, and policy. Context-specific frameworks to support student mental health across regions were advocated.

How Many School Psychologists are there in Each Country of the World?

Jimerson et al. (2009) provides international estimates of the number of school psychologists and school psychologist-to-student ratios across countries. Based on data from 48 nations, there were approximately 76,100 school psychologists worldwide as of 2007, with the United States accounting for about 42% of them. Ratios varied widely, from around 1:2,000 in countries such as the U.S., Turkey, and Spain, to more than 1:4 million in Tanzania, highlighting vast global disparities in access to services. The findings underscore both the uneven distribution of

school psychologists and the need for continued international research to support equitable access to psychological services for children.

History and Current Status of School Psychology Internationally

Oakland and Jimerson (2008) contributed a chapter that outlined the historical development and current status of school psychology across the globe. This chapter outlined the origins of the field in the early 20th century, highlighting how diverse cultural, educational, and policy contexts shaped its growth in different regions. The authors described key similarities, such as the emphasis on assessment, intervention, and consultation, while noting wide variation in training standards, regulations, and service delivery models. The chapter emphasized the need for international collaboration to address disparities and to advance best practices that support children, families, and schools worldwide.

Reflections on the Publications in the First Decade of the 21st Century

As illustrated in the publications described above, the first decade of the 21st century marked a turning point for international school psychology, driven largely by collaborative initiatives to collect empirical data and consolidate global knowledge. Jimerson and the ISPA Research Committee (2002) launched the ISPS, the first systematic effort to document school psychologists' training, roles, responsibilities, and challenges across nations. This initiative created a standardized framework for comparison, establishing the foundation for a decade of cross-national research and collaboration. Complementing these empirical efforts, Hatzichristou (2002) offered a conceptual framework to understand the evolution of school psychology worldwide, emphasizing how global influences intersect with local educational, cultural, and societal contexts. Together, these works advanced both methodological tools and theoretical perspectives for examining the profession internationally. →

Building on these foundations, empirical studies expanded throughout the decade, with the ISPS yielding important insights into school psychology across diverse regions. For example, Jimerson et al. (2004, 2006, 2007, 2008) presented data from Europe, Asia, the Middle East, and beyond, consistently revealing both commonalities — such as a female-dominated workforce and a central role in assessment and counseling — and unique challenges shaped by national contexts, including supervision practices, professional recognition, and funding. Complementary studies broadened the lens: Lam and Yuen (2004) examined continuing professional development in Hong Kong, underscoring the need for structured, mandatory systems of growth, while Farrell et al. (2005) surveyed teachers across eight countries, highlighting widespread appreciation for school psychologists' services but also frustration with their limited availability and heavy testing focus. Collectively, these studies emphasized the importance of professional development, role diversification, and closer collaboration with

educators.

The publication of the Handbook of International School Psychology (Jimerson et al., 2007) represented a landmark achievement in consolidating international knowledge in the 21st century. Featuring contributions from 43 countries, the handbook systematically documented the history, roles, challenges, and emerging trends of the profession, offering the most comprehensive global reference of its time. Additional chapters by Oakland and Jimerson (2007, 2008) provided retrospective and contemporary analyses of the field, identifying key conditions—such as policy frameworks, societal needs, and professional organizations—that influenced the development of school psychology across regions. Hart (2007), in reviewing the handbook, both praised its value and challenged the profession to move beyond an overreliance on assessment and toward a more holistic, asset-based model of child development and global collaboration.

By the end of the decade, a new scholarship began mapping the reach and scale of the

profession globally. Jimerson et al. (2008) examined school psychology services across all United Nations Member States, finding evidence of practice in 83 countries, but also highlighting substantial gaps in training, regulation, and professional associations. Ding et al. (2008) offered a cross-regional analysis of China, Hong Kong, and Taiwan, underscoring how cultural, political, and economic forces shaped divergent professional trajectories despite shared roots. Finally, Jimerson et al. (2009) provided the first international estimates of the size of the school psychology workforce. This documented striking disparities in psychologist-to-student ratios — ranging from 1:2,000 in some nations to 1:4 million in others. These findings underscored the persistent inequities in access to psychological services and highlighted the urgency for international efforts to support workforce development and capacity building.

Taken together, the scholarship from 2000 to 2009 (listed in Table 2) reflects both consolidation and expansion: consolidation through the →

creation of common frameworks, large-scale surveys, and the most comprehensive handbooks to date; and expansion through the inclusion of more countries, regions, and perspectives in the international dialogue. This decade laid the groundwork for subsequent transnational initiatives and handbooks, reinforcing the importance of culturally responsive practice, global collaboration, and systematic data collection to advance school psychology as a profession serving children, families, and schools worldwide.

In the forthcoming work in this ISPA series, we will share information from 2010 and beyond, 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. We hope that the information that is provided in this article and the forthcoming series is helpful to provide brief highlights of some

important scholarship regarding the understanding of the field of school psychology internationally.

Table 2. Publications Featuring International School Psychology Scholarship between 2000-2009.

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- Hatzichristou, C. (2002). A conceptual framework of the evolution of school psychology: Transnational considerations of common phases and future perspectives.
- Jimerson, S. R., Graydon, K., Farrell, P., Kikas, E., Hatzichristou, C., Boce, E., Bashi, G., & the ISPA Research Committee. (2004). The international school psychology survey: Development and data from Albania, Cyprus, Estonia, Greece, and Northern England.
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school psychologists in different countries.

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international school psychology survey: Data from Georgia, Switzerland, and the United Arab Emirates.

Jimerson, S. R., Skokut, M., Cardenas, S., Malone, H., & Stewart, K. (2008). Where in the world is school psychology? Examining evidence of school psychology around the globe.

Ding, Y., Kuo, Y.-L., & Van Dyke, D. C. (2008). School psychology in China (PRC), Hong Kong, and Taiwan: A cross-regional perspective.

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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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