



ISPA

International School Psychology Association

WORLD*GO*ROUND

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CALL FOR ISPA AWARDS NOMINATIONS 2026

Panagiota Dimitropoulou, ISPA Secretary

The Executive Committee encourages members to submit nominations for the ISPA awards:

- ISPA Distinguished Services Award
- Tom Oakland ISPA Outstanding International Scholar Award
- ISPA Award for Outstanding International School Psychology Practice

Information about the various awards, including eligibility and nomination materials, can be found [here](#) on the ISPA

website. Nominations, together with appropriate documentation, should be sent electronically to the [ISPA Central Office](#) and copied to the [Secretary of the Executive Committee](#).

The closing date for nominations is **1st April 2026**.

The Executive Committee hopes to have the opportunity to present awards in person at the conference next summer in Lyon!

*"The closing date for nominations is **1st April 2026**."*



*Panagiota Dimitropoulou,
ISPA Secretary*

47th Annual Conference of the International School Psychology Association



Empowering
School Psychologists for
Global Mental Health

July 08-11 2026
Lyon • France

INTERNATIONAL JOURNAL OF SCHOOL AND EDUCATIONAL PSYCHOLOGY HIGHLIGHTS

Kate Campbell-Graham, IJSEP Editorial Assistant, U.S.A. & Jessica Poling, IJSEP Editorial Assistant, U.S.A.

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

The IJSEP Editorial Board is happy to announce our current Author Spotlights for Volume 13, Issue 4. Each quarter, two authors are highlighted for their scholarly contributions to the journal.

"IJSEP aims to disseminate diverse perspectives that bridge the gap between research and practice and advance social justice and equity (...)"

Dr. Alexander Brownhill's article, coauthored by Dr. Catherine Kelly, *"Evolving social justice in school psychology practice – A systematic review of practitioner perspectives from UK and USA educational contexts,"* critically examines how social justice is conceptualized and enacted in school and educational psychology practice. It synthesizes a decade of UK and US empirical studies to propose a model that highlights both practical applications and systemic barriers to equitable practice.



Dr. Alexander Brownhill,
University of Manchester

The second Author Spotlight from Volume 13, Issue 4 features Eli Eriksen from the University of Stavanger for the article, *"Social-emotional learning and academic engagement: A qualitative study among lower secondary school students."* The study explores students' perceptions of the ROBUST social-emotional learning intervention, finding that competencies such as problem-solving, growth mindset, and emotional regulation enhanced academic engagement, while some students found mindfulness and relational skills more challenging to master.

→



Eli Eriksen,
University of Stavanger

Interested in joining the IJSEP Editorial Board?

The journal is currently seeking Editorial Board Members and Associate Editors for 3-year terms, starting January 2026. IJSEP aims to disseminate diverse perspectives that bridge the gap between research and practice and advance social justice and equity for all students through transnational research.

Editorial Board members will occasionally review manuscripts and provide feedback. Associate Editors will work closely with Editor-in-Chief Dr. Tamika La Salle-Finley to commission content, assist with peer review, promote usage, and support strategic initiatives. To apply or recommend a colleague, please submit a letter of interest, three professional references, and a CV by **November 30, 2025**, to Dr. Tamika La Salle-Finley (tlasalle1@gsu.edu).

We're excited to announce IJSEP's new Instagram and LinkedIn pages — follow us for updates! For questions, contact Editorial Assistants Jessica Poling (jpoling1@student.gsu.edu) or Kate Campbell-Graham (kcampbell95@student.gsu.edu).

"The journal is currently seeking Editorial Board Members and Associate Editors (...)"



Kate Campbell-Graham
IJSEP Editorial Assistant



Jessica Poling,
IJSEP Editorial Assistant



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



**The submission deadline for
the
World*Go*Round
March (Spring) 2026 edition is
February 15th**

wgr@ispaweb.org

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

APPLY NOW: FINANCIAL AID FOR ISPA CONFERENCE IN LYON

Odeth Bloemberg, CCF Task Force chair, The Netherlands

Each year, ISPA organizes a conference in a different country, offering members the opportunity to exchange ideas, share experiences, and expand their professional network. This year, the conference will take place in **Lyon, France** (July 8-11, 2026).

To support participation, the **Cal Catterall Fund** provides **financial aid** to attendees who may need assistance with **conference fees and travel costs**. Due to limited funds, the Financial Aid Committee aims to support as many applicants as possible.

We are pleased to announce that applications for **financial aid are now open**. If you or someone you know—such as students or colleagues with limited financial resources—would benefit from this opportunity, we strongly encourage you to apply.

For more details on the fund, eligibility, and application process, please visit:

<https://ispaweb.org/conferences/catterall-fund/>



“We strongly encourage you to apply.”



Application deadline: April 10, 2026 at 11:59 PM (Cyprus time)

If you have any questions, feel free to reach out to us. We look forward to your participation!

*Odeth Bloemberg,
The Netherlands*



DIVISION OF SCHOOL PSYCHOLOGY – HELLENIC PSYCHOLOGICAL SOCIETY: RECENT ACTIVITIES AND FUTURE DIRECTIONS

Katerina Lampropoulou

The Division of School Psychology of the Hellenic Psychological Society, affiliate member of ISPA, has been actively engaged in advancing the field of school psychology in Greece through academic, professional, and organizational initiatives during the academic years 2023–2024. In May 2023, the Division successfully organized a scientific meeting dedicated to the assessment of learning difficulties. The event brought together experts who presented proposals on assessment protocols as well as strategies to support the preparation of children and parents.

“(...) has been actively engaged in advancing the field of school psychology in Greece through academic, professional, and organizational initiatives ”

Throughout 2024, a series of four online lectures addressed contemporary issues in school psychology. Topics included the development of metacognitive skills, the prevention of cyberbullying, social-emotional development of students with sensory disabilities, and ethical challenges in educational psychology. The Division has also maintained a strong presence at major national conferences. At the 7th Panhellenic Conference on Developmental Psychology (University of Western Attica, 17-20 October 2024), the Division's symposium addressed educational and psychosocial challenges affecting learning and development. More recently, at the 19th Panhellenic Conference of Psychological Research (Ioannina, 7-11 May 2025), the symposium explored digital interactions among students and their impact on learning and mental health.

“(...) important contribution of the Division has been its active involvement in the drafting of the new Code of Ethics of the Hellenic Psychological Society. (...)”

Another important contribution of the Division has been its active involvement in the drafting of the new Code of Ethics of the Hellenic Psychological Society. Members participated in working groups focusing on best practices, general ethical principles, and research ethics, ensuring →

Division of School Psychology



Ελληνική Ψυχολογική Εταιρεία
Hellenic Psychological Society

that the perspectives of school psychology are well represented in this landmark document. A significant achievement of 2025 was the launch of the Division's new website, designed in alignment with the national society's platform. The updated content reflects the evolving role of school psychologists in Greece and highlights the Division's vision for the future. During this period, the Division was coordinated by Dr. Asimina Ralli

and Dr. Vasiliki Giannouli, while for the 2025–2027 term, coordination has passed to Dr. Katerina Lampropoulou and Dr. Panagiotis Lianos.

“(...) the Division is preparing for the 4th National Conference on School Psychology, which will be hosted by the University of Athens in March 2026 (...)”

Looking ahead, the Division is preparing for the **4th National Conference on School Psychology**, which will be hosted by the University of Athens in March 2026 ([Conference Website](#)). The Conference is organized by the Department of Psychology, the Graduate Program in School Psychology, and the Laboratory of School Psychology of the National and Kapodistrian University of Athens, in collaboration with the Division of School Psychology of the Hellenic Psychological Society. This event will provide an important opportunity for professionals, researchers, and students to exchange ideas and strengthen collaborations.

Through these initiatives, the Division of School Psychology remains committed to fostering international collaboration, supporting professional development, and advocating for the vital role of school psychologists in education and society.

Πανελλήνιο Συνέδριο Σχολικής Ψυχολογίας

Φιλοσοφική Σχολή,
Εθνικό και Καποδιστριακό
Πανεπιστήμιο Αθηνών,
Αθήνα



Τμήμα Ψυχολογίας
Μεταπτυχιακό Πρόγραμμα Σχολικής Ψυχολογίας
Εργαστήριο Σχολικής Ψυχολογίας
Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών



σε συνεργασία με
τον κλάδο Σχολικής Ψυχολογίας
της Ελληνικής Ψυχολογικής Εταιρείας

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19-22
Μαρτίου
2026

GLOBAL FOCUS AT THE NASP 2026 ANNUAL CONVENTION IN CHICAGO

Tracy Hobbs, USA

Global Focus at the NASP 2026 Annual Convention in Chicago

Get ready for the premier event in the field! The National Association of School Psychologists (NASP) Annual Convention is set to take place in Chicago, Illinois, from February 24th to 27th, 2026. This event is the largest gathering of school psychologists in the nation, and it promises to be a transformative experience for the more than 5,000

attendees expected from across the US and around the world.

Unparalleled Professional Development and Networking

The convention offers an extraordinary opportunity for professional development and networking with colleagues. The robust program boasts over 1,200 sessions, covering the latest

research, evidence-based practices, and cutting-edge trends in student mental health, learning, behavior, and social justice. Attendees will gain practical, field-tested strategies essential for supporting students and school communities in an ever-changing educational landscape.

International School Psychology Association's (ISPA) Global Presence

A key feature of the upcoming Chicago convention is the significant participation of the International School Psychology Association (ISPA), which is dedicated to fostering global connections and advancing the profession worldwide.

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“This event is the largest gathering of school psychologists in the nation (...) an extraordinary opportunity for professional development and networking with colleagues.”

Tracy Hobbs,
USA



ISPA's contributions will include:

- Special Session: International School Psychology - Contemporary Issues in School Psychology Internationally:

- o This dedicated session will provide an essential forum for delegates to explore critical and current professional issues through a global lens. It's an invaluable chance to compare and contrast school psychology models and best practices from various countries.

- Special Event: International School Psychology Reception:

- o This popular event is a perfect opportunity for global and domestic colleagues to connect in an engaging, informal setting. It helps foster cross-cultural collaboration, vital for a profession increasingly focused on serving diverse student populations.

- ISPA Booth in the Exhibit Hall:
 - o By staffing an official presence in the Exhibit

Hall, ISPA ensures visibility for its mission. Attendees can stop by to learn about ISPA membership, publications, and its annual international conference, further promoting a globally-informed school psychology practice.

If you're planning to attend the Chicago Convention and would like to volunteer at our ISPA Booth in the Exhibit Hall, please sign up using this link: [Become an ISPA Booth Volunteer](#). We will need coverage for one-hour shifts in the Exhibit

Hall during the following times:

- Wednesday, February 25: 12:30 PM – 6:00 PM
- Thursday, February 26: 9:00 AM – 2:00 PM
- Friday, February 27: 9:00 AM – 12:00 PM

The NASP Convention serves as a powerful reminder of the global community united by the goal of promoting children's well-being. Don't miss this chance to be part of the vibrant exchange of ideas in Chicago!

"The NASP Convention serves as a powerful reminder of the global community united by the goal of promoting children's well-being."



UNDERSTANDING SCHOOL PSYCHOLOGY INTERNATIONALLY: THE EXPANSION OF INTERNATIONAL KNOWLEDGE AND PRACTICES DURING THE 21ST CENTURY 2010-PRESENT (PART 3 OF 3)

Shane R. Jimerson¹, Amber Reinke¹, Lakhvir Kaur¹, Shemiyah Holland¹, Jennifer Quintanilla¹, Alessandra Mittelstet¹, Leslie Alvarez¹, Akira Ali¹, India Turner¹, Briauna Adan¹, Lillian Almeida¹, Ella Cabigting¹, Zhengyuan Cui¹, Jonathan Hung¹, Hannah Nusser¹, Giselle Villalobos¹, Darla Scott², Khady Wade², Cambria Miles², Samantha Hunt², and Mariana Gentili Perez³

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

³ Pontifical Catholic University of Campinas, Brazil

**This article is dedicated to the future scholars and leaders in the field of school psychology around the world. The students and early career colleagues who will continue to advance the field of school psychology across the forthcoming decades. Several photos of some of these future leaders include students from the University of California - Santa Barbara as well as Bowie State University.*



ISPA 2025 in Portugal - Professor Shane Jimerson with students from the University of California - Santa Barbara

School psychology has evolved over time, with scholars around the world documenting the field's emergence and professionalization, while also emphasizing the need for greater collaboration and the consolidation of global knowledge to better serve diverse students and share the challenges and contextual factors that shape practice 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), detailed key articles that documented the development and professionalization of the field of school psychology from the twentieth century. The

second article (September 2025), *Understanding School Psychology Internationally: The Beginning of the 21st Century 2000-2009* (Jimerson et al., 2025), identifies publications that illustrate collaborative initiatives in collecting empirical data to consolidate global knowledge. It further emphasizes 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 through the inclusion of publications regarding practice in a broader range of countries and regions, expanding the international dialogue.

Focusing on publications from 2010 to 2025, →

the current paper further contributes to increasing the understanding of school psychology practices worldwide and continues to call for internationalization. We highlight (a) publications that cover current internationalization efforts, (b) school psychology services around the globe, and (c) how school systems around the world support diverse youth in their nation, and (d) current directions and challenges the field faces from different perspectives.

Transnational and Internationalization Efforts of School Psychology

Through examining the ways in which school psychologists are prepared in nations across the globe, we can better understand the multiple factors that influence training and improve subsequent service delivery. Oakland & Hatzichristou (2014) review the practice of school psychology in seven countries (Estonia, Greece, Hong Kong, Romania, Sweden, United Kingdom, and United States), illustrating the similarities and differences in training models, degree

requirements, and professional competencies. This paper aimed to promote an understanding of prevailing conditions that impact preparations internally (e.g., emphasis on multicultural issues) and externally (e.g., government policies). This paper emphasizes the importance of international collaboration in advancing shared standards to increase the quality and effectiveness of school psychology around the world. The series of papers in this special issue of the *International Journal of School and Educational Psychology* presents information about the preparation and practice of school psychology in countries around the world, including the role of international accreditation in promoting academic and professional preparation in school psychology (see, for instance, Farrell et al., 2014; Hatzichristou & Polychroni, 2014).

Begeny (2018), in his introductory article for the special issue, *Internationalization in School and Educational Psychology*, describes internationalization as a proactive response to globalization, in which professional fields (e.g., school psychology, education) intentionally

integrate global perspectives, collaborations, and practices while respecting a nation's history and culture in order to grow. This paper highlights several reasons to advance internationalization and globalization, including enhancing professionals' knowledge and intercultural competence, supporting practice within diverse cultural contexts, developing and evaluating culturally relevant evidence-based practices, improving training for international trainees, and moving the field beyond dichotomous views of culture-specific versus universal approaches. →



ISPA 2025 in Portugal - Professor Shane Jimerson with students from the University of California - Santa Barbara

Bernardo et al. (2018) summarizes issues about the internationalization of school and educational psychology with perspectives from professionals around the world who have worked in various contexts. These professionals identified certain strengths, such as focused scholarship and international collaboration, and certain weaknesses, such as power differences and the lack of discussion and research. The authors argue that internationalization efforts help to offer more equitable opportunities for professionals and the communities they serve. Additionally, Alsoqaih, Elbedour, & Bastien (2017) provide an overview of the history and status of school psychology in the United States while also maintaining a global view. Similarly, in their review, they found that differences in the roles and functions of school psychologists are dependent on extraneous variables (e.g, cultural appropriateness, budgetary constraints, and national legislation) and advocate for greater collaboration of school psychologists within the communities and the schools they serve.

Kim et al. (2018) extends this discussion on internationalization by examining the publication outlets of school and educational psychology scholars working outside the United States. They analyzed data since the 2000s, reporting on the types and frequency of publications, as well as the most common journals used across global regions, finding a strong preference for discipline-specific and topic-focused journals, with most publications being written in English.

School Psychology Services Around the Globe

Africa & Middle East: Egypt, Nigeria, South Africa, Iran, Turkey, Israel

Atilola et al. (2022) researched the effects of a school-based training program aiming to improve depression-literacy among high school students and teachers in South-West Nigeria, where mental health knowledge is limited. An adaptation from the Break Free from Depression, a 4-module Depression Awareness Curriculum, was implemented to enhance knowledge on the

symptoms, risk factors, coping strategies, and prevention resources for depression. This intervention training was successfully completed by 3,098 students and 294 teachers from 21 schools across three states in South-West Nigeria, who demonstrated a significant positive difference in depression-literacy post-intervention. In this study, Atilola et al. (2022) highlights the critical importance and benefits of school-based depression-literacy programs for both students and educators.

Further contributing to the research in South Africa, Wessels & Swart (2024) addressed the ethical dilemmas often experienced by school psychologists in the Western Cape. Conducted through semi-structured telephone interviews, school psychologists identified 58 ethical dilemmas focusing on confidentiality, role definition, assessment and reports, workload, consent, and scope of practice. Highly experienced school psychologists reported encountering ethical dilemmas on a daily to weekly basis and noted using a variety of strategies to address them. →

Effective strategies included referring to ethical codes and acts, setting firm boundaries, establishing a reliable team of professionals, showing empathy, negotiating with clients, and seeking supervision. This research provides insight into the ethical dilemmas school psychologists navigate in their daily practice and addresses the importance of following ethical guidelines, establishing strong systemic support, and engaging in professional development.

Shifting towards the Middle East, Köse (2017) reviewed the ongoing development of school-based counseling policies in Egypt, Iran, Israel, and

Turkey. Köse (2017) provides an overview of the history of school counseling, the development of the profession, and associated challenges faced in the field. The need for further development in the field of school psychology is emphasized throughout this paper, particularly noting the lack of a clear professional identity, as well as the absence of a proper legislative accreditation process for school counselor training programs and licensure. The negative academic and mental health impact of living in a conflict-prone region is also addressed. Despite existing challenges in these countries, Köse (2017) portrays the profession as one that is evolving quickly and holds significant promise.

Asia-Pacific: China, Hong Kong, Korea, New Zealand

D'Amato et al. (2013) conducted a comprehensive overview of the development and current state of school psychology in Mainland China and provided a comparison to the United States. The value of school psychological services

in the prevention and promotion of mental health among youth is highlighted. While the attention and importance of school psychology have soared in China, further structured development and greater investment are advocated.

With any field, shifts in priorities are always going to happen. This is clearly shown in New Zealand, where the primary roles of Educational Psychologists are being shifted away from diagnosing. Bourke & Dharan (2015) give us a comprehensive overview of how educational psychology is practiced in New Zealand, as well as focus on how these educational psychologists run assessments. They emphasize a major shift in assessments, with the traditional psychometric assessments slowly being replaced by those focusing on interviewing and observation. These findings emphasize that this shift may be due to recent priority changes in the psychological field and its emphasis on prevention rather than diagnosis (Bourke & Dharan, 2015). This shift in assessments and priorities will play a major role in how this field is shaped in the future. →



ISPA 2025 in Portugal - Professor Shane Jimerson with students from the University of California - Santa Barbara (Shemiyah Holland, Allie Mittelstet, & Lakhvir Kaur)

Contributing to research, Choe (2024) conducted an ethnographic study exploring how adolescent Korean immigrants and their parents experience difficulties with school-based mental health services, while also identifying factors that could increase utilization. Through this research, Choe found that cultural stigma, misconceptions, concerns about family honor, and confidentiality were the primary dilemmas preventing Korean families from seeking mental health services. Possible key factors to help improve the utilization of mental health services among Asian immigrant adolescents were identified as using less stigmatized terminology, ensuring confidentiality, and family understanding.

Schalkwyk and colleagues (2013) investigated psychological services and counseling in Pacific Rim countries, centering their research on those with Chinese heritage culture. The focus was to provide psychological services within schools to prevent and solve mental health problems unique to these countries. This is an important area of focus, given the large populations of these countries and the

growing demand for psychological services.

Europe (Western & Northern): Finland, Ireland, Germany, United Kingdom, Italy, Portugal

Ahtola & Niemi (2014) focused on work in Finland and identified areas for improvement. Despite Finland's success in the Organization for Economic Co-operation and Development's (OECD) Program for International Student Assessment (PISA) survey, like many of the other countries mentioned throughout this article, they continue to suffer from recurring issues such as relying on reactive instead of preventative work, as well as a shortage of school psychologists. This article explains how certain factors affect the use of psychological expertise in the Finnish educational system.

Utilizing Irish primary school children, Clancy et al. (2023) studied the effectiveness of a universal school-based intervention for reducing internalizing problems. This study evaluated a universal CBT-based mental health intervention, *A Lust for Life Schools Programme*, by employing a

series of randomized controlled trials with Irish primary school students. While the participants reported general satisfaction with the program, internalizing symptoms like anxiety or depression were not significantly reduced compared to the control group. Further refinement and cultural adaptation of universal school-based interventions were needed.

Knaupp et al. (2014) investigates the contemporary relationships, commonalities, and differences between educational psychology and education research in three countries: Germany, United Kingdom, and Italy. The authors specifically explore the authors of the field, what research topics are studied, and methodological standards. They also investigate how both fields were formed and their communication patterns.

Matteucci et al. (2025) conducted a nationwide mixed-method study examining the current state of psychological services in Italian schools. Drawing on data from 565 school-based psychological service providers and 33 key informants, the study explored the types of services offered, target →

populations, and discrepancies between actual and ideal practices. Findings revealed that individual counseling is the most common service, typically delivered through school-based psychological helpdesks, though notable gaps exist between intended service models and their implementation.

Mendes and colleagues (2014) examined the professional characteristics and practices of school psychologists in Portugal to better understand the scope and nature of their work. Using a national survey of 757 practitioners, the study found that most school psychologists are female, hold advanced degrees, and work primarily in public schools. Their activities focus heavily on psychoeducational assessment and counseling, with relatively less emphasis on preventive and systemic interventions. The authors highlight the need to expand school psychology practices in Portugal toward more collaborative, preventive, and evidence-based approaches that address broader educational and developmental needs.

Fallon and colleagues (2010) discusses the developing role of educational psychologists within

England's local authority, Children's Services - emphasizing how the scope and sources of their work are changing. Using a case study, the authors suggest new directions and highlight key issues such as role specialization, service commissioning, and outcome evaluation. They also advocate for a flexible response to socio-political shifts and suggest a strategy for future reviews of roles.

Europe (Central & Eastern): Romania, Estonia, Bulgaria, Albania

Considering the context of Central and Eastern Europe, several studies were selected to provide insight into current research in the field of school psychology. Negovan & Dincă (2014) developed a study focused on the professional preparation of educational/school psychologists in Romania. The authors address the development of training based on the country's history, including legal and social issues, and the current professional status of psychologists and their specialization. Furthermore, they address efforts to strengthen school psychology training with a regional and

international focus, discussing the strengths and weaknesses of the programs.

Kikas (2014) provided an overview of the profession in Estonia. The author conducted a study considering the country as a small republic undergoing many social and political changes, which has had psychology as a profession since 1968. The author states that, currently, the undergraduate degree in school psychology is completed in five years, including international best practices and clinical and organizational psychology content. Furthermore, the author notes that the qualification standards for school psychologists were first accepted in 2003 but were modified in 2023 due to processes within the European Union. Finally, the author also clarifies that faculty also produce research and projects in addition to educating and supervising students during their training.

Considering the Bulgarian context, Dimitrova et al. (2018) conducted a study focused on school climate, academic achievement, and educational aspirations in Roma minority and Bulgarian →

majority adolescents, assuming that school climate can promote academic achievement and educational aspirations. After conducting a survey with adolescents and their families from the Bulgarian majority and Roma minority, as well as teachers, the authors sought data on educational aspirations and academic achievement. The authors found that Roma adolescents and their parents reported lower academic achievement and educational aspirations than the Bulgarian majority. Thus, the study concludes that attention to school climate is needed in the development of academic achievement and educational aspirations, especially for disadvantaged minority students.

Finally, Osmanaga (2023) presented a study regarding the role of school psychology for master's students in Albania. Conducting qualitative and correlational research, the author administered questionnaires to university students, taking into account demographic data and their perceptions of the profession and its role. The study found that, overall, students'

perceptions of school psychology professionals are positive. However, the study indicates that efforts are needed to improve students' perceptions of the profession as a whole, clarifying the roles of information, identification, participation in various committees, and the intervention role, as well as the assessment role of school psychology. With this in mind, the author highlights the importance of reviewing the curricula of the courses in question, as well as continuing such studies.

North & South America: Brazil, Chile, United States

Considering the Latin American context, several studies were selected to understand recent themes and practices relevant to this context. In Brazil, a recent study addressed the ethical and political commitment of school psychology in the Brazilian context. The authors discuss workflows that contemplate the application of a school psychology committed to promoting development in a preventative manner. The proposed workflow involves the participation of psychology

professionals in public service sectors, public spaces for discussion and planning of public policies, and full involvement in school practices. Furthermore, the proposed workflow addresses actions beyond psychological assessment, including group interventions, planning of school projects, discussion and joint development with other professionals, in-service training, and direct work with families and the school community. The study also addresses the use of qualitative analysis tools, such as monitoring reports and feedback (Castro et al., 2024). →



ISPA 2025 in Portugal - Students from United States and Brazil presenting, including Lakhvir Kaur and Mariana Gentili

Bravo-Sanzana et al. (2023) conducted a systematic review using the PRISMA and COSMIN checklist methodology to analyze the quality of school social climate (SSC) measures in Latin America. The study aimed to fill the gaps between the most commonly used SSC measurement methods and to describe the complexity of the topic. This research highlights the CECSE instrument as the most widely used in SSC assessment in Latin America, and indicates the need for greater diversity and breadth of methods for analyzing this topic, given its complexity.

In a nationwide study in Chile, López, Cárdenas, and González (2021) outline the impact of the work of school psychologists and social workers on students' academic performance. The study concludes that the presence of these professionals contributes to significantly better and more advanced student academic performance. Furthermore, this research addresses the influence of this professional segment on school dropout rates, evaluating the reduction in school dropouts with the presence of psychologists and social

workers in schools. With this in mind, this study highlights the importance of recognizing and strengthening school psychology and social work, as well as the need to expand studies on academic performance.

The National Association of School Psychologists (NASP) Membership Survey is a comprehensive national survey conducted to assess the demographics, professional practices, and workplace conditions of school psychologists in the United States. It is administered every five years, providing consistent, longitudinal data that help the field monitor trends, identify workforce needs, and evaluate alignment with NASP's strategic goals and Practice Model. The most recent survey was in 2020. The Goforth et al. (2021) report — Part 1 of the NASP Membership Survey — provides a comprehensive snapshot of the demographics and workforce characteristics of school psychologists in the United States based on the 2020 NASP Membership Survey. The survey, completed by 1,308 NASP members, shows that the profession continues to be predominantly

White (86%), female (87%), able-bodied (over 93%), and monolingual, with only 12% providing services in a second language. Most practitioners hold a specialist-level degree, though about 22% hold doctorates, and the average practitioner has 13 years of experience. Salaries varied by region, with a median of \$74,000, and most school psychologists work on a 10-month contract. A key finding relates to workforce shortages: the average school psychologist-to-student ratio was 1:1,233—far higher than NASP's recommended 1:500 ratio—though ratios have improved modestly since 2015. Overall, the report highlights incremental increases in racial/ethnic diversity and improvements in ratios over time, but underscores persistent shortages and the need for recruitment and retention efforts to diversify and strengthen the school psychology workforce.

The Farmer et al. (2021) report — Part 2 of the NASP Membership Survey — examines the professional practices of 1,006 school psychologists employed in U.S. school districts and provides a detailed picture of how practitioners →

allocate their time across roles aligned with the NASP Practice Model. The study found that assessment continues to dominate practice: school psychologists completed an average of 55 special education evaluations per year, with more than 90% engaging in both initial and reevaluation assessments. While many practitioners provide mental and behavioral health services, engagement varies, and those who feel more competent in these domains tend to provide such services more frequently. Fewer than half of respondents conducted professional development or parent programs, with notable decreases from the 2015 survey—possibly influenced by COVID-19 disruptions. Importantly, the student-to-psychologist ratio significantly shaped practice: school psychologists serving more than 700 students were less likely to report that their work aligned with the NASP Practice Model and were more constrained in providing mental health, crisis intervention, consultation, and systems-level services. Finally, the survey revealed limited confidence and engagement in social justice work,

with only about 11% reporting strong knowledge of social justice issues, though higher knowledge was strongly associated with higher engagement. Taken together, the findings underscore persistent workload pressures, the continued dominance of assessment, and the need for expanded staffing, training, and systemic support to ensure comprehensive service delivery in line with NASP standards.

Supporting Diverse Students Within the School Systems Around the World

Diversity within school systems and the services provided for such populations have grown, but there is still more that can be done and provided for them, especially around the world. Malolos et al. (2021) examined how students from the Philippines who were adversely impacted by the COVID-19 pandemic were not receiving interventions that were attuned to them in culturally specific ways. Researchers noted that for the future, it is important to address the needs of the children now to prevent sustained mental

health issues well into adulthood.

In Europe, there was a systematic review conducted to understand the mental health impacts of students post-pandemic (Ludwig-Walz et al., 2023). What was found to be especially concerning was a reported increase in anxiety levels for children around the world since then, amplifying the need for more relevant interventions for this relatively new phenomenon of mental health issues post-pandemic. Urgent research is needed due to this new phenomenon. It's necessary in order to mitigate the long-term effects on their mental health. →



ISPA 2025 in Portugal - Professor Shane Jimerson with students from the Bowie State University

Simultaneously, social factors such as bullying show how everyday school climates affect students' well-being. When given the opportunity to socialize with their peers and diversify the different neurotypes within a school setting, a study by Abdullah (2024) conducted in the UAE found that students with ASD were more likely to experience bullying in the classroom due to their disability. The study suggested that although prevention of bullying should be considered, there is also a need for research that accounts for the culturally specific ways to mitigate such bullying. This is to create more effective ways that tailor to their experience in uplifting them.

Other social barriers within the classroom include students' perception of safety based on the diversity of the population. Tesolin et al. (2024) found that in Canadian schools, peers' acceptance was higher based on whether adults accepted the students. This, in turn, mediated the relationship of how safe students felt based on adults' attitudes towards them. It shows just how important being culturally informed and accepting students can be

in how a student feels about themselves. It also shows the importance, even within a classroom adults' attitudes in the safety that they feel in school.

The research shows that even though educational and psychological support systems have globally expanded, whether or not they are effective depends on cultural context. There is a need to expand cross-cultural research to develop equitable and responsive interventions that help to promote a student's sense of safety, belonging, and well-being.

The Handbook of School Psychology in the Global Context (Hatzichristou, Nastasi, & Jimerson, 2024) presents a comprehensive, transnational framework for understanding and advancing school psychology across diverse cultural and educational settings. Edited by Hatzichristou, Nastasi, and Jimerson, the volume integrates multicultural and international scholarship to explore key domains such as assessment adaptation, consultation, prevention and intervention, service delivery models, and training

in transnational contexts. It emphasizes the challenges and opportunities of applying school psychology in different cultural and systemic environments, and proposes transnational →

Chryse Hatzichristou
Bonnie Kaul Nastasi
Shane R. Jimerson *Editors*

Handbook of School Psychology in the Global Context

Transnational Approaches to Support Children,
Families and School Communities

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processes to strengthen equity, cultural responsiveness, and collaboration across national boundaries. By synthesizing global perspectives and foregrounding culturally-informed practices, the handbook serves as a foundational resource for researchers, practitioners, and policymakers aiming to expand school psychology's relevance, rigor, and reach in a globally connected world.

Current Directions and Challenges in School Psychology

Ardila's chapter "Psychology as a discipline" (2025) in *The Future of Psychology* includes psychologists' discussions of major challenges and future directions in the overall field of psychology. The field has encountered vast changes over time, with emphasis on different approaches, applications, and conceptualizations of human behavior. With the expansion of psychology came the international spread of the field, further diversifying perspectives and contributions. Various psychologists internationally conveyed that the growth of the applied field is promising,

and there is a need for an educational discipline within the field.

Brown and colleagues (2016) further contribute to the understanding of school psychology within the Eastern and Western hemispheres. Upon their comparative thematic analysis with East Asian countries (including Hong Kong, Japan, South Korea, Thailand, and Taiwan) and the United States, key similarities and differences were highlighted in school psychologists' perspectives of the field across time. Across both hemispheres, data-informed practices, theory development, biological understandings, research methodology, and positionality of school psychologists are central to the understanding of the field. However, leadership demographics of school psychologists differ across the hemispheres. Globally, there is a lot of influence on the field from the United States, where the field has been well established and present throughout the majority of its history. Within East Asian countries, the field of school psychology is relatively novel, hence differing issues arise regarding research and practice.

Also noting the influence of the United States on the field of school psychology, Little and colleagues (2011) sought to analyze articles published in *School Psychology International* from 1990-2011 to assess trends in authorship and alignment with professional practice standards outlined by the National Association for School Psychology (NASP) practice model (NASP, 2010). Such a journal presents international representation from 57 countries and increasing participation of women. The content of the articles displayed minimal consistency with key practice areas outlined by the NASP practice model. Such discrepancies, however, can possibly be attributed to international differences in priorities for school psychologists, variance of areas emphasized for researchers and practitioners, and possible recategorization or reclassification of approaches and services. Although the NASP practice model is widely accepted in the United States, it is important to note that such a model may not replicate in other countries.

Globally shared, however, was the impact of →

the COVID-19 pandemic. The pandemic required practicing institutions to quickly adapt and respond to the crisis. May and colleagues (2022) examined how school psychologists in the United States, Australia, Germany, Canada, and the United Kingdom adapted their practices in response to the pandemic. Shifts to online consultation; reduced assessments; and increased reliance on self-care, peer support, and adaptive workplace policies are being adopted primarily in these countries. The importance of flexible infrastructure and international collaboration in crisis-responsive psychological services during the COVID-19 pandemic has been reinstated for future crises.

Within the recent decades, there have been shifts towards promoting cultural sensitivity in practice. Newell and colleagues (2010) examined the fidelity of multicultural training for school psychologists, as there is a lack of structure for such curriculum. The article highlights that training for multicultural competence for program and faculty, as well as practitioners, should be catered and disseminated depending on the role. The

authors pose that an effective model for program and faculty development would encompass integration-separate course models, multicultural research, and recruitment, as well as retention for culturally and linguistically diverse students and faculty. Additionally, an effective model for practitioners would consist of knowledge about different groups, translation of knowledge to school psychological services, and practical experiences with diverse populations. Such curricula must continue to emphasize collaborations across students' networks. Through specifying explicit structures to serve different positions within school psychology, curricula may be refined to better achieve effectiveness.

In addition to shifts in practice, there have been emerging trends in research. Prendeville and Kinsella (2022) examined research publications within the field of educational psychology, focusing on ethics and values. The article poses Fulford's Values-Based Practice (VBP) approach as an ethical framework and its applicability to the educational field, including school and educational psychology.

VBP can be imagined in educational psychology as a way for clinicians and practitioners to connect individuals' perspectives to their lived contexts, providing a new lens where conflicts and decision-making can be addressed in a school environment. Understanding and hearing about students' lived experiences provides additional insight for not only school settings but also for advocacy for varying groups' needs.

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

Across the past decade, the research reviewed in this article highlights both the remarkable expansion and the enduring disparities in the development of school psychology worldwide. Nations across Africa, Asia, Europe, and the Americas demonstrate ongoing efforts to professionalize the field, strengthen ethical and evidence-based practices, and promote culturally responsive service delivery. However, many countries continue to face challenges related to workforce shortages, lack of formalized training →

standards, and limited systemic integration of school psychological services within educational frameworks. The global data reveal that while many school psychologists emphasize individualized counseling and psychoeducational assessment, there remains a pressing need to expand preventive, systemic, and community-based models of practice.

It is important to clarify that, despite the shared discourse surrounding school psychology internationally, the practices, roles, and competencies, as well as the instruments, methodologies, and activities, vary greatly between countries. These differences reflect

unique educational systems, policy frameworks, cultural expectations, and historical developments that shape the scope of psychological services. Acknowledging this diversity allows for a more nuanced understanding of the profession's evolution and underscores the importance of contextualizing school psychology within each nation's sociocultural and institutional realities. Future scholarship should continue to examine how culturally informed adaptations enhance the applicability and effectiveness of school psychology across diverse global settings.

Internationalization efforts have become an essential catalyst for progress. Scholars such as Begeny (2018), Bernardo et al. (2018), Hatzichristou et al. (2024) emphasize how cross-national collaboration, shared training standards, and intercultural competence can foster more equitable and sustainable professional growth. Studies comparing training and service delivery models across regions, such as Oakland and Hatzichristou's (2014) seven-country analysis—illustrate both the potential and complexity of

establishing common frameworks that honor national histories and cultural contexts. Yet, the persistence of unequal access to mental health resources, linguistic diversity challenges, and contextual differences in policy and funding structures underscores that internationalization must balance global standards with local adaptation.

Furthermore, the post-pandemic landscape has brought new urgency to school psychology's global mission. Research conducted during and after COVID-19 (e.g., May et al., 2022; Ludwig-Walz et al., 2023) underscores the profession's adaptability under crisis and its growing recognition of mental health as integral to learning and well-being. Emerging studies from regions such as Nigeria, Chile, and Finland demonstrate that effective school psychological services are those that are preventive, community-driven, and responsive to socio-cultural realities. Across nations, there is a shared movement toward integrating ethical reflection, values-based practice, and culturally embedded interventions as central to →



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advancing equitable educational outcomes.

Conclusion

Taken together, the body of research from 2010 to the present reaffirms that school psychology is both a local and global enterprise — one grounded in the shared goal of supporting children’s learning, well-being, and development through contextually informed practice. The field’s future depends on continued collaboration, the cultivation of multicultural competence, and the creation of flexible frameworks that adapt to diverse sociopolitical and educational systems. As the most recent comprehensive resource, see chapters in the *Handbook of school psychology in the global context: Transnational advances to support children, families, and school communities* (Hatzichristou, Nastasi, & Jimerson, 2025) for additional information. As this third installment of the ISPA World-Go-Round series demonstrates, international scholarship not only enriches understanding of school psychology’s varied forms but also highlights the collective responsibility of

scholars and practitioners to promote access, inclusion, and innovation worldwide. By building upon these global insights, the next generation of school psychologists can advance a more unified and culturally attuned profession that responds effectively to the evolving needs of students and communities across the globe.

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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Table 1. Summary of the regions and countries included in the publications from 2010 to present, informing the understanding of school psychology around the world.

Region	Countries Included	Representative Studies / Authors	Key Focus Areas
Africa & Middle East	Egypt, Nigeria, South Africa, Iran, Turkey, Israel	Atilola et al. (2022); Wessels & Swart (2024); Köse (2017)	Mental health literacy, ethical dilemmas, school-based counseling, professional development
Asia & Pacific	China, Korea, New Zealand	D’Amato et al. (2013); Bourke & Dharan (2015); Choe (2024); Schalkwyk et al. (2013)	Development of school psychology, cultural stigma, changing assessment models, cross-national practice
Europe (Western & Northern)	Finland, Ireland, Germany, United Kingdom, Italy, Portugal	Ahtola & Niemi (2014); Clancy et al. (2023); Knaupp et al. (2014); Matteucci et al. (2025); Mendes et al. (2014); Fallon et al. (2010)	Service provision, intervention evaluation, professional identity, systemic and preventive practice
Europe (Central & Eastern)	Romania, Estonia, Bulgaria, Albania	Negovan & Dincă (2014); Kikas (2014); Dimitrova et al. (2018); Osmanaga (2023)	Training standards, minority education, role perceptions, professional preparation
North & South America	Brazil, Chile, United States	Castro et al. (2024); López et al. (2021); Bravo-Sanzana et al. (2023); ; Tesolin et al. (2024); Goforth et al., (2020); Farmer et al., (2020)	Ethical practice, school climate, academic outcomes, Vygotskian models, diversity, inclusion
Cross-Regional / Global Analyses	Multiple (e.g., U.S., Australia, Germany, Canada, U.K., East Asia)	Brown et al. (2016); May et al. (2022); Oakland & Hatzichristou (2014); Bernardo et al. (2018); Kim et al. (2018)	Internationalization, training models, publication trends, COVID-19 impacts

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