

39th Annual Conference of the International School Psychology Association

19th – 22nd July 2017 | Manchester, UK



KEY NOTE PRESENTATIONS

EMPOWERING PARENTS TO SUPPORT VULNERABLE CHILDREN: A PUBLIC HEALTH APPROACH

Professor Cynthia Leung

Program director of the Master of Educational and Child Psychology at The Hong Kong Polytechnic University and Vice President of the Hong Kong Psychological Society.

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The presentation will focus on approaches to supporting vulnerable families and the impact on them and their children, as well as implications of the findings for improving services, the relevance of effective multi agency work and the role of school/educational psychologists in working with families. The importance of parent involvement within an ecological framework and the empowerment framework will be discussed. A public health approach will be adopted and universal, selective and indicated programs will be presented, including programs for the general population, programs for disadvantaged families, and programs for families with children with special education needs. Programs with a variety of delivery formats will be introduced, including group programs, individual programs, centre/school-based programs and home visit programs.

SUPPORTING VULNERABLE CHILDREN IN TIMES OF CRISIS: EARLY REFLECTIONS FROM THE MANCHESTER BOMBING AND LESSONS LEARNED FROM OTHER PARTS OF THE WORLD

Professor Shane R. Jimerson, University of California, Santa Barbara

With contributions from:

Claire Russell, Principal Educational Psychologist, Salford

Teresa Regan, Catalyst Community Interest Psychology Company

Janet Muscutt, Part-time Lecturer, Manchester Metropolitan University, former PEP Salford

Lisa Quinn, Independent Educational Psychologist, Witherslack Group; Fairview Psychology

Rebecca Sundhu, Senior Educational Psychologist, One Education, Manchester

This presentation will review current international developments in crisis response work and incorporate a discussion/commentary on how educational psychologists (EPs) in the UK have responded to the recent Manchester bombing, and other similar incidents. The introductory talk will provide an international perspective on crisis response work and this will be followed by short presentations during which five EPs from the North West will reflect on their experiences following the Manchester bombing and on how they responded to this tragic incident. The session will conclude with a general discussion.

ARE THE KIDS ALRIGHT? THE ROLE OF SCHOOLS IN PROMOTING MENTAL HEALTH

Professor Neil Humphrey, Director Manchester University Institute of Education and Professor of Psychology of Education.

Email: neil.humphrey@manchester.ac.uk

Children's mental health services have experienced major cuts since 2010. In parallel, our education system has undergone a period of significant transformation. In this keynote, I will discuss the implications of these developments for the emotional health and well-being of children and young people. This will include examination of the differing ways in which mental health and wellbeing are conceptualised, assumed truths about evidence-based intervention in schools and other settings, recent policy relating to the intersection between education and mental health (e.g. *Future in Mind*), and what research can (and cannot) tell us about changes in the prevalence of mental health difficulties among children and young people over time. In exploring these important issues and debates, I hope to encourage delegates to consider whether we are, in fact, on the brink of a public health crisis that schools may hold the key to averting, or if the current focus on children's mental health in education is simply a moral panic that represents an escalation of (in Furedi's terms) 'therapy culture'.

SYMPOSIA

CROSS-CULTURAL SCHOOL CLIMATE VALIDATION STUDY: SPONSORED BY THE ISPA RESEARCH COMMITTEE

Convenor: Tamika La Salle, Assistant Professor, University of Connecticut, USA
Email: Tamika.la_salle@uconn.edu

Jesslynn Neves, Graduate Student, University of Connecticut, USA

Shane Jimerson Professor, University of California Santa Barbara
ISPA President

Chryse (Sissy) Hatzichristou, PhD. Professor of School Psychology, National and Kapodistrian
University of Athens

Orlean Brown Earle, Ph.D. Professor & Acting Dean, College of Humanities, Behavioural and
Social Sciences, Northern Caribbean University, Jamaica

Baiba Martinsons, Dr. Associate Professor, University of Latvia

Yayoi Watanabe, Hosei University, Japan

Nora Katona, Eötvös Loránd University, Hungary

In association with:-

Tiffany Polk, Graduate Student, University of Connecticut, USA

Background

The current study involves a multi-site collaboration among researchers and practitioners in the following countries: United States, Jamaica, Malta, Belgium, Greece, Latvia, Hungary, and Japan.

The intended direct outcomes include: translating the U.S. School Climate Surveys into the designated language at each site, evaluating the psychometrics of the surveys, and examining perceptions of school climate across different cultures. Indirectly, the results of the study will help to guide school improvement efforts.

Purpose

The purpose of this symposium/research meeting is to provide a research space for an international work group that received grant funding through the International School Psychology Research request for proposals. During the requested meeting time, the following

objectives will be addressed:

1. An overview of the research study and open call for international researchers that may be interested in collaborating on this study
2. Researchers will have an opportunity to briefly present current progress towards research objectives as well as challenges or barriers (e.g., translations, data management, etc.)
3. The research team will discuss alignment with timelines and objectives outlined in the study application and discuss necessary research steps for be

**TRAINING EDUCATIONAL PSYCHOLOGISTS TO USE RESEARCH AND
DEVELOPMENT TO ENHANCE THEIR PROFESSIONAL SKILLS AND
KNOWLEDGE**

Convenor: Dr Andrew Richards, Educational Psychology, University of Exeter, St Luke's
Campus, Exeter, UK

Email: A.J.Richards@exeter.ac.uk

Discussant: Professor Chris Boyle
Educational Psychology, University of Exeter, St Luke's Campus, Exeter, UK

Overview: Dr Andrew Richards

The current training of practitioner EPs in the UK is now a 3 year professional doctorate that includes a research study. The involvement of all trainees in doctoral level research has provided a unique opportunity for the profession to become involved in research and development work that enhances the skills and knowledge of practitioner EPs and broadens the range of what EPs can provide in their psychological services. This symposium is about the kind of research that trainees have conducted on the University of Exeter DEdPsych programme. It illustrates how EPs have broadened their psychological interest with the advent of doctoral programmes to focus on problems and issues in education, well-being and development that can then be used in psychology service provision. The symposium will discuss practice-focussed research as one way for training and research to enhance service provision, while helping schools to become more effective learning environments and trainee psychologists to become effective practitioners.

Dr Dawn Thorley

'Perfectionism' in secondary students: Producing guidance for schools and families to support the emotional wellbeing of Year 9 and 10 students high in 'perfectionism'

Raising awareness of the risks associated with perfectionism, and promoting positive change in the systems around the young person. This is done through providing a 'voice' to a potentially vulnerable and under-recognised group within schools. It also provides a voice to a previously unheard sector of the community in perfectionism research; school students, parents and school staff. Further, there is an explicit ideology of improving the emotional wellbeing of students high in perfectionism through raising awareness and understanding amongst key individuals and prompting the use of helpful strategies to support such students.

Naturalistic inquiry through individual and focus group semi-structured interviews, combining hierarchical focused questioning and Personal Construct Psychology. Participants were Year 9 and 10 students, staff and parents from four 'high achieving' schools in three UK counties, a range of external professionals, and three practicing Educational Psychologists. Thematic analysis was used.

Dr Dan Sheehan

Can secondary school architecture build Community, encourage Working Successfully and enhance Well-Being? Student and Staff evaluations.

This study operates from a Realist perspective (Blaikie, 1993) and uses an Exploratory Evaluation Research methodology (Clarke, 2005) to explore the responses of students and staff to the architecture in 8 secondary schools: 4 in the South-West of England (A-D) and 4 in London (E-H). 4 Schools are Building Schools for the Future schools (BSF); the other 4 are non-BSF (mixed architectural styles). Phase 1 uses questionnaires, semi-structured interviews and focus-groups to explore student and staff responses to the architecture in their schools; and how this architecture affects their sense of Community, Working Successfully and Well-Being. Phase 2 uses a classroom-based activity to explore whether participants can offer architectural design solutions for classrooms and schools, according to their needs. Schools A-D total sample (n=108 students; n=26 staff, over four schools); schools E-H total sample (n=83 students; n=2 staff, over four schools).

Dr Kate Hornblower

Don't Stand By, Stand Up: A Peer Group Intervention to Increase Defending Behaviour in Students that Witness Bullying.

The aim of this research is to develop a peer group anti-bullying intervention, based on psychological theories of helping behaviour and research into the role of peers in bullying situations, to be used by an Educational Psychology Service in conjunction with schools. The aim of the intervention is to reduce bullying in schools by increasing the defending behaviour, whilst decreasing the reinforcing behaviour, of students who witness incidents of bullying. The methodology is design research, using the framework provided by Reinking and Bradley (2008). In paper one an initial intervention programme will be designed in conjunctions with a school, implemented, and evaluated. The findings from paper one will then be used to inform modifications to the intervention programme for

implementation and evaluation in paper two. Data will be collected using mixed methods of questionnaires, focus groups, semi-structured interviews, and participant observation, to provide quantitative and qualitative data. Conclusions as the effects of the interventions, factors that influence defending behaviour, factors effecting implementation of the intervention, and participants' views on the value of the intervention will be made.

Discussant: Professor Chris Boyle

BUILDING A RESILIENT EDUCATOR WORKFORCE: AN INTERNATIONAL PERSPECTIVE ON THE IMPACT OF TEACHER WELLBEING ON EDUCATOR AND STUDENT OUTCOMES

Convener: Aria E. Fiat, Graduate Student University of Minnesota, USA

| Presenters Name | Affiliation | Topic | Contact |
|---|--|--|---|
| <u>Aria Fiat, Madeline Larson, Clayton Cook</u> | University of Minnesota | Improving teacher wellbeing to enhance implementation | aefiat@umn.edu, lars5424@umn.edu crcook@umn.edu |
| <u>Jennifer Frank</u> | Penn State | Teacher resilience programs | jlf51@psu.edu |
| <u>Jan-Erik Schmidt</u> | Tübingen, European School Psychology Centre for Training: Contact - ESPCT http://www.espct.eu/index.php?id=25 | Regulating engagement and distance: dimensions of teachers' health and coping styles | jan-erik.schmidt@espct.eu |
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In association with

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| <u>Christopher Day</u> | University of Nottingham | Teacher burnout - why it's a problem | christopher.day@nottingham.ac.uk |
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Overview

The high prevalence of job stress and burnout among educators negatively impacts the quality of instruction and care students receive in school, resulting in poorer academic and social-emotional outcomes. Using a positive psychological framework, this symposium will present several studies that explore how promoting educator resilience can reduce attrition, enhance school climate, increase implementation of evidence-based practices, and improve students' wellbeing and school success.

Paper 1: Why burnout does not need to be a problem: Leadership which promotes care and achievement

Christopher Day, University of Nottingham, UK

Until relatively recently, stress and burnout were common themes in discussing problems of teacher attrition and retention. This paper will take an alternative perspective. It focuses upon teacher resilience as a socio-psychological construct that may ameliorate the negative attitudes and loss of energy and commitment which are often associated with stress and burnout. In doing so, it will refer to research which characterises both stress, burnout and resilience and wellbeing as emergent states which are mediated at the meso level. School leaders have a particular and enduring responsibility for creating and working with culture and the paper will focus on a case study of the resilience of teachers who work with primary school students drawn from a high need, socio-economically disadvantaged city community.

Paper 2: Regulating engagement, distance and more: dimensions of teachers' health and coping styles

Jan-Erik Schmidt, European School Psychology Centre for Training

What are the ingredients of teacher health on the personal level? Measurement of teacher health has started with the broad assessment of burnout. Yet since a couple of years scales have been developed and tested widely that allow insight into the mechanisms of coping. Healthy work and coping styles consist of a mixture of good engagement, the ability to distance from work, moderate perfectionism, social support and more. Focusing on the positive ingredients of teacher health this paper will report health dimensions and patterns of the occupational stress and coping inventory (AVEM) which has been proven to be useful for counseling and research.

Paper 3: School-Based Prevention Programs to Support Teacher Resilience & Well-Being

Jennifer L. Frank, Kimberly Kohler, & Lamiya Kahn, Penn State, USA

Teachers' social-emotional well-being significantly impacts their ability to create and sustain a supportive classroom environment. Teachers with well-developed emotion-regulation skills are better prepared to manage student behavior effectively, de-escalating conflict situations, and build more positive relationships with students, parents, and colleagues. This presentation will provide an overview of findings from several of our recently funded development and efficacy trials that highlight key differences in strategy and approach to cultivating teacher resilience and well-being. We will highlight features of intervention design that support high-quality

implementation and skill generalization, as well as key methodological challenges involved in the study of teacher resilience & well-being in real-world school settings.

Paper 4: Targeting teacher stress to enhance the delivery of classroom evidence-based practices

Aria Fiat, Madeline Larson & Clayton Cook, University of Minnesota, USA

Abstract: Correlational research indicates that stress due to work overload may represent an alterable factor that impacts certain teacher's openness and willingness to implement innovative practices, such as classroom implemented evidence-based practices (EBPs). The purpose of this study was to examine experimentally the impact of a wellbeing promoting intervention delivered to a nominated group of teachers to reduce stress and concomitantly improve fidelity of classroom implemented EBPs. Through this paper, a series of single case experimental multiple baseline designs will be reported to demonstrate the interplay between teacher stress reduction and improved fidelity of classroom-based EBPs and t-tests will be presented to examine the co-occurrence of reductions in teacher stress with improvements in the fidelity of implementation of classroom-based EBPs.

SUPPORTING LEARNERS ON THE AUTISM SPECTRUM

Convenor: - Dr Caroline Bond, Senior Lecturer in Educational Psychology, University of Manchester Institute of Education, UK

Overview

Data from a UK and Ireland survey of EP intervention practice will be followed by two studies focusing on the use of Lego Therapy™ in schools. Two further studies will be presented focusing on listening to the voice of specific groups of young people on the spectrum.

Paper 1: EPs knowledge and use of interventions for children on the autism spectrum

Lee Robinson, Educational Psychology Trainee, University of Manchester Institute of Education, UK. lee.robinson-3@postgrad.manchester.ac.uk

Aim

- To consider the professional practice implications of systematic literature reviews of autism education interventions.

Conference theme

- Helping schools to become safe and effective learning environments.

Presentation type

- Research paper with practice implications.

Description

- **Background:** It is not clear to what extent educational psychologists (EPs) are using evidence-based interventions (EBIs) for children and young people with ASD. A systematic literature review exploring which school-based interventions are reported in educational and school psychology journals highlights the challenges of applying research data to ideographic individual casework.
- **Method:** An empirical study investigated the extent to which EPs are using EBIs in their practice, targeting particular outcomes for children and young people, working with other professionals in implementing interventions and evaluating children's progress towards meeting outcomes. A survey was used to collect quantitative and qualitative questionnaire data from 100 EPs across the UK and Ireland.
- **Results:** Preliminary survey data suggests that EPs are not familiar with some EBIs and are only somewhat likely to be implementing EBIs in schools.
- **Conclusions:** Limitations of the study and future research directions/professional implications will be considered.

Paper 2: Educational Psychologists' Perceptions of Lego Therapy: An exploratory study

Ellie Boylan, Educational Psychology Trainee, University of Manchester Institute of Education, UK. Eleanor.Boylan@postgrad.manchester.ac.uk

Aim

- To consider perceptions and viewpoints of Educational Psychologists in one authority about Lego Therapy

Conference theme

- Helping schools to become safe and effective learning environments.

Presentation type

- Research paper with practice implications.

Description

- **Background:** Lego Therapy is an intervention which seems to be gaining traction amongst schools, but the evidence base is still limited. This research investigates the views and opinions of professional Educational Psychologists about how Lego Therapy works in practice, as well as how practitioners value evidence based interventions compared to professional judgement, especially in terms of interventions for pupils on the autism spectrum.
- **Method:** A focus group was conducted with educational Psychologists in one authority in the North West of England. Thematic analysis was used to draw out major themes and build a picture of the perceptions around Lego Therapy.
- **Results:** Key findings from the focus group will be outlined.
- **Conclusions:** Implications for practitioners will be considered.

Paper 3: How is Lego Therapy implemented in a mainstream primary context? A case study

Vanessa Evans, Educational Psychology Trainee, University of Manchester Institute of Education, UK.

Aim

- To consider the professional practice implications of autism education interventions.

Presentation type

- Research paper with practice implications.
- Background:** Lego Therapy (LT) is increasingly recommended as an intervention to develop communication and social skills for children with autism and has growing practice-based evidence suggesting its effectiveness. To date, there is a dearth of research into how LT is implemented and adapted in schools and the factors facilitating and hindering its effective application.
- Method:** An exploratory case study design will be used to explore current LT practice in one mainstream primary school. Semi-structured interviews will be carried out with the school SENCO and the intervention leader which explores their understanding of the implementation of the intervention at their school. Observations using a predefined checklist and qualitative field notes will support understanding of the pupil experience and adaptation of LT. Data will be subject to thematic analysis.
- Results:** The findings from the study will be outlined.
- Conclusions:** Limitations of the study and future research directions/professional implications will be considered.

Paper 4: A qualitative study of specialist schools' processes of eliciting the views of young people with Autism Spectrum Disorders in planning their transition to adulthood

Rainart Fayette, Educational Psychology Trainee, University of Manchester Institute of Education, UK. rainart.fayette@postgrad.manchester.ac.uk

Aim

- To disseminate the findings of an exploratory case study of two specialist schools' processes of eliciting the views of young people with ASD towards the planning for their transition to adulthood

Conference theme

- **Helping schools to become safe and effective learning environments.**

Presentation type

- **Doctoral thesis with practice implications.**

Description

- **Background:** Both government legislation and academic literature state that planning for transition to adulthood is essential for young people with ASD. Given that the limited available literature on ‘best practice’ is dominated by ‘opinion pieces’ and predominantly include participants with AS or HFA, it is ideal to draw upon the knowledge of practitioners who work in schools with pupils across the autism spectrum including those with co-occurring communication and learning difficulties.
- **Method:** A multiple case study was conducted to explore two special schools’ processes of eliciting the views of secondary school-aged pupils with ASD about their transition to adulthood and the processes’ perceived effectiveness. Qualitative data from semi-structured interviews with the school’s KS4 staff and assistant head teachers and an observation of a transition meeting were gathered. Interview transcripts were thematically analysed individually, then compared and contrasted between schools. Data from the observation were integrated in the analysis of the pupil’s school’s data.
- **Findings:** The analyses revealed that both schools’ processes of eliciting young people with ASD’s views about the transition to adulthood is a long process which involves three phases underpinned by a person-centred ethos. Perceived strengths and limitations of the process will also be discussed
- **Conclusions:** Despite its exploratory nature, this study’s findings reveal pertinent lessons and implications for researchers and practitioners about the ways in which meaningful participation of young people with ASD throughout the planning for their transition to adulthood can be fostered collaboratively.

Paper 5: A consideration of effective methods for eliciting the perspectives of girls with Autism Spectrum Disorder (ASD)

Carla Tomlinson, Educational Psychology Trainee, University of Manchester Institute of Education, UK. Carla.tomlinson@manchester.ac.uk

Aim

- To consider the ways in which the school experiences of girls on the autistic spectrum can be most effectively elicited and recorded.

Presentation type

- Research paper with practice implications.

Description

- **Background:** There is limited research to date on the school experiences of girls on the autism spectrum and research has yet to establish how their views can be elicited most effectively. This research explores methods for eliciting the views of girls on the autism spectrum in relation to their school experiences in a supportive and efficacious manner. The implications for the work of school psychologists will be critically considered.
- **Method:** Three secondary school female pupils with an independent clinical diagnosis of ASD recorded their school experiences over a period of a week using a variety of methods such as diary entries and photo elicitation. The usefulness of these methods was evaluated in follow-up semi-structured interviews.

- **Results:** The effectiveness and limitations of the methods for eliciting the views of girls on the autism spectrum will be outlined and compared with previous research findings.
- **Conclusions:** The educational utility of this research will be to share some of the practical strategies that can be adapted and developed to engage girls with ASD in the research process and to critically reflect on what this means for future inclusive methodological approaches in this area.

CHILDREN'S ACCESS TO THEIR RIGHT TO PLAY: THE POTENTIAL ROLE OF SCHOOL PSYCHOLOGISTS

Convener: Dr Cathy Atkinson, Curriculum Director, Doctorate in Educational and Child Psychology, University of Manchester, UK

Email: - Cathy.atkinson@manchester.ac.uk

Overview

Article 31 of the United Nations Convention on the Rights of the Child advocates access to play and leisure. Ground-breaking work by the International Play Association and in Wales (unique in incorporating right to play within legislation) is highlighted, before the role of school psychologists in supporting access to play is explored.

Paper 1: Perspectives on a world-wide campaign for children's right to play

Ms Marianne Mannello, Assistant Director, Play Wales, UK,

To children, playing is one of the most important aspects of their lives: they value time, freedom and quality places to play (International Play Association (IPA), 2010). Many children benefit from adult support to make the most of their play as “while play is a robust phenomenon... it can be compromised if conditions are not supportive” (Lester & Russell, 2010, p. 5)

IPA, an international non-governmental association, provides a forum for exchange and action across disciplines and sectors. It protects, preserves and promotes the child's right to play as a fundamental human right. IPA, concerned that play and its importance to well-being was not understood by governments worldwide, worked with international partners to highlight with the United Nations (UN) Committee on the Rights of the Child the need for a General comment on article 31 of the UN Convention on the Rights of the Child (UNCRC).

In 2013, IPA launched a worldwide campaign to promote the right to play. The catalyst for this campaign was the adoption of General comment No. 17 on article 31 of the UNCRC. This session will reflect on what has been achieved regarding article 31 implementation and what more needs to be done.

Paper 2: Children's views about play sufficiency in Wales

Mr Mike Barclay, Play Sufficiency Lead for Wrexham Council, UK

Welsh legislation places a statutory duty on all local authorities to assess and secure sufficient play opportunities for children. This presentation will focus on the approach taken by one Welsh council to assess and secure sufficient opportunities for children's play. In particular, it will focus on innovative and accessible research methods detailed to ascertain the perspectives of children and young people about their satisfaction with the opportunities for play available to them.

Drawing on the work of Kytta (2003) children were able to use an adapted traffic light system to identify factors that constrained (red), regulated (amber) or supported (green) their time and space for playing. Methods were deliberately child-centred and children's opinions given at least equal weight to those of adults. Children often had different perceptions to when they were playing freely to those which might have been anticipated by adults. This has implications for both access to time and space for play in school; and curriculum thinking. The presentation highlights conceptual findings emerging from the research using narrative accounts provided by the children and young people themselves.

Paper 3: Teachers' views about children's access to play

Ms Becki Finney, Trainee Educational Psychologist, Doctorate in Educational and Child Psychology, University of Manchester, UK

Studies have shown tensions in balancing opportunities for play experiences with the workload demands of the UK National Curriculum. Although many teachers perceive play as a valuable activity, content, assessment procedures and pressure to achieve targets often dominate, leading to high amounts of formalised learning. This prioritisation of adult agendas and lack of understanding of the value of play, can limit children's ability to exercise their right to play in schools. Furthermore, it is not known to what extent the widespread benefits of play are advocated within the training of teachers within the UK.

This small scale, exploratory research sought to identify the perspectives of two teachers of 5-6 year-old children, via individual interviews, about to what extent their training experiences highlighted the benefits of play; and to ascertain their current views about how children access their right to play within the course of the school day. Findings revealed how limited training input and curriculum pressures meant that play access was sometimes overlooked as a priority. Implications for school psychologists are discussed, including how they might work at both individual and systematic levels with teachers to promote children's play access.

Paper 4: Comparing children's access to their right to play within Welsh and English curricula

Ms Natasha Goodhall, Trainee Educational Psychologist, Doctorate in Educational and Child Psychology, University of Manchester, UK.

The Welsh Assembly Government (WAG, 2003) raised widespread concern over the introduction of formal, sedentary activities for children in early childhood, which led to the subsequent development of the 'Foundation Phase Framework for Children's Learning for three- to seven-year-olds' in Wales, with its commitment to active, play-based experiential learning for children up to the age of 7. This study compared children's access to their right to play of children aged 5-7 years old within Welsh and English curricula, using a case study design. Child-led tours and focus groups, observations of curriculum delivery and teacher interviews were all used to identify perceptions of right to play access amongst the children themselves and the staff working with them. Two small rural schools participated in the research, one from each country.

Findings illustrate similarities and differences between perceptions of play in the two schools and highlight enablers and barriers to free play access. Although small scale and exploratory, the

research offers significant and important avenues for future research and raises important issues, as well as potential opportunities, for school psychologists who may see themselves as advocates of play rights for children.

Paper 5: Children’s right to play within a Rights Respecting School

Ms Francesca Woods, Trainee Educational Psychologist, Doctorate in Educational and Child Psychology, University of Manchester, UK.

In 2004, the United Nations Convention on the Rights of the Child (UNCRC) introduced the Rights Respecting School Award (RRSA). The award provides initial training for staff, and finally, recognition for schools that have embedded the principles of all articles of the UNCRC within their policy and practice. In 2010, international research highlighted the decline in free play opportunities for all children, identifying certain groups as particularly at risk. Named amongst these groups were children with disabilities. Following these findings, the UNCRC introduced General Comment No. 17 to Article 31, specifying the right to free play for all children.

The research used case study methodology, using interviews with children and teachers, observations and analysis of policy documents; to focus upon how a Rights Respecting School in the North of England has enabled free play for children with special educational needs and disabilities (SEND). Findings emerging from the data collection highlight aspects of school practice which are facilitative of free play opportunities for children with SEND and identify enabling factors within the school ethos and structure. Implications will consider both barriers and facilitator to free play and how identifying these can be helpful in supporting the development of practice.

**SCHOOL PSYCHOLOGISTS AS CHILD RIGHTS ADVOCATES:
SUPPORTING VULNERABLE CHILDREN & YOUNG PEOPLE**

**Symposium
co-chairs**

Dr Bonnie K Nastasi
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Presenters

Michael Sheehan
ISPA Treasurer
Consultant on Home Education
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Prof Kevin Woods
Professor of Educational and Child
Psychology
The University of Manchester
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& Ms Laura Goodfellow
PhD Student
The University of Manchester
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Dr Sally A Baas
Associate Professor and Program Director,
Southeast Asian Teacher Program, Hmong
Culture and Language Program & ESL
Program
Concordia University, St Paul
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Dr Elizabeth J Carey
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The UN Convention on the Rights of the Child (CRC, 1989) provides a framework to protect and promote children's rights and well-being. School psychologists are uniquely positioned to advance child rights. Presenters will discuss the role of school psychologists as advocates supporting the rights of vulnerable youth and families.

Paper 1

Supporting Homeschooled Children: The Changing Role of the Educational Psychologist

Michael Sheehan

This presentation will explore the background to the recent increase in the number of homeschooled children and examine the evidence on homeschooling outcomes. A significant proportion of these children have special educational needs. The presentation will highlight the implications for the rights, well-being, and educational needs of homeschooled children in the context of the UN Convention on the Rights of the Child and discuss the implications for educational psychologists in their role as Child Rights Advocate. The role of educational psychologists in facilitating inter-systemic collaboration to meet the needs of homeschooled children with special educational needs will also be considered.

Paper 2

School Psychologists and Children's Rights: Where to Begin?

Kevin Woods & Laura Goodfellow

Both Nastasi and Naser (2014) in the US, and Woods and Bond (2014) in the UK, found that the United Nations Convention on the Rights of the Child was not embedded explicitly within school psychology practice standards. Though school psychology standards and practice are broadly aligned with children's rights, the lack of explicit consideration is identified as a potential risk for full enactment of the Convention. And conversely, the provisions of the Convention may usefully support school psychologists in their current work with children, schools and families. As a consequence, at The University of Manchester, we have developed a two-pronged strategy to build capacity for educational (school) psychologists to promote and protect children's rights. Within the university, we are using a combination of research and workshops with new trainee (intern) psychologists to develop their orientation to the Convention during their first practice experiences. Within schools and psychological services, we are working with psychologist practitioners on school and service development within a children's rights framework. In this session, we report upon the range of this work and offer our thoughts, and welcome yours, on its merits, challenges and future directions.

Paper 3

Best Practices for Serving Refugee Youth and Families in Schools Using a Child Rights Approach

Sally Baas & Shereen Naser

As highlighted in the National Association of School Psychology's 2017 ISPA symposium on contemporary issues in school psychology, the topic of immigration is one of utmost salience to the profession world-wide. As the political climate changes, diminishing resources and political conflict escalates, and the number of families seeking economic opportunity and refuge increases. While some families choose to immigrate others flee due to persecution, famine, or conflict and are registered as refugees. In 2015, 24 people were displaced from their homes every minute, leaving a record 65 million people displaced. More than half of all refugees are children. School and educational psychologists around the world are facing new challenges as they seek to provide services for these children and their families despite lack of understanding of the refugee experience, and working with children from myriad of different cultural, linguistic, and religious backgrounds. This presentation will provide a framework for helping school psychologists navigate the needs of refugee youth and their families using the U.N. Convention on the Rights of the Child framework; information about refugee experience and potential mental health outcomes, and ways school psychologists can promote well-being for this population of students in schools.

Paper 4

A Child Rights Approach to Assessment and Treatment for Individuals with Autism

Elizabeth Carey & Rebekah Cianci

There are 150 million children under age 18 with disabilities (UNICEF, 2005). WHO estimated that 1 in 160 children worldwide has autism spectrum disorder (ASD), and the prevalence of ASD appears to be increasing globally (WHO, 2016). All children, with or without disabilities, have human rights that are codified in the UN Convention on the Rights of the Child. However, individuals with disabilities including ASD continue to face human rights challenges and barriers to equal participation in society all over the world (WHO, 2014). In light of this, the UN Convention on the Rights of Persons with Disabilities (CRPD, 2006) reaffirms the universality of human rights and protects and promotes the rights of individuals with disabilities. This presentation examines the CRC and CRPD as frameworks to facilitate the well-being of children with ASD and other developmental disabilities. Using an ecological framework, we discuss relevant CRC and CRPD articles, examine best practices for assessment and treatment, and consider roles and responsibilities of school psychologists and allied service providers as individual practitioners, systems change agents, and advocates.

Paper 5

Empowering Juvenile Justice System Involved Girls

Haley Peele & Sydney Wing

Women and girls are the fastest growing population in the U.S. justice system. Between 2010 and 2013, the female correctional population at local jails increased by 10.8% and their proportion of involvement in the justice system has been increasing over the past two decades (Bureau of Justice Statistics, 2013; Office of Juvenile Justice and Delinquency Prevention). In response to growth in the female correctional population, the U.S. Justice Department has called for reduction in the confinement of girls for status offenses and increase the availability of alternatives to incarceration (ATI). One strengths-based (non-ATI) program in New York City seeks to empower girls in the justice system through teaching them self-advocating skills and working with them on self-selected goals alongside an advocate. These advocates are female NYU undergraduate psychology students trained in strengths-based interventions, cultural and feminist competencies and empathic communication. The results have been promising, with justice system involved girls who have completed the program describing a renewed belief in themselves and improved faith in their ability to succeed within an oppressive society.

CONSTRUCT VALIDITY OF THE WISC-IV^{UK} AND WISC-V^{UK}: IMPLICATIONS FOR ETHICAL CLINICAL INTERPRETATION

Convener:

Gary L. Canivez, Ph.D., Professor of Psychology, Eastern Illinois University, USA
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Presenters

Ryan J. McGill, Ph.D., Assistant Professor, The College of William and Mary,
USA

In association with:

Marley W. Watkins, Ph.D., Nonresident Scholar, Baylor University, USA

Symposium Overview

Recent publication of the WISC-V^{UK} means educational and clinical psychologists in the UK and Ireland will be transitioning to the new version, but to ethically interpret WISC-V^{UK} scores, strong reliability and validity evidence are required. This symposium reports on WISC-IV^{UK} and WISC-V^{UK} research qualifying interpretive methods.

Paper 1

Structural and Incremental Validity of the WISC-IV^{UK}: Knowns and Unknowns

Gary Canivez and Marley Watkins

No technical manual or technical reports were produced by the WISC-IV^{UK} publisher to report the psychometric properties of the WISC-IV^{UK}, and there exists no peer reviewed studies that examine the validity of the WISC-IV^{UK} with the UK standardization sample. WISC-IV^{UK} standardization sample raw data were requested from Pearson, UK to conduct validity analyses but were denied. A subsequent request for the WISC-IV^{UK} subtest correlation matrices was also denied by Pearson, UK. Watkins, Canivez, James, Good, and James (2013) and Canivez, Watkins, Good, James, and James (2017) reported on the internal structure of the WISC-IV^{UK} with samples of Irish children evaluated for learning difficulties. Both studies showed strong measurement of general intelligence but poor measurement of the group factors estimated by factor index scores. Canivez, Watkins, James, James, and Good (2014) reported on the incremental predictive validity of WISC-IV^{UK} factor index scores beyond the FSIQ in accounting for WIAT-II^{UK} scores, further supporting interpretation of the WISC-IV^{UK} FSIQ but little else. This presentation provides details of the only known validity studies for the WISC-IV^{UK} with implications for ethical and scientifically sound clinical interpretation (AERA, APA, NCME, 2014; BPS, 2009, 2010).

Paper 2

Hierarchical Exploratory Factor Analysis of the WISC-V^{UK} Primary and Secondary Subtests

Gary Canivez, Ryan McGill and Marley Watkins

Recent publication of the WISC-V^{UK} shows a parallel instrument to the US version with claims of measuring general intelligence and five group factors (Verbal Comprehension[VC], Visual Spatial[VS], Fluid Reasoning[FR], Working Memory[WM], Processing Speed[PS]). Like the WISC-IV^{UK}, the publisher does not include a technical manual based on the UK standardization sample to report psychometric analyses. Unlike the WISC-IV^{UK}, the publisher included the subtest correlation matrix from which independent analyses could be completed. This paper reports on the first- and second-order exploratory factor analyses of the WISC-V^{UK} and Schmid-Leiman variance partitioning (SL; Schmid & Leiman, 1957) procedure to illustrate variance attributed to general intelligence and the first-order factors. As with the US WISC-V version, five first-order WISC-V^{UK} factors were not adequately defined (VS and FR merged). A four-factor model similar to the WISC-IV/WISC-IV^{UK} was more adequately defined (VC, PR, WM, and PS). As observed with the WISC-V (Canivez, Watkins, & Dombrowski, 2016a, 2016b; Dombrowski, Canivez, Watkins, & Beaujean, 2015) and French WISC-V (Lecerf & Canivez, 2017) most WISC-V^{UK} variance was associated with general intelligence, not the group factors, and model based reliability estimates (omega-hierarchical) showed adequate portions of true score variance captured by general intelligence but inadequate unique true score variance among the four group factors (VC, PR, WM, PS).

Paper 3

Confirmatory Factor Analyses of the WISC-V^{UK} Primary and Secondary Subtests: Higher-Order Versus Bifactor Models

Gary Canivez, Ryan McGill and Marley Watkins

The WISC-V^{UK} *Administration and Scoring Manual* includes results from confirmatory factor analyses (CFA) of the UK standardization sample, but appears to use the same problematic methods applied with the US WISC-V (Beaujean, 2016; Canivez, Watkins, & Dombrowski, 2016a, 2016b; Canivez & Watkins, 2016). Details of CFA procedures with the WISC-V^{UK} are lacking as are examinations of bifactor structure as an alternative to the higher-order model promoted by the publisher. The present paper presents results from independent CFAs of the WISC-V^{UK} based on recreation of the covariance matrix using the published WISC-V^{UK} subtest correlation matrix and descriptive statistics using maximum likelihood estimation and comparing both higher-order and bifactor models. All publisher suggested models were examined as well as bifactor representations to better understand WISC-V^{UK} measurement. Results indicated that the best representation of WISC-V^{UK} measurement was a bifactor model with four group factors (VC, PR, WM, and PS) replicating results from WISC-V^{UK} EFA, WISC-V (Canivez, Watkins, & Dombrowski, 2016a, 2016b; Dombrowski, Canivez, Watkins, & Beaujean, 2015) and French WISC-V (Lecerf & Canivez, 2017). Model based reliability estimates (Omega-hierarchical) showed adequate portions of true score variance captured by general intelligence but inadequate unique true score variance among the four group factors (VC, PR, WM, PS).

EXPLORING RESILIENCE TO MENTAL HEALTH OUTCOMES IN AT RISK YOUNG PEOPLE IN GUATEMALA

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Overview

We explore resilience to mental health outcomes in at risk young people in Guatemala. Working alongside three informal schooling projects in an around Guatemala city we explored both from a quantitative and qualitative perspective how resilience can be promoted to mental health outcomes for at risk young people.

Paper 1: School connectedness, place and peer attachment as possible protective factors for mental health resilience in at-risk young people in Guatemala

Adolescent attachment relationships formed with parents are salient predictors of psychological wellbeing. Few studies, however, have assessed the moderating influence of peer attachment, school connectedness, and place attachment. Studies investigating this relationship have also not explored these influences with ‘at risk’ adolescents in Guatemala. Ninety adolescents attending two community based informal schooling projects in or around Guatemala City were the participants within this study. The schooling projects were run by local charities and provided part-time non-formal educational support for young people not in full time education. Participants completed self-report measures of parental, peer and place attachment, school connectedness and mental health outcomes. Analyses demonstrated that more insecure parental attachment relationships predicted poorer mental health outcomes. Multiple regression analyses confirmed that this relationship could be moderated by more secure school connectedness. More secure peer attachments however, predicted lower levels of mental health resilience. A sense of connectedness to a school based community project may provide a role in promoting resilience for mental health outcomes for children living in at risk situations. However, the potential negative influence that peers exert on resilience to mental health outcomes, in the context of poor attachment to parents, needs to be further addressed.

Paper 2: Resilient Spaces: exploring the role of outreach educational project amongst street connected children in Guatemala City

We explore resilience amongst Street Connected Young People (SCYP) in Guatemala City. We do so in relation to how community based educational outreach projects appropriate spaces of aspiration and opportunity for young people who are at risk, and how these outreach projects negotiate relations with families of SCYP. Unlike previous research, we focused on resilience-building elements of risk-bearing environments and practices, rather than the dangers inherent in street connected living. Using ethnographic interviews, participatory photography and image elicitation, we worked with SCYP who attend two volunteer

run education outreach projects in Guatemala City. We worked with eight SCYP and four volunteers who work for these two projects. Our research yielded evidence that dwellings, market stalls, church premises and corridor areas are being adopted and appropriated as spaces of aspiration and opportunity to promote resilience in this at-risk population. We found evidence of rifts that existed between education projects and parents, as well as evidence for strategies for repairing these rifts. Our findings highlight the important roles played by voluntary educational organisations in Guatemala City, and have implications for their future practice.

Paper 3: Exploring the use of participatory and visual methods in investigating resilience to mental health difficulties in Street Connected Young People in Guatemala

In this session we explore the use of participatory and visual methods as they are used in combination for investigating resilience. By incorporating visual methods, we can access meanings and aspirations of participants. The incorporation of novel, creative and engaging media enables us to draw up more closely to populations who are so often spoken for, to and about rather than spoken with. The use of participatory photography, image elicitation and documentary to supplement interview data facilitates a co-productive approach to data collection, enabling access to meanings that are beyond mere words.

USING MIXED METHODS RESEARCH IN A DIVERSE GLOBAL CONTEXT: PROMOTING CULTURALLY RELEVANT SOLUTIONS

Convener:

John Hitchcock, Ph.D., Associate Professor, Instructional Systems Technology,
Director, Center for Evaluation and Education Policy, Indiana University School of Education,
USA.

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Overview

Mixed methods research (MMR) draws on the strengths of different inquiry styles to generate synergistic approaches to understanding complex phenomena. MMR can be especially useful for developing culturally-relevant findings. This symposium will describe related facets of MMR work and review applications in bullying and emotional-behavior disorder research.

Paper 1: Using Mixed Methods Research Legitimation Techniques to Conceptualize Culturally-Informed School Psychology Inquiry

Dr. John Hitchcock

Legitimation essentially refers to the validity, quality and credibility of MMR both with respect to procedures and methods used and the interpretation of data so as to yield defensible findings. Examples of legitimation include meta-inference (developing conclusions based on the integration of quantitative and qualitative findings), paradigmatic legitimation (the degree to

which a researcher articulates philosophical beliefs about research), weakness minimization (how qualitative approaches address quantitative weaknesses and vice versa), and sociopolitical legitimation (how different stakeholder values, needs and interests are addressed by research). There are currently 12 legitimation types that have been described in the literature and arguably more are in development. Each legitimation type will be reviewed to describe how MMR can advance international school psychology research and, as a corollary, develop school psychology interventions and research findings that account for context and culture. This opening paper will simultaneously provide a primer on why MMR inquiry should be of interest while also providing advanced description of how research quality is conceptualized within this paradigm. Understanding legitimation can also yield examples of how research questions become more in-depth and nuanced with the benefit of using and mixing several methods.

PAPER 2: Mixed Methods for Culturally and Contextually Relevant Program Development and Evaluation

Dr. Bonnie Nastasi, Professor, Department of Psychology, Tulane University, USA

“Context and culture matter when one attempts to influence, or assess, the behavior, thought patterns, and perceptions of others” (Nastasi & Hitchcock, 2016, p. 2). This statement is especially important for school psychologists as they engage in evidence-based practice and encounter the challenges identified by implementation scientists and translational researchers. That is, the effectiveness of evidence-based interventions (EBI) in schools is dependent on the fit to culture and context, a concern that influences all aspects of program development and evaluation. To address questions of cultural and contextual fit, we employ a *synergistic partnership-based fully integrated mixed methods research cycle*, with the following features: “(a) centrality of partnership with stakeholders and collaboration among researchers; (b) the cyclical nature of research from conceptualization to application; (c) the iterative nature of the research cycle....; and (d) ongoing ‘mixing’ and attempts at synthesizing qualitative and quantitative perspectives, methods, and data at each stage in the cycle” (Nastasi & Hitchcock, p.43). The model will be described and illustrated with examples from international research conducted by the presenter and colleagues. Implications for research, practice, and training in school psychology will be discussed.

PAPER 3: Use of Comprehensive Mixed Methods Impact Evaluation in School Psychology to Address Contextual and Cultural Factors

Dr. Anthony Onwuegbuzie

Professor, Department of Educational Leadership, Sam Houston State University, USA

A recently developed framework: *Mixed Methods Theory-Based Impact Evaluations* (MMTBIE), entails an 8-phase process for understanding the merit of social programs as follows: (a) understand local and broader context; (b) understand construct(s) of interest; (c) map out causal chain that explains how the intervention is expected to produce the intended outcomes; (d) collect quantitative and qualitative data to test the underlying assumptions of the causal links; (e) determine type and level of generalizability and transferability; (f) conduct a rigorous evaluation of impact; (g) conduct a rigorous process analysis of links in the causal chain; and (h) conduct a meta-evaluation of the process and product of the MMTBIE. MMTBIE accounts for culture

relevancy and context, and incorporates the aforementioned legitimation techniques used within MMR work. Users of MMBTIE do not necessarily need to account for all phases, and certainly not within a single evaluation study, but awareness of this meta-framework can help researchers conceptualize what facet of program understanding are and are not addressed in a given study. Given the direct effort to account for culture and context built within MMBTIE, its application would be well-aligned with any effort to understand cultural-relevance of a school psychology intervention.

PAPER 4. Mixed Methods in Bullying Research

Dr. Kris Varjas

Professor, Center for Research on School Safety, School Climate, and Classroom Management, Georgia State University, Atlanta, USA

This presentation will describe the use of mixed methods in a program of international research and development devoted to culturally relevant programming for school bullying. The research, conducted by the Center for Research on School Safety, School Climate, and Classroom Management, has addressed a broad range of topics relevant to school-based prevention and intervention: bullying practices and policies, student and staff perceptions about bullying, peer victimization, perpetrator and bystander motivation, student self-efficacy and coping effectiveness in bullying situations. The presentation will focus on mixed methods research designs for formative and evaluation research on school bullying, with illustrations from work in United States and Sweden. Implications for research, practice, training, and policy will be discussed.

PAPER 5: Mixed Methods and Emotional and Behavioral Disabilities Research

Dr John Hitchcock

In association with:

Dr. Jeff Anderson

Professor, Center for International Education, Indiana University, Bloomington, USA

Scholars have argued that educational research is the hardest science of all. Indeed, the complexity that context adds to studying educational settings not only cannot be ignored, it often needs to be a crucial part of how research studies are designed. Perhaps nowhere is this more evident than in special education research and particularly in the field of emotional and behavioral disabilities (EBD). Numerous substantive barriers, along with an endless array of possible contextual factors, can create obstacles for researchers who want to conduct randomized controlled trials as well as other kinds of studies in EBD research. In recent years, mixed research has emerged as offering alternative yet rigorous approaches for scientists who are working to better understand how to improve services and outcomes for children with EBD and their families. In addition to providing a brief introduction to mixed research, basic design tenets of these models will be described and considered in the context of research that addresses the educational and social challenges confronting students with EBD, their families, and teachers. Finally, an example of mixed research study will be described to demonstrate how mixed research approaches can be used in the EBD field.

ETHICAL CHALLENGES IN SCHOOL PSYCHOLOGY – MEET WITH THE ISPA ETHICS COMMITTEE!

Convenor

Dr Jürg Forster, Chair, ISPA Ethics Committee. School psychology services, Zurich, Switzerland.

Email: juerg.forster@gmail.com

Dr Mary “Rina” Chittooran, Associate professor, Saint Louis University, USA.

Email: chittomm@slu.edu

Dr Helen Bakker, Associate professor, Utrecht University/ Chair School Psychology Program, RINO Amsterdam, The Netherlands.

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School psychologists are facing ethically challenging situations in their daily practice. Within the context of the UN Convention on the Rights of the Child and of legal regulations, the ISPA Code of Ethics as well as national codes can be guidelines to an ethically sound practice of school psychology. What are the implications for practitioners and those who train school psychologists?

In this symposium, members of the ISPA Ethics Committee present issues that are currently debated in their countries. Topics that will be addressed include *Child Trafficking in the Schools*, the *Responsibility of the School Psychologist*, and *Privacy Issues within a Multi-Client Context*. Participants are encouraged to share their own experiences and solutions to issues raised.

This symposium also serves as the *Annual Meeting of the ISPA Ethics Committee*. Not only committee members but everyone who is interested in professional ethics is welcome to attend!

HUMAN DIVERSITY AND MULTI-CULTURAL COMPETENCIES: RESEARCH AND PRACTICE FROM AROUND THE GLOBE

Conveners: Amanda Clinton, Sally Bass, Frank Worrell

On behalf of Julene Nolan, Chair of the ISPA Human Diversity Interest Group.

Overview

In this symposium featured members of the Human Diversity and Multicultural competence Special Interest group will share current research and practice in the from around the globe. This symposium will also serve as a meeting of the committee in which collaboration and future direction for the committee will be discussed.

Paper 1: Implications of Immigration in the School Context

Amanda Clinton, PhD, Senior Director, Office of International Affairs, American Psychological Association Washington, D.C. USA
Email: aclinton@apa.org

Both in the current context and historically, immigration plays a critical role in the development of societies. As frequently indicated in the news media, issues related to immigration are key across the world. Certainly, in countries like the United States, immigration is the basis on which the country was developed. Immigrants make significant and important contributions to communities. Often, however those same communities struggle to determine how to best serve the needs of children and families whose primary language and culture differ from the mainstream. In the United States alone, immigrant children represent approximately 30% of the school population (National Center for Mental Health Promotion and Youth Violence Prevention, 2011) and numbers of immigrant children are growing in other parts of the world, including Canada and the European continent. In this presentation, salient issues related to school-based services, including prevention, assessment and intervention are discussed as they relate to immigrant children and youth. A strength-based approach is emphasized in which unique positive aspects of immigrant children and families are discussed as well as realities associated with stress and cultural adaptation.

Paper 2: Ethnic-Racial Identity Profiles and Academic Achievement

Professor Frank C. Worrell, School Psychology Program, University of California Berkeley
Email; frankc@berkeley.edu)

In association with:

Professor Christine Rubie-Davies, Dr. Mohamed Alansari, Associate Professor Melinda Webber, and Dr. Penelope Watson, School of Learning, Development, and Professional Practice, Faculty of Education and Social Work, University of Auckland

Twenty-five years ago, Phinney (1990) contended that ethnic identity, defined as “attitudes about one’s own ethnicity” (Phinney, 1990, p. 499) had received little attention in mainstream research. More recently, Worrell (2014) challenged school psychology to examine cultural constructs’ association with achievement outcomes. In the current study, we examined the psychometric

properties of scores on the Cross Ethnic-Racial Identity Scale – Youth (CERISY) in a diverse sample of over 2,000 adolescents in New Zealand. We then identified ethnicracial identity profiles using cluster analysis and examined these profiles in relation to demographic group membership and academic outcomes. New Zealand has a diverse population consisting of four major ethnic groups: New Zealand European, the indigenous Māori, Pasifika (those originating from one of the Pacific Islands) and Asian (those originating from South East Asia and the Indian subcontinent), and like the United States, there are longstanding achievement gaps among groups with the Māori and Pasifika having lower achievement than the other groups. Results indicated that CERIS-Y scores were reliable and had structural and criterion-related validity. Six profiles were identified: Conflicted, Alienated, Assimilated, Low Race Salient, Multiculturalist Racial and Multiculturalist Inclusive. Profile membership differed by ethnic-racial group and socioeconomic status and profiles predicted school outcomes.

Paper 3: Preparing Immigrants and Refugees to Become Teachers

Dr. Sally A. Baas Concordia University, St. Paul, Director Southeast Asian Teacher Program, ESL, and Hmong Culture and Language Program

There is a tremendous need for teachers of color throughout the United States. According to the National Center for Education Statistics, students who are culturally and linguistically diverse make up 45 percent of the United State’s K-12 students, while teachers of color represent 17 percent of the national teacher workforce. In Minnesota, the figures are 31 percent and 4.2 percent, respectively. To help meet the needs for teachers whose faces reflect those of the diverse students in urban and urban-like schools, The Southeast Asian Teacher Program, in St. Paul, MN, is a baccalaureate degree / teacher licensure program for culturally and linguistically diverse educational and teaching assistants who are currently employed in Minnesota schools. It promotes student success through expanding their potential, skills, talents, and intellect while providing them with a circle of support from program entrance, through passing the teaching exams, and into their first years of teaching. Preparing these immigrant and refugee teacher candidates to teach today’s students, has brought changes to university business practices, and teaching methodologies in order to provide culturally- sensitive support, awareness and acceptance of religious differences, as well as assistance in reading, writing and required for licensure completion.

PSYCHOLOGICAL WELLBEING, INEQUALITY AND HIGHER EDUCATION

Convenor: Dr Laura Winter, Lecturer in Counselling Psychology, Manchester Institute of Education, University of Manchester. UK

Kasia Maciagowska, Trainee Counselling Psychologist, Manchester Institute of Education, University of Manchester. UK

Doireann Mangan, Trainee Counselling Psychologist, Manchester Institute of Education,
University of Manchester, UK

Nicky Toor, Trainee Counselling Psychologist, Manchester Institute of Education, University of
Manchester. UK

Overview:

This symposium considers the psychological wellbeing of students in Higher Education from the perspective of three underrepresented groups – Polish students, refugee students and students with diagnoses of autism spectrum conditions. We emphasise the inequality evident in the existing system and discuss how psychologists can work in more equitable ways.

Paper 1: The mental health of Polish university students: coping strategies, help seeking behaviours and Brexit

Kasia Maciagowska, Trainee Counselling Psychologist, Manchester Institute of Education,
University of Manchester. UK

Dr Terry Hanley, Senior Lecturer in Counselling Psychology, Manchester Institute of Education,
University of Manchester. UK

Objective: Although Polish individuals have recently become the largest migrant population in the United Kingdom (UK), little is known about the mental health needs of this group. Students' vulnerability has the potential to be heightened due to the additional academic pressures. This study therefore investigates the psychological well-being of the Polish university students in the UK.

Method: The study adopted a qualitative design with 8 semi-structured interviews with Polish university students being conducted. Data was analysed by means of thematic analysis.

Findings: Five main sources of distress included: language difficulties; academic pressures; lack of social capital; anxiety; and culture shock. Family and friends, as well as support from the Polish community proved to be the most common coping strategies. The participants identified multicultural experience, cultural liberalism and personal development as the positive aspects. Stigma and lack of knowledge about mental health, funding issues as well as language difficulties proved as barriers to support seeking.

Conclusions: Polish university students are vulnerable due to complex socio-political reasons. Awareness of the mental health needs seems vital in managing therapeutic effectiveness as well as facilitating access to support services.

Paper 2: (In)validation and (mis)recognition in higher education: the experiences of students from refugee backgrounds

Doireann Mangan, Trainee Counselling Psychologist, Manchester Institute of Education, University of Manchester, UK

Co-Author: Dr Laura Winter, Lecturer in Counselling Psychology, Manchester Institute of Education, University of Manchester. UK

Objective: Students from refugee backgrounds face unique challenges within higher education (HE). This research presents analysis from a systematic review of qualitative studies which aimed to explore these students' experiences.

Method: Four databases were searched, inclusion/exclusion criteria applied and the remaining studies subjected to a quality assessment, leaving ten studies. Meta-ethnography was adopted as a method of data synthesis.

Findings: An overarching theme of invalidation was identified within our synthesis of the research literature. This was expressed as a line-of-argument synthesis comprising seven metaphors, which illustrate the various ways in which refugee-background students' HE experiences can be understood as (largely) invalidating. Drawing on a range of literature, we argue that despite education's potential for being an egalitarian, empowering and validating environment, the experiences documented in the research literature are conceptualised as relationally inequalitarian and an instance of 'misrecognition' of a group of students.

Conclusion: Misrecognition appears to occur within and across the various micro, meso and macro social systems in which these students are situated. The implications of these findings for education are discussed, along with recommendations on how inequalities might be addressed.

Paper 3: An exploration into the counselling experiences of university students with Autism Spectrum Conditions: Implications for psychologists working in Education.

Nicky Toor, Trainee Counselling Psychologist, Manchester Institute of Education, University of Manchester. UK

Co-Author: Dr Terry Hanley, Senior Lecturer in Counselling Psychology, Manchester Institute of Education, University of Manchester. UK

Objective: While many young adults identified with Autism Spectrum Conditions (ASC) intend to go to college and/or university, research suggests that these individuals can find aspects of such a transition challenging. Further, having access to immediate support, such as counselling, is reported as an important factor to these individuals. This project explores this relationship further.

Methodology: Adopting a qualitative approach, this study presents the counselling experiences of eight university students with ASC whilst they studied at college or university. Semi-structured interviews were conducted and the transcripts were analysed using thematic analysis to identify salient and frequent themes.

Findings: An initial analysis of the data has identified three major themes: the therapeutic relationship as the foundation for counselling students with ASC; the student-perceived value of

counselling interventions; the student-perceived factors that constitute an accessible and inclusive counselling service.

Conclusion: The initial findings provide a valuable insight into how counselling is experienced by students with ASC, and highlight that it can be a valuable resource for these individuals. The provision of accessible services, that provide an individualised approach, can help to empower individuals with ASC to reach their potential in university, and beyond.

SCHOOL PSYCHOLOGY IN IRELAND: FOCUS ON WELLBEING AND MENTAL HEALTH PROMOTION

Convenor: Margaret Grogan, National Educational Psychological Service, Frederick Court, Ireland

Email: Margaret_grogan@education.gov.ie

Overview

The National Educational Psychological Service (NEPS) has a leadership role within the Department of Education and Skills in wellbeing and mental health promotion in education settings and has led developments and supported interagency and interdepartmental collaboration. This symposium will outline the role of school psychologists in promoting mental health and in engaging in collaborative interagency work with other support services, government departments and agencies. The symposium will provide an overview of the work that this entails including development of a framework for practice for service delivery including programmes that promote mental health, project work and research. The symposium will cover the context for school psychology service provision and work related to national and international collaboration as outlined in the Healthy Ireland Initiative, the Taskforce for Youth Mental Health and the Atlantic Rim Collaboratory initiative; developments in promoting social emotional learning programmes such as Friends For Life and Incredible Years; research with early school leavers and project work on Student Support Teams.

Paper 1: Wellbeing and mental health promotion in the National Educational Psychological Service (NEPS)

Ms Anne Tansey, Director, National Educational Psychological Service, Ireland

The National Educational Psychological Service is situated within the Department of Education and Skills and has a policy advisory role in relation to wellbeing and mental health promotion as well as provision of school psychology services for 898,930 students from 4 to 18 years in 4000 schools. NEPS plays a key role in a range of Government initiatives and strategies which impact on mental health in schools such as Healthy Ireland Initiative, the Taskforce for Youth Mental Health and the Atlantic Rim Collaboratory.

NEPS is a national, cohesive regionalised school psychology service. Psychologists mediate a systems focused service within a framework for practice which includes consultation, casework and support and development. Schools access service through a tiered continuum of support model. The rationale for the model of service provision is determined by the ratio of 1 psychologist to 5500 students. The service has been successful in influencing the focus in the education sector on the need to ensure that mental health promotion is prioritised by schools. A range of social emotional learning curricula is available and delivered as compulsory from preschool to junior cycle (16 yrs.). A range of documentation has been developed to support social and emotional development and address challenges students meet. NEPS has been actively promoting international evidence based programmes that promote social and emotional learning and is also involved in programme development.

Paper 2: A profile of learners attending the Youthreach second chance education programme in Ireland

Dr Mary Gordon, Senior Psychologist, National Educational Psychological Service, Ireland

In Ireland roughly half of early school leavers attend a second chance education programme called Youthreach. There are about 150 centres offering this programme located around the country. Participants are typically aged between 15 and 20 years and usually attend on a fulltime basis for two years. The programme they follow contains a range of elements, including academically and vocationally accredited subjects; social, personal and health education (SPHE); and experiential learning opportunities such as work experience.

In 2016 NEPS conducted a research study in one representative centre in order to identify some of the key characteristics of participants on this programme. Learners' cognitive ability and basic literacy and numeracy competencies were assessed; the level of mental health difficulties, disabilities and risk-taking behaviours within the group investigated; and the incidence of adverse childhood experiences (ACEs) in their lives explored.

The findings will be discussed in terms of the impact of ACEs and trauma on learning and the kinds of trauma-sensitive approaches and integration interventions that seem to be best suited to meeting the educational needs of these young people.

Paper 3: The Student Support Team Project: Assisting post-primary schools in building and sustaining student wellbeing and mental health

Margaret Grogan, National Educational Psychological Service, Frederick Court, Ireland

In association with

Ms Paula Dunne, Senior Psychologist, National Educational Psychological Service, Ireland.

Dr Jean Henefer, Research & Development Officer, National Behaviour Support Service, Ireland.

A three year collaborative project on student support teams (SST) was initiated in 17 post primary schools in Ireland and organised by the National Educational Psychological Service, National Behaviour Support Service and City of Dublin ETB Psychology Service, following publication of *Student Support Teams in Post Primary Schools* (2014) and *Well-Being in Post Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention* (2013). The documents were developed to outline best practice in the area of support for student wellbeing and mental health. The rationale for the project was to provide one-to-one assistance to SSTs in implementation of the documents, test efficacy of the SST Guidelines and develop a programme of CPD. This paper will present the background to the project including baseline data, the programme of CPD as well as recommendations based on the project findings. Amongst the project's key recommendations are that SSTs, if effectively run and resourced, are critical to student wellbeing in schools, and the work and practice of Teams are enhanced by one-to-one support and a programme of on-going CPD that relates directly to their current needs and facilitates networking between schools.

Learning from the project will be available to support other schools through the development of a training manual.

**ISPA EUROPEAN COMMITTEE: SUPPORTING SCHOOLS IN INTEGRATING
REFUGEE CHILDREN AND YOUNG PEOPLE AND IN DEALING WITH CRISIS
SITUATIONS.**

**THE IMPORTANCE OF NETWORKING AND COLLABORATION ACROSS EUROPE
TO SUPPORT PSYCHOLOGISTS.**

Conveners: Margaret Grogan & Willy van Halem

Paper 1: Providing psychosocial support for the integration of refugee children in schools

Wil Koning, Children & Youth Psychologist and Health Care Psychologist, Netherlands

The workshop we will focus on issues related to refugee children and young people in response to challenges facing school psychologists who are increasingly asked to support schools in integrating refugees. We will share and discuss a *Model of Psychosocial Support for Refugee Children*. The model offers a tool for talking with the pupils, it can be applied immediately or shortly after entering school, but also in the weeks or months afterwards. It consists of a phased approach with some core principles. One of the most important principles is giving attention to individual coping styles of new pupils to promote their awareness and help them in developing resilience. Participants will be asked to share experiences in providing psychosocial support for refugee children and explore how school psychologists can support teachers to build resilience in refugee children.

Paper2: Supporting Schools: Crisis Intervention

Jan-Erik Schmidt (Germany)

The European School Psychology Centre for Training (ESPCT) will report on their work and the outcome of the 2017 conference held in Mainz in Germany on 31st March – 2nd April. The conference brought together three leading researchers in the field of crisis intervention and school psychologists from around Europe to learn about new research and discuss how to build networks of support. Participants will be invited to present on activities in their own countries. A facilitated discussion will follow inviting input into how to further the development of the European network for crisis intervention support.

International Crisis Response Network: Collaborative networks

Presenters: Olanda Momcilovic (Netherlands) & Paul Rees (UK), co-chairs of ISPA-ICRN

The number of school psychologists who have been trained and have experience in crisis response work has grown considerably in recent years. The collective experience of this group of psychologists needs to be better captured and used to inform future training programs. This session will explore how the international crisis response networks of school psychologists who are experienced in this work can help prepare and support other colleagues.

PROMOTING CHILD DEVELOPMENT AND LEARNING FROM INFANCY TO ADOLESCENCE: MOTHERS' AND TEACHERS' BELIEFS, ATTITUDES, KNOWLEDGE, BEHAVIOR, AND PRACTICE

Convenor

Dr. Naomi Watanabe, Research Associate, NTT Communication Science Laboratories, Japan

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Overview:

This symposium explores mothers' and teachers' beliefs, attitudes, knowledge, behavior, and practice in relation to child development and learning and teacher-parent relationships in Japan. Two presentations also examine their associations with parent and teacher stress. The implications and practical applications of the findings are discussed with respect to cultural context.

Paper 1: Japanese mothers' use of emotion words in speech input.

Ms. Mai Hamana, Research Fellow of Japan Society for the Promotion of Science / Graduate student, the University of Tokyo, Japan

Acquiring emotion words is an essential element of effective communication with others. However, previous studies show that it is difficult for children to discriminate negative emotions through using emotion words. To investigate parental socialization of emotion words, the present study examined mothers' use of emotion words during story reading. Participants were 38 mothers with their children who were 15-to 18-month-old. They read their children stories and explained to them the feelings of the characters in each story. The story stimuli reflected six basic emotions: happiness, anger, sadness, fear, disgust, and surprise. It was checked whether mothers interpreted the characters' feelings correctly, and the mothers whose interpretation was incorrect were excluded from the analysis. The results indicated that mothers used the words "ureshii(happy)" and "okoru(angry)" correctly for respective stories, the word "bikkuri(surprised)" extensively, and the word "iya(disgusted)" ambiguously. For example, they applied the word "iya(disgusted)" not only to the disgusted story, but also other negative stories. Such input may make it more difficult for their children to acquire the correct meaning of negative emotion words. The next step is to clarify how individual difference in mothers' use of emotion words is related to the way their children use them.

Paper 2: Influences of mother's knowledge regarding child development on parenting stress

Dr. Yayoi Watanabe, Hosei University, Japan

In association with Ms. Machiko Okawa (Co-author), Instructor for Children Institution, Litalico Inc., Japan

The purpose of this research was to investigate the extent of parental knowledge about child development. We also examined if having such knowledge would have an effect on their child rearing stress. We analyzed the responses from 104 mothers visited health centers for infant health screenings. As a result, it was evident from the range of average scores that there were

few mothers with a correct knowledge of child development. The results also revealed that mothers believed that children could develop at a more rapidly than they actually do, especially regarding socialization such as relationships with peers. As for how the amount of knowledge affected mother's child rearing stress, we found that mothers with moderate knowledge had the most stress in child rearing. Moreover, the mothers with a great deal of knowledge in child rearing and the mothers with limited knowledge had less anxiety about child rearing than the mothers with moderate knowledge. From these results, we cannot simply say that an increased knowledge of child development could reduce child rearing stress in mothers. Further studies are necessary to determine the content and amount of knowledge that would be effective on their stress reduction.

Paper 3: Mothers' beliefs about childcare quality in Japan: The importance of teacher-child relationships and teacher-parent communication

Dr. Naomi Watanabe

In association with Dr. Nobuki Kawasaki (Co-author), Kansai University, Japan

Although many parents, educators, researchers, and policy makers call for high quality childcare to optimize children's learning in Japan, childcare quality has not been defined clearly and the existing evaluation system is incomprehensive and not widely used (Watanabe & Kawasaki, 2015). As part of the process of creating operational definition of childcare quality and developing an appropriate evaluation system, we investigated Japanese mothers' beliefs about childcare quality. 50 mothers of preschoolers completed a questionnaire and interview asking their beliefs about childcare quality. The results show that 98% of mothers reported that teacher-child relationship is the key indicator for childcare quality, while 82% stressed the importance of teacher-child interactions promoting social-emotional learning. It is noteworthy that good and easy teacher-parent communication is another critical quality valued by mothers, as they want to know about their child's experience at childcare and to seek advice from teachers regarding their child's development and parenting practice. Additionally, one fourth of the mothers reported that there are differences between mothers' and teachers' values regarding child care quality. These findings would be useful to identify agreement and disagreement between mothers' and teachers' beliefs about child care quality, which is a critical step toward clearly defining childcare quality.

(200 words)

Paper 4: Japanese teachers' attitude and behavior when building partnerships with parents

Dr. Junko Iida, Associate Professor, University of Tsukuba, Japan

In association with Ms. Saori Yamasaki (Co-author), School Counselor, Education Board of Tottori Prefecture, Japan

Family-School Collaboration is a key to child success (Sheridan, Clarke, & Christenson, 2014). In Japan, homeroom teachers are responsible for building good relationships with parents. They carry out home visits, hold classroom conferences for parents, and have individual meetings with them. Although they traditionally provide those services, there is little empirical research on their attitude and behavior when building partnerships with parents. The purpose of this study is to

investigate the teachers' attitude and behavior when building partnerships with parents and explore the effect of those on their burn-out level. Questionnaires were completed by 240 elementary and middle school teachers. The results showed that teachers have positive attitude toward partnerships and have significantly lower level of burnout, depersonalization and emotional exhaustion (EE). Teachers believing in one-way communication between teachers and parents have significantly higher level of EE; teachers having high scores on feeling difficulty for partnerships have high level of depersonalization and EE. With respect to partnering behaviors, teachers demonstrating high level of partnering behaviors have lower burnout scores. Also, teachers who set up meetings constantly with parents have lower depersonalization scores. The results imply that family-school collaboration is important not only for children and families, but also for teachers' well-being.

CHALLENGES IN THE 21ST CENTURY TO SCHOOL PSYCHOLOGY SERVICES IN THREE COUNTRIES

Convener:

Dr. Nora Katona, Associate Professor, Eötvös Loránd University, Faculty of Education and Psychology, Institute of Psychology, Budapest, Hungary

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Flávia de M Ribeiro Pontifical Catholic University of Campinas, Campinas, Brazil

Prof. Eva Gajdosová, Faculty of psychology, Pan-European University, Bratislava, Slovak Republic

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Symposium Overview

The symposium will provide and overview of developmental trends evident in school psychology in the 21st in three countries focusing on:

- a) changes in legislation influencing the context of service provision
- b) internal and external forces impinging on the profession
- c) challenges present in school psychological professional practice and preparation

Paper 1: Current status of school psychology in Brazil - a long road of resistance and achievements

Flávia de M Ribeiro Pontifical Catholic University of Campinas, Campinas, Brazil

The profession of School Psychology in Brazil still cannot be considered an educational policy, present in all public schools serving children in development, although since 1990 an effort has been made by different actors, from the constitution of ABRAPEE until today by the different fronts of struggle. A work of historical recovery has analysed indicators, especially in relation to scientific production, through the documents of ABRAPEE and its scientific journal, which has a specific scientific policy. This presentation aims to present the current status of the area and discuss important elements to strengthen the profession. The field of education is a still incipient workspace in Brazil, especially when considering the emphasis on basic training and regulated professional activity. Identifying pockets of resistance and pinpointing the achievements contributes to the fact that the area of School and Educational Psychology could be a reality in the country at the service of the educational process of children and adolescents attending public schools, their educators and families.

Paper 2: New challenges for school psychologists in the Slovak Republic

Prof. Eva Gajdosová, University Teacher, Faculty of Psychology, Pan-European University, Bratislava, Slovak Republic

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The report brings information in modification of school psychologist activities at schools that stem from the important social, political, cultural, economic and educational changes in the European countries of the 21st century. The changes give to school psychologist some new tasks and challenges for the new millennium – to support and safe human and children rights at schools, to give attention to the mental health of pupils and teachers and to their personal and professional development and well-being, to prefer prevention and preventive longitudinal programs with an emphasis upon applied positive psychology, to give great emphasis on group and community counselling and career guidance programs and to the direct and indirect intervention to the educational process, and do not forget on public education, research, medialization and narrow cooperation with other specialists and experts at schools in the multidimensional teams.

Paper 3: Back to the future: Growing pains of establishing professional school psychology

Dr. Nora Katona, Eötvös Loránd University, Faculty of Education and Psychology,
Institute of Psychology, Budapest, Hungary
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Although the ISPA colloquium of 1996 held in Eger was instrumental in putting school psychology on the legislative map of educational policies, lack of consensus on service provision models resulted in addressing research questions that were not central to furthering long-range goals, although important in providing immediate impetus to the developing profession.

As sufficient evidence-based research regarding the efficiency of different service-provision models were lacking, interests of different professional groups making their way to legislation created an unprecedented flux of changes in service models. Although the primary emphasis on prevention in providing services has remained unchanged since the inception of school psychology, the conditions of service provision have. These forces have made the establishment school psychology as a profession in its own rights and as a part of professional psychological services even more challenging. The analysis of the effects of these forces in the framework utilized by Cunningham (2006) suggest that a greater emphasis should be given to expanding extraprofessional power base.

CAPTURING THE VOICES OF CHILDREN AND YOUNG PEOPLE UNDER THE NEW SPECIAL EDUCATIONAL NEEDS SYSTEM IN THE UK: CHALLENGES AND OPPORTUNITIES FOR EDUCATIONAL/SCHOOL PSYCHOLOGISTS

Convenor: Dr Olympia Palikara, Senior Lecturer in Educational Psychology, School of Education, University of Roehampton,

Email – Olympia.Palikara@roehampton.ac.uk

Dr Susana Castro, Senior Lecturer in Education, School of Education, University of Roehampton, UK

Dr Jo Van Herwegen, Associate Professor in Psychology, School of Social and Behavioural Sciences, Kingston University UK

Ms Carolina Gaona, Research Assistant, School of Education, University of Roehampton, UK

Overview

The aim of this symposium is to provide novel data concerning how the voices of children and young people with special educational needs and disabilities (SEND) are depicted on their Education, Health and Care (EHC) plans, following the introduction of the new SEND Code of Practice in England. The results of the three studies presented will be discussed in the light of the implications that they have concerning the role of educational/school psychologists.

Paper 1: Analysing the content of children’s voices in the Education, Health and Care plans using the International Classification of Functioning, Disability and Health (ICF)

Dr Susana Castro, Ms Vicky Eirinaki, Ms Carolina Gaona, Dr Olympia Palikara

In 2014 the UK Government introduced a new policy regulating Special Education Needs and Disability (SEND) provision, the Children and Families Act, accompanied by the new SEND Code of Practice. As part of this new policy, children with disabilities and/or additional needs can receive an Education Health and Care (EHC) plan. The EHC plan is a single document that should describe the children’s strengths and needs, in a multi-disciplinary and holistic way and portraying the child’s own perspective. Section A of the EHC plan should describe the child’s own voice. In this context there is much need for evidence on the quality of these new plans and in particular on the quality of the depictions of children’s voices.

This presentation will report the results of a content analysis of the section concerning the children’s voices in 200 Education, Health and Care Plans which were gathered in Greater London between 2015 and 2017. The analysis was conducted using the categories of a multi-dimensional classification system which includes aspects relating to the child herself, but also to her environment and relationships – the International Classification of Functioning, Disability and Health (ICF).

Paper 2: Capturing the voices of children and young people with complex needs in the Education, Health and Care plans: the case of Williams syndrome

Dr Jo Van Herwegen, Ms Maria Ashworth, Dr Olympia Palikara

The new Special Education Needs and Disabilities (SEND) Code of Practice (2014) replaces statements of SEN by Education, Health, and Care (EHC) plans. It also stresses the importance of involving the views of children, young people, and their parents in the decision-making about their provision and EHC plans should include the pupil's views about their needs and desires. However, there is a lack of practical guidance about how such changes should be implemented and how EHC plans should be developed (Castro & Palikara, 2016). The current study aimed to explore, using qualitative and quantitative methods, whether EHC plans of children with Williams syndrome, a genetic disorder that includes complex special needs, did incorporate the child's voice and wishes, and what tools were used to gather their views. In addition, parental views and professional views about the importance of the child's voice were captured. The results from this study will provide further evidence into good practice to capture the voices of children with complex needs and allow for better practical guidance for parents and professionals about how to involve a child or young person's views in their EHC plan.

Paper 3: The views of young people with autism spectrum disorder, in the context of the new Special Educational Needs and Disability Code of Practice in England

Ms Carolina Gaona, Dr Olympia Palikara, Dr Susana Castro

The introduction of the new Special Educational Needs and Disability (SEND) Code of Practice resulted in the replacement of previous 'statements' of special educational needs by the new Education, Health and Care (EHC) plans. The development of these plans is encompassed with international trends towards a more person-centred and ecological approach to disability. The adopted approach is aptly aligned with the International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY), a classification system published by the World Health Organisation in 2007 that describes health and health-related status/conditions from a functioning perspective.

This study aimed firstly to explore the views and aspirations of 20 young people with autism spectrum disorder at the end of secondary school, through semi-structured interviews. The content of the interviews was analysed through deductive content analysis, using the ICF-CY framework as predefined codes, so as to identify areas of functioning reported by the young people themselves. Secondly, it aimed to explore how these young people's views and functioning were reflected in their own EHC plans. Implications of the potential of the ICF-CY system as an underpinning theoretical framework to gather young people with SEND's views and to develop holistic EHC plans are discussed.

MOTIVATION - THE KEY TO ACADEMIC SUCCESS IN SCHOOLS

Convenor: Dr Patrick Snellings, Assistant Professor School Psychology, University of Amsterdam, Netherlands

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Overview

Motivation is crucial in school performance. Cognitive skills may not reach their full potential if the motivation to perform is lacking. The studies in this symposium show how motivation for school and academic achievement is associated with school performance in three important domains in the school curriculum.

1. learning math skills.
2. learning to read in the mother tongue
3. learning English as a second language

Paper 1: Self-Adapting - The Success Rate When Practicing Math

Dr Brenda Jansen, Assistant Professor, University of Amsterdam, the Netherlands

Use and benefits of the possibility to choose a success rate are studied in a math-practice application that is used by a considerable percentage of Dutch primary school children. Study 1 uses data that were collected with the application, using children's practice data (N = 40329; grades 1-6). Children differed in their preference for a high, medium, or low success rate. Preferences were associated with gender, age, and ability, matching expectations that follow from the literature. Study 2 is an experimental study with 192 children from grades 3-6, using a pretest, training phase, and posttest. The possibility to choose a success rate was manipulated. Unexpectedly, beneficial effects for math practice, improvement of math skills, and self-belief concerning math were absent. Results suggest an appreciation of the possibility to choose, although beneficial effects of choosing were not observed for motivation to practice, skill improvement, and self-belief concerning math.

Paper 2: The relation between child and parent factors and motivation for doing dyslexia homework

MSc, Ilonka de Haas, Lecturer, University of Amsterdam, The Netherlands

For children diagnosed with severe dyslexia daily homework in reading and spelling is an essential part of specialized, intensive dyslexia treatment. Moreover, doing homework regularly is predictive of treatment success. In practice, therapists and parents report having difficulty to motivate some, but not all, children with dyslexia to meet these homework requirements. In previous studies relations have been found between reading and spelling problems and

motivational and socio-emotional vulnerability. Lower self-esteem as a consequence of recurrent academic failure in reading and spelling seems to play an important role here, but little is known about parental behavior that may affect children's motivation for reading and spelling tasks at home. In this study we examined the relation between children's and parental perceptions about their own competences, their coping and supportive behavior and motivation for dyslexia homework. Quantitative and qualitative data will be presented. When we know why children with dyslexia encounter motivational problems with their homework, alternative or additional intervention strategies may be helpful to improve the effectiveness of dyslexia treatment.

Paper 3: Is skill not enough? The role of motivation in English language learning

Dr Patrick Snellings, Assistant Professor School Psychology, University of Amsterdam, Netherlands

Skills in English as a second language have become more and more important in both society and education across many countries. Previous research has shown that children who are proficient in their first language or have better cognitive skills are better equipped to learn a second language such as English. Other research has stressed the importance of motivational factors in learning a second language. However, the role of these factors in relation to each other is not clear yet. To improve language teaching we need to better understand the respective roles of cognitive, linguistic and motivational factors. In this study we will study a large group of Dutch children and use first language skills, cognitive skills and motivational measures to predict children's learning of English language skills. It is expected that highly motivated children may compensate for lower cognitive or first language skills, and that high motivation may help these children to be successful in second language learning.

**IQ TESTS: WHO NEEDS THEM?
CURRENT DEVELOPMENTS AND CONTROVERSIES IN THE USE OF IQ TESTS.**

Convenor: Peter Farrell, Emeritus Professor of Educational Psychology, Manchester University
Institute of Education, UK

Dr Bill Pfohl, Professor of School Psychology, Western Kentucky University, USA

Dr Brian Apter, Institute of Psychology, University of Wolverhampton, UK

Dr Toshinori Ishikuma, Department of Clinical Psychology, Tokyo Seitoku University, Japan

Overview

The aim of this symposium is to review developments in the use of IQ tests in different countries. Each of the presenters will share their own country's perspective on this contentious area. Topics covered will include the following: -

- a) The extent to which IQ tests are seen as indispensable tools for the school/educational psychologists,
- b) The relevance of ability profiles for diagnosing learning difficulties/dyslexia
- c) The relative benefits of the WISC compared with other tests of cognitive ability.
- d) To what extent is IQ testing a contentious issue among school and educational psychologists?

Paper 1: Is IQ Testing Still Relevant for a Comprehensive Practice Model: A View from the USA.

Dr Bill Pfohl

Intelligence testing has been the bedrock of practice for many school psychologist across the USA for many decades. Since the 1920's, school psychologists have used IQ assessment as part of their work. Some even refer back to Whitmer Litmer and Alfred Binet in the beginning of the 1900's as important icons in testing children with special needs. The assessment practices in the USA is shifting, albeit slowly, to a more comprehensive assessment model. Some states dictate required test usage for identifying those with special needs; while others allow more choices by the school psychologist. The IQ testing process has placed school psychologist in the "gatekeeper" role to special education, which is in itself controversial. Current USA Federal laws, state mandates/laws and new diagnostic taxonomies (DSM-5/ICD) have a direct influence on the practices of school psychologists. A brief USA IQ testing history, covering controversial aspects of practice, and a discussion of current "best practices" will be highlighted in this presentation.

Paper 2: To what extent to UK Educational Psychologists' use IQ tests

Dr Brian Apter

A questionnaire on the extent to which UK educational psychologists' (EPs) use IQ test scores in their reports was distributed via the Educational Psychology internet forum (EPNET). This generated responses from 516 EPs and Trainee Educational Psychologists (TEPs). Results revealed that the largest group of EPs and TEPs (49.81%) never or only exceptionally report Full Scale I.Q. (FSIQ) scores, and that a further significant proportion (24.42%) rarely or occasionally reported these scores. The number of years of experience as an Educational Psychologist was correlated with the use in reports of FSIQ scores and this indicated that the more experienced an EP was, the less likely they were to report FSIQ scores. The two most often used test batteries were the BASIII (47.75%) and the Wechsler of tests, including the WISC (33.86%).

The findings raise key questions about the relevance or irrelevance of IQ testing to Education, Health and Care (EHC) planning, specialised school-placement, dyslexia, ADHD and other 'medical' connotations. And if IQ testing is irrelevant, how do or should EPs carry out their assessments?

Paper 3: Practices of Intelligent Testing for Children with Additional Educational Needs in Japan.

Dr. Toshinori Ishikuma

The history of intelligence test use in Japan has begun since the early 20th century. Since 21st century, major three intelligence tests, i.e., Wechsler family, series of K-ABC, and DN-CAS, has been standardized in Japan, and been used as theory based tests. In the school settings, psychologists and teachers used these intelligence tests for additional psychoeducational services, particularly for making individualized education support plan to help students with LD, ADHD, and ASD, rather than for their diagnosis and treatment. Kaufman's paradigm of assessment of "intelligent testing" with basic principles has been influential since translation of his book, and is expanded to more comprehensive assessment including ecological observation in a class room. And as the framework of psychoeducational services, like Response to Intervention (RTI), we have been using three-layered systems of psychoeducational services in Japan: primary, secondary, and tertiary services. So only after or with teachers' effort to help students, intelligence tests are used for finding better ways of teaching. Well collaboration between Nationally Certified Psychologists, who will be born next year in Japan, and teachers will be one of the strong points in school education in Japan. Discussion of school psychology practices in Japan will be shared in this presentation.

FALLING THROUGH THE GAPS: YOUNG OFFENDERS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Convenor: Peter Hick, Principal Lecturer, Inclusive Education, Education & Social Research Institute, Manchester Metropolitan University, UK,
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Professor Jane Hurry, Professor of Psychology of Education, at University College London Institute of Education and Head of Centre for Education in the Criminal Justice System (CECJS), UK
Email: j.hurry@ucl.ac.uk

- Peter Hick, Principal Lecturer, Inclusive Education, Education & Social Research Institute, Manchester Metropolitan University, UK
- Dr Jenny O'Carroll, Wandsworth Schools and Community Psychology Service, UK.
- Dr Helen Wyton, SEN Support Manager and Lead Educational Psychologist, Oldham Educational and Child Psychology Service, UK.

Overview

A number of studies show that a high proportion of young offenders are likely to have special educational needs or disabilities that may not have been addressed appropriately. Peter Hick introduces the issues through a presentation of findings from recent research commissioned by the UK government. Jenny O'Carroll explores how a lack of information and poor communication between services creates barriers to engaging these young people in education. Helen Wyton gives an account of a consultation role for EPs working within a Youth Offending Team. Finally, Jane Hurry responds as discussant.

Paper 1: The 'Youth Justice and SEND Project' – findings from recent research Peter Hick

The 'Youth Justice and SEND' Project was commissioned by the UK Department for Education as one of a series of projects designed to support the implementation of recent reforms to the SEND system in England, following the Children and Families Act (2014). The project team involves a collaboration between Manchester Metropolitan University; Achievement for All, a charity promoting inclusive education; and the Association of Youth Offending Team (YOT) Managers. Researchers from Manchester Metropolitan University conducted a survey of Youth Offending Team professionals (n=243) and interviewed children and young people (n=36) who are involved with YOTs or who are detained in secure settings.

This paper introduces the issues through an overview of key aspects of the policy context. A summary of the findings from the YOT survey and from the interviews with children and young people are presented. The implications are drawn out for developing more effective and coordinated services to support early intervention for young people who may have SEND and are

becoming involved with the youth justice system. These are discussed in the context of the research literature and of approaches to theorising the issues for inclusive practices with young offenders.

Paper 2: Barriers and facilitators for educational inclusion for young people who offend

Dr Jenny O'Carroll

Educational outcomes for youth offenders are frequently poor at a time when qualifications and good literacy and numeracy skills are increasingly important for employment. This study retrieved the Youth Offending Service (YOS) data on the educational needs, uptake and provision of youth offenders within one Local Authority (LA) and, through interviews with adult providers and young people, explored the barriers and facilitators for youth offenders' engagement in education. The majority of those of school age (n=124) were educated at a PRU, the majority above school age (n=159) had no provision recorded. Of those of school age, 19% had a statement of Special Educational Need recorded, 33% had no statement but for 48% this information was missing. This describes a picture of high need but also a lack of available information. Interviews with providers and young people identified a common thread of relationships. Poor communication at all levels of the system was frequently cited as a problem but where supportive networks existed these facilitated positive educational outcomes. This study reinforces the idea that services can improve when there is a good and coherent professional system with effective working relationships, as these are key in supporting this vulnerable young group of people. The Educational Psychologist is well placed to provide a supportive role at all levels of the system to support and improve educational outcomes for youth offenders.

Paper 3: Developing the work of the Educational Psychologist in a Youth Offending Team

Dr Helen Wyton

It is widely acknowledged that children and young people who become known to the youth justice system are more likely to be at risk of some form of disadvantage including social, emotional, educational and mental health difficulties. In addition there is a growing acknowledgement that a significant number of young people in the youth justice system have identified or unidentified special educational needs. Youth Offending Teams (YOTs) are set up to address young peoples' offending behaviour and although made up of multiagency teams, the knowledge base within teams in relation to education and learning and particularly special educational needs is limited. A piece of action research was undertaken to explore whether there was a role for educational psychologists to support colleagues in youth offending teams in their work with vulnerable and often complex young people. The study was conducted in 2 phases. The first was to explore YOT workers views. One area that was thought to be useful was to have direct access to an EP and so phase 2 looked at implementing a consultation service to the YOT. In this paper I will discuss the 2 phases of the study and look at implications for continuation of the service in the current climate.

SUPPORTING VULNERABLE LEARNERS: MANAGING EMOTIONS FOR EFFECTIVE LEARNING IN EDUCATIONAL CONTEXTS

Convener: Ms. Adeela ahmed Shafi, Senior Lecturer in Education, University of Gloucestershire, UK

Email: ashafi@glos.ac.uk

Overview

This symposium presents 3 papers which address supporting vulnerable children and young people in a changing and complex 21st century world by responding to and helping them manage their emotions for effective learning. This challenges education as a public service, requiring appropriate responses from practitioners in a range of contexts. It also means providing suitable emotional support for practitioners so they may foster safe and effective learning environments.

Paper 1

Emotional Education in Schools to Support Vulnerable Children's Well-being: Perspectives from Education Professionals in 6 Countries Across Europe

Ms. Adeela ahmed Shafi, Senior Lecturer in Education, University of Gloucestershire, UK
Ms. Rebecca Pritchard, Senior Lecturer in Education, University of Gloucestershire, UK
Ms. Sian Templeton, Senior Lecturer in Education, University of Gloucestershire, UK

Abstract

In light of concerns around mental health, the emotional well-being of children and young people has recently ascended the political agenda. This paper reports on data from 6 European countries, England, Italy, Romania, Hungary, Austria and Turkey on how education professionals conceptualise their role in providing emotional education in schools. It represents the first part of a 3-year Erasmus+ funded project for a needs analysis on emotional education and its potential in preventing early school dropout. Across the 6 countries, 400 teachers were surveyed and 50 education professionals interviewed, generating qualitative and quantitative data.

The emerging findings suggest that education professionals believe they have a role in providing emotional education. Practice varied across the 6 countries and cultural differences between countries were also evident. However, some common themes were: that emotional education did not explicitly feature in the curriculum and thus presented particular tensions for some countries; that it was dependent on the skills or experience of individual practitioners; that there were a lack of tools and techniques which supported emotional development in schools. These findings suggest that there is a growing need to support increasingly vulnerable learners, and the areas highlighted provide opportunities for development within the participating countries.

Paper 2: Supporting Young Offenders as 'Doubly Vulnerable' Learners in a Secure Custodial Educational Setting

Ms. Adeela ahmed Shafi, Senior Lecturer in Education, University of Gloucestershire
Doctoral Researcher, University of Bristol, UK

Young offenders represent some of the most troubled young people in the UK, described as ‘doubly vulnerable’ learners. Education in a secure custodial setting should be an opportunity to re-engage them with formal learning. This paper presents the findings from Phase I of an ethnographic case study with young offenders in one secure children’s home in England on the extent to which young offenders in a secure setting could be re-engaged with learning. This consisted of semi-structured interviews with 16 young offenders, the findings of which fed into Phase II which comprised of 5 in-depth case studies to explore further the nature of engagement. Five inter-related themes on how young offenders perceived education before and whilst incarcerated emerged from the analysis of Phase I. Theme 1 came through the strongest and was about *Being Locked Up* which represented the importance and the impact of the context. Theme 2 was the second strongest and referred to *Educational Experiences* with emotions being central to this theme. Theme 3 was *About Learning* and Theme 5, (the smallest), referred to a *Curiosity about the Research*. These were underpinned by Theme 4 which referred to *Underlying Values*. Findings demonstrated that emotions appeared to be central in how young offenders perceived and responded to educational opportunities and that these emotions were heightened by the secure custodial context. The secure context presents particular challenges for young offenders as vulnerable learners, but their underlying value of education indicated that there is an opportunity to re-engage them if the emotional aspects are appropriately addressed.

Paper 3: Working with Children with Social, Emotional and Mental Health Needs in a Nurture Group setting: The professional and personal impact

Mr. Tristan Middleton, University of Gloucestershire, UK

This paper presents the interim results of a research project to identify the impact of working in a Primary School Nurture Group setting on two Teaching Assistants in a Cotswold primary school. This research uses a narrative inquiry approach, to provide rich data from the stories through which the practitioners interpret, and make sense of, significant events in their professional experience. These stories are analysed in order to identify the impact on both their professional and personal lives.

The research methodology includes sessions which reflect a supervision approach, providing a safe space in which to be heard, as well as more directed narrative spaces. Two emergent themes from the interim findings are those of the emotional challenges of the work impacting on both professional motivation and personal relationships, and of emotions being expressed metaphorically and literally through physiology. A further finding is one of the empowering natures of a safe space in which the practitioners can be deeply heard. Discussion of these areas provides the opportunity to consider potential implications for schools to enable them to support Nurture Group practitioners to address their own needs which arise from supporting children with Social, Emotional and Mental Health difficulties.

**HANDS OFF OUR CHILDREN: CAN RECENT RESEARCH CLEAR AWAY THE
CONFUSION AROUND AFFECTIVE TOUCH IN EDUCATION AND CARE
CONTEXTS?**

Convener: Dr Sean Cameron, Director of the Pillars of Parenting Social Enterprise, UK

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Overview

This symposium will demonstrate that the gentle touching of children who are distressed or require reassurance or just plain comradeship has beneficial effects on their physiological and psychological well-being and development. Indeed, there is evidence that ‘touch deprived’ children have problems in coping with stress in later life and are likely to require specialist mental health support from teachers, psychologists and other therapists. However, many of these professionals consider that there is a ‘touch taboo’ when working with children, particularly vulnerable ones.

We will discuss ways in which confusions and uncertainties which exist in this area can be addressed and argue that affective touch should be reinstated in schools and care homes, with positive outcomes.

Paper 1: The Touch That Matters Most

Professor Francis McGlone, Somatosensory & Affective Neuroscience Group, Liverpool John Moores University, UK

This talk will pose the question 'why do we have a system of gentle touch responsive nerves in the skin?' and provide some evidence-based, and some speculative, reasons why such a system has evolved in all social species. A sense of touch is fundamental for an organism to detect its environment, but it also serves a second social/affiliative function that has, over evolutionary time, reached its zenith in human primates. Here we propose that a recently identified system of gentle touch sensitive nerves in the skin provide the neurobiological substrate for a 2nd touch system that encodes the emotional qualities of touch. These nerves – called c-tactile afferents (CT) - are hypothesised to play a fundamental and critical role in socialising the developing brain, and have led to our view of the skin as a social organ where gentle nurturing touch shapes the destiny of the social brain.

In the context of this conference, CT stimulation, i.e. the gentle touching of a child who is distressed or requires reassurance or just plain comradeship, will be shown to be a duty of those in care of the child when they are outside their immediate family. Gentle touch has quantifiably beneficial effects on the physiology and psychology of a child’s development.

My objectives

1. To introduce the audience to the two sides of touch – the discriminative and the affective (emotional).
2. To provide evidence for the role of gentle touch during sensitive periods in brain development.

3. To discuss how the impact of early life touch deprivation can lead to long term psychological problems.
4. To decide how best to ‘educate the educators’ on the negative consequences of touch taboos.

Paper 2: The Brain Chemistry of Pleasant Touch: A Nurtured Child is a Normal Adult

Dr Paula Trotter, Department of Psychology, Manchester Metropolitan University, UK

Depressive disorders are becoming extremely common, being the most prevalent cause of disability worldwide for 15-44 year olds. Social isolation is a known risk factor for the onset of a depressive episode and a major component of social isolation is a lack of affective touch. The brain chemical serotonin has long been implicated as the neurotransmitter involved in the aetiology of depression. Here we will examine the role of affective touch from a population, systems and molecular approach.

Early parental neglect and current social isolation are major vulnerability factors for the onset of depression after stressful life events. Lack of affective touch may contribute to the effects of psychosocial risk factors with research finding that a lack of maternal affection, in terms of warmth, cuddling and kissing during childhood is a significant predictor of adult chronic depression in women. Although it is known that current social isolation and a lack of maternal affection during childhood are important factors for onset and chronicity of depression, the neurobiological mechanisms are not known. Evidence will be provided that pleasant touch of the type that targets CTs (i.e. force/velocity tuned and body site directed) signals the presence of social support and attachment and that the central representation of pleasant touch requires the involvement of the mood altering neurotransmitter, serotonin.

My objectives

1. To introduce the audience to the latest research on the neurochemistry of ‘affective touch’.
2. To provide evidence that early life experiences of touch neglect impact resilience to coping with stress in later life.
3. To discuss the opportunity to develop alternative, behavioral means to the prescription of antidepressants for childhood mood disorders that build on the function of CTs in social bonding and play.
4. To decide how best to reintroduce affiliative touch regimens into the classroom/playground and to measure the predicted benefits.

Paper 3: Affective Touch by teachers and carers: trust or taboo?

Dr Sean Cameron, Director of the Pillars of Parenting Social Enterprise, UK

There is an urgent need for clarification of the confusion experienced by many teachers, youth workers, residential carers, foster and adoptive parents, when it comes to touching children and

young people in their care, whether it is to demonstrate affection or pride, give confidence and reassurance, show empathy, provide comfort, share successful achievement or to increase or prevent the child from inflicting hurt on herself/himself or others.

While both practitioners and researchers in child development have long recognised that empathic communication by significant adults has a positive impact on the self-worth and wellbeing of children and young people, the current concern about abuse has created a major tension between showing physical affection and warmth and providing a high level of safeguarding for children and young people.

Although there are indications that this practice culture may be changing, adult timidity, hesitancy and anxiety remain, even in the case of children and young people have been deprived of such positive experiences in their earlier lives.

My objectives

1. To introduce some of the main confusions and uncertainties which exist in this area.
2. To provide clarity on the issues arising from current perceptions on the employment of touch in schools, children's homes, youth clubs and foster/ adoptive family homes.
3. To discuss safeguarding issues for both young people and the significant adults in their lives.
4. To decide whether the 'touch taboo' issue is one on which practitioner and research psychologists should take a more robust and positive stance.

FROM RISK TO RESILIENCE: WORKING WITH TEACHERS AND PARENTS TO PROMOTE COPING WITH BEHAVIORAL DIFFICULTIES AMONG ISRAELI CHILDREN FACED WITH ONGOING THREATS.

Convener: Dr. Sharone L. Maital, Adjunct Lecturer, Graduate Program in School Psychology, Emek Jezreel Academic College; Retired, Deputy Regional Head Educational Psychology Services, Israel

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Overview

In today's world, and particularly in Israeli society, with its wide cultural diversity and ongoing security threats, children challenged by multiple sources of potentially traumatic stress are often referred to school psychologists. Despite varying sources of stress, referrals commonly relate to children's behavioral difficulties.

In this symposium, we propose that anxiety and traumatic stress responses often are expressed behaviorally. We present examples of effective practices of Israeli school psychologists under the auspices of the Department of Educational Psychology, Ministry of Education, for working with teachers and parents at the school and community level to promote coping and resilience among diverse groups of children. In general, the practices are based on integration of preventive, eco-systemic and therapeutic perspectives, using techniques of psycho-education, consultation and collaboration with teachers and parents, and individual interventions. We present examples of programs to meet the needs of different age groups and cultural backgrounds. These include group counseling with parents and teachers of young children with emotional regulation difficulties, therapeutic groups for school age children with behavioral problems, and professional training to promote cultural sensitivity to the needs of immigrant Ethiopian children and families, stressed by demands for acculturation, and to prevent over-representation among referrals.

Paper 1. A multi-tiered intervention program for helping children, parents, and teachers cope with behavior problems

Dr. Hava Friedman, National Head, Educational Psychology Division, Educational Psychology and Counseling Department, Israel Ministry of Education, Jerusalem, Israel
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School psychologists in Israel (as elsewhere) are frequently approached when children experience behavioral difficulties that interfere with learning and adversely affect classroom and school climate. The Educational psychology division of the Israeli Ministry of Education has developed a multi-tiered, integrative intervention program for elementary students' behavioral difficulties that draws from psychodynamic, family and cognitive-behavioral approaches. Following screening, children participate in group therapy, and parents and teachers receive counseling and consultation. Therapeutic children's groups focus on developing skills in emotional expression and regulation, and self-control, as well as development of empathy, particularly in anger provoking situations. Parents are helped to gain self-awareness, understanding of their child's needs, and training in parenting skills. At the school-wide level, principals are enlisted to support a therapeutic alliance between parents and teachers, and consultation with teachers. While the intervention protocol was developed at the National level, school psychology services of each municipality choose to implement it in select schools. Adopting the program at the local level fosters professional development, shared knowledge, and common skills that staff can generalize to other settings. The development of the program at the National level helps insure continuity, maintenance of professional standards and formation of a culture of professional learning.

Paper 2. *Hitkashrut* Program: Early intervention with parents of young children with regulatory difficulties who are at risk for developing behavior problems

Dr. Daniella Peled, Regional Head, Educational Psychology Services, Haifa Region. Israel
Ministry of Education, Haifa, Israel

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Hitkashrut, "attachment" in Hebrew, is also an acronym for relationship- supporting and hope-inspiring parenting. The program works with parents and teachers to promote children's capacity for self-regulation, prosociality, and cooperation. It is an empirically based intervention for young children with behavior problems recently developed and researched under the leadership of Prof. Yoel Elitzur, Hebrew University, in collaboration with the Psychology and Pre-school Education Divisions, Israel Ministry of Education. *Hitkashrut* is modelled on the "Incredible Years program" which focuses on improving parent-child relations (Webster-Stratton & Herbert, 1994). The Israeli adaptation of the program includes an additional co-parenting component in the group process with parents, following evidence supporting the value of this component.

The program is implemented in the children's natural environment and involves parents and teachers of young children with behavior problems, as promoters of their child's adaptive behavior. Program components include:

1. Promoting skills to strengthen parent-child relationships and setting limits.
2. Providing encouragement to strengthen children's social skills.
3. "Co-parenting": Strengthening parents' ability to work together, communicate openly and empathically, and resolve disputes.
4. Ignoring children's aggressive and defiant behavior.

The *Hitkashrut* program demonstrates how effective, service delivery innovations can be implemented using readily available resources and techniques.

Paper 3: “A New Way”: Reconsidering the approach to helping Ethiopian immigrant children integrate and adapt to the Israeli educational system

Ms. Michal Shemesh, Director, Kiryat Ata Educational Psychology Services, Israel

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Dr. Sharone L. Maital, Adjunct Lecturer, Graduate Program in School Psychology, Emek Jezreel Academic College; Retired, Deputy Regional Head Educational Psychology Services, Northern Region, Israel Ministry of Education, Israel

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Educational psychology services in Israel have recently been approached to participate with other government agencies in examining existing programs and developing new approaches to promote psycho-educational adjustment among children of Ethiopian origin. This group is “at risk,” as reflected by the high rate of referrals for special education, even in the generation following immigration, despite many programs to promote acculturation and coping with the demands of Western schooling. Many programs, developed by “experts,” focus on language enrichment, study skills, and cultural adjustment. In seeking a “New Way” to intervene and prevent difficulties, we have turned our focus toward implementing community-based programs with greater involvement and empowerment of local Ethiopian immigrants, including children themselves. Guided by an eco-systemic perspective and Nastasi’s “Participatory Culture-specific Intervention Model” (2004; 2016), Our initial emphasis has been on training educational psychologists gain cultural understanding and sensitivity needed to promote participatory involvement of students and families in developing coping skills. For example, this has led to work with mixed immigrant and non-immigrant groups of children on school adjustment, or involvement of community members and educational staff in planning programs for parents. The presentation discusses issues arising from the “New Way” of intervening and preventing stresses of acculturation.

SUPPORTING SCHOOL ADJUSTMENT AND PSYCHOLOGICAL WELL-BEING OF VULNERABLE GROUPS OF STUDENTS

Convener: Chryse Hatzichristou, Professor of School Psychology, Department of Psychology, National and Kapodistrian University of Athens.

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Overview

This symposium will include presentations regarding the educational and psychosocial needs of vulnerable groups of students in school settings. Implications for effective policies and practices related to promotion of children well-being and multicultural understanding in school communities will be further discussed.

Paper 1 Supporting vulnerable groups of students: Connecting theory, training and service delivery in school communities

Chryse Hatzichristou

This paper will briefly present the evolution of development and implementation of intervention programs in school communities by the Center for Research and Practice of School Psychology, National and Kapodistrian University of Athens. During the last five years, programs for the promotion of positive school climate and resilience during unsettling times have been implemented and evaluated. Recently, a conceptual framework aiming to meet the educational and psychosocial needs of vulnerable students, and especially refugee children has been developed including basic principles such as multicultural understanding and competence, accepting diversity, social justice, children's rights, trauma-informed schools and psychological services. Based on this framework, various actions for the support of refugee children and the promotion of multicultural understanding in school communities will be discussed including the development of a multi-level intervention program in a refugee hosting facility. Implications and future directions for supporting refugee children and families in educational settings will be discussed.

Paper 2 Promoting multicultural understanding and well-being of vulnerable groups of students in educational settings

Danai Athanasiou, PhD Candidate in School Psychology, Department of Psychology, National and Kapodistrian University of Athens

In the context of the International “We.C.A.R.E.” program, developed and implemented by the Center for Research and Practice of School Psychology, National and Kapodistrian University of Athens there was a great number of educators and students from primary and secondary schools of multicultural education who participated in the program last year. The main goals of this program were the promotion of multicultural understanding and resilience and the creation of an international school network of *caring communities*. Key findings of the program will be presented contributing to a better understanding of factors associated with the psychosocial adjustment and well-being of migrant and refugee students. In addition, the structure and implementation of a psychosocial program for the promotion of engagement and well-being of refugee adolescents in a learning educational center in a refugee hosting facility will be briefly presented. Implications for effective practices will be discussed.

Paper 3. Cross-Cultural Perspectives on Psychological Well-Being: Representing Child and Youth Voices

Bonnie Kaul Nastasi, Professor, Department of Psychology, Tulane University, USA.

This presentation describes key findings from a cross-cultural study of psychological well-being in the context of child rights. The *Promoting Psychological Well-Being Globally* (PPWBG) Project (Nastasi & Borja, 2016) made use of focus groups and ecomap (personal social network) drawings and narratives with over 800 children and adolescents across 12 countries. The project was an example of *rights-respecting research* (Alderson, 2012) that ensures that children’s voices and active participation inform our understanding of psychological constructs. Both focus groups and ecomaps yielded evidence of the universality of interpersonal relationships as sources of both stress and support, and thus as critical to the psychological well-being of children across cultural boundaries. In addition, closer examination of perceived supports yielded evidence of a sense of personal agency as key to securing support in times of stress and crisis (Borja et al., in press). This research supports the inclusion of child and adolescent voices for the extending psychological theory and knowledge, and for informing policies and practices related to promotion of child well-being. The presentation will conclude with implications for working with vulnerable children worldwide.

INNOVATIONS TO IMPROVING MENTAL HEALTH INTERVENTIONS IN SCHOOLS: SINGLE POINT OF ACCESS, ATTACHMENT TRAINING, AND METHOD OF LEVELS.

Convener: Susan McCormack, Student DProf in Health and Social Care, Clinical Lead, at Mode Rehabilitation, Cheshire England.

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Overview

This symposium brings together a number of innovations in mental health to improve the quality of support in schools. These are centred around the child's needs and perspectives, drawing upon attachment theory and control theory, and they propose novel methods of delivery and training.

Paper 1: Providing a single point of access in Schools.

Susan McCormack,

The presentation will report an initiative for mental health provision in schools reaching the needs of young people, adolescents, parents and teaching staff. The aim of Mode charity is to deliver therapeutic support with a focus to provide a single point of access in schools to young people and their families experiencing psychological distress. We believe in the ability to reduce distress in young people by providing immediate response to their problems, providing a scientific framework which can eradicate stigma around mental health, confusion across diagnosis, and reduce wait lists to CAMHS services. The three-phase project, engages workshops, focus groups, and a flexible psychotherapeutic approach, based on scientific theory known as perceptual control theory (PCT). PCT guides an individual psychotherapy known as Method of Levels (MOL). MOL is a flexible therapy, the client can choose to work on any problem and control the timescale over which they work on it. Informed by PCT, we raise awareness of the importance of control, where people experience conflict between their goals, what drives them, comparing what we want to how we see things, and the difference between them. In PCT terms we act to correct that difference, by changing what we want or by acting to change what doesn't conform. Life is incumbent of issues of control, as young people take on responsibilities (i.e., the place in which I live is hostile, not a sufficiently satisfying place, my goal is to find a safe place, but unable to). PCT has been used to inform successful educational interventions within K-12 public schools in the USA (The Connected School).

Paper 2: Method of Levels therapy with Adolescents in Schools.

Ana Churchman, PhD Student in Clinical Psychology, University of Manchester & Mode Rehabilitation, Stockport, UK.

The presentation will focus on a new psychotherapeutic approach that is currently being used in the school environment with adolescents experiencing psychological distress. The therapy, known

as Method of Levels (MOL) is informed by the principles of Perceptual Control Theory (PCT) (Powers, 1973). PCT proposes that individuals experience distress as a result of reduced control over important goals in their lives, often due to the existence of two or more incompatible goals. MOL directs an individual's attention to identifying the important goals and helps them resolve conflicts that cause distress. The feasibility and effectiveness of MOL has been studied in primary care and secondary care settings with adult patients (e.g. Carey et al, 2009; Carey et al, 2013), but no research exists relating to adolescents. The current study will present findings relating to the feasibility of MOL among adolescents. Given that MOL is particularly flexible (the client can choose to work on any problem and control the timescale over which they work on it), particular emphasis will be placed on reporting young people's experiences of having control over the booking system as well as the frequency of sessions attended.

Paper 3: Understanding Attachment: A Whole School Approach.

Dr Louise Mansell, Nurture-Psychology, Suite 2, Esplanade, Rochdale, UK

Attachment and developmental trauma includes maltreatment, family violence, or a disruption or loss of a primary caregiver. It impairs a child's ability to feel safe and therefore their capacity to learn. The educational attainment of children with early life trauma such as those in care or adopted, are amongst the lowest of all vulnerable groups, whilst their risk of future mental health difficulties is amongst the highest. For these reasons, Nurture-Psychology have worked in collaboration with Virtual School for Cared for Children and the Educational Psychology Service in Rochdale to develop a whole school approach for helping children with attachment difficulties and/or developmental trauma. We have been delivering attachment training on a regular basis to social workers, foster carers and schools for over four years, and our new initiative, commencing this year, is an enhanced 'whole-school' approach. It includes training and consultation, informed by neuroscience, knowledge regarding emotion regulation, attachment theory, Dan Hughes' work on PACE (Playfulness, Acceptance, Curiosity and Empathy) and Theraplay. We report on its delivery, impact and initial feedback from users.

CURRENT INTERNATIONAL ISSUES ON SOCIAL EMOTIONAL LEARNING

Dr. Terence Bowles, University of Melbourne, Australia

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Overview

Two papers from Europe and two papers from Australia discuss different aspects of current issues in social emotional learning. This symposium illustrates the breadth of research and interest in social emotional learning with papers ranging in focus from conceptual aspects of learning and engagement through to conceptual evaluations of implementation practice and large-scale survey studies reporting factors that impact on the delivery of SEL programs.

An outline of the four papers is as follows: -

Paper 1 is a summary of the literature associated with a redefinition and a reconceptualization of school connectedness.

Paper 2 reports on a large-scale survey of students and teachers from Portugal. It reports on factors that influence gains in social awareness and factors associated with the delivery of social emotional learning programs.

Paper 3 from Latvia, is closely related to the report from Portugal, and investigates large-scale implementation and sustainability issues associated with SEL programs.

Paper 4 from Western Australia considers issues of program selection and how mindfulness programs may link with aspects of the SEL curriculum.

Together these four papers represent an opportunity to prompt discussion and build research towards improvement in implementation practices in the delivery of SEL programs worldwide.

Paper 1

Proposing a model of school connectedness: linking attending, belonging, engaging and flow in the school context.

Dr. Terence Bowles, University of Melbourne, Australia

Over the past decade researchers have called for a reconceptualization of school connectedness. An initial review of the literature established four factors associated with this concept: attending, belonging, engaging and flow. A further review of the published literature between 1990 and 2016 was completed with the aim of examining and the defining each of these terms and their relevance to school connectedness. Subsequently, based on these four terms, a 4-level, sequential, model of school connectedness was proposed. The model suggests a progression from minimal connection to a deep level of acculturation and shared meaning relevant for adolescents between 12-and 18-years of age. It is argued that the four factors form the foundation for engagement and the possibility of an experience of flow as a result of a student's connectedness with school. The literature on which the model is based draws together social, emotional, behavioral and cognitive elements central to learning. The purpose of the review is to move beyond individual factors to an explanation of the sequence of graduated connection. Practically, the model provides a template for establishing the student's current experience of school to facilitate interventions to optimize connectedness with school.

Paper 2

The role of group level variables on the effectiveness of high middle school social and emotional learning programs: a multilevel analysis.

Dr. Vítor Alexandre Coelho & Dr. Vanda Sousa, Académico de Torres Vedras, Portugal.

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In association with

Dr. Ana Paula Figueira, Faculdade de Psicologia, University of Coimbra, Portugal.

This study investigated the influence of group level variables (grade, class size and school location) upon the effectiveness of a universal, school-based, social and emotional learning programs implemented during two consecutive school years among middle school students (7th to 9th grade), as reported by students and their teachers. There were 746 participants ($M_{age}= 13.38$; $SD = 1.36$), 576 students in the intervention groups (*i.e.*, participating in the program) and 170 students the control groups. Self-reports identified positive intervention results in social awareness, self-control and self-esteem, while teachers reported gains in social awareness and self-control. According to self and teacher reports rural school students gained more in social awareness, whereas teachers' reports also attributed bigger gains in social awareness to 7th and 8th graders. Students from smaller classes showed larger gains in social anxiety and lower gains in social isolation than students in bigger classes. These results highlight the importance of taking into account group level variables when analyzing the effectiveness of social and emotional learning programs.

Paper 3

Teachers' reflections about different aspects of implementation and sustainable maintenance of SEL program in Latvia

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In association with:
Sabīne Vilciņa, University of Latvia

The aim of the current presentation is to introduce the Latvia SEL program and to discuss the results of two studies that were completed after the implementation of the SEL program in schools. Since the school year 2012/13 the school-wide SEL program has been introduced in 41 schools in Latvia (including more than 13 000 pupils and 668 class teachers). Initially, the qualitative analysis of teachers' self-reflections after the implementation of the SEL program was performed. The sample for this study consisted of 630 class teachers who had participated in implementing the SEL program with their pupils during the class sessions. The results revealed a dominance of teachers' reflections related to evaluation of pupils' performance and teachers' professional competence, as well as to evaluations of the program itself. The minority of answers corresponded to different aspects of relationships and recognition of the role of teachers' personal competencies in a successful implementation of the social emotional learning program. Consequently, in-depth focus group interviews were organized to understand teachers' perceptions about the different aspects of sustainable maintenance of SEL programs in schools.

The sample for this study included 58 class teachers who were actively maintaining the SEL program in their practice. The results of thematic analysis will be discussed with an emphasis on teachers' perceptions about the content of the program and external aspects of its maintenance. Also, teachers' perceptions about their own social and emotional competencies and changes in their teaching practices will be addressed.

Paper 4

Mindfulness and/or social and emotional learning (SEL) programs – how do schools decide?

Ms. Coosje Griffiths, Manager Complex Learning and Wellbeing, Department of Education, Western Australia.

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A wide range of mindfulness and SEL strategies, resources and programs are available to schools. The ability for schools to choose programs best suited to the school's context and student needs has been exacerbated by the growth of available mindfulness programs and lack of clarity how these programs fit with the existing SEL programs. Whilst the research for mindfulness programs for young people is still in its early stages, some have a strong theoretical basis, growing evidence of success and are designed for sustainable implementation in schools. Others lack any theory or evidence and do not align well with the educational context. This presentation will provide a summary of key mindfulness programs available to schools, the level of evidence and links to the SEL curriculum. An effective and efficient decision-making tool to help schools select appropriate and evidence-based programs and approaches will be provided. This tool supports schools to select appropriate evidence-based approaches and programs for their school, linked to school context and student need.

INCORPORATING TECHNOLOGY INTO PSYCHOLOGICAL WORK WITH CHILDREN AND YOUNG PEOPLE

Convener: Dr Terry Hanley, Senior Lecturer in Counselling Psychology, Manchester Institute of Education, University of Manchester, UK

Overview:

Technological advances are increasingly influencing the work of psychologists. This symposium brings together four studies that explore the interface between technology and applied psychology when working with young people. The papers look at issues related to accessibility of services, the perceptions of practitioners, goals based practice and research strategies.

Paper 1: Exploring Black, Asian and Minority Ethnic young people's attitudes towards accessing online and face-to-face counselling

Mohammed Abbas Khan, PhD Student, Manchester Institute of Education, University of Manchester. UK

Dr Terry Hanley, UK

Objective: Much remains unknown about the attitudes of Black, Asian and Minority Ethnic (BAME) young people towards face-to-face and online counselling. This study therefore focuses upon the factors that BAME young people report and considers whether technological developments might aid such a process of accessing support.

Methods: Four focus groups were carried out with BAME young people. Two were conducted face-to-face and two were online. 25 individuals aged between 11 and 25 took part. The focus groups were semi-structured and focused upon the encouraging and discouraging factors individuals perceived around accessing counselling. The data was analysed using a thematic analysis.

Findings: Analysis indicated that accessing face-to-face counselling proved difficult due to the stigma associated with mental health problems within the communities they live. In contrast, the participants reported finding it easier to access online services as there is less likelihood of them being stigmatised and bringing shame to their family.

Discussion: The findings suggest that sensitising professionals to cultural differences might help encourage BAME young people to access services. Providing online access also appeared more appealing to BAME young people due to the anonymity associated with it. Based upon these findings, suggestions for training, policymakers and future research are made.

Paper 2: “Are we just mucking about looking for help?”: Counsellors’ experience of working with goals in online youth therapy.

Dr Zehra Ersahin, Associate Professor in Counselling Psychology, Faculty of Social and Human Sciences, Social Sciences University of Ankara, Turkey

Objective: Accumulating evidence shows the importance of working with goals in therapy for successful outcomes. When transplanting therapeutic services to the Internet, concerns about the impact of the technological environment on the working components of therapy are raised. With the hope of gaining insight into these dynamics, the current work aims to identify the inner workings of working with goals in online youth therapeutic encounters.

Methods: Semi-structured interviews were conducted with six online counsellors who have utilised a goal-oriented approach to therapy with young people. The interviews were examined using Grounded Theory to elicit key themes.

Findings: A final model emerged grounded in four core categories: (1) the impact of working with goals within online therapeutic work, (2) the effect of the virtual environment when working towards goals, (3) key themes around the goals articulated, and (4) the evolution of a practitioner’s therapeutic identity.

Conclusion: The current study concludes that using goals in online therapy proves promising grounds for working with young people. The technological environment presents unique advantages and challenges however and counsellors suggest that additional training and personal reading around goals work is necessary.

Paper 3: The use of online technology as a research tool with vulnerable students

Dr Kevin Glasheen, Lecturer in School Guidance and Counselling, School of Early Childhood and Inclusive Education, Faculty of Education, Queensland University of Technology, Australia.

Objective: Students who have disengaged from mainstream schooling often have valuable insights for counsellors providing support for vulnerable young people within the school system. This study makes creative use of online technology in hearing the voices of these students and illustrates how the very process can indicate potential ways of supporting disengaged young people.

Methods: Six students enrolled in their final year of an alternative secondary school participated in this pilot study. Online software was used to develop rapport prior to conducting two online focus groups followed by two face-to-face groups. Qualitative data was analysed thematically.

Findings: The advantages of using online formats for focus groups and the employment of avatars and associated software as a medium of data collection provides safety to participants as well as the practical efficiencies of having interactions automatically transcribed. The disadvantages of incorporating technology in the data collection process are also identified.

Conclusion:

This presentation will focus on the findings of using online technology with those young people often reluctant to share sensitive topics, and will include a demonstration of selected online strategies which could be transposed to the help-seeking process for at risk students. This is an example of research method mirroring potential interventions.

Paper 4: Can we assist vulnerable children and adolescents via the Internet? – Israeli school psychologists' perceptions and attitudes

Dr. Sarit Alkalay, Lecturer at the department of Psychology and Department of Behavioural Science, Jezreel Valley College, Israel; Adjunct Lecturer at the International M.A. program in Child Development, Faculty of Social Science, University of Haifa, Israel; Independent school psychology practices.

Avivit Dolev, Technical Graduate School, Faculty of Education in Science and Technology, Independent school psychology practices, Israel

Objective: The Internet can provide the school psychologist a platform for helping increasing numbers of children, parents and educational professionals. The Internet is especially relevant during crisis situations (e.g. terror attacks), bridging geographical distance. However, the everyday routine of the school psychologists, is often devoid of any kind of Internet-based work. We were intrigued by this gap and wanted to further understand the reasons for it.

Methods: We conducted a survey, exploring school psychologists' perceptions and attitudes regarding the use of the Internet in their private every-day activities and in their professional activity. 75 participants have answered the survey.

Findings: The psychologists reported an intensive private use of the internet (e.g. e-mails), alongside a limited professional use. They were appreciative of the benefits of the Internet, while also reporting concern of ethical considerations, worry of "losing the psychologist's identity", and fear of further work overload. Few psychologists stated that they can start using the internet in their professional work, while most of the participants favoured further training.

Conclusion: Further work is needed in order to develop Internet-based methods that could be "user-friendly" to school psychologists, and additional implementation of this technology is needed (e.g. workshops).

REVIEWING THE EMPIRICAL LITERATURE INVESTIGATING WHERE PSYCHOLOGICAL WELLBEING, THE INTERNET AND YOUNG PEOPLE MEET

Convener: Dr Terry Hanley, Senior Lecturer in Counselling Psychology, Manchester Institute of Education, University of Manchester, UK

Ross Phillips, Trainee Counselling Psychologist, Manchester Institute of Education, University

of Manchester. UK

Ros Rheinberg, Trainee Counselling Psychologist, Manchester Institute of Education, University of Manchester. UK

Overview:

Large numbers of young people now have access to the Internet. Despite this context, there is a limited amount of research exploring the psychological implications of this cultural shift. This symposium reflects upon three studies that systematically review the literature into where psychological wellbeing, the Internet and young people meet.

Paper 1: What is known about the effects of Sexually Explicit Internet Material (SEIM) upon adolescents: A systematic review.

Ross Phillips, Trainee Counselling Psychologist, Manchester Institute of Education, University of Manchester. UK

Objective: In the last decade there has been an increase in research into the effect of viewing online sexual material on adolescent development. However, there has been little corroboration of these findings, with the majority of the studies focusing on different attitudinal and behavioural effects. This systematic review aims to synthesise previous research in this area.

Method: A review of electronic databases produced 103 studies; these were subsequently condensed to 13 studies via inclusion and exclusion criteria, and quality control. The qualitative elements of these studies were then thematically analysed to identify key themes and subthemes.

Findings: SEIM clearly has a strong influence upon adolescent attitudes and behaviours. However, there are many variables that can moderate and mediate this influence. The two most prominent moderating findings were (1) the gender of the adolescent and (2) their congruence with the sexual material. Other variables, such as the age at first exposure, were noted, however only in reference to individual changes in behaviour, such as sexual promiscuity.

Conclusion: The research in this area is presently too dispersed, and there is an inevitable lack of consensus on certain variables (e.g. gender and cultural differences). This study suggests that there is a need for comparative-longitudinal studies to account for these differences.

Paper 2: A systematic review exploring how young people use online forums for support around mental health issues

Dr Terry Hanley, Senior Lecturer in Counselling Psychology, Manchester Institute of Education, University of Manchester. UK

Co-Authors:

Dr Julie Prescott, Senior Lecturer in Psychology, University of Bolton,
Katalin Ujhelyi Postgraduate Research Student, University of Bolton

Objective: Young people are increasingly looking to the Internet for support. One area that has received limited attention to date is the way in which this group uses online forums to support mental health difficulties. This paper therefore reviews the literature that has been conducted in this area with a view to examining the opportunities and challenges that service users associate with such support.

Methods: A systematic review of electronic databases was undertaken to find the empirical research investigating how young people experience using online forums for support around mental health issues. The retrieved papers were reviewed for relevance and assessed for quality before being examined for key themes.

Findings: 21 relevant papers were found. The meta-synthesis identified three themes associated with the opportunities (1) *Obtaining emotional and Informational Support*, (2) *Fostering therapeutic Change*, and (3) *The practical advantages of the medium*, and three themes associated with the challenges (1) *Technological difficulties* (2) *User safety*, and (3) *Communication problems*.

Conclusion: This review concludes that online forums can be incredibly useful places for young people to seek out support for mental health issues. The environment provides unique advantages and disadvantages, with the technology proving to be both a help and hindrance.

Paper 3: What are the key themes present within qualitative research literature regarding blended mental health services? A systematic review.

Ros Rheinberg, Trainee Counselling Psychologist, Manchester Institute of Education, University of Manchester. UK

Objective: Technology-assisted therapy is a burgeoning area within mental health care, and online interventions are increasingly being used to enhance and augment traditional face-to-face therapy. Despite this, there is presently limited understanding about how people experience such *blended* services. This systematic review therefore synthesises the current knowledge related to this type of work.

Method: A systematic review of the qualitative research in this area was conducted. The review followed the National Institute for Health and Care Excellence guidelines for literature reviews, with five digital databases (Ovid, ASSIA, EBSCO, PsycINFO, and Assia) being searched up until November 2016. Following an iterative process focusing upon both relevance and quality, seven studies were analysed for key themes.

Findings: Four super-ordinate themes emerged from analysing the data: (1) the nature of a blended service; (2) the therapists' concerns; (3) the service users' opinions; (4) the need for an individualised blend.

Conclusion: The findings of this review have implications for psychologists who may be engaged in setting up or working within a blended service model. There are numerous opportunities in such work however further research is clearly needed to consider the impact upon work in educational settings.

WORKSHOPS

IDENTIFYING AND SERVING STUDENTS WITH CULTURALLY INFLUENCED ACADEMIC DELAYS

Carl Romstad, School Psychologist, Designs for Learning, Minnesota, USA

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Second Language Learners who have academic difficulties are often viewed as struggling because of their limited language proficiency. This misconception can create a lack of understanding about how we perceive these students' needs resulting in either the use of ineffective pre-referral interventions or the circumvention of the pre-referral process altogether. Ultimately, this may lead to hastily done special education evaluations and incorrect placements. Research by Marshal and DeCapua (2014) and Marshal (1998) suggest that the traditional formalized method of education can be difficult for those that come from cultures where informal learning is standard. As such, they may struggle in school not because of language but for reasons far more complex and commonly misunderstood. Their struggle could be a result of a Culturally Influenced Academic Delay (CIAD), specifically defined as an academic difficulty or difficulties attributed to the cultural patterns of living and learning that do not predicate the educational system by which they are academically taught and measured.

I would like to present, in a workshop or round table discussion format, the concept of informal vs. formal learning profiles, how to identify signs of students that may be experiencing a Culturally Influenced Academic Delay, and new ideas on intervention creation and service delivery for these students.

References

- Marshal, H. (1998). Mutually Adaptive Learning Paradigm (MALP) for Hmong Students. *Cultural Circles*. 3. 1998
- Marshal, H. & DeCapua, A. (2014) Making the Transition to Classroom Success: Culturally Responsive Teaching for Struggling Language Learners. Ann Arbor, MI: University of Michigan Press

FINE ARTS AND TRAUMA; THE HEALING VALUE FOR CHILDREN WITH EMOTIONAL DISABILITIES AND PROFESSIONALS EXPERIENCING VICARIOUS TRAUMA

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Evidence based research advanced by respected mental health professionals confirms that fine arts relieve trauma related symptoms for troubled children; challenging school psychologists to consider artistic interventions to heal the body, mind and spirit.

This workshop reviews evidence based approaches utilizing fine arts to open the doors of communication with troubled children; from the evaluation, to developing therapeutic goals for educational plans. Implications and cautionary issues will be discussed.

School psychologists have an ethical responsibility to maintain mental, physical and emotional stamina in service to clients, therefore discussion will include application of the arts to relieve vicarious trauma for practitioners.

Attendees will understand the role of the Arts as a viable tool for students with emotional disabilities. Thus, attendees will obtain information, ideas and resources to add to their intervention toolbox.

Attendees learn how to apply practical applications of Art as a useful data gathering tool for interviews and interventions.

Attendees will learn how to help children identify and express their feelings with creative, artistic means with minimal personal intrusion.

Attendees will learn about the research, of theorists and practitioners of Art therapy; past and present.

Attendees will understand the role and value of the Arts in their own lives as a viable outlet for stress, personal reflection, and professional maintenance.

The goal of this presentation is to build international dialogue and collaboration in the development and implementation of interventions, resources and supports – through the arts. School Psychologists possess the ability to move beyond traditional boundaries of providing support without deviating from research based practices. It is anticipated that practitioners will be empowered to share their own experiences utilizing the arts as a means of reaching out to school aged children in need of mental health support.

THE HOLISTIC POLITICO-PSYCHOLOGICAL MODEL OF MENTAL HEALTH AND WELLBEING

Dave Traxson, Senior Educational Psychologist, Sandwell, UK
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In association with:

Kevin Rowland, Principal Educational Psychologist, Sandwell MBC.

Dave Traxson (Sandwell EPS) will lead a workshop on the HPP Model which provides an interactive aide memoire for professionals in multiagency meetings and other settings to stimulate a meaningful discussion about the large number of stressors that might be impacting on a young person creating mental distress. This multi-dimensional discursive approach challenges the dominant 'within child' biomedical model of 'Mental Illness' that currently still drives the majority of practice within Psychiatry and the range of related mental health professionals in Western countries. It is an optimistic approach for understanding and resolving mental health needs that generates creative solutions for a vulnerable young person. Colleagues using it have reported that it promotes effective reflection and helps to 'unstick' biomedical 'log jams.' It allows workers to 're-punctuate the days' of the young people with more supportive and psychological interventions such as talking therapies or increased use of exercise.

The workshop will consist of an introduction to the theoretical model, small group discussions about the implications for the work of psychologists and illustrations of some of the choices available.

THE PIPER MODEL: PERSONALISED INTERVENTIONS PROMOTING EMOTIONAL RESILIENCE IN CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS.

Dennis Piper, Manchester Metropolitan University, UK

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Significant numbers of children and young people fail to access or benefit from the opportunities available to them in schools and colleges. Currently 1 in 5 children and young people (approximately 20% globally) experience mental health problems, the highest proportion experiencing anxiety-related disorders. In the UK, this is evidenced by 1 in 10 children and young people aged 5-16 or three in every class (Green et al. 2005).

Using the PIPER Model, this workshop will provide participants with the knowledge, skills and materials necessary to complete a personalised intervention. Central to the model is its focus on '*behaviour as communication*' embracing the rights of the child to be heard and understood. It depicts the child within the broader ecology of school, home, peer group and community offering an approach that facilitates thoughtful consideration of how to support children in distress and recognises the importance of consistent approaches across home and school. Furthermore, it provides schools with a practical way to move from Behaviour, Emotional and Social Difficulties to Social, Emotional and Mental Health Needs (Department for Education, Department of Health, 2015). The PIPER Model is underpinned by both extensive practice-based evidence and evidence-based practice (Piper, 2017).

FACILITATING WORK DISCUSSION GROUPS WITH STAFF WHO WORK WITH VULNERABLE AND CHALLENGING STUDENTS IN COMPLEX SETTINGS – CAN IT HELP?

Dr Gemma Ellis, UK
Dr Victoria Wolfe UK

Background: This workshop aims to reflect on a pilot study carried out by two Educational Psychologists (EPs) facilitating Work Discussion Groups (WDGs) in three complex educational provisions in Greater London/Home Counties. This intervention enables staff to reflect on their role and think together about the systems they work in and the children and young people they support.

We offer insights from our findings that may have important implications for the wellbeing of teaching staff. Professionals working with vulnerable children with complex needs can bear the brunt of challenging emotional and behaviour difficulties, and as a result can show signs of emotional strain themselves. The learning outcomes of this session are two-fold; to give participants the space and tools to reflect on possible use of WDGs (what they are, how to facilitate them, psychological principles underpinning them), and to allow participants time to consider some of the barriers and enablers to contracting and facilitating such groups (particularly the intricacies of using them in complex educational settings and what this means for the facilitators and participants of the groups as well as exploring the question 'can they work?').

Key points: Our staff-support approach is based on an understanding and application of systemic

and psychoanalytic psychological practice in order to support and empower those working in challenging situations. Our unique objective was to provide staff with the tools to understand and develop their own emotional wellbeing, which may subsequently have a positive impact on the emotional wellbeing of the children in their care.

Conclusions: The EPs facilitating the groups used thematic analysis from notes taken from each group and discussed these in professional supervision. From this process four key themes were highlighted regarding the challenges of the roles of the group participants and the facilitation of the groups by the EPs. These themes were ‘resistance to structure’, ‘being heard’, ‘physical space’, and ‘staff wellbeing’. By targeting groups of supporting adults we believe that the effects of the ‘group-think’ will be wider reaching, more sustainable and facilitate important organisational change and policy.

THE SCHOOL-CHILD-FAMILY INTERCONNECTEDNESS: CHANGING MODEL FOR COUNSELLING VULNERABLE POPULATIONS

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Due to various conflicts around the globe, there is an increase in migration and large numbers of refugee children that have to adapt in new educational settings. This requires re-examination of models of school counselling and how to address the different interfaces of child, school and family, particularly for vulnerable populations. School-Based Family Counselling (SBFC) is a useful integrated model combining school counselling with family counselling in a broad-based systems model to conceptualize the child's problems in the context of all his/her interpersonal networks: family, peer group, classroom, school, and community.

To practically illustrate this model in clinical and educational settings, the audience will be engaged in reviewing the performances of teachers, children and families using the Collage Life-story Elicitation Technique (CLET), and eliciting narrative performances through collage-making and storytelling to explore the dynamic conflicts underlying their school-child-family interconnectedness. Case study data collected from migrant families and minority groups in different parts of the world (e.g., Southeast Asia, New Zealand, Africa) will be show-cased. As a multi-culturally sensitive model, the SBFC and CLET help establish professional partnerships addressing the different interfaces in the best interest of the child's success in academics and in life.

**USING CONSULTATION AND THE PSYCHOLOGY OF MOTIVATION TO SUPPORT
STAFF IN SPECIALIST SETTINGS FOR YOUNG PEOPLE WITH SOCIAL
EMOTIONAL AND MENTAL HEALTH NEEDS**

Dr Gillian Shotton, (Educational Psychologist with special responsibility for EP Services to open Children's Homes, Northumberland)

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Sarah Woodburn, (Deputy Manager, Educational Psychology Service, Newcastle)

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In working with residential carers from Northumberland children's homes, we were amazed by the impact teaching staff a model of parenting (Pillars of Parenting, Cameron and McGuinn, 2008) had on confidence and practice. Structured evaluations and feedback, following training and implementation, demonstrate staff have improved understanding of the psychology underlying professional practice and feel more confident making decisions, knowing their choices are backed by psychological theory.

This experience influenced us to develop new visual models to make psychology behind practice explicit, thus enabling professionals to further understanding, reflect and refine practice. Gillian has developed and shared a visual model of consultative EP practice. Sarah is developing a model based in psychology of motivation to support staff in specialist settings help young people with SEMH needs.

We would like to share these models with colleagues and lead professional discussion around the power of visual models to develop greater understanding of underpinning psychology and help professionals refine and improve practice. We would like to discuss factors contributing to professionals internalising models, so being able to utilise them. We view this as a great opportunity to explore how colleagues work and different streams of psychology that feed into practice.

IMPROVING SERVICE DELIVERY USING ACTION RESEARCH: GROUP AND SINGLE CASE DESIGNS

(Dr.) James E. Lennon, Ph.D., Professor, Co-chair, Psychology Department, Program Director for School and Educational Psychology, New Jersey City University, USA

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School psychologists engage in evidenced-based practice within the response-to-intervention paradigm. However, prescriptions for intervention may be an imperfect fit for the problem of concern. This workshop will discuss action research interventions in both group and single case formats.

For group interventions, the workshop will discuss a reading and a math intervention. The first adapted an intervention intended for an older group of students for earlier intervention in reading, using a “waiting group” control, repeated measure design. The second involved improving the mathematics functioning of 100 high school juniors, using a “pre/post” quasi-experimental design. This second study required adjustment of intervention goals after the pre-test. Participants will have greater understanding of using action research for service delivery. Secondly, single case research designs typically determine effectiveness through convincing visual analysis. However, such analysis may be subject to autocorrelation error. Increasingly, effect size statistics have been used in single case designs. Part two of this workshop will discuss such effect size statistics as the *d*-index, *g*-index, percent of non-overlapping data (PND), and goal attainment scaling by reviewing case study data. Participants will be able to apply effect size statistics to single case designs.

ADOLESCENT IMMIGRANTS: ACCULTURATION CHALLENGES AND INTERVENTIONS

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The acculturation and assimilation of students who are immigrants into the school setting is a challenge at all stages of development. Learning a new language, understanding different norms and expectations, adapting to unfamiliar pedagogic strategies and developing a new set of social supports are among the critical assimilative issues. At the adolescent stage of development, change becomes particularly problematic. For any adolescent, this developmental period is challenging and potentially risky; integrating body changes, normative expectations, separation/individuation issues and peer group pressure. For adolescents who immigrate often, not by choice, the challenges are even greater, experiencing multiple losses and acculturative pressures along with language learning and academic demands and the need to be both independent and to belong, where unresolved issues become the precursor of high risk behavior.

Individuals will develop an understanding of adolescent challenges in general and specifically of immigrant adolescents. While there are limited interventions targeting this population, strategies for prevention and intervention are discussed, with a focus on common issues in the context of cultural relevance. Participation is encouraged and international perspectives on supporting this vulnerable population are most welcome.

DEVELOPING STRATEGIES TO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES IN MAINSTREAM SCHOOLS

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Ms Michele Moore, Senior Lecturer in Inclusive Education Manchester Metropolitan University Manchester, UK

Since 2008 the UK Government has sponsored a Post Graduate Award entitled ‘The National Award for Special Educational Needs Coordination’ (NASENCo) to assist in achieving the following vision statement:

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’

Poulter, D. & Timpson, E. (2014) Special Educational Needs and Disability Code of Practice 0-25. DfE, DoH.

This workshop is based on the concept that: the key facilitator to implementing a whole school approach to improving outcomes for children with Special Educational Needs and Disability is the Special Educational Needs Coordinator.

Over the past seven years Manchester Metropolitan University (MMU), in collaborative partnership with specialist teams in nine local authorities from across the northwest of England, have successfully educated and trained over 900 teachers to be these key professionals.

The question to be addressed in this workshop is:

How does this National Award enable teachers to lead sufficient changes within their schools to include and meet the needs of children with Special Educational Needs and/or Disabilities (SEND)?

Objectives:

Workshop participants will be able to identify

- the principles of Inclusive Education
- the key strategies to improve outcomes for pupils with SEND
- how SENCOs might facilitate whole school engagement in Inclusive Education
- the process of monitoring and evaluating outcomes

We will also be asking a number of successful graduates to present how the programme has impacted upon outcomes for children in their school.

Target Audience: Those who work with and support teachers.

COACHING FOR RESILIENCE: PRINCIPLES AND TOOLS TO SUPPORT RESILIENCE IN TEENAGERS AND YOUNG ADULTS.

Mark Adams, Adams Psychology Services, Bristol UK

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We cannot control all of the events that take place in our lives, and circumstances can be unpredictable. If our aim is to equip young people with tools-for-life that can help them to navigate uncertain times, then we need to be able to support them to develop resilience. Resilience can be conceptualized as a set of flexible, adaptive behavioural, cognitive and emotional responses to change, challenge or adversity. However, it is not a fixed trait, and there are tools and principles that can be learned to support more resilient responses.

This workshop will equip participants with psychology-informed coaching strategies that can be applied to support young people to develop adaptive reactions to change, challenge and/or adversity. There will be a particular focus on the principles of Cognitive-Behavioural Coaching.

Participants will:

- a) Understand key principles of Cognitive-Behavioural Coaching and how they relate to developing resilience.
- b) Leave with practical tools that can be applied in work with young people in order to develop their resilience.

INTERVENING EARLY: DEVELOPING MENTAL HEALTH IN AN EDUCATIONAL SETTING

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Place2Be is the UK's leading mental health charity providing emotional support to children and young people in schools. We are currently working in 282 schools across England, Scotland and Wales and reaching a school population of 116,000 children and young people. We know that over half of all mental ill health starts before the age of 14 years, and 75% has developed by the age of 18 (1) and that children and young people are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age, providing a cost saving to adult mental health services. NHS England estimates that poor mental health costs the economy, NHS and society, £105 billion a year in England (2).

Consequently, our services are focused on early intervention and encompass a 'whole school mental health approach'. Growing evidence indicates that promoting positive mental health also improves a range of positive school outcomes, including attitudes to learning, better attendance and lower exclusion rates. This workshop provides insight into the Place2Be model and explores how we base our methodology on the 'whole school mental health' approach, including self-referral, training and parent/carer counselling.

- (1) Murphy M and Fonagy P (2012). Mental health problems in children and young people. In: Annual Report of the Chief Medical Officer 2012. London: Department of Health

(2) NSPCC (2016). How safe are our children? NSPCC Knowledge and Information Services

CREATING INCLUSIVE SCHOOLS IN DIFFICULT POLITICAL TIMES: USING NASP RESOURCES TO SUPPORT STUDENTS, TEACHERS AND FAMILIES.

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There have been multiple events in the past months that have negatively impacted both physical and psychological safety in American schools. Community violence, targeted violence to include shootings involving police, and the political unrest both before and after the election have left many of our students and families concerned for their safety and future. These events and the negative rhetoric has led to increased fear, anxiety, anger, and divisiveness in our country. There has also been an increase in reported hate attacks.

The impact of these events on both the physical and psychological safety of students and families will be presented. In addition, research and recent data that helps to explain the contributing factors will be explored. The core of the presentation will focus on how to help our students, families, and colleagues understand, process, and cope with the emotions and the hateful and divisive rhetoric caused by these events. Specific National Association of School Psychologists (NASP) resources will also be shared that can help schools facilitate respectful conversations that promote a safe and inclusive environment for all students.

DEVELOPING RESILIENT, WELL AWARE, ACTIVE AND FLOURISHING STUDENTS IN SCHOOLS

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School psychologists are well positioned to support teachers and school administrators to help schools become safer and more inclusive learning environments for all students by enhancing the mental health of students and teachers. Evidence indicates that the development of social-emotional learning (SEL) skills is important to academic success and well-being. These skills can help students manage the emotional terrain of mental health issues common in our classrooms today.

Participants in this workshop will learn how to apply the evidence-informed “Well Aware” model for consulting with teachers about how to enhance positive mental health in the classroom. Strategies for students are drawn from outcome research in the areas of SEL, physical activity, and positive psychology. The power of classroom circles to create a safe and inclusive space to help students learn social-emotional skills will also be demonstrated. Likewise the model considers the well-being of teachers and the practices they can use to optimize their own health and provide positive role-models for their students concerning positive mental health practices.

School psychologists can help teachers understand the importance of maintaining positive mental health for themselves through a balanced lifestyle, emotional self-regulation and social problem-solving skills.

LEARNING DISABILITIES AS MANIFESTATIONS OF PROCESSING DEFICITS: AN INTERACTIVE AND EXPERIENTIAL WORKSHOP

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Dr. Susan Graham-Clay, Senior Psychologist at SMCDSB

Dr. Robert Duck, School Psychologist at SMCDSB

Learning Disabilities can be described as manifestations of one or more psychological processing deficits. This workshop will provide an interactive and experiential exploration of each of the more common processing deficits (impairments) that are implicated in academic performance problems that are known as Learning Disabilities.

Participants will be provided with an opportunity to explore and discuss best practices to provide accommodations for Learning Disabilities. They will also be provided with a rationale for supporting students with strengths-based programming, self-advocacy training, remediation considerations, skills practice, and the use of technology to access the curriculum for academic success. Positive psychology principles will also be reviewed as a means of encouraging students with Learning Disabilities to optimize their mental health.

Learning outcomes include a summary of the common psychological processing deficits implicated in Learning Disabilities, logical accommodations to support academic success including the use of technology, strengths-based programming strategies for skills training and remediation, and, mental health considerations. Finally, participants will be provided with a format to teach other educators, students and parents about Learning Disabilities in a meaningful way.

**AN ATTACHMENT AWARE SCHOOLS PROGRAMME: HELPING SCHOOLS TO
BECOME SAFE AND EFFECTIVE LEARNING ENVIRONMENTS FOR
VULNERABLE PUPILS AND THE WHOLE SCHOOL COMMUNITY.**

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As there is a growing expectation that schools have a good understanding of attachment theory and its implications in practice (NICE, 2015), this workshop provides an opportunity to reflect upon a substantial school development programme which has led to innovative and sustainable ways of developing school practice.

Derbyshire County Council's Attachment Aware School's programme is now entering its third year, and evaluation has demonstrated significant impacts on improving outcomes for vulnerable children and young people. This programme has involved a comprehensive range of bespoke long-term development work with nearly 50 schools, through a dynamic interaction of training, action research and reflective practice to promote safe and effective learning environments. This work has led to communities of inquiry and hubs of excellence throughout the county. All participating schools have demonstrated ethos change, and better informed pedagogical practice, to support Looked After Children, and other vulnerable learners.

Underpinned by attachment theory (Bowlby, 1969), this workshop draws upon the learning of the key facilitators of the programme, as they share the impacts of the work. Delegates will have opportunities for discussion and experiential learning, allowing critical reflection on, and development of, their own practice in working with schools in this crucial area.

MANAGING DIFFICULT CONVERSATIONS WITH VULNERABLE YOUNG PEOPLE

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Ken McIntyre, Senior Practitioner Educational Psychologist, One Education Manchester, UK

Rai Fayette, Trainee Educational Psychologist, One Education Manchester, UK

Educational professionals who work with young people may need to respond to an unplanned situation. In a sense, make a 'cold call.' Managing Difficult Conversations workshop provides a framework for developing inclusive practice in challenging situations with vulnerable young people.

The workshop is developed with research and experience into how we respond to unplanned situations, as well as the young people themselves and will be presented by educational psychologists who work at pupil referral units and specialist setting for young people with social emotional and mental health needs. The aim of the training is to provide tools through observation of role play and activities that allow for an experience challenging conversations.

During the training, professionals will learn about and develop skills and knowledge in the following areas:-

- De-escalation skills
- Using tone of voice
- Rapport building
- What to communicate.

In doing so, the following outcomes will be expected from the workshop:

- a) Psychologists will have explored professional and personal experiences about teaching to enable an understanding about how these can impact on how professionals respond during challenging conversations.
- b) Psychologists will be able to identify successful de-escalation strategies.

EARLY CHILDHOOD WELLNESS PREDICTS FUTURE MENTAL HEALTH: THE INTEGRAL NATURE OF THE NURTURED HEART APPROACH® ON SOCIAL EMOTIONAL LEARNING AND CHILDREN'S MENTAL HEALTH

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Children experience and perceive a range of emotions and early positive interactions promote emotional wellness throughout their lifespan. Having appropriate expectations of young

children's development is important. Parents, caregivers and teachers should be mindful of their own emotional well-being, seeking support if they need it. Young children are resilient and, if properly supported, can overcome potentially traumatic events.

Participants will be introduced to the core methodologies of the Nurtured Heart Approach® to build inner wealth in all children and create a richer social-emotional environment. Participants will be able to explain the three stands of the Nurtured Heart Approach® and how stories help to recall and support these stands in real life application both in a home and educational setting. Participants will also have an understanding of how the Nurtured Heart Approach® aligns with school based evidence based school interventions and evidence based behavioral interventions and understand the current evidence based research in both the parent and school environment focused on social-emotional learning as a part of positive behavioral interventions and support to help children withstand difficult situations and build and sustain good mental health while achieving well in school and participating in safe and health environments..

BULLYING PROTECTION: PROTECTIVE PEER ECOLOGY PROGRAM

Samuel Song, Ph.D., Associate Professor of School Psychology, University of Nevada, Las Vegas, USA.

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Katherine Lee, Ph.D, Assistant Professor of School Psychology, University of Nevada, Las Vegas, USA

In association with

Jodie Jones, MA, EdS, Edmonds School District, USA

Wynn Tashman, Doctoral student in School Psychology, University of Nevada, Las Vegas, NV, USA

Beth Doll, Ph.D., Professor and Associate Dean, University of Nebraska-Lincoln

Schools can help make the peer ecology protective in which all students are socially successful and involved with bullying less (Song & Stoiber, 2008). This workshop will begin with

1 - Descriptions of the interface between the peer ecology; and, the ways in which these might promote or inhibit bullying.

2 - Next, we will describe a data-based problem solving strategy that can be used to strengthen the peer ecology and case study examples (adapted from extant evidence-based models, i.e., Doll & Brehm, 2010; Kratochwill, 2010). Forms and examples of these procedures will be provided.

3 - Part three of the workshop will describe protective peer ecological interventions, including designing practices that promote protection among peers, and formal manualized interventions that have been implemented and shown to be efficacious in empirical studies of school bullying interventions based on established EBI criteria (Stoiber & Waas, 2002; Stoiber & Kratochwill, 2002).

After this workshop, participants will be able to

- (1) critically analyze their own peer ecologies of bullying; and
- (2) use a collaborative, data-based decision-making procedure to engage teachers, students, and families in strengthening bullying intervention practices.

ROUNDTABLES

2017 FUTURES DEVELOPMENT TEAM OPEN MEETING

Samuel Song, Ph.D., Associate Professor of School Psychology, University of Nevada, Las Vegas, USA.
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In association with
Patti Harrison, Jack Cummings, & Susan Jarmuz Smith

The Future of School Psychology conferences were held in 2002 and 2012, and were both co-sponsored by the major organizations representing school psychology around the globe including ISPA. For the 2012 Futures Conference, the Futures Development Team was formed to continue the movement of the ideas from the 2012 conference. This meeting is an open meeting to share (a) the goals of the Futures Development Team, (b) impact experiences from the 2012 conference, and (c) ideas for the future of global school psychology more generally. Participants should expect facilitated discussion activities and high engagement in the topics.

MULTICULTURAL TRAINING IN SCHOOL PSYCHOLOGY: PREPARING PRACTITIONERS TO RESPOND TO THE NEEDS OF AN INCREASING POPULATION OF DIVERSE LEARNERS FROM DIFFERENT CULTURAL BACKGROUNDS.

Lead Presenters

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This roundtable discussion focuses on strengthening multicultural training in school psychology to respond to the needs of an increasing population of diverse learners from different cultural backgrounds. While the importance of multicultural training in school psychology is clearly communicated in several NASP policy documents (i.e., NASP Practice Model, NASP Standards for Graduate Preparation of School Psychologists, Standards for the Credentialing of School Psychologists, and Principles for Professional Ethics), programs vary considerably in how and to what extent they are preparing their students to address children's needs. Accordingly, the primary objectives for this round table discussion are as follows:

1. To examine and discuss course learning outcomes, indicators/activities, and multicultural competencies aligned with the NASP 2010 training standards and CAEP Standard I (Candidate Knowledge, Skills, and Professional Dispositions).
2. To utilize research findings and recommendations from recent studies to assist with curriculum planning and implementation.

Expected outcomes of this round table discussion are:

- To identify course content and experiences that will more comprehensively prepare school psychologists with the knowledge and understanding needed to provide supportive services to diverse learners and their families.
- To operationalize key multicultural competencies for school psychology training at the practicum and internship levels in the areas of advocacy, direct service delivery, professional development, and consultation.

IS EMERGING ADULTHOOD A UNIVERSAL EXPERIENCE: CHALLENGES AND OPPORTUNITIES

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Emerging adulthood, that period between 18-25, was initially formulated as being a Western construct (Arnett, 2001). However, recently research has suggested that this period may have greater universal implications. While external criteria defining adulthood may be different, such as marital age, timing of child-bearing, financial independence, the cognitive and psychological challenges may be similar across cultures. Emerging Adulthood is a time of exploration, identity formation and maturation, dealing with psychological independence, problem-solving, decision making, and assuming responsibility for self and others. Emerging Adulthood can be a critical transition and provide opportunities of supporting the transition into healthy adulthood. This presentation examines different perspectives of the meaning of “adulthood,” how to support the vulnerability of identify confusion, what impact culture has on the definition of this critical transition period and how to facilitate healthy adjustment to adult challenges. Comparisons among Middle-

Eastern, Asian Indian and Western perspectives will highlight the discussion along with the perspectives of participants to synthesize both the challenges and opportunities of this critical developmental period.

LEADERSHIP ROLES FOR SCHOOL PSYCHOLOGISTS IN DEVELOPING AND SUSTAINING EFFECTIVE INCLUSIVE SCHOOLS

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Substantial changes are required in schools if they are to become inclusive school communities that provide an effective education for students who are struggling, including those with disabilities. Research has revealed that while the school principal or head teacher plays a pivotal role in providing leadership as effective inclusive schools are developed and sustained, distributing leadership among professional and related services staff is required to address the broad range of changes that are required. This leadership takes many forms, but relates primarily to building vision and setting direction; coaching and supporting staff; redesigning the organization; and managing instruction.

Our experience in working with effective inclusive schools suggests that school psychologists often play a key role in providing leadership as these settings are developed and sustained. In this roundtable, our objectives are to provide background information on the types of leadership that are important for developing effective inclusive schools, and discussion with participants of our collective experiences with how school psychologists can be prepared and supported in taking on critical leadership roles. We anticipate that participants will gain information regarding the enactment of leadership roles in their own school context.

CLINICAL INTERPRETATION OF INTELLIGENCE TESTS: PSYCHOMETRIC AND ETHICAL CONSIDERATIONS

Chair

Ryan J. McGill, Ph.D., Assistant Professor, The College of William and Mary, USA
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Other Presenters

Gary L. Canivez, Ph.D., Professor of Psychology, Eastern Illinois University, USA
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Kara M. Styck, Ph.D., Assistant Professor, The University of Texas at San Antonio, USA
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This Roundtable Discussion extends the symposium of Canivez, McGill, and Watkins (2017) that reports on five studies related to psychometric investigations of the WISC–IV^{UK} and WISC–V^{UK} with implications for interpretation of various scores proffered by the publisher and others.

According to *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014), interpretation of scores from tests require empirical evidence to support each score, score comparison, and interpretations offered. Ethical standards also require psychologists to interpret scores which have established adequate psychometric properties (APA, 2002,2010 Amendments; BPS, 2009, 2010).

This Roundtable Discussion addresses varied psychometric methods that provide evidence for score reliability, validity, and diagnostic utility pertaining to intelligence tests in general and the WISC–V^{UK} specifically. Exploratory and confirmatory factor analyses, incremental validity (observed and latent scores), and diagnostic utility methods (discriminant function/logistic regression, Receiver Operator Characteristic curves, etc.) are presented to convey the degree to which interpretation of scores and score comparisons are valid indicators of ability. Application of this information for cross-battery assessment, patterns of strengths and weaknesses, assessment of cultural and linguistic influence, and other clinical methods are reviewed and discussed. Audience questions and discussion will form a critical component for this likely spirited presentation.

REALISTIC RESTORATIVE JUSTICE IN SCHOOLS: A DISCUSSION OF CORE COMPONENTS AND IMPLEMENTATION

Samuel Song, Ph.D., Associate Professor of School Psychology, University of Nevada, Las Vegas, NV, USA
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In association with

Heather Thompson, Doctoral Student in School Psychology, University of Nevada, Las Vegas, NV, USA

Restorative Justice (RJ) practices are increasingly gaining popularity in the US as an alternative to punitive discipline practices and a solution to address racially disproportionate discipline rates. Restorative justice in schools is complex however. Like most whole-school approaches, there are numerous components making implementation fidelity challenging in the real world. Moreover, definitions of RJ vary and core components of change have yet to be identified (Song & Swearer, 2016). The overall purpose of this round table discussion is to (a) explore what the critical components of RJ practices might be; and, (b) encourage sharing of real world experiences by practitioners who are implementing (or desiring to implement) restorative justice practices in schools. Because the US literature lags behind the non-US international literature, we anticipate an enlightening discussion. Participants will be presented with potential core components from the extant research. By the end of this session, participants will:

1. Describe realistic restorative justice practices in schools;
2. Explain the tensions of real world restorative justice in schools;
3. Generate feasible solutions for the implementation of restorative justice in their particular school practice; and,
4. Express feelings of support by their peers regarding real world restorative justice in schools.

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Song, S. Y., & Swearer, S. M. (2016). The cart before the horse: The challenge and promise of restorative justice consultation in schools. *Journal of Educational and Psychological Consultation*, 26(4), 313-324.
doi:10.1080/10474412.2016.1246972

**MAKING THE MOST FROM LIMITED RESOURCES- MAXIMIZING
PARAPROFESSIONALS IMPACT ON STUDENTS WITH AUTISM SPECTRUM
DISORDER(ASD)**

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This roundtable discussion is aimed at facilitating conversation regarding the intended roles of paraprofessionals, the roles they typically assume, and the ideal level of behavioral competency needed for working with students whom have ASD. As School Psychologists are a “highly skilled and ready resource in the effort to ensure that all children and youth thrive in school, at home, and in life” (NASP, 2014) it becomes a natural component, within the field of school psychology, to continually facilitate conversation and education toward appropriate implementation of paraprofessional assistance. This session will allow participants the ability to identify: evidence-based practices for Autism Spectrum Disorder (ASD), components of effective training programs for paraprofessionals, and the potential role School Psychologists may play in fostering the success of paraprofessional influence.

COMPETING ETHICAL COMMITMENTS IN SCHOOL PSYCHOLOGY CONSULTATION AND PRACTICE

Co-Presenters:

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Dr. Sharone L. Maital, Adjunct Lecturer, Graduate Program in School Psychology, Emek Jezreel Academic College; Retired, Deputy Regional Head Educational Psychology Services, Northern Region, Israel Ministry of Education, Israel

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Discussant:

Prof. Ingrid Hylander, Associate Professor, Division of Family Medicine, Department of Neurobiology, Caring Sciences and Society, Karolinska Institutet, Stockholm, Sweden

School psychologists today consult in increasingly complex systems with multiple clients and stakeholders. This points up the need to examine our professional ethics and those of others when providing services. This roundtable presents a model of multiple ethical paradigms in educational settings (Shapiro & Stefkovich, 2005) as the basis for an in-depth discussion of dilemmas school psychologists face in consulting and making decisions. The model proposes 5 paradigms: Ethics of Justice, Care, Critique, Community, and the Profession. Each of these ethics provides a different perspective concerning best practices. Dilemmas often arise when facing competing commitments. For example, we consider a common dilemma among school psychologists committed to helping individual children with behavioral difficulties (Ethics of

care), while also supporting the well-being of the class or school as a system and considering teachers' abilities to support both the difficult child, and the well-being of the class (Ethics of Justice). Organizational psychologists suggest that professionals are often unaware of competing beliefs, leading to resistance to change and difficulties resolving such dilemmas. The round table invites discussion of how raising awareness of competing ethical paradigms can help in solving complex issues that arise in the work of school psychologists.

TRAINERS OF SCHOOL PSYCHOLOGY INTEREST GROUP: CURRENT INITIATIVES AND FUTURE PROJECTS

Co-chairs and co-moderators

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Shane Jimerson, Professor, University of California, Santa Barbara, USA
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Roundtable Members

Kevin Woods, Professor, University of Manchester, UK

Sylvia Rosenfield, Professor Emerita, University of Maryland, USA

The purpose of the roundtable is to provide an update about the current initiatives of the Trainers of School Psychology IG and discuss future projects as well. Current initiatives include a survey for the development of a therapeutic competences framework, a survey for multicultural and international training in different countries, and a project for supporting refugee children and families. Furthermore, an additional presentation will examine issues on consultation training based on chapters from an international handbook on consultation. International collaborative efforts will be also discussed.

SCHOOL-BASED CONSULTATION IN THE 21ST CENTURY: PERSPECTIVE OF AN INTERNATIONAL PANEL

Co-Moderators

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Chryse Hatzichristou, Professor, National and Kapodistrian University of Athens, Greece.
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Roundtable - Panel Members

Terrence Bowles, Senior Lecturer, University of Melbourne, Australia

Peter Farrell, Professor Emeritus, Manchester Institute of Education, UK

Cynthia Hazel, Professor, University of Denver, USA

Candice A. Hughes, Faculty Research Fellow, Chicago School of Professional Psychology, USA

Ingrid Hylander, Associate Professor & Senior Researcher, Karolinska Institutet, Sweden

Sharone L. Maital, Lecturer, Jezreel Valley Academic College & Haifa University, Israel

Bonnie Kaul Nastasi, Professor, Tulane University, USA

Frank C. Worrell, Professor, University of California, Berkeley, USA

A group of international experts in the domain of consultation, co-authors of a recent International Handbook of Consultation in Educational Settings, will participate in a roundtable discussion of the status of school-based consultation training, research, and practice implementation in school settings. The purpose of the roundtable is to provide the panel members' perspective on school-based consultation in their countries and reflect on the issues that continue to impact the training and practice of consultation. The two moderators will present a series of questions for the panel to address, highlighting issues in training and potential ways to facilitate implementation of consultation services that have been found to be effective in their own countries. Audience members will be encouraged to ask questions of the panel and provide input to the discussion as well.

**SCHOOL PSYCHOLOGISTS' WORK AND THE INTERNET: A NEW ISPA
INTEREST GROUP**

Chair: Avivit Dolev, Technion Graduate School, Faculty of Education in Science and Technology, Independent School Psychology Practices, Israel

Email: avivitd@gmail.com

Co-chair: Dr. Sarit Alkalay, Department of Psychology and department of Behavioral Sciences
Emek Yezreel Academic College, Israel

Purpose of the interest group

In the 21st century, the Internet has become a common public space, particularly among the younger generation and is increasingly visited by adults. The internet can provide the school psychologist an extensive platform for helping children, youth, parents and teachers. Furthermore, public school psychology service via the internet can facilitate prevention of major problems. Although integrating the Internet into our profession seems like a natural development, the everyday routine of many school psychologists, is often devoid of any kind of internet based work. Building a website for your psychological service, and using the Internet in your daily work may lead to uncertainties facing various professional decisions. Sometimes, this endeavor seems like an impossible mission, but we believe that it can be successfully achieved. Our group could: 1. serve as a peer-network for mapping the public psychological service attendance in the internet around the world; 2. explore the existing gap between favorable attitudes of psychologists towards the usage of the Internet alongside a limited professional use of it; 3. develop practical methods for making the Internet an integral part of the profession of School Psychology.

We will:

- Create a friendly platform (Internet Forum) for on-going discussions and exchange of knowledge in the group.
- Perform a webinar for the group twice a year. Dates will be announced in advance.
- Encourage international collaboration in research and practice regarding the Internet and the school psychologists' work.
- Encourage and facilitate presentations on School Psychologists' work and the internet at the ISAP conferences.

Interest Group Structure:

The Chair or Co-Chairs are appointed by the ISPA President. Additional members are appointed by the Chair or Co-Chair. We welcome both researchers and practitioners to join us in a fruitful collaboration.

GETTING PUBLISHED IN THE INTERNATIONAL JOURNAL FOR SCHOOL & EDUCATIONAL PSYCHOLOGY: MEET THE EDITOR OF THE ISPA JOURNAL

Gertina J. van Schalkwyk, University of Macau
Editor of the International Journal of School and Educational Psychology

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Expanding the reach of, and supporting, the impressive work done by our many ISPA colleagues, this roundtable discussion focuses on how to get published and conceptualise a coherent report that would enrich the knowledge base of school and educational psychology around the world. Sharing her experiences of reviewing and editing papers for publication, the Editor of IJSEP, Dr Gertina J. van Schalkwyk will discuss the aims and scope of the journal, explain the review process and answer delegates questions. Drawing on the various presentations at the ISPA2017 Conference, she will also explore the elements of scholarly writing and solicit manuscripts for publication in IJSEP.

Do bring your questions and come share your experiences of getting published!

ANNUAL GENERAL MEETING OF THE SOCIAL EMOTIONAL LEARNING GROUP

Chair: Dr. Terence Bowles, University of Melbourne, Australia

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In this meeting members will gather together to discuss

- 1) management and ongoing processes of the ISPA, SEL group,
- 2) practice interests of the group
- 3) research interests of the group and preparation for the forthcoming 2017/2018 year and the 2018 conference.

All ISPA members and conference delegates are most welcome to attend.

ISPA ACCREDITATION COMMITTEE

Agenda and annual report for the Committee meeting in Manchester

Chair: Peter Farrell

NOTE: All conference delegates are welcome to attend.

- 1 The following two accreditations were completed in 2016/17
 - a) New Jersey State University (NJCU) - Option 2 accreditation, led by Paul Bartolo (convener), Grainne NiDhomhnaill and Peter Whelley. James Lennon from NJCU

will receive the accreditation certificate at the ISPA General Assembly in Manchester.

- b) University of Hong Kong, - Option 1 accreditation, led by Bill Pfohl (convener), Helen Bakker, Terence Edwards and Philipp Ramming. Bill and Helen undertook the site visit in March 2017 and the final report was completed in May. The accreditation certificate will be presented at the 2018 ISPA conference in Japan.
- 2 Plymouth State University is currently undergoing an Option 2 accreditation with the team being convened by Grainne NiDhomhnaill who is joined by Anthi Loutsiou and Tassos Matsopoulos. The university is currently preparing their materials and the accreditation should be completed in the autumn of 2017.
- 3 We have received detailed enquiries about a future accreditation of Yeshiva university in New York. We are still awaiting further news from them
- 4 Chapman College, first accredited by ISPA in 2012, have enquired about applying for a re-accreditation in the autumn of 2017.
- 5 We have received an expression of interest from Massey University in New Zealand
- 6 The accreditation materials were updated following decisions taken at last year's meeting at Amsterdam, specifically relating to the requirement for accreditation teams to see samples of student's work and for the program to supply outcomes from 'in house' surveys of students' views about their program.
- 7 The position of Chair and Co-chair of the committee. I have been Chair of the accreditation committee since its inception in July 2009. I am planning to step down from this position after the ISPA Manchester conference in 2017. The ISPA Executive Committee has asked me to begin the process of seeking a co-chair. I have already sounded out some members of the committee and will continue to do so. Please get in touch with me if you would like to consider becoming co-chair.

I would like to thank all members of the committee, in particular those of you who have been involved in recent accreditations for your ongoing support to the accreditation process.

Peter Farrell
Chair of the ISPA Accreditation Committee

For discussion at the meeting

- 1 Feedback from the Hong Kong and NJCU accreditations.
- 2 Accreditation fees – again!
- 3 Composition of the accreditation committee/the need for a subcommittee.
At the Amsterdam meeting we agreed that: -

- a) All attendees at past and current ISPA Accreditation Committee meetings will continue to receive the annual and midyear reports, together with the agenda for the annual accreditation committee meeting.
- b) A smaller accreditation subcommittee will be formed that will be consulted on specific accreditation enquiries that come to me from time to time. The membership of this subcommittee would be subject to periodic change but, in the first instance, would consist of ISPA members who have been involved as an accreditation team member.

Should we continue with this arrangement? Is it working?

4 Any other business

PAPERS

FROM THE CREATION OF SCHOOL PSYCHOLOGIST'S REFERENTIAL TO THE "ESCOLA SAUDÁVELMENTE" CAMPAIGN

Dr. Sofia Ramalho, Vice-President of the Portuguese Psychologists Association, Portugal

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School Psychology has been progressively taking over the Portuguese Psychologists Association (PPA) agenda, strengthened in partnerships with the Ministry of Education. From the creation of School Psychologist's Referential, that aims to technically frame School Psychologists, to the "Escola SaudávelMente" Campaign, School Psychologist action is organized around universal promotion and prevention models, that emphasize psychological well-being and Schools' quality of life, and influence Schools' organizational, legislative and political changes.

Portuguese Psychologists Association contribution to promote School Psychologist role goes further, sustaining these intervention models in the Referential but also in the Campaign, as it works as a repository of knowledge and resources, striving the promotion of psychological health and well-being and simultaneously distinguishing Schools for its best practices in this field. Designing and implementing projects, School Psychologists are in a privileged position to keep Schools focused on creating an ethos that values not only pupils' but also all community agents' social emotional development, helping Schools to truly become safe, healthy, supportive and effective learning communities.

This communication underlines the potential gains of School Psychologist's intervention, organized around strategic goals: promotion and prevention, consultancy and collaboration, autonomisation and sustainability, educational quality and excellence.

EXPLORING PORTUGUESE TEACHERS' PERCEPTIONS OF THE CHALLENGES THEY FACE IN SCHOOLS

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In association with

Luísa Ribeiro, Margarida Rodrigues Baldaque, Ana Cabral, Sofia Ramalho, Teresa Dias, Rita Quintas, Leonor Cabral, Cristiana Sequeira e Rosário Cunha

Teachers, school psychologists, learners and their families are facing new challenges. The purpose of this study was to analyse Portuguese teachers' perceptions of the demands they feel respectively to their educational practices. Participants ($N = 178$) included private schools teachers from preschool through secondary school. Data were collected through an anonymous questionnaire composed of open-ended questions. Teachers' responses were analysed using content analysis. Findings from the study showed that teachers identify instructional challenges, classroom management demands and challenges concerning teacher-student relationship. Participants also refer the demand of promoting significant learning and improving student global development. Challenges concerning specific students' attributes are also identified. Implications for professional practices of school psychologists and teachers are discussed.

CREATIVE THERAPEUTIC TECHNIQUES FOR EDUCATIONAL PSYCHOLOGISTS' WORK WITH ANXIOUS PRIMARY SCHOOL CHILDREN.

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Creative therapeutic techniques are useful to professionals working with vulnerable populations (Trice-Black, 2006). Yet, practical guidance for educational psychologists (EPs), working therapeutically with anxious primary school children, is sparse. In attempting to fill this gap, this research identified useful EP practices for direct application within targeted intervention. Using Participatory Action Research (PAR), the EP delivered *Friends for Life* (FFL), a programme based on cognitive behaviour therapy (CBT) principles, to a targeted group of sub-clinically anxious 11 year olds ($N=3$). Constructivist grounded theory was used to 'look for possibilities and processes' in the data to optimize the anxious children's engagement and the EP's instrumental effectiveness (Charmaz, 2006:16). The use of narrative emerged as the optimal delivery modality for the FFL programme. Data also showed, that delivery at a universal level on the same day, countered the risk of stigma for the targeted anxious children. EPs are well placed to address multiple risk-factors with anxious children at school by building therapeutic rapport and creatively adjusting the programme delivery modality. Participation in direct therapeutic support work with vulnerable groups in schools can help to establish a new relevance for the EP profession.

TESTING INTELLIGENCE BILINGUALLY: HOW CAN WE DO IT?

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This paper presentation will provide the opportunity to explore a bilingual testing procedure that could be used to administer measures of cognitive abilities. This procedure was used with 105 students Grades 4 to 9 and consisted in administering portions of the WISC-IV and WJ III in English and French. Results showed that when students could use the bilingual procedure, the majority obtained significantly higher scores on most subtests. The procedure consisted in allowing students to dynamically move from one language to the other following specific rules of administration, trying to stick as closely as possible to the standardized procedure of each test. Code-switching was allowed for students under specific conditions and the examiner managed these conditions also by code-switching following the procedure. A control group was used to compare the results and some proxy measures were used to determine their level of bilingualism. These participants had no idea they could code-switch and were not presented with the procedure. The procedure shows promises and challenges the current test development and test administration procedures when working with bilingual or multilingual individual.

STIMULATION OF EXECUTIVE FUNCTIONS OF UNDERPERFORMING PUPILS FROM THE ROMA ETHNIC GROUP – THE STIMULATION POTENTIAL OF MATH

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The paper presents the partial results of experimental study, financially supported by ISPA (Proposals to the International School Psychology Research Initiative). Within the project, a domain-specific program aimed at stimulation of executive functions of underperforming children from the Roma ethnic group was created and, subsequently, experimentally verified. The domain-specific basis for the experimental study of the given variables was the cognitive potential of *math*.

The research question was formulated as follows: To what extent does a domain-specific cognitive stimulation program improve the quality of executive functioning in underperforming pupils? The subjects of the research were sampled from the population of primary school underperforming pupils attending public schools who fulfilled the following criteria: A) their native language was not Slovak, B) socio-economic background was marked by signs of poverty. The research was structured as a pre-test – post-test experimental - vs. control-group design. Two groups of Romany children ages 9-12 each participated in this research. In Group 1 (experimental group), children received a pretest, executive function stimulation relevant program, and posttest. In Group 2 (control group), children received a pretest, parallel program, but not identical with regard to the activity of the experimental group, and a posttest.

SYNTHESISING LEARNING ON PREVENTION AND EARLY INTERVENTION PROGRAMMES AIMED AT IMPROVING CHILDREN'S WELLBEING AND EDUCATIONAL OUTCOMES

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In recent years, there has been significant investment in developing, implementing and evaluating prevention and early intervention programmes in order to improve children's wellbeing and educational outcomes. The aim of this paper is to provide an overview of the learning from evaluations of programmes implemented in schools as part of the Prevention and Early Intervention Initiative (PEII) in Ireland. The evaluation findings were collated by the Centre for Effective Services (CES) and an integrative narrative synthesis was conducted. A variety of approaches were adopted in the PEII, including the implementation of evidence-based or adapted evidence-based programmes (e.g. the Incredible Years Teacher Classroom Management), mentoring programmes, support to implement school curricula and quality standards, staff support and development, and associated work with parents and caregivers.

The main findings from the programmes will be discussed, including improvements programmes made in the quality of the school setting and home learning environments, professional practice, and learning and development outcomes for children. The implications for policy and practice will be presented, including the need to plan for and manage educational transitions for children, and the need to promote a love of learning as opposed to just a focus on core literacy and numeracy skills.

A SOCIAL AND EMOTIONAL LEARNING (SEL) PROGRAM FOR ABUSED YOUTH

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Miyazaki & Takahashi (2014) developed the SEL program “Third Step” for the abused youth. The program was carried out for 10 junior high school students who lived in orphanage. Youth Self-Report (YSR) was measured before and after program implementation. Miyazaki (2015) showed that the T-score of YSR was significantly reduced ($p < 0.01$).

The program consists of the following seven units. Each unit consists of 2 or 3 sessions.

1. Psychoeducation; Describing about oneself, learn about trauma reactions and SEL program.
2. Somatic exercise (mindfulness Dohsa-hou※); Joint attention, resigning one’s dohsa to others, moving one’s body together, postural control, dohsa regulation in daily life.
3. Emotion regulation; Emotion-awareness and expression, emotion management.
4. Problem solving skills; Problem solving sheet, brainstorming, assertion.
5. Life line; Writing own history and hope for the future.
6. Gentleman-ship; Sexuality education especially on the communication with other gender.
7. Crime prevention education; Alcohol, tobacco, drugs, shoplifting, cybercrime.

I would like to present the case study and practical exercises, especially somatic exercise (mindfulness dohsa-hou) .

※Naruse (2000) developed Dohsa-hou psychotherapy in Japan. Dohsa is the original concept of psycho-somatic motor action.

SUPPORTING CHILDREN WITH CHRONIC HEALTH CONDITIONS IN HOSPITAL-TO-SCHOOL TRANSITIONS

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Approximately 20% of children and adolescents ages 0-18 have been diagnosed with a chronic health condition (CHC), and 6.5% have an illness that interferes with normal school activities (American Academy of Pediatrics, Council on Children with Disabilities, 2005). CHCs may include diabetes, asthma, cancer, traumatic brain injury, or cystic fibrosis. When students with

CHCs return to school after an extended hospital stay, they can face various academic, behavioral, and/or social-emotional difficulties (Boekaerts & Roder, 1999; Clark, Russman, & Orme, 1999; Erikson et al., 2005; McDougall et al., 2004; Prevatt, Heffer, & Lowe, 2000; Sentenac et al., 2013). Such difficulties can include higher likelihood of peer victimization, higher risk for developing symptoms related to internalizing disorders, and more missed days of instruction. Many teachers report they do not feel prepared to manage problems experienced by children with CHCs (Clay, Cortina, Harper, Cocco, & Drotar, 2004). This presentation will review several difficulties students and school staff face when planning for hospital-to-school transitions. Considerations when planning for school reentry and different strategies for this process will be discussed. These strategies can include homebound instruction, flexible attendance, differentiated instruction, psychological interventions, as well as educational workshops. The presentation also will review how school psychologists can be involved in this process and collaborate effectively with others to better support students undergoing these transitions.

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PSYCHOLOGICAL ASSESSMENT OF CHILDREN IN THE GLOBAL CONTEXT

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The purpose of psychological assessment is to support judgments and determinations about human functioning. Psychological assessment is an inherently complicated process due to the challenges involved in quantifying human behavior, emotion and perception. The assessment of children whose experiences are marked by critical cultural, linguistic, sociopolitical, and familial factors requires particular insight of the nuances of context in order to ensure appropriate decisions are made and necessary supports provided to ensure these children can achieve to their full potential.

Meaningful assessment of students from diverse backgrounds requires going beyond the use of standardized measures in order to address the needs of children from across the globe who are enrolled in public schools. This paper presentation relies upon the use of case studies of diverse children from three distinct countries – England, Greece, and the United States – to emphasize the need for flexible assessment approaches and educational contexts to best serve today’s children. The rights of children with special needs are examined, as are the use of various assessment methods and tools and their implications for intervention. Specific populations, such as refugee children and children whose families recently immigrated are also discussed.

**THE EFFECT OF ACCULTURATIVE STRESS ON REFUGEE CHILDREN AND
IMPLICATIONS FOR INTERVENTION**

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Continued political and war-driven conflict in the Middle East, Asia, Sub-Saharan Africa, and Latin America has driven many families to other countries in search of hope, safety, and a future. Children constitute 40% of refugees worldwide (United Nations High Commissioner Refugees, 2015). Common issues confronted by immigrants include second-language competence, a new ethnic identity, discrimination, and conflicting cultural values. Elevated levels of acculturative stress in immigrant children are commonly associated with post-traumatic stress symptoms, depression, as well as poor academic performance.

The purpose of this presentation is to discuss the findings of a comprehensive review of the extant literature on the risk and protective factors that refugee children face as they resettle into a new society. Several similarities, differences, and trends were identified in the current literature on the acculturation of refugee children, including, but not limited to: ethnic identity, parenting stress, and perceived discrimination. Children strongly connected to their cultural community, but with a desire to integrate into the host community, were found to have a smoother transition.

A review of existing interventions and implications for intervention will be discussed to aid in the successful resettlement of refugee children.

THE SOCIAL AND EMOTIONAL COMPETENCIES OF BULLIES AND VICTIMS: DOES CLASS SIZE OR PUPILS SEX MATTER?

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This study explores the differences in social and emotional competencies according to different bullying roles (bullies or victims), and whether class level variables (such as class size the proportion of boys in a class) influence the relation between bullying roles and social and emotional competencies.

The participants were 704 middle school school students (7th – 9th grade, 55% boys) who were assessed within the first month of a new school year, with the Bullying and Cyberbullying Behaviors Questionnaire (Coelho, Sousa, Marchante, Brás, & Romão, 2016) and they reported upon bullying incidents events that took place in the previous school year.

Multilevel analysis were conducted and results showed that there were differences in social awareness, self-control, relationship skills and self-esteem between students not involved in bullying and those involved in bullying in the previous school year (either as victims or bullies). The relationship between bullying roles and self-control, social awareness and self-esteem varied between classes, and classes with higher concentration of boys displayed lower levels in social awareness, relationship skills and self-esteem.

These results highlight the importance of class level variables in analyzing bullying behaviors and in designing adequate interventions for bullying prevention and reduction.

THE ROLE OF PARENTAL INVOLVEMENT IN MINORITY STUDENTS' ACCESS TO COLLEGE PREPARATORY PROGRAMS

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Research has shown that ethnic minority students graduate from high school and attend college at a disproportionate low rate when compared to ethnic majority students. Therefore, college preparatory programs have been created to support minority student's transition from high school to college. Studies have found that involving parents in the process of preparing for college increases the chances of students attending a postsecondary education. However, few studies exist looking specifically at minority populations.

Therefore, the purpose of this study was to better understand minority parental experiences and their involvement regarding access to college preparatory programs for their children. A phenomenological qualitative study was completed with 8 minority parents whose children had previously attended a federal college preparatory program. Specifically, semi-structured interviews were conducted regarding the following: How did minority parental involvement contribute to student's access to college preparatory programs? What role did minority parents play during the process of enrolling their children into those programs? Data has since been collected and data transcription, coding and the theme analysis process is underway. Once

analyzed, emergent themes will be presented and implications for school psychologists and school-based professionals will be discussed.

**GROWTH RESILIENCE ECOSYSTEMIC CONSULTATION (THE GRECO MODEL)
IN GREEK-CYPRriot SCHOOLS: EMPIRICAL SUPPORT FOR MEANINGFUL
CHANGE IN EDUCATIONAL SETTINGS.**

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In this paper a new model entitled **G.R.E. CO** which was generated through our international work with schools in Cyprus is presented. It is based on the concept of resilience and it conceptualizes consultation as a powerful tool used by experienced school psychologists in building teacher resilience, empowering teachers to be effective and thus more productive by internalizing basic resilience ideas in their daily practice and building resilience skills in dealing with stressful factors at a individual or systemic level. This model is based on a systemic intervention implemented in schools of Larnaca (Cyprus) and using qualitative and quantitative data collection methods from more than a hundred Greek-Cypriot schools. Part of the first yea empirical data will be presented which document the high satisfaction of teachers with the new consultation model and how it has promoted their resilience and growth in many areas. Applications for school psychologists and teachers as well resilience education and systemic interventions will be discussed as well as practical ideas on jumpstarting the change process in schools will be offered.

**PARENTAL STRESS AS IT RELATES TO POSITIVE PARENTING PRACTICES AND
CHILD DEFIANT BEHAVIOR**

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In association with

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Background:

All parents experience parental stress to some degree. However, prior research has shown that parents of children with defiant behavior experience considerably higher stress in their parenting role. This study tested the hypothesis that specific child variables, positive parenting practices, and specific other variables (e.g., child's gender) predict parental stress.

Methods:

Data were collected from a community sample of 88 Greek speaking parents (75 mothers, 13 fathers) (Age; M=37,66 years, sd=5,43). The study used the Greek versions of the Parenting Stress Inventory-Short Form (PSI-SF; Abidin, 1986), the Eyberg Child Behavior Inventory (ECBI; Eyberg and Sheila, 1990), the Attention Deficit and Hyperactivity Scale – IV (ADHD-IV; Du Paul et al., 1998), and the Alabama Parenting Questionnaire (APQ; Positive Parenting Scale; Frick, 1991).

Findings:

Regression analyses tested prediction models for predictors of PSI-SF Parental Distress. Results from these analyses showed that hyperactivity but not inattention significantly predict parental stress.

Discussion:

Findings provide evidence that specific child variables such as hyperactivity and specific other variables (e.g., child's gender, parent's employment status, and family income) affect parental stress. Instead, positive parenting practices seem not to significantly affect parental stress. Implications are discussed in terms of interventions targeting child defiant behavior and parental stress.

Second Step®: A RANDOMIZED CONTROLLED TRIAL EVALUATION OF STUDENT SOCIAL AND EMOTIONAL LEARNING (SEL) OUTCOMES AND TEACHER FIDELITY OVER A TWO-YEAR PERIOD.

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Many children enter formal education lacking the necessary prerequisite social, emotional, and behavior skills that facilitate academic and social competence, setting them up for negative life outcomes. Educators have recognized the need for effective, universal social-emotional learning (SEL) programs, a need reflected in the United States of America and abroad.

Second Step® is one of the most widely disseminated SEL programs, garnering global interest. It has undergone multiple revisions; however, the most recent edition currently lacks empirical investigation. In addition, SEL programs are rarely implemented in applied settings with the degree of fidelity observed in efficacy trials under tightly controlled conditions.

The purpose of this study was to investigate the 4th edition *Second Step*® program in elementary schools over a two-year period using a randomized-control trial at the school level. Participants included children ($N=7300$) and teachers ($N=321$) from 61 schools across six districts and two states. Regression and path models were used to assess two research questions: 1) does *Second Step*®, when implemented with fidelity, result in improved outcomes for students, and 2) do school-level demographics moderate dimensions of teacher implementation fidelity? Results and implications will be discussed, particularly around the issue of addressing needs of a diverse student body.

**SUPERVISION OF GROUP LEADERS IN PARENT TRAINING PROGRAMS:
EXPERIENCE FROM GROUPS OF BIRTH PARENTS AND FOSTER CARERS**

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The focus of psycho-educational group interventions is to teach, discuss, orient, and cause an examination of member attitudes, values, beliefs, ideas, and opinions (Rivera, Wilbur, Phan, Garrett, & Betz, 2004). In psycho-educational groups, new knowledge and skills are acquired through the use of designed skill-building activities (Gerrity & DeLuciaWaack, 2007). School

psychologists often take a leadership role in implementing groups and therefore it is essential that they receive adequate training and supervision.

This presentation discusses the experience from supervision of group leaders of the program “Parenting the Strong Willed Child -Group Curriculum” (PSWC-GC) in Cyprus. PSWC-GC is a 6-week program with demonstrated effectiveness to interrupt the developmental pathway of defiance and other behavioural problems of younger children. The PSWC-GC program was translated, culturally adapted, and enriched for use in clinical trials in Cyprus. It is implemented with birth parents for the past five years in schools and community settings. In the past two years, the program is offered to foster carers of vulnerable children as well. The results from both groups indicate a significant decrease in parenting stress and defiant behaviour. However, specific issues arise during group leader supervision for both samples which are contrasted and discussed in this presentation.

EXTREME INCLUSION IN INTERNATIONAL SCHOOLS: LESSONS LEARNED

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This presentation is based on the author’s recent experiences, working as an Educational Psychologist with International Schools and families in Russia and Oman. All schools and individuals are unidentifiable.

Four case studies will be presented where children with significantly high levels of additional learning and behavioural needs have been supported in a mainstream international school environment. In the UK all of these children are most likely to have been taught in a “Special School”.

The approach using observation, assessment and consultation with parents and school staff will be described. Followed by the strategies identified to improve both the teaching for teachers and learning for the pupils. These strategies are explained at the level of practical intervention in conjunction with the underpinning psychological and educational theory and research. An evaluation of the impact of each intervention is discussed.

The presentation will incorporate ideas and questions about the following:

- The nature, range, extent and complexity of additional learning needs in international schools: identified and unidentified needs.
- Labels (eg. Autism, ADHD, Dyslexia), their understanding, use and misuse in different cultures.
- Is a focus on identification of strengths (Positive Psychology approach) a constructive way to proceed for these children?

- How can teaching staff be supported to identify and address needs in a positive, solution focused way and in collaboration with parents?
- How can progress be measured and monitored?
- Who benefits from extreme inclusion?

BEST PRACTICES FOR THE PRACTICAL TRAINING OF SCHOOL PSYCHOLOGISTS: INTERNATIONAL PERSPECTIVES FROM THE INTERFACE BETWEEN THE UNIVERSITY AND THE FIELD IN CYPRUS

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This presentation proposes that the professional growth of school psychologist trainees during their practical training is best achieved through a developmental model and with an emphasis on building professional competencies. A case example of the structure of the practical training arrangements is presented from a postgraduate specialist program in School Psychology in Cyprus. Issues relating to the qualifications and preparation of professional supervisors are discussed and how to support their competence in the supervision process. Common challenges and ethical matters in supervision are introduced, especially in regards to formative and final assessment of competence. The role of the University supervisor is proposed and discussed in relation to the role of the professional supervisor.

SUPPORTING CHILDREN THROUGH PARENTING INTERVENTIONS – TRIALS OF THE “PARENTING THE STRONG WILLED CHILD” GROUP CURRICULUM IN CYPRUS.

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Parent training is an important pathway to support children, especially in the early formative years. This presentation discusses findings from clinical trials of the program “Parenting the Strong Willed Child - Group Curriculum” (PSWC-GC) in Cyprus to test its scope of

effectiveness internationally. PSWC-GC is a 6-week program with demonstrated effectiveness in US samples to interrupt the developmental pathway of defiance and other behavioural problems of younger children.

The PSWC-GC program was translated, culturally adapted, and enriched for use in clinical trials in Cyprus. A community sample of Greek-speaking parents of children ages 2-8 with disruptive behaviors completed a packet of self-report questionnaires at baseline (T1), at the end of the program (T2) and at 10 weeks later (T3).

Comparative analyses show a significant decrease at T2 on the Defiant Scale of the ECBI and in the Parental Distress Scale of the PSI-SF. The decrease is maintained at T3. Qualitative and quantitative data also shows high consumer satisfaction.

Results suggest that the effectiveness of the PSWC-GC program is maintained in samples in Cyprus. This 6-week parent training program may be particularly conducive to the role of the school psychologist to work effectively with families and enhance family involvement in supporting children's development.

MOVING AND LEARNING: AN EXPLORATORY STUDY OF A YOGA-BASED SOCIAL EMOTIONAL LEARNING CURRICULUM TO FOSTER ENGAGEMENT AND WELLBEING.

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School-based yoga has been shown to enhance students' emotional and behavioural self-regulation (Mendelson et al., 2010), reduce psychopathology (Khalsa et al., 2012), and improve academic performance (Kauts & Sharma, 2009). Unfortunately, many of the evidence-based programs are time and cost prohibitive or have other logistical barriers that preclude implementation with adequate fidelity. This presentation will outline a recent study that systematically evaluated a school-based yoga program (Yoga Calm) with respect to social validity (i.e., feasibility, acceptability, likely effectiveness), procedural fidelity, and efficacy.

Participants in the present study were 3rd and 5th grade teachers (n = 4) and students (n = 86) at a diverse urban charter school. Using a multiple-baseline single case design (MBD) across participants, we explored whether 20-minutes of daily Yoga Calm for five weeks would increase academic engagement and decrease disruptive behavior during the academic instructional block that follows. Additionally, participating teachers and students provided social validity ratings, and teacher fidelity of implementation was monitored via third party observations and self-report.

Descriptive statistics and visual analyses of the single case design graphs reveal that the Yoga Calm program demonstrated little evidence of efficacy or social validity with the target population. Limitations of the research, future directions, and implications for practice will be discussed.

HOW TO CREATE A THERAPEUTIC SEQUENCE FOR SUPPORTING VULNERABLE CHILDREN? - AN EXTERNAL POINT OF VIEW

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Vulnerable children, due to biological, environmental or a combined reasons, need special attention and an investment of resources. Pooling resources is often a challenge. When a crisis happens, most of the time there is a need to integrate different therapeutic approaches, world-views, knowledge etc., in order for the different life environments of the child to work together. As an independent school psychologist, getting into the picture following the family request, I have short and limited window of opportunity to recruit the school team (psychologist, teacher, special needs teacher) and to share my knowledge from the therapy room. I meet many challenges. For example, from an organizational point of view, systems tend to narrow the flexibility of the system when meeting external factors. The central question is what needed from the inside and what is needed from the outside to create an effective therapeutic sequence.

Discussion: A case study regarding a 7.5 years old with special needs and the work with the family and the school, will be analyzed. A practical model (The Pyramid) for achieving comprehensive cooperation of treatment factors will be presented.

SOME PSYCHOMETRIC PROPERTIES OF THE NORWEGIAN VERSION OF THE "SOCIAL EMOTIONAL ASSETS AND RESILIENCE SCALES–CHILD SHORT FORM" (SEARS-C-SF)

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The Social Emotional Assets and Resilience Scales (SEARS) is a strength-based and cross-informant assessment system which measures social, emotional and behavioral characteristics. The SEARS includes separate pupil self-report assessment forms for parents (child age 5-18

years), teachers (), and also self-report forms for children (ages 8-12 years) and adolescents (13-18 years). Common constructs are measured, such as self-regulation, responsibility, social competence and empathy. The full rating forms are relatively brief (e.g. ranging from 35 to 41 items each), and easy to administer. For intervention research purposes, there are also developed one-factor short forms for each informant category, each short form consisting of 12 items. The current study has investigated some psychometric properties from the Norwegian version of the SEARS Child Short Form (SEARS-C-SF). Results from an investigation of the SEARS-C-SF with 1100 students will be reported (e.g., internal consistency, Convergent Validity).

REFRAMING “TEACHER SUPPORT” IN TIMES OF CRISIS: IMPLICATIONS FOR CONSULTEE-CENTERED CONSULTATION AND PRIMARY PREVENTION

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In the context of mandatory high-stakes testing, schools face challenges related to maintaining safe and effective learning environments. By increasing stress among administrators and teachers, these policies compromise educators’ ability to foster and sustain supportive relationships with students. In extreme cases, these pressures have led to system-wide breakdowns of venerable schooling norms in the form of cheating scandals, with devastating consequences for educators and students alike (Dessoff, 2011).

Our secondary analysis of constructivist grounded theory findings examines daily written reflections documenting a year in the lives of 38 novice teachers working in 27 schools during the breaking of a high-stakes cheating scandal in their urban district. Teachers wrote about their need for safe relationships, spaces of trust, and meaningful support, yet rarely were these needs met. Available structures intended to be supportive too often increased stress, anxiety, and at times the exploitation of teachers.

Drawing from literature in positive psychology, (Huebner & Gilman, 2003) primary prevention (Meyers & Nastasi, 1999) and consultee-centered consultation (Lambert, Hylander & Sandoval, 2004) we consider constructs of trust and support as articulated by these teachers to imagine characteristics for a comprehensive prevention model designed to promote resilience and risk-reduction among school systems, educators, and students.

DEVELOPMENTAL ASSETS AS A SLOW LIFE HISTORY STRATEGY: THE ROLE OF FUTURE ENVIRONMENTAL CERTAINTY

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Life history theory provides a unifying perspective on understanding human behaviours as adaptive strategies in response to particular environmental conditions. There is little extant empirical literature examining the relationships between life history strategies and positive youth development. The purpose of the present study was to examine the relationships between future environmental certainty, life history strategies and developmental assets among adolescents. Participants were 577 adolescents (53.5% boys) in high schools in Shanghai, China. Data on future environmental certainty, life history strategies and developmental assets were collected from adolescents' self-reports. The results showed that adolescents with a slower life strategy reported higher levels of both external and internal assets. Furthermore, perceptions of future environmental certainty were associated with both external and internal assets through a slower life history strategy. Implications for life history theory, conceptualizing developmental assets, and future research directions are discussed.

CONGRUENCE OF PARENTS' AND TEACHERS' VIEWS OF PUPILS' FUTURE PROSPECTS AND ASPIRATIONS: THE QUALITATIVE STUDY IN THE CONTEXT OF CROATIAN ELEMENTARY EDUCATION

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Zrinka Ristić Dedić

This paper explores the congruence between parental and teachers' educational aspirations they hold for pupils at three transitional periods of Croatian elementary education: the pupil's initial induction to formal education (age 7-8), the transition from class to subject teaching (age 10-11) and the transition from elementary to secondary education (age 14-15). Educational aspirations are defined as the ambitions and goals persons hold with regards to both immediate and future educational experiences and outcomes.

A study was conducted in five elementary schools in Zagreb, Croatia. Data was collected via 516 semi-structured interviews with 120 participant triads (pupil, his/her parent and teacher) in two research waves during a single school year. Results indicate that parents of children in all three cohorts hold high educational aspirations for their children and express their readiness to support their children in decisions about which educational stream to take in the future. Although there is a general congruence between teachers' and parental perspectives on pupils' future prospects, the results indicate that parental aspirations are more future oriented, while teachers' are more immediate and somewhat more realistic and grounded in pupils' achievement records. Both

respondents' groups call for the need for more structured and timely exchange of information between pupils, parents and school regarding educational achievement, prospects and choices.

SUPPORTING ADOLESCENTS GROWING UP IN A SINGLE-MOTHER FAMILY: INSIGHTS FROM A SOUTH AFRICAN MULTIPLE CASE STUDY

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Single-mother families are often perceived as a vulnerable family form, assumed to be functioning on the margins of mainstream society because of time, financial and social pressures (Knowles, 2013). As a result there is a body of literature that speaks to the single-mother family as a 'broken' family and an educational disadvantage (Hamden-Thompson, 2009; McBride Murry & Brody 1999; Musick & Meier 2010). What many of these studies omit to explore, is how, despite the constraints, such households still succeed in surviving. Single-mother family units were purposively selected from a community, where most of the residents live in informal housing and experience socio-economic challenges. Through semi-structured interviews, the adolescent participants' experiences of educational support in their single-mother family unit were explored, together with their needs for support and the barriers that their family unit presents to educational support. In this presentation we report on the insights gained in the study. This presentation then concludes with a discussion on the cultural capital that are embedded in such families, and how this can promote the valuing of the single-mother household, especially in light of the suggestion that a broader conceptualisation of parental educational support is needed towards promoting school-family partnerships.

INTERVENTIONS FOR CHILDREN AND YOUNG PEOPLE ON THE AUTISM SPECTRUM. WHAT WORKS IN SCHOOLS?

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Background: A commissioned systematic literature review (SLR) of autism education interventions published in 2016 will be compared with other recent autism SLRs. The implications for the work of school psychologists will be critically considered.

Method: A rigorous SLR, informed by established frameworks identified a total of 1021 papers, published between 2008-2013, 176 met inclusion criteria and were retained for full screening. Screening focused on methodological quality, appropriateness and relevance. The review is compared with other systematic reviews and its detailed specification of educational utility criteria is highlighted as a distinct contribution for practitioners.

Results: Interventions with most evidence and moderate evidence from the review will be outlined and compared with previous reviews. Challenges for SPs such as the limited age range of children included in intervention studies, lack of research into educational utility and limited consideration of implementation in schools and maintenance effects will be considered.

Conclusions: Although necessarily limited by its timeframe, this SLR's focus on educational utility highlights limitations and future directions for practitioners and professionals.

INCREASING SIXTH FORM STUDENTS' CONTROL, AUTONOMY AND POWER; THE BENEFITS AND CHALLENGES

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The empirical study was carried out in a secondary school in England. The sole researcher, who was also the Head of Sixth Form at this school, established a project called Sixth Form Ambassadors. The study investigated the skills that sixth form students developed whilst taking part in Sixth Form Ambassadors and the challenges to increasing student agency in this educational context.

The researcher utilised qualitative action research methodology and research findings were collected from two consecutive years of sixth form students and their teachers. The results revealed that there were two main challenges to developing student agency; namely the difficulty of establishing the project so that it is supported by all staff and students and the difficulty for the students involved in the project in organising and motivating their peers. The results showed that 56% of the students cited that their organisational skills and confidence had developed on account of taking a key role in the project. Independence and leadership stood out as the skills the teachers stated the sixth form students had developed most. The hypothesis raised but not fully proven in this study is that student agency projects, such as Sixth Form Ambassadors, can improve students' leadership and organisational skills whilst also cultivating more effective learning environments. There is a need to do research into other projects that aim to increase student agency and investigate the findings in other contexts.

TRAINING SCHOOL PSYCHOLOGISTS IN ASIST: AN APPROACH TO IDENTIFYING AND SUPPORTING STUDENTS AT RISK OF SUICIDE

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Suicide is common across the lifespan. Some marginalized and/or traumatized populations have a higher suicide risk, including LGBT youth, victims of physical or sexual assault, and students with learning disabilities. School psychologists are often positioned to encounter those with suicidal ideation, it is therefore imperative that they can effectively identify and intervene with students and adults at risk. Additionally, training programs are being encouraged to provide opportunities for skill development in the area of suicide intervention (SI).

Applied Suicide Intervention Skills Training (ASIST) is a 2-day, 14-hour SI training model adopted by the Centers for Disease Control and used in multiple settings across the United States. The effectiveness of ASIST has been tested in different contexts, all of which showed pre-post differences in participants' *comfort* in responding and *confidence* at attempting response to a person-at-risk. Recipients of ASIST also self-reported increased levels of *competency* which have been corroborated through objective assessments of simulated interventions.

Participants in this session will be presented with an overview of ASIST, including information about best-practices for SI. Best-practices will include: Identifying risk factors, asking explicitly about suicidal thoughts/actions, recognizing hesitation/ambiguity, reinforcing life statements, and creating measurable safe plans.

SUPPORTING CHILDREN OF PARENTS LIVING WITH CHRONIC ILLNESS

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Approximately 10% of children worldwide grow up in households where a parent has been diagnosed with medical chronic illness (Sieh, Visser-Meily, & Meijer, 2013), and some emerging studies have suggested that children of chronically ill parents are at risk for adjustment difficulties. In addition to typical developmental tasks, children of chronically ill parents are confronted with an environment that is potentially stressful (Sieh, Visser-Meily, Oort, & Meijer, 2012) as they may have to cope with the threat of the loss of a parent, decreased parental availability, increased household responsibilities including caring for ill parents, changing schedules and routines, and the possible depletion of social and financial resources (e.g., Korneluk & Lee, 1998).

The purpose of this paper presentation aims to provide an introductory review on the effects of parental illness on the families and children's psychosocial adjustment and educational functioning in order to guide school psychologists' understanding and services in working with students of parents with chronic health conditions. Schools can play a pivotal role in helping children and adolescents cope with their parents' illness and associated demands imposed on the family. Interventions for the families and children living with parents with chronic illness will be addressed in this presentation.

PSYCHOLOGISTS IN THE ITALIAN EDUCATION SYSTEM. A MIXED-METHOD RESEARCH TO STUDY STRENGTHS AND LIMITS OF THEIR PRESENCE IN THE SCHOOL CONTEXT.

Maria Cristina Matteucci, Department of Psychology, University of Bologna, Italy

In the Italian school system, the presence of school psychological services (SPSs) is not equally widespread and the kind of activities realized by school psychologists (SPs) may be extremely diversified. This study aims to advance our knowledge about SPs' presence and activities in Italian schools, using a mixed-method research design.

In its quantitative stage, the study aimed at gathering information about SPSs in a Northern Italy district via an online questionnaire (N= 83 schools). In its qualitative phase, it aimed to identify strengths and limits of school psychologists' presence in the school context by means of semi-structured interviews with seven (7) representatives of the school context (i.e., principals, parents, teachers, school psychologists and a representative of the local education authority). Qualitative data were analysed using conventional content analysis.

The interviews reveal highly diversified situations across schools, and discontinuity appears to be one of the main limit. Insufficient resources are considered one of the greatest problem, hindering the delivering of SPSs, and the need of developing a more connected system of services one of the greatest challenge.

As for implications for school psychology, an improved knowledge about SPs' presence and functions may help the development of SP in Italy and internationally.

CONCEPTUALIZING AND MEASURING STUDENTS' ENGAGEMENT WITH SCHOOL INTERNATIONALLY: KEY FINDINGS FROM FOUR COUNTRIES

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Ms. Sayani Das Chaudhuri, Ms. Emma Topf, Ms. Nicole Weiss and Ms. Caren Rhodes,

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Engagement has been shown to be a key predictor of students' secondary school persistence and completion. Cultural and environmental factors impact student engagement; there is also evidence that engagement has commonalities across cultures. The School Student Engagement Measure (SSEM; Hazel, Vazirabadi, & Gallagher, 2013) has been used by researchers in Australia, Poland, Turkey, and the United States (and administered in English, Spanish, Polish, and Turkish).

Although the roles and functions of school psychologists vary across and within these four countries, there are also similarities in service emphases and professional responsibilities. Despite differences in schooling structures, school completion and dropout rates are of concern in many countries (UNICEF, 2017), suggesting that a better understanding of universal and variable aspects of engagement is critical for improving students' motivation to learn (Lam et al., 2016).

A survey was administered to researchers who have used the SSEM learn their impressions of the SSEM's utility, as well as considerations regarding the construct of engagement with their population. Researchers who have used the SSEM in various countries will present their findings, impressions of the utility of the SSEM with students in their context, and culture-specific and cross-cultural considerations for the construct of engagement and its assessment.

SUPPORTING CHILDREN'S PSYCHOLOGICAL AND PHYSICAL SAFETY UNDER NEW LAWS

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How do we support the well-being and mental health of children when new legislation impacts children in schools? This presentation uses a social-ecological framework and examines the language, interpretations, and possible implications of new laws in Missouri. New anti-bullying and suicide prevention laws could protect victims, support 'at-risk' students, and promote positive school climates. Roles for psychologists could include educating children and adults

about preventing bullying, suicide, and violence in schools, while also providing counseling and psychoeducational interventions. Missouri's new anti-fighting laws could present ethical challenges for school professionals because interpretation and implementation is left up to school staff, and in extreme cases mean that children as young as 6-years-old can be charged with a crime if caught fighting on school property. The new laws about fighting could also strain relationships between schools and law enforcement. Although lawmakers and school resource officers may think that scare tactics and harsh discipline teach children how to behave, psychological research demonstrates that these approaches do not reduce school violence and are racially-biased. These approaches could also harm children's perceptions of belonging and school-connectedness, resulting in reduced psychological safety and readiness for learning. Although about Missouri, this presentation has relevance for educational advocates worldwide.

SUPPORTING STUDENTS ON THE AUTISM SPECTRUM IN HIGHER EDUCATION: THE GAP BETWEEN SECONDARY AND POST SECONDARY EDUCATION

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Students with high functioning autism (HFA) and other developmental disabilities are now actively considering college as a realistic obtainable option. Adjustment to the demands of college life can be difficult for students without neurodevelopmental disabilities but can be particularly challenging for those identified with neurodevelopmental disorders such as autism. Deficits in communication, social interaction, repetitive motions, and restricted interests can adversely impact the student's ability to successfully complete their academic objectives. Transition assessment planning at the secondary level is often insufficient in identifying the specific needs of students with special needs for higher education. Students who would otherwise be able to meet the academic requirements of college are frequently confronted with mental health issues such as anxiety and depression. College support programs for students with disabilities are limited in the type of support that they can offer.

This presentation will discuss preliminary findings of College Connect, a collaborative project with the Citrus College Disabled Student Programs and Services (DSPS) office. A framework for transition assessment planning will be discussed.

CROSS CULTURAL PERCEPTIONS OF EMERGING ADULTHOOD (EA): INDIAN VS. AMERICAN FEMALES

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Given the recent attention to the developmental period of Emerging Adulthood (EA), it is important to understand the contributions of cultural context to the perceptions of and transition to healthy adulthood. The present study examines various cross-cultural factors and dimensions of EA, comparing perceptions of females attending university in the United States to females attending university in India.

Participants were all female freshmen ($N=249$) where 68.3% students were from US. The primary source of data was derived from the Inventory of Dimensions of Emerging Adulthood (IDEA). All participants were asked whether they perceived themselves as adults along with perceptions of social support and sense of self. Results of independent samples t -test indicate a significant difference in the perceptions of adult status of females in the U.S. ($M = 3.31$, $S.D = .93$) and India ($M = 3.91$, $S.D = 1.44$), $t(227) = -3.74$, $p \leq .001$). Significant differences were also found in sense of self and social support. Though these 18 to 25 year olds from collectivistic backgrounds consider themselves as adults, contrasted to their Western counterparts. Future studies should examine whether psychological skills that define adulthood such as problem solving, cognitive flexibility and reasoned decision-making are present.

EFFECTIVE PRACTITIONER PRACTICES FOR PREPARING STUDENTS WITH DISABILITIES FOR POSTSECONDARY EDUCATION

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Since the early 1990's there has been a growing trend toward increasing college enrollment for students with disabilities (NCES, 2000, USDOE, 2011). Learning disabilities followed by orthopedic, sensory, and mental health needs are the most prevalent. One of the key factors for success across all of these challenges is early access for students to accurate information on their civil rights, understanding of how to navigate postsecondary institutions, and awareness of academic and mental health resources within colleges and universities. Given their knowledge of educational law, accommodations, and high school support systems for individuals with disabilities, school psychologist can have a key role in preparing secondary students to acquire a college degree (Sulkowski & Joyce, 2012). In fact, high school is considered the pivotal point for transition planning that can enhance postsecondary education opportunities. Additionally, this

presentation will review the infrastructure of an extensive university system of supports that models collaboration between school psychologists working in both secondary and postsecondary settings to provide adequate assistance for students. Issues related to managing competing policies, differing assessment documentation requirements, considerations for adapting to online learning platforms, and strategies for fostering self-advocacy of students will be discussed (Allen & Seaman, 2010).

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A MULTIFACETED SCHOOL BASED MENTAL HEALTH SUPPORT SERVICE FOR CHILDREN: IS IT EFFECTIVE?

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Research indicates that nearly one in five children and adolescents will experience significant mental health distress throughout their school years (American Academy of Pediatrics, 2004). For students with significant mental health needs, the negative achievement effects also can be devastating as the drop-out rate is 44% (Greene & Winters, 2005). Of those children receiving mental health services, 70-80% will acquire their primary or only source of assistance through their school district rather than clinics or private practitioners (Hoagwood & Erwin, 1997; Merikangas et al., 2010; Rones & Hoagwood, 2000). Thus, the provision of high quality supports can be important to improving both personal wellbeing and long-term achievement.

This study reviews outcome data over two years for school implementation of multi-faceted emotional wellbeing supports. Services included providing teachers training on creating a positive classroom climate, prosocial curricula, in-class counselor and behavior incentive plans for at-risk individuals, and intensive counseling for children with chronic mental health needs. Outcomes indicated lower total annual mean teacher referrals for routine discipline concerns as well as a lower number of serious discipline infractions. This positive result was consistent across several grade levels. The presentation also will review how school psychology collaborated with other school personnel on services.

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PROMOTING GREEK GIFTED CHILDREN'S PERSONALITY TRAITS: AN EMPOWERMENT PROGRAM FOR IMPROVING SELF-ESTEEM, SELF-PERCEPTION AND SOCIAL-INTERPERSONAL SKILLS.

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The purpose of this study is to develop and evaluate the effectiveness of a psychological empowerment program entitled “*Think, Learn, Feel*” which is addressed to kindergarten pupils identified as gifted and determine if this program would contribute positively to personality characteristics of gifted children.

One hundred and twenty students (n=120) identified as intellectually gifted according to their performance on Wechsler Intelligence Scale for Preschool and Primary Scale of Intelligence (WPSI-III^{GR}, IQ of 125 and more) and teacher’s observations for the children’s learning abilities. The sample of the study (mean age of 5,4 years) were divided into two groups. Experimental group (n=60) and a control group (n=60). The experimental group received school curriculum and socio-emotional learning and behavioral intervention for improving their self-esteem, self-perception and social-interpersonal skills, while the control group received only the school curriculum. Personality characteristics, such as self-esteem and self-perception of gifted were evaluated with the Greek adaption of the Behavioral Academic Self-esteem Scale and the Greek adaptation of the Self-Perception Scale for Children. Assessment of self-esteem and self-perception was performed immediately before and at the end of the intervention program.

Prior to intervention, no statistically significant differences in scores on the BASE and PATEM were found between the two groups. Total scores of the BASE and PATEM were significant increased ($p < 0,01$) at the end of the intervention program for the experimental group as compared to the control group and compared to the scores prior to intervention. Implications for teaching and recommendations for the practice will also be discussed.

“HE’S SUFFERING FROM NEURODIVERSITY”: HOW DO TEACHERS UNDERSTAND THIS TERM AND HOW DOES THIS AFFECT THEIR PRACTICE?

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This paper explores findings from an evaluation of a recent training initiative for inclusive teaching with English schools and further education colleges, which was entitled ‘Teaching for Neurodiversity’.

Data from this study, from observation of one such training event and from semi-structured interviews with teachers in six case study schools, selected on the basis of their reporting of high impact of this training, reveals a wide range of understandings of this term: a range which might influence their approaches to teaching.

These teachers’ understandings of the notion of ‘neurodiversity’ are also discussed in the context of the dominant discourse of ‘special educational needs’ in the English education system

EARLY SCHOOL LEAVING AND SEN: UNDERSTANDING THE LITERATURE AND POLICY IN EUROPE

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The author was commissioned to produce two reports. The first looked at the international literature around Early School Leaving and SEN with a particular emphasis on Europe. The second compared the literature with what is written in EU policy documents. The findings show confusion in terminology in the literature and problems with definition of both ESL and SEN. However, despite this, there is good agreement about what kinds of things might help. Policy documents tend to focus on prevention, intervention and compensation to deal with the problem of ESL as a whole. Whereas, the literature suggests that different processes are at play that lead to ESL. This presentation will summarise the main findings and lead to a conceptual model that has been developed to advise policy makers.

SUPPORTING THE LEARNING AND SOCIO-EMOTIONAL NEEDS OF REFUGEE STUDENTS

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According to the United Nations High Commissioner for Refugees (2016) 856,723 refugees and migrants – 60% of whom were women and children – arrived in Greece in 2015. The majority moved from the islands to the mainland and then onwards through other European transit countries. Since the implementation of the recent European Union-Turkey agreement (March 2016) most refugees and migrants arriving in Greece have been prevented from moving on, leaving almost 54,000 people based in Greece-including more than 23,000 children.

The “Education Activities for Skaramaga Refugee Camp” is an educational programme developed by the British Council that aims to provide access to education and learning opportunities for refugee children 12 to 17 years old at the Skaramaga Refugee Camp, Athens, Greece. This programme includes the development and implementation of educational materials for English language teaching and life skills activities for refugee students. This presentation will describe the interventions developed to support the unique educational and socio-emotional challenges of the refugee students. In addition, the presentation will focus on the role of a school psychologist assigned in this project.

NO TIME TO TALK! TEACHERS' PERCEPTION OF WORKPLACE COMMUNICATION.

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In this cross-sectional study we examine primary and lower secondary school teachers' self-evaluations of time for communication, organizational structure of communication, and workplace and individual communication climate. In addition, we examine to what extent these aspects of communication are associated with work engagement, job satisfaction, role clarity, quantitative demands, support from colleagues and supervisors, and social confidence at work.

In total, 401 teachers from two municipalities in Sweden completed a tailored questionnaire (response rate 54 %). We find that a majority of the teachers were satisfied with the workplace communication climate and the communication structure, whereas time for communication was reported to be deficient. Moreover, we find that teachers, who report deficient individual communicative interactions with their colleagues, as well as, a deficient workplace communication climate in their school, appear to be an especially vulnerable group. We thus looked to capture a climate of open and supportive workplace communication, which in turn will support teachers' feelings of belongingness to the school organization.

SYSTEMS COACHING: WHAT IS IMPORTANT

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Multi-Tiered System of Supports (MTSS) is a framework for developing a continuum of prevention strategies and interventions for all students, not just students who are failing. MTSS focuses on providing early interventions when data show that students are not meeting academic or behavioral learning expectations. MTSS is focused on improving student outcomes and creating safe and responsive schools. Supporting schools and school districts that are implementing MTSS often involves coaching, professional development support, and technical assistance from state or regional centers.

Implementation science guides the way support is delivered to schools that are implementing MTSS. Implementation science considers how schools develop capacity, leadership, and administrative practices. Implementation science also encourages paying attention to implementation stages: exploration, installation, initial implementation, elaboration, and continuous improvement.

This session will discuss research that evaluated the effectiveness of how a state agency provided support to schools and school districts that are implementing MTSS. The presenter will discuss what aspects of the support provided was most helpful and what practices contributed to effective MTSS implementation.

PSYCHOLOGICAL WELL-BEING AMONG NEPALESE CHILD LABOURERS

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To investigate the extent to which child labour may contribute to anxiety and external locus of control, 150 Nepalese 10-14-year-old labouring children with less than one to three years' work experience were compared to 104 school children matching their age and ethnic background. All the children (N=254) were tested according to the Reynolds and Richmond Revised Children's Manifest Anxiety Scale, Nowicki-Strickland Locus of Control Inventory, and the Semi-structured Interview for Current problems.

The results showed that child labourers' psychological well-being was lower in comparison with that of the children attending school. The labouring children reported higher levels of anxiety compared to the school group. The school group showed also a lower level internal locus of control than labourers. External locus of control was found to correlate with anxiety among child labourers but not among school children.

THE RELATIONSHIP BETWEEN SCHOOL COUNSELLORS' SELF-EFFICACY, VOCATIONAL SATISFACTION AND COUNSELLING PROGRAMME DEVELOPMENT & EVALUATION

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School counselling programs are designed to help *all* students develop and enhance their academic, social, emotional, vocational, and personal strengths in order to become responsible and productive citizens. This can be achieved by means of a carefully designed counselling programme which enables counsellors to use the key counselling skills strategically and timely aiming to create more positive school environment, to close achievement gap etc. This research aims to investigate the

relationship between school counsellors' self-efficacy, vocational satisfaction and counselling programme development & evaluation.

The sample is composed of 300 school counsellors (Female =190, Male=110, Age M=33.7) of whom all located in the West of Turkey. The participants completed 4 questionnaires: School Psychological Counseling Program Development and Program Evaluation I & II, Vocational Satisfaction and School Counselling Self-efficacy Scales. The emerging findings reveal that while the counsellors spent 80% of their time interacting with students only a small proportion spent their time on programme development and evaluation. Of those counsellors who spent most of their time interacting with students had higher self- efficacy and vocational satisfaction. The findings will be discussed in light of types of counselling strategies being used and the range of difficulties pupils are encountering across the key variables.

THE IMPORTANCE OF PSYCHOLOGICAL SUPPORT FOR LOW INCOME STUDENTS IN HIGHER EDUCATION

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In Brazil, since ProUni (University for All Program) was implemented in 2005, many low-income youths have entered Private Higher Education and have been trying to stay until the end of graduation, even without financial assistance from the university or the government. Some work in areas that are unrelated to their course, do internships in order to stay in HE. Some more extreme situations have caught our attention, in which the student loses her scholarship because someone from her family nucleus has been financially promoted, though not enough to support this student, and even if this family member has no direct relationship with her.

In the case that we accompany, when losing the scholarship, the student experiences feelings of impotence and anxiety, not counting the prejudice suffered within the university, by employees who are not qualified for the function they perform.

The purpose of this paper is to present the case study in which it shows us the importance of the work of the psychologist in Higher Education with students and low income students, since psychosocial assistance in cases such as this can prevent situations of psychological suffering and emotional vulnerability.

VIOLENCE PREVENTION IN SCHOOLS: PSYCHOLOGY IN ACTION

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Daily life in public schools has been a place of great challenge for teachers, technicians, employees, students and their families, especially in face of the different forms of violence that mark the relationships between all those present in schools and the communities where they are located.

Facing what school can represent in all people's lives, it is necessary to jointly plan actions to confront these situations which impact in educator's working conditions and the integral development of students. The fundamentals underlying this proposal are mainly derived from three sources:

- a) psychosocial practice aimed at the development of preventive actions, in which social practice is constructed from the subject's viewpoint (Klaus Holzkamp)
- b) the psychosocial understanding of violence (Ignacio Martín-Baró)
- c) And the emancipatory and participatory processes (Paulo Freire).

In this presentation, we introduce the Project ECOAR (Portuguese word for "to echo" – as well as the initials for "Space of living together, acting and reflecting") as a possibility of praxis for Psychology in School to construct preventive actions in the face of violence, aiming at promoting the integral development of children and adolescents.

ITALIAN TRANSLATION AND ADAPTATION OF ADJUSTMENT SCALES FOR CHILDREN AND ADOLESCENTS AND THE LEARNING-TO-LEARN SCALES

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Adjustment Scales for Children and Adolescents (ASCA; McDermott, Marston, & Stott, 1994) is a teacher report measure of child and adolescent psychopathology (Attention Deficit/Hyperactive, Solitary Aggressive-Provocative, Solitary Aggressive-Impulsive, Oppositional Defiant, Diffident, Avoidant, Delinquent, Lethargic/Hypoactive) with extensive psychometric support for reliability, validity, and diagnostic utility. The Learning-to-Learn Scales (LTLS; McDermott, 2014) is a new teacher report measure of young (preschool) children's classroom behaviors associated with efficient and effective learning (Strategic Planning, Effectiveness Motivation, Interpersonal Responsiveness in Learning, Vocal Engagement in Learning, Sustained Focus in Learning, Acceptance of Novelty and Risk, and Group Learning) and an extension of the Learning Behaviors Scale (LBS; McDermott, Green, Francis, & Stott, 1999) and Preschool Learning Behaviors Scale (PLBS; McDermott, Leigh, & Perry, 2002).

The 55 item LTLS provides better measurement to better detect skill growth and development than that provided by the LBS/PLBS due to more and better items. To facilitate research in Italy and cross-cultural comparisons the ASCA and LTLS were translated and adapted into Italian. This paper presentation describes the ASCA and LTLS and the methods used to produce the Italian versions and discuss methods being used to assess equivalence to the standard English versions. Future research opportunities will also be discussed.

PREVENTING ETHICAL TRANSGRESSIONS IN SCHOOL PSYCHOLOGY

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This presentation is directed towards considering potential ethical transgressions in school psychology and the associated implications for professional training. The focus in this presentation is twofold. Firstly, the actions that individual school psychologists may undertake in preventing and addressing ethical transgressions will be examined. Secondly, the presenter will highlight the systemic issues that need to be reviewed in order to ensure best practice in school psychology. The presentation will be informed by the international research literature in school psychology on best practices and on ethical transgressions.

Among the issues under consideration will be:
Psychological Assessment with particular reference to the Informed Consent Process and Confidentiality;
The Duty to Protect;
Professional Competence and Responsibility;
Working with Parents;
Effective Inter-Professional Work
Self-Care and Stress Management;
Record Keeping and Data Protection.

The implications for the training and professional practice of school psychologists and for the effective delivery of school psychological services will be highlighted throughout this presentation.

THE TEAM OF LIFE: A NARRATIVE APPROACH TO BUILDING RESILIENCE IN UK SCHOOL CHILDREN

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The 'Future in Mind' taskforce report highlighted the need for sustainable interventions that can be delivered by agencies engaged in supporting young people's mental health outside of routine National Health Service provision.

The Team of Life (Denborough, 2008) is a Narrative Therapy approach which has been adapted into a manualised intervention programme for schools and community providers (TOL, Eames & Denborough, 2015). TOL promotes resilience in vulnerable young people at a key time of transition into high school, engaging them through the language of sport rather than the language of ‘problems,’ making it more accessible to students not wishing to be targeted for a ‘mental health’ intervention.

The study is a pilot pragmatic cluster randomised controlled trial, 1-1 allocation of participants to intervention (TOL) or Transition as Usual (TAU). 95 families were recruited across 8 clusters, with 4 schools in each arm. Repeated outcome measures (CBCL, SDQ) were collected at 2 time points, pre and post intervention with parents, children and form teachers.

The presentation will report on the utility of the TOL programme in schools as part of building resilience in young children. Feasibility and preliminary outcomes will be presented. Main trial outcomes will be available by end of May 2017.

SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS: EVALUATION OF THE NORWEGIAN VERSION OF THE LIONS-QUEST "SKILLS FOR ADOLESCENCE" PROGRAM.

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This three-year trial will evaluate the effectiveness of a universal primary school based program called MV-2 (Mitt Valg 2, grades 5-7) in Norway (the original US version is termed the Lions-Quest "Skills for Adolescence" [grades 6-8] program). MV-2 is aimed towards helping students achieve and perform essential social and emotional skills. The program is termed universal because all students a class receive the program at the same time, and preferably all classes in one school should receive MV-2. MV-2 is supported by two studies in the US, but currently lacks a strong evidence base. MV-2 is made up of 47 lessons organized in six themes: development of the school climate, social interaction and emotions, relations, critical thinking, drugs and tobacco, and formulating positive goals. The current trial is important because there a significant number of children and young people do suffer from emotional and social difficulties. The main aim is to examine the impact of the MV-2 on Norwegian students’ social skills and emotional wellbeing.

THE EFFECT OF STUDENT-TEACHER RELATIONSHIPS ON THE SCHOOL BULLYING.

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School bullying is a serious problem that has a critical impact on the health and adjustment of children. To explore preventive measures against school bullying, this study focusses on the relationship between the student and teacher. The overall purpose of this study is to examine the bully-teacher relationship. A total of 5,497 students in Japan from elementary schools (4-6th grades) and junior high schools (1st-3rd grades) completed a survey about school bullying. The students were categorized into two groups by experiences of bullying: Bully students (4.5%) and Non-bully students (95.5%).

The findings indicate that bullies have a more negative perception towards the teacher than non-bullies: e.g., ‘my teacher doesn’t listen to me’. In addition, the frequency of communication between teachers and bullies were lower than that of non-bullies: e.g., daily greetings are not acknowledged by both teacher and bully, and teachers doesn’t show any appreciation towards the bully. These tendencies were especially prominent in junior high school students. In order to reduce incidences of school bullying and prevent students from becoming a bully, teachers need to be taught communication strategies to make an effort to build a positive relationship with the students.

USING A SOCIOCULTURAL FRAMEWORK TO EXPLORE THE EXPERIENCES OF VISUALLY IMPAIRED YOUNG PEOPLE WHO LEAVE SCHOOL; THEIR TRANSITION EXPERIENCES, FEELINGS OF INDEPENDENCE AND SENSE OF IDENTITY DURING THE TRANSITION PROCESS: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

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Whilst there is a reasonable research evidence base concerning the experiences of visually impaired young people during their compulsory education and in terms of their subsequent employment prospects, there is a paucity of evidence examining the transitions between these two elements of the lived experience of these young people, including their perceptions of their levels of independence and self-identity during transition.

A sociocultural framework was utilised to explore the experiences of five young people with a visual impairment who had experienced challenges during their respective transition journeys from compulsory education into further education, training, employment and unemployment. Following in-depth semi-structured interviews with the participants themes were identified relating to the young people's transition experiences, feelings of independence and sense of identity during the transition process and were explored using interpretative phenomenological analysis.

Findings suggested that the young people participating in this research were largely content with the support that they received during their compulsory education but felt in need of greater levels of support in terms of developing resilience, self-advocacy skills, problem-solving and assertiveness in achieving a successful transition into further education, vocational training and employment and avoiding becoming not in education, employment or training (NEET).

This research is set within a social and political context of high levels of unemployment amongst young people in the United Kingdom and even higher levels of unemployment amongst young people with disabilities and specifically those with a visual impairment.

UNDERSTANDING AND SUPPORTING ACADEMIC ACHIEVEMENT IN UNIVERSITY STUDENTS WITH UNDIAGNOSED READING DIFFICULTIES

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Research has identified a group of first-year university students with histories of reading difficulties (HRDs) that have gone undiagnosed. These students have poorer word-reading and reading comprehension than their peers, performing similar to students with diagnosed reading-disabilities. These students represent a vulnerable group within the university setting as they are not accorded the same academic supports as students with diagnoses and earn lower GPAs and fewer attempted credits than their peers.

In this study, first-year students with and without HRDs were compared on variables shown to be important to reading comprehension, but previously unexamined with this population. Findings showed that students with HRDs enjoy reading less and have read less than their peers. This group also scored lower than their peers on measures of vocabulary and general knowledge, important determinants of reading comprehension. Across the sample of incoming first-year students (N= 165), individual differences on the histories of reading difficulties measure and in reading habits contributed unique variance to vocabulary and general knowledge beyond that accounted for by grade-point average and parents' university attendance. Earlier identification and support for these students within the secondary-school and university settings are discussed.

WORKPLACE BULLYING AND ITS RELATIONSHIP WITH JOB SATISFACTION AND PSYCHOLOGICAL WELL-BEING

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Purpose

The purpose of this study is to examine the prevalence rate of workplace bullying in a sample of Italian and Spanish employees, and its differential consequences on employees' job satisfaction and psychological well-being. The effects of workplace bullying on job satisfaction and psychological well-being were explored taking into account a contextualized approach.

Design/Methodology/approach.

A cross-sectional study was adopted, in which a sample of 1,151 employees in Italy and 705 in Spain completed a questionnaire. We hypothesized that the relationship between exposure to bullying behaviors and psychological well-being is mediated by job satisfaction, and that this simple mediation model is moderated by the country (moderated mediation).

Findings

Results suggest that no particular differences exist in bullying prevalence among Spanish and Italian employees. However, we found scientific confirmation of our hypothesized moderated mediation model.

Research limitations/implications

Despite the limitations of the sample studied, findings capture contextual differences in the bullying phenomenon, which may have several implications for further research in this domain, as well as for designing interventions to deal with workplace bullying.

Originality/value

Although this study explores bullying in different cultural contexts without investigating specific cultural values, it establishes the roots to evaluate workplace bullying from a contextualized perspective.

TEACHING FOR REFLECTIVE PRACTICE IN PROFESSIONAL EDUCATIONAL PSYCHOLOGY

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In Aotearoa New Zealand *Reflective Practice* is one of nine New Zealand Psychologists' Board Competencies against which intern psychologists must demonstrate their professional capability in order to be considered ready to practice as educational psychologists. Reflective practice is integrally linked to skills for engaging productively in supervision, for strategically managing ongoing development of discipline knowledge, and to practising ethically.

In this presentation we will share the pedagogical approach used at Massey University to explicitly teach for reflective practice; preparing psychologists for demonstration of their emerging competence and setting them up for a career within which they continue to practice reflectively. Working backwards from the Reflective Practice requirement for graduating psychologists we will illustrate how the Massey University Educational & Developmental Psychology programme promotes reflective practice at all levels of study. Explicit reference is made to theoretical and professional frameworks that are used by these beginning psychologists in reflective practice. We will share the evidence that is gathered and presented in electronic portfolios (MyPortfolio Tertiary) by our intern psychologists that demonstrates their readiness for competent reflective practice in educational psychology.

FACTORS AFFECTING SPOKEN ACADEMIC LANGUAGE DEVELOPMENT: A MULTIPLE CASE STUDY

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Rationale

'We do not know what is wrong with Naum. He speaks perfect English but his work is terrible!'
The apparently fluent conversational skills of multilingual children may lead educators to hold unrealistic expectations of academic performance by children who have not had significant opportunities to develop academic language skills. This presentation will describe a study which aimed to understand how spoken academic language development (SAE) is impacted by language exposure at home, school and in the countries where the students have lived.

Outline of methodology

11 year old multilingual International school students were videoed talking about their work in a humanities class. The relationship between their levels of SAE (lexical, cognitive and

interpersonal) and exposure to language was investigated using pattern matching logic. Their academic outcomes aged 18 will be discussed.

Key findings

Rich exposure to one language during the early years provides a powerful foundation on which to build AL in other languages. It is not always advantageous to learn additional languages at a young age.

Implications

Educational Psychologists should include consideration of opportunities to develop academic language as a key factor to be examined when investigating the language or learning difficulties of multilingual children.

SCHOOL BASED PREVENTION OF SEXUAL EXPLOITATION AND HARASSMENT

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Gendered aggression is a worldwide problem as evidenced by research, media coverage and global initiatives to combat sexual assault, domestic violence, and sex trafficking. Schools are often ignored as sites for preventive intervention. (AAUW, 2001; Cowell, 2014; Estes & Weiner, 2005). It is critical to identify effective, school-based prevention and intervention strategies that provide educators and students with tools to combat gendered aggression (Kruger et al., 2016).

This presentation describes a multiyear project that began by developing, implementing, and evaluating a school-based, prevention program for adolescent girls placed at risk for commercial sexual exploitation. Using the participatory culture-specific intervention model (PCSIM; Nastasi et al., 2004), the project expanded to include interventions for boys and girls addressing additional forms of gendered aggression including gender stereotyping and sexual harassment. This project is presented as a qualitative study illustrating challenges and successes to effective, culturally responsive intervention to combat gendered aggression in schools. Since schools typically address gendered aggression only after a serious incident, it is critical that educators provide preventive services as well. Participants will gain information about students' perceptions of gendered aggression, how gendered aggression and consent are defined, and what school psychologists can do to address this problem.

TRAINING PROFESSIONALS IN SCHOOL-BASED CONSULTATION IN THE CONTEXT OF MULTI-TIERED SERVICE SYSTEMS

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School-based consultation is an approach to delivering psychological services internationally (Caplan & Caplan, 1993; Lambert, Hylander & Sandoval, 2004; Meyers, Meyers & Grogg, 2004). Team-based and tiered decision making strategies (e.g., RtI) are also used to assist children with learning and adjustment problems. Erchul (2011) suggested that consultation and team-based decision-making developed in two distinct literatures that should be supportive but barely overlap. We hypothesize that team-based, tiered approaches pose challenges for school-based consultation and for training of school-based consultants.

This exploratory investigation reports analysis of 14 school psychology trainees' written reports of efforts to implement consultation in the context of RtI. Themes generated via qualitative

analysis revealed factors that interfered with trainees' consultation efforts. These include: use of the standard protocol approach to RtI; requirement not to adjust interventions after implementation had begun; and limited role of trainees in team-based decision-making teams.

We conclude with recommendations for strengthening school-based consultation by trainees. These include informing consultation with concepts of social justice and school-based trauma; strengthening the focus on contracting during consultation; using recursive approaches to assess fidelity and modify interventions accordingly; and assigning students to each tier of RtI along with a clear consultation role at each tier.

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THE EFFECTS OF A SCIENCE AND SOCIAL STUDIES THEMED SHARED-READING INTERVENTION ON SPANISH-SPEAKING LATINO PRESCHOOL CHILDREN'S VOCABULARY

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Language skills contribute substantially to a child's ability to read for meaning and interventions focused on the language bases of reading comprehension contribute to later reading comprehension and reduce risk for later reading difficulties.

This study evaluated the effects of integrating science and social studies vocabulary explicit instruction into shared book reading with low-income Latino preschool children at risk of language delays. Treatment teachers implemented the intervention in small groups, 5 days per week, 20 minutes per session, for 18 weeks. Twenty-five treatment teachers implemented the intervention with 148 children and 25 comparison comparison teachers engaged in typical practice with 150 children but were provided with books to use.

No statistically significant intervention effects were found to differentiate the intervention and the comparison groups on two standardized measures: PPVT-4 ($\gamma_{01_intervention} = 0.05, p = .969$), EVT-2 ($\gamma_{01_intervention} = 2.15, p = .442$). However, statistically significant effects were found for two researcher-developed vocabulary measures: RDRPVT ($\gamma_{01_intervention} = 4.91, p < .001$) and RDEPVT ($\gamma_{01_intervention} = 7.99, p < .001$). More important in a two-year follow up, effect sizes were .47 on both expressive and receptive vocabulary standerdized measures, evidence of a synergitic effect of the intervention on English vocabulary over time.

FATHERHOOD IN FAMILIES OF CHILDREN WITH AUTISM: METHODOLOGICAL AND THEORETICAL GAPS

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Previous findings have shown that fathers' active involvement in child rearing activities is a good predictor of children's various aspects of cognitive, emotional and social development. Yet, the number of studies which focus on the characteristics of the father in families of children with autistic spectrum condition is limited. The purpose of the present study was to carry out a systematic literature review of these studies, compare their findings and identify methodological and theoretical gaps in the existing literature. Via a criteria based review approach, 50 eligible empirical studies were included in the analysis.

Results suggest that fathers of children with autism tend to experience high levels of anxiety/depressive symptoms and believe that raising a child with autism is a stressful task. However, if supported, fathers of children with autism manage to use effective coping strategies within the familial context and learn to perceive their relationship with their child as a positive experience. Most reviewed studies agree that fathers are less involved in their autistic child's care activities and education than mothers. Very few studies addressed the issue of fathers' self-expressiveness in the family or fathers' overall well-being as well as the impact of these factors on the quality of father-child relationship. Possible gaps in the aspects of fatherhood examined are addressed and the analysis of the role of father in the support of the autistic child in the existing literature is discussed. Moreover, the implications of the reviewed evidence for educational practice are considered.

INVESTIGATING SCHOOL EXCLUSION: SUPPORTING SCHOOLS TO DEVELOP THEIR ETHOS, SYSTEMS AND APPROACHES TO PROMOTE THE INCLUSION OF STUDENTS WITH THE MOST CHALLENGING BEHAVIOUR

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Despite over 30 years of research and interventions by support services in a large Local Authority (LA) in the East Midlands, the level of school exclusion remains a significant concern. This prompted a large scale systemic, comparative study into school exclusion involving nearly 2,000 students and 450 staff in a sample of the highest and lowest excluding schools in the LA, matched for size, education phase and social deprivation factors. This study involved a mixed methods approach incorporating statistical analysis of variance of questionnaire data, content analysis of behaviour policies and thematic analysis of interviews.

The outcomes of this study indicate the need for high excluding schools to promote: a stronger positive ethos, teamwork including collaborating with other schools, consistency, yet greater flexibility in applying a graduated approach to students at risk of exclusion and greater attention to the well-being and professional development of staff.

This paper will also outline the implications of this study for LA support services in becoming critically reflective of their own practice in supporting schools.

RESPONDING TO A MENTAL HEALTH CRISIS IN THE REPUBLIC OF ARMENIA. - PROVIDING TRAINING AND SUPPORT TO ESTABLISH A SUICIDE HOTLINE

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I will be traveling to Armenia for a two-week humanitarian mission in April 2017. I will be working with Syrian refugees, children and adolescents in children's centers, women in women's centers, as well as professionals including educators, mental health professionals and health providers.

One of the primary goals of this mission is to help establish a suicide/crisis hotline. Since 2003, suicide rates in Armenia have, through the years, increased by more than 100%. What was once an infrequent phenomenon for primarily males over sixty, is now impacting young people at an alarming rate. The Kievyan Bridge in Yerevan is now nicknamed, "Suicide Bridge". Socio-economic risk factors for depression and suicide are prevalent in Armenia given the current socio-economic conditions. Nearly one third of the population lives below the poverty line. Domestic Violence is widespread, contributed to by these economic frustrations. There is also a severe lack of mental health services, with only five outpatient mental health clinics in the country. There is currently no private or governmental program to address the risk of suicide. In December of 2014 the World Health Organization, reported suicide to be the number 1 cause of death for adolescent girls aged 15 – 19 worldwide.

My presentation will focus on the key elements of setting up a suicide hotline and establishing a training program for hotline volunteers, as well as the challenges of doing so in a different socio-cultural setting. I will also share my experiences in working with the various target groups and settings. I hope to have a video to share as well.

RETHINKING THE ROLE OF THE SCHOOL PSYCHOLOGIST FOR THE 21ST CENTURY

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Is school psychology distinct as a discipline? School psychologists take on a multitude of different roles. We assess and advise on learning, development and disability, mental health, behaviour, peer relationships, refugees, curriculum, classroom management, teaching delivery, school organisation, school and district policy, family relationships. We've taken on more and more areas as the need arose.

Here's my worry for the future. Are we over-reaching? Is it a case of Jack-of-all-trades, master of none? Is our profession sufficiently distinctive –other professions specialise in advising on many of these areas. Where school psychologists are attached to schools then offering a wide portfolio of skills can be helpful. But with significant funding cuts, or where schools can buy-in their own services, is it the school psychology service that is sought?

Other groups have moved out from their clinic bases so school psychologists are no longer the only professional group who will support a child in the school setting. Might schools or districts now instead commission clinical psychologists, or community psychologists, or education consultants, depending on how they perceive the problem?

Is it time to rethink the role of the school psychologist for the 21st century?

EXPLORING THE FIELD: WHAT EVIDENCE IS THERE TO JUSTIFY A MINDFULNESS INTERVENTION PROGRAMME WITHIN INITIAL TEACHER EDUCATION?

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Within the UK teaching profession, stress, anxiety and depression is estimated to account for the loss of approximately 220,000 teaching days per year at a cost of over £19 million. The impact on, and disruption to, a safe and effective learning environment and the pupil teacher relationship must be considered of equal significance.

This paper explores and discusses the relevance of undertaking an efficacy study into the development of a mindfulness programme to reduce stress and anxiety in pre-service teachers to improve their effectiveness in the classroom and retention within the profession. Whilst there is a significant body of literature that examines in-service teacher stress, resilience and wellbeing, the literature on pre-service teachers' wellbeing is more limited.

Within the education sector, along with other professional domains deemed as stressful, there is a proliferation of mindfulness-based programmes for use with both children and adults with the aim of reducing stress and anxiety. However, the area of pre-service teacher development is largely absent from rigorous empirical studies in relation to both problematising and addressing what is deemed a stressful period of training. Hence, this paper explores the opportunity for developing a mindfulness-based programme (MBP) as a potentially positive intervention activity.

A MAP OF GOOD TRANSITION PRACTICE TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN) TO POST-SECONDARY OPPORTUNITIES

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There is an increasing number of students with SEN seeking to pursue opportunities that involve Further Education courses and other pathways such as apprenticeships. The “new” SEN Code of Practice (2014) established that support for pupils who have an Education, Health and Care Plan (previously known as the Statement of SEN) extended to age 25 years. Consequently, this has led to additional focus on the post-secondary experiences of these young people. However, there is a myriad of research that suggests that what happens before, that is, the transition planning process, is complex and there are a significant number of adolescents with SEN who leave secondary school without clear planning or any evidence of a formalised process that prepares them for this major change. Political discourse about participation in Further Education has also led to a focus on those vulnerable young people who are referred to as NEET (Not in Education, Employment or Training).

The session will be based on a literature review and discussion paper that aimed to identify the main elements of a ‘good’ transition from secondary to post-secondary opportunities. The research work that was accessed was concerned with both the process and the outcome of transition at both the individual and the systemic levels. It includes past research that was concerned with identifying gaps in the transition planning process for pupils with learning disabilities, research that evaluated support systems in place for pupils and their families and

research that investigated pupil involvement and pupil aspirations. This work then sought to identify key aspects that would characterise positive transition practice by developing a map or transition chart which illustrates the dimensions that operate at the individual pupil level, the school system and the community level.

CRISIS INTERVENTION IN SLOVAK SCHOOLS - THE IDENTIFICATION OF CRISIS EVENTS IN LIVES OF ADOLESCENTS

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The aim of this paper is to identify important and ‘risky’ life events experienced by adolescents through a questionnaire. The main part of this paper deals with crisis intervention from the general point of view, taking into consideration the Slovak school environment. The practical part of this paper focuses on answering questions regarding what crisis situations are adolescents facing in their lives as well as which of these situations affected them the most. In addition to data processing we used the method of semantic differential.

As a result of this work we increased our understanding of the identification of particular disturbing and overly stressful events for adolescents. The most frequent of these referred to ‘how negative the behavior of a man can get under the influence of alcohol .Other dramatic events were ‘the death of a close friend or family member’ and ‘witnessing others using or selling illegal drugs’. For the most distressful situations the study evaluated ‘the loss of a close friend or family member’. In addition, for those who underwent the particular events the most difficult was ‘the event of sexual exploitation’. The conclusion of this thesis could help set areas of crisis intervention into practice, as well as inspire other research projects in this area.

PROMOTING RESILIENCE AND POSTTRAUMATIC GROWTH AMONG SURVIVORS OF COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC)

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There is increasing recognition that a large proportion of school students have experienced trauma and abuse, yet commercial sexual exploitation of children (CSEC) is a particularly complex form of abuse that still goes largely unrecognized. Survivors of CSEC show levels of posttraumatic stress disorder that are similar to those of war veteran populations. However, researchers are beginning to understand factors that contribute to resilience to trauma or even posttraumatic growth among youth.

It is vital that school psychologists learn to recognize the symptoms of CSEC, and promote coping strategies and community strengths that may lead to healing, resiliency and even posttraumatic growth. This presentation will focus on the global prevalence of sexual exploitation and how to identify, intervene, and collaborate with others to help survivors of sexual exploitation succeed in school.

Summary

There is increasing recognition that a large proportion of students in schools have experienced trauma; studies have demonstrated that more than 50% of youth have been exposed to potentially traumatic experiences (e.g., Finkelhor et al., 2005). Childhood sexual abuse affects approximately 20% of girls (Stoltenborgh et al., 2011) and is associated with increased likelihood of displaying both internalizing and externalizing disorders (Wolfe, 2007) including drug and alcohol use, violent behavior, and school problems (Fairbank, 2008). Girls who have been sexually abused also present social difficulties (Blanchard-Dallaire & Hébert, 2014) and are more likely than other youths to experience peer victimization (Finkelhor et al., 2015). Without a proactive strategy in place about how to identify and treat children who have experienced childhood sexual abuse, symptoms may be mistaken for ADHD, social maladjustment, or defiance and treated with ineffective behavioral strategies, or worse, viewed as misbehavior that results in exclusionary discipline procedures that push children out of school and into the juvenile justice system.

Trauma-Focused Cognitive Behavioral Therapy is a psychosocial treatment model designed to treat posttraumatic stress and related emotional and behavioral problems in children and adolescents. Initially developed to address the psychological trauma associated with child sexual abuse, the model has been adapted for use with children who have a wide array of traumatic experiences, including domestic violence, traumatic loss, and the often multiple psychological traumas experienced by children prior to foster care placement. The acronym PRACTICE reflects the components of the treatment model: Psychoeducation and parenting skills, Relaxation skills, Affect expression and regulation skills, Cognitive coping skills and processing, Trauma narrative, In Vivo exposure (when needed), Conjoint parent-child sessions, and Enhancing safety and future development.

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IMMIGRANT CHILDREN'S AND PARENTS' PRAXIS TO ADJUST FOREIGN SCHOOL CULTURE: A CASE STUDY OF NEPALI IMMIGRANTS IN JAPAN

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Foreign immigrants in Japan has increased rapidly. “New comers”, especially Nepali have increased and spread out everywhere in Japan. With the surge of immigrant family, the number of children who go to public school has been increased.

In this paper, I examine Nepali immigrant students’ school adjustment and parents’ participation to “school culture”. I carried out semi-structured narrative interview and participated observation for Nepali junior high and high school students and their parents in Tokyo and suburb. I collected qualitative data which is students’ cross-cultural and school adjustment strategy, and parents’ praxis to Japanese school culture.

The study found the following. First, students have to imitate the life style of Japanese s to adjust to “school culture”. For example they hope to eat Japanese cuisine and to speak Japanese at home. Parents feel their children’s attitude complicated issues as they worry their children forget the mother language and underestimate the identity as a Nepali citizen. Second, Not only children but parents pay efforts to participate to Japanese school culture. They join to informal mother’s network as well as a Parents and Teachers Association (PTA). Third, both parents and children have stress to adjust Japanese school.

The consequences of these data are discussed in relation to supporting Nepali newcomer's children and parents.

ATTITUDES TOWARDS INCLUSION OF PUPILS WITH AUTISM SPECTRUM DISORDER (ASD): A SURVEY OF REGULAR PRIMARY SCHOOL TEACHERS IN BANGLADESH

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The purpose of the study is to investigate the attitudes of teachers towards inclusion of pupils with autism spectrum disorder (ASD) in regular classrooms. In addition, this study is also aiming to examine the relationship between teacher-related factors and teachers' attitudes towards inclusion of pupils with ASD in regular classrooms. This study is conducted in 30 regular primary schools in Dhaka City, Bangladesh.

A demographic questionnaire and a modified as well as translated version of TATIS (Teacher Attitudes toward Inclusion Scale) developed by Cullen et.al.(2010) are used for measuring teachers' attitudes towards inclusion of pupils with ASD in regular classrooms.

The descriptive and inferential statistics are used to analyze the collected data. The major findings indicate that teachers' attitudes toward inclusion of pupils with ASD in regular classrooms are slightly positive. The results also indicate that a statistically significant correlation is highlighted between teachers' attitudes towards inclusion of pupils with ASD and the following teacher-related factors: gender, age, educational qualification, teaching experience, being personally acquainted with a person with ASD, adequate training and formal training on ASD.

DEVELOPING INCLUSIVE LEARNING ENVIRONMENTS IN SWEDEN

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The aim of the study was to explore teachers' and student health service team's experiences and description of their own, and their own school's process towards developing more inclusive learning environments.

The study was a single case study carried out in a larger primary school. The study was a part of a national three year research and development program on inclusive learning environments that took place in 30 schools in 12 communities. Data collection consisted of three focus group interviews with teachers and student health service team. The results of the study show that the school has undergone a significant development. Teachers express that there has been a change of language usage and value. They also describe how they've gone from ideology to change of practice in the classroom. At the same time appears the image of a partly uneven spreading effect between different teacher teams but primarily between the student health service team and the rest of the school. The student health service struggle with a long term tradition where the work often is characterized by an individual focus based on the shortcomings of particular students that seems hard to change.

PROMOTING SCHOOL COMPLETION AND DECREASING DROPOUT RISK FACTORS AMONG ETHNIC MINORITIES IN THE US

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United States (U.S.) census data suggests that minority groups, including Hispanic and African American youths, have had the highest status dropout rates since the 1970's. Dropping out of high school is associated with various individual and societal negative outcomes.

The current review analyzed the results from interventions that promote school completion and decrease dropout risk factors among ethnic minorities in the US. The studies in the current review were identified using the Texas A&M Library electronic database. Titles, abstracts, and keywords were searched using the term "Check & Connect" (C&C) or "Check, Connect, and Expect" (CCE).

The current review suggests that C&C is effective in reducing dropout rates, instances of tardiness, office referrals, and absences. It also increased levels of school attendance, while improving academic outcomes in samples with ethnic minority students. CCE was associated with behavioral improvements in students and had no impact on academic outcomes in samples with ethnic minority students.

Monitoring predictors including student engagement, academic performance, and behavioral variables can help identify students who are at-risk for school dropout. Interventions like C&C

and CCE provide targeted supports to at-risk students, and promote engagement variables, which mitigate the risk of dropout and increase school completion.

RIGHTS, POWER AND PLAY: CONTROL OF PLAY IN SCHOOL GROUNDS - AN ACTION RESEARCH PROJECT FROM WALES

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This research focuses on the role of control, power and people in utilising school grounds for play by children after teaching hours. Statutory Guidance (Welsh Government, 2014) states school grounds must be considered in local play provision. Despite children's right to play (UNCRC, 2013), school grounds across Wales are under-utilised (Play Wales, 2012). School playtimes are important for health and behaviour (Baines and Blatchford, 2010; Hyndman et al, 2014) suggesting that communities benefit from spaces being available (WG [A2] and WLGA 2002). Children report that playing is an important aspect of their lives (International Play Association, 2010; Children's Commissioner for Wales, 2015).

A rights-based approach was taken, using the concept of children as active agents (Lester and Russell, 2008). Utilising this theoretical framework an action research methodology (Mukherji and Alban 2015) was adopted. Three primary schools participated in a two-month project, which provided play facilitators and resources. Qualitative interviews (pre and post project) were undertaken with members of the school community.

Findings indicate that power and control are factors in relation to accessibility and use of outdoor spaces. Opening school grounds after hours appeared beneficial, suggesting it should be incorporated in strategic planning (see Greatorex, 2011).

A QUANTITATIVE SURVEY OF YOUNG PEOPLE'S MINDFULNESS, SOCIAL BEHAVIOUR AND VULNERABILITY IN GREATER MANCHESTER

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Rationale: Vulnerability among young people in Greater Manchester as well as larger cities in UK is a significant problem. Being able to predict vulnerability and increase personal safety among young people is something that policy makers as well as the police are very keen to do. This study, funded by the Home Office Innovation Fund and Greater Manchester Police, examined the relationships between mindfulness and social behaviour, vulnerability and perceived social norms among young people.

Methodology: Participants were year 10 school children from over 300 greater Manchester schools who completed a survey containing 56 questions which had four subsections: mindfulness, social behaviour, vulnerability and perceived social norms.

Analysis: Pearson's bivariate correlations were used to test for linear relationships between scores on mindfulness and the other variables.

Key findings: Mindfulness scores were found to be positively correlated with social behaviour, personal safety and perceived social norms. The data suggests that mindfulness training for young people can be important component for reducing vulnerability and improving personal safety for young people.

Implications: Randomized, placebo-controlled trails are necessary to determine whether mindfulness training is useful in improving personal safety in young people

A CASE EXAMPLE OF SOLUTION-FOCUSED BRIEF COUNSELING

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This presentation will focus on the outcomes from a single subject case study utilizing Solution-Focused Brief Counseling (SFBC) technique in a high school setting. SFBC emphasizes students' strengths and assets rather than their deficits and has a "here-and-now" orientation that does not focus on past events (Sklare, 2005). It is a quick counseling approach with successful applications in schools where solutions are emphasized over problems (Murphy, 2008). Research for this approach has been positive over the years, especially for students from underrepresented groups (Sklare, 2005). SFBC was provided individually to a 9th grade female student to address referral concerns over her grades and general low motivation and academic engagement over a period of 11 weeks. Progress monitoring data reflect improved work production and grades across all subjects. This presentation will review

case conceptualization components as well as specific counseling session strategies and activities.

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PREPARING TEACHERS TO IMPROVE THE QUALITY OF PRIMARY PREVENTION IN CZECH SCHOOLS

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The Czech Republic has been emphasizing more and more the prevention of 'at risk' behaviours among pupils attending elementary school. The present study, supported by the Moravian-Silesian Region, aims to investigate the extent to which the professional preparation of teachers focusses on ways of identifying and solving 'at-risk' behaviours among elementary school pupils.

The responsibility to effectively identify and manage the negative behaviour of pupils and students should not rest solely with educated and qualified workers in primary prevention. Teachers also have a key role in systematically focussing on prevention of undesirable social development in the class and on the building of healthy interpersonal relations.

In order to investigate the extent to which teachers are trained in the area of primary prevention, questionnaires were distributed to 150 - elementary school teachers, 35 semi-structured interviews with professional workers of elementary schools were conducted and contents analysis of the educational curriculum for university students of the teaching profession was undertaken.

The results of the investigation were alarming:

1. The area of prevention is only marginally covered on training courses for teachers. The study proposes measures to be included in the future compulsory university curriculum.
2. Elementary school teachers are not aware of their important role in the prevention process; they do not consider it systematically and discuss children's emerging problems with professional workers of the school. The study recommends that teachers receive additional training and support that will enable them to strengthen their role in the area of prevention, which should include specific topics for working with the whole class.

3. Professional workers (school psychologists, guidance counsellors) are aware that there is insufficient coordination of their work with the class teachers. The project recommends a series of activities to support the internal cooperation of all school workers.

CHILD TRAFFICKING IN THE SCHOOLS: ACADEMIC AND PSYCHOLOGICAL PERSPECTIVES

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According to UNICEF, 5.5 million children fall victim to trafficking every year. Child trafficking involves the use of force, fraud or coercion to exploit a minor under the age of 18 for forced labor or commercial sex. Often regarded as the modern-day equivalent of slavery, child trafficking is not only illegal in most countries, it also violates the basic rights of our most vulnerable charges, as defined by the UN Convention on the Rights of the Child, particularly Articles 32 (Child Labour), 34, (Sexual Exploitation), and 35 (Abductions, Sale, and Trafficking). Child trafficking can involve males and females of all ages, often as young as nine. Victims may be targeted in schools or through social media, and may be recruited by adults or older students. Children who are trafficked often exhibit problem behaviors in academic and psychological functioning.

School professionals have the responsibility for identifying, supporting, and intervening with students who are victims or who are at risk for being trafficked. The purpose of this presentation is to raise awareness about child trafficking in the schools, to describe risk factors for and indicators of child trafficking, and to offer resources and strategies to combat child trafficking in school settings.

YOUTUBE MONOLOGS: ARE THEY A USEFUL TOOL FOR MENTAL HEALTH COUNSELING?

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A large-scale survey among Israeli school graders indicated that many of them address YouTube in order to learn how to deal with both physical and especially mental-health problems they encounter. Hence a question emerges as to the messages they get from such an exposure. In the current, twenty personal authentic monologs on Anxiety, Stress and Coping were selected from YouTube and been analyzed in depth, in order to evaluate the kind of messages that they convey and whether it could be used as a component in intervention among people who are in stress. Analysis of the monologs indicated that the monologs could divided in to three general groups - 35% that initiate hopelessness; 30% that initiates hopefulness and 35% that initiate neither hope

nor despair. It is concluded that adolescents' occasional exposure to such monologs could be informative to the audience, but not necessarily promoting personal resilience. However, an exposure to carefully selected monologs could serve as a useful in promoting the mental health of school graders who are in-need.

ARE PARENTS AND TEACHERS ABLE TO DETECT WORKING MEMORY DIFFICULTIES IN PRIMARY SCHOOL CHILDREN?

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Working memory difficulties affect an estimated 10% of children and adolescents (Alloway, Gathercole, Kirkwood & Elliott, 2009). Low working memory can have a significant impact on academic achievement, because young people with this difficulty have a limited capacity for holding information in their mind while engaged in classroom activities.

This project examined working memory in children using computerised tasks, and comparing their performance with ratings obtained from parents and teachers. It also examined the differences in academic achievement across children with intact working memory abilities and those with difficulties. Two hundred and twenty-five children aged 8-12 years living in Victoria, Australia were recruited.

The results of this study indicated that 16.9% of children had working memory difficulties. Teachers had a significantly better capacity for identifying these difficulties than parents. Children with low working memory were found to be nearly one year behind their peers in literacy and numeracy. The results of this study also suggest that the prevalence of working memory difficulties may be underestimated, and the importance of selecting effective screening tools to detect them in children. The implications of working memory difficulties on academic achievement will be discussed, and the importance of children developing compensatory strategies as early as possible.

CAN CULTURAL COMPETENCE BE TAUGHT? CAN CULTURAL COMPETENCE BE ASSESSED?

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In the USA, and elsewhere, schools are experiencing tremendous growth in cultural diversity (Frisby & Reynolds, 2005) and it is unclear if school psychologists are trained to meet the needs of these diverse students. Cultural biases can have a negative effect on assessment and service delivery (Frisby & Reynolds, 2005; Imel et al., 2011). Compounding the issue, while student populations are becoming more culturally diverse, professionals in the field are not. There is not a widely used instrument that can provide scores that lead to reliable and valid interpretations of cultural competence specific to the discipline of school psychology.

However, in 2013, the first author of this paper designed a promising cultural competence instrument specific to school psychology. Cross-sectional and longitudinal data from the instrument and follow up surveys suggest that students benefit from intentional instruction in culturally competent practices.

One training program has implemented a series of embedded cultural competence learning experiences for school psychology students. Using the original instrument, we have been able to document the success of this Culturally Competent Practitioner Initiative (CCPI). During the course of this paper, we will share both the instrument as an effective measure and the CCPI as an effective programmatic change.

MAKING CLASSES A BETTER PLACE: A CASE FOR CLASSROOM CLIMATE

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In line with research emphasizing the role of teachers in enhancing student engagement (Lam et al, 2012) and taking into account the proximal forces (Lewin, 1972) impinging on the lives of school-children and the characteristics of predominantly self-contained classrooms in the Hungarian educational system a 36-item Classroom Climate Questionnaire (CCQ) was developed with 5-point Guttman-type scales. In a series of studies involving 980 students between the ages of 12 and 18 years, from 37 classes in 12 different schools the CCQ, Psychological Sense of Membership (Nichols, 2008) and an adapted version of the School Climate Questionnaire (Griffith, 1999) as well as the Hungarian short version of the Motivated Strategies of Learning (Pintrich & DeGroot, 1990) was administered and individual-, class- and school-level background information was collected.

The analysis of classroom-climate patterning based on subscales suggests that the first-grade level in each school-type increases the likelihood of a classroom climate conducive to engagement, while hierarchical cluster analysis unveils that class-size, number of integrated SEN and at-risk pupils in a class become important variables influencing classroom climate as a function of school-size and type – giving food for thought regarding integration practices. Connections among classroom and school climate are also discussed.

**REACHING YOUR LIFE'S GOALS:
HELPING NEET YOUTH RE-ENGAGE WITH THE WORLD OF TRAINING AND
WORK**

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Youth unemployment reached a historic high of 23,5 % in 2013 in Europe, with the consequence of losing a 5,7 million youth in regard to the workforce. The Erasmus+ programme: RLG project concentrates on these low skilled young people, often classed as NEETs, (not in employment education or training) within the age-range of 16 to 24 year-olds in each of the four partner countries.

RLG is a 12-week programme centred on transportability and dissemination (Chorpita, 2003) of intervention, employing self-rating scales and observations as assessment methods as indicators of effectiveness. The program designed to promote the skills, behaviours and attitudes that help turn NEET youth into proactive members of society with the ability to move forward into training, employment or self-employment was tested on 160 participants, and intervention was tailored according to the needs of the specific groups in the field of ten competencies identified as instrumental in reaching the goals of the program.

A comparison of pre- and post-intervention self-rating scales developed on the basis of JET framework, as well as activity based behavioural assessments showed that out of the ten competencies, interpersonal skills and problem solving emerged as the two showing the highest and significant gains.

COGNITIVE BEHAVIOR THERAPY FOR PARENTS OF STUDENTS EXHIBITING SCHOOL REFUSAL IN JAPAN: A DEVELOPMENT TRIAL

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School refusal among students may cause parents to lose confidence in their ability to manage children's non-attendance, which can in turn lead to their inability to facilitate the children's return to school. However, there has been little attention to parent's mental health condition in this regard.

We evaluated a program developed to maintain the mental health of parents of students with chronic absenteeism through cognitive behavioral therapy (CBT). Specifically, by improving stress coping skills, the program was expected to decrease parents' anxiety and depression and increase their quality of life (QOL).

Using a non-randomized (i.e., single-arm) trial design, we recruited 20 parents from 18 families and divided them into groups of 4–6 members for the CBT program, which comprised 6 weekly sessions over about 3 months. Treatment results were evaluated using self-reported questionnaires. The results showed a decrease in depression and harmful self-blame and an increase in positive cognitive reframing among the participants. Furthermore, both the physical and psychological domains of QOL improved. The results indicated that the CBT parent support program was effective in alleviating parents' mental health problems and improving their QOL.

BULLYING PREVENTION AMONG CHILDREN RAISED BY GRANDPARENTS

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Children raised by their grandparents remain a growing population in schools (Edwards & Taub, 2009). Although placement with their grandparents may be the best setting for children whose parents can no longer care for them, research suggests the children may experience difficult school functioning such as social-emotional and behavioral problems (Edwards, 2009). These behaviors are often related to involvement with bullying (Vaughn et al., 2010), but no empirical research investigates bullying among children raised by their grandparents.

The purpose of this presentation is to

(a) briefly describe the phenomenon of children raised by grandparents,

- (b) briefly review the significance and impact of bullying in schools,
- (c) present results of an empirical study that investigates the intersection of these two important phenomena – bullying and children raised by their grandparents, and
- (d) advance potential interventions to prevent bullying among children raised by grandparents.

Learning Outcomes

Participants attending this session will learn, based on the results of this study, whether children raised by grandparents require specific prevention and intervention services to avert and/or attenuate bullying. They will learn about specific bullying prevention programs that take into account the particular dynamics associated with these families.

ACADEMIC AND PSYCHOLOGICAL SUPPORT FOR A STUDENT ATHLETE WITH SEVERE INJURIES

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The purpose of this study is to explore the characteristics of athletes who have suffered injuries, and to discuss how to support their academic performance and mental health during and after university education. Student athletes sometimes have serious injuries in their sports career and have poor attendance records. This typically results not only from the physical demands of sports, but also from internal desires to reconstruct relationships with parents and surrogates.

This research discusses a case study about an athlete who had these psychological characteristics at school. This case focuses on a nine-year support process for the athlete who had been playing sports since elementary school. Academic counseling was conducted throughout the supporting process. Data from semi-structured interviews and Sentence Completion Tests (SCT; Sano & Makita, 1960) were also analyzed for the athlete's psychological characteristics. We found that the decisions in their educational career were often interfered with by their parents and surrogates. Low self-efficacy and desires for protection caused their frequent injuries. In addition, teaching them how to study and providing psychological support were effective for the student.

Our conclusions are: considering co-dependency between parents-athletes is essential and achieving independence is the main focus for assisting athletes.

SUPPORTING TEACHERS TO CREATE EFFECTIVE LEARNING ENVIRONMENTS: A NEW ZEALAND PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Internationally, classroom teachers are increasingly expected to support students with social-emotional difficulties and challenging behaviours (Daniels & Strauss, 2010; Graham, Phelps, Maddison, & Fitzgerald, 2011). Educational and school psychologists use psychological skills, knowledge and training to benefit the learning and development of children and young people (Woods, Stothard, Lydon & Reason, 2013) and therefore should be considered key players in supporting teachers with the increasing needs of students.

The current study investigated whether New Zealand teachers (N=164) consider themselves to be well-supported in meeting this demand. An online questionnaire asked teachers to identify the extent to which they can access educational psychology services to support the educational and psychological needs of children and the extent to which student needs are being met. Qualitative and quantitative findings identified a need for teachers to have more efficient processes for accessing psychological services to allow them to better meet the “increasing needs” of students. In line with international trends (Farrell et al., 2005; Reinke et al., 2011), a lack of funding and a shortage of educational psychologists were identified as the most significant barriers to educational psychology services in New Zealand.

This presentation will discuss ways in which educational psychology service provision in New Zealand could be made more central in supporting teachers to create safe and effective learning environments for our learners. An increased promotion of systems-level support is suggested as the most cost-effective approach that would also benefit the greatest numbers of students and teachers.

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WHICH INDIVIDUAL AND SCHOOL FACTORS DETERMINE PUPILS' SENSE OF SCHOOL BELONGING DURING SECONDARY EDUCATION? EVIDENCE FROM THE PISA DATA

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There have been lengthy discussions within the field of school psychology about the individual factors that promote pupils' sense of school belonging during secondary education. However, the literature on the school factors that determine these outcomes seems to be less informed. The present study, by utilising an ecological-systemic approach, aimed to consider the predictive role of a range of individual and school factors including academic achievement, gender and class size, resources and school learning environment. UK data of 7974 15 year old pupils and 351 schools from the Programme for the International Student Assessment (PISA, 2015) study were analysed. Using multilevel modelling, results indicated that individual factors that predicted pupils' sense of belonging were gender, parental education and family's economic social and cultural status, and achievement motivation, explaining 6% of the variance. School factors that predicted sense of school belonging included student-related extracurricular resources and class size explaining 29% of the variance. We propose a theoretical framework that integrates the role of individual and school factors to advance knowledge concerning potential pathways for the development of evidence-based intervention targeting the improvement of pupils' sense of school belonging.

ATTITUDINAL AND PSYCHOLOGICAL CONCERNS: MENTAL ILLNESS STIGMA AMONG TERTIARY LEVEL STUDENTS

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A limited amount of research is available on people of the Caribbean on this topic. Upon reviewing research of Arthur et al (2010), this researcher conducted qualitative research on mental illness stigma in tertiary institutions in Jamaica with three themes among others reviewed. These included definitions of stigma, behavioural responses toward persons perceived as mentally ill and perceptions of and beliefs about mental illness. This research has now improved the base of empirical knowledge on mental illness and the stigma concerns. The research shows the importance of educating the college educated public who in the future may have an impact on policy-making in mental health in the Caribbean.

TACKLING UNCERTAINTY: MAKING A POSITIVE DIFFERENCE WHEN VULNERABLE CHILDREN MOVE TO A NEW SCHOOL.

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For some children, especially those with a history of learning difficulties, moving to secondary school poses real challenge, and is full of uncertainty for them, their teachers and their families. Children's sense of belonging, learning engagement and educational longevity may be compromised and personal efficacy of all concerned impacted.

This presentation shares a pragmatic, strength-based case study that incorporated pre-post questionnaire and interview data to explore helpful transition features. Findings provide unique insight into personal experiences of transition from children, whose learning histories in primary school indicated the road to secondary school might be rough, and from their family members and teachers.

Four common facilitators are introduced: deliberate responsibility for the transition process; purposeful, timely engagement; transition knowledge and information; and targeted support. Some serious questions are raised and barriers identified.

The implications and recommendations offered reference supportive, systemic strategies and policy to enhance inclusive, equitable and effective learning environments for children with learning difficulties and school communities. Attention is drawn to specific transition pedagogy including enrolment, information transfer, first day attendance, and teacher/school practices. The research outcomes are very accessible, having immediate relevance for Psychologists who collaborate with children, families, and teachers in schools.

A new ecosystem model for inclusive early childhood education: Findings from a qualitative analysis of 32 European examples

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There is an increasing awareness of the significant return that results from investing in quality pre-school inclusive educational opportunities for all children and particularly for disadvantaged groups. Thus, the European Agency for Special Needs and Inclusive Education is currently conducting a three-year Inclusive Early Childhood Education (IECE) project (2015-17) aimed at identifying and promoting the main characteristics of quality inclusive pre-primary education for all children from three years of age to the start of primary education.

This report presents the results of a qualitative analysis of 32 descriptions of examples of IECE provisions across Europe that were submitted to the project in August 2015. The findings represent European practitioners' perceptions of and practices for IECE. Inspired by the structure-process-outcome and ecological system approaches, the study identified five dimensions of structures, processes and outcomes that incorporated 25 elements of inclusive early childhood education. These were organised into a new ecosystem model for inclusive early childhood education centred around the child's belongingness, engagement and learning as the main outcome dimension. The presentation is concluded with a discussion of the model's implications for policy, research and practice in IECE.

**ATTITUDES TOWARDS CULTURAL DIVERSITY, SOCIAL IDENTITY AND
ACADEMIC PRACTICES AMONG STUDENTS AT AL AIN UNIVERSITY OF
SCIENCE AND TECHNOLOGY IN THE UAE**

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This study investigates the relationship between various predictors and outcome measures related to students' cultural attitudes and social identity and their academic practices. It specifically investigates students' cognitive, behavioral and emotional attitudes towards cultural diversity. The study also investigates the relationship between students' attitudes, social identity and their academic practices. Both qualitative and quantitative methods are used including focus group discussions with groups of students from different colleges in the University, a questionnaire administered to a random sample of students. Data analysis reveals the relationship between the above mentioned predictors and outcome measures. The aim is to use the research findings to influence students' attitudes towards their colleagues' cultures and to improve their learning at the university.

THE INFLUENCE OF DIFFERENT FORMS OF BULLYING ON THE STUDENTS' ACADEMIC PERFORMANCE AT ELEMENTARY LEVEL

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In academic settings bullying is a serious problem all over the world. The purpose of the study was to identify the influence of different forms of bullying on students ability to perform better academically. The sample of the present research comprised 300 elementary school students. Two self-developed questionnaires were used for data collection. A bullying scale was used to determine the most prevailing form of bullying among elementary students. Whereas an Academic Performance Questionnaire used to assess the students' academic performance with regard to their level of motivation, study skills, communication skills, positive attitude and accumulative grades. Both instruments were developed using a five point Likert scale and checked for reliability and validity. Descriptive and inferential statistic was applied for data analysis.

Findings showed that the most prevalent form of bullying in schools is verbal bullying. Findings also indicated that students' bullying has negative effects on students' academic performance. Victims were found to be less motivated academically, and had poor communication and study skills. It was concluded that bullying has become a major issue in school settings. There are many ways that can help to stop bullying but the most effective measures are to prevent bullying happening in the first place. Many programs can also help to address risk factors associated with bullying.

INTERNATIONAL ADOLESCENT PERCEPTIONS OF MENTAL HEALTH AND SCHOOL-BASED INTERVENTIONS

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Adolescent mental health contributes to a variety of outcomes later in life. School-based treatment for mental health issues is one of the most effective interventions to support adolescents with these problems. However, legislation, treatment availability, and perceptions of mental health vary widely by country and their effects on the delivery and effectiveness of school-based mental health treatments were previously unidentified.

This study aimed to examine perceptions of mental health treatments, issues, and causes in the Unites States of America, the United Kingdom, and China by surveying individuals who attended school in each of these countries. The survey, developed from empirically-based

measures, focused on treatment availability, mental health issues and causes, and likelihood to seek treatment and was completed electronically by eighty seven participants. Results were analyzed with correlational, ANOVA, and multiple regression analysis tests.

Findings display significant differences in availability of school-based treatments and adolescents' perceptions of mental health issues, causes, and treatments in the US, the UK, and China. The universal influence of students' perceptions on their likelihood to seek mental health treatment when necessary was also revealed. By examining these factors and interactions, implications will be discussed for practice at the school, community, and national levels.

COMMUNITY ATTITUDES TOWARDS MENTALLY ILLNESS: THE COMPARISON OF STIGMATIZING ATTITUDES AMONG LITHUANIAN AND US MENTAL HEALTH PROFESSIONALS

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Mental health professionals are not free from stigmatising attitudes towards mentally ill. Even though these attitudes are very dependent on culture, cross-cultural studies in the field are quite rare. Thus, the aim of this study was to compare community attitudes towards mental illness in Lithuanian and US mental health professionals.

329 respondents (161 psychologists, 134 social workers, 34 counsellors; 28.9 percent from US) answered the self-reported questionnaire in cross-sectional survey. Four different community attitudes towards mentally ill were measured: authoritarianism, social restrictiveness, community mental health ideology and benevolence.

The results revealed that Lithuanian psychologists held higher levels of authoritarianism and social restrictiveness and lower levels of benevolence compared to US psychologists. The same results were confirmed for Lithuanian and US social workers. Additionally, Lithuanian psychologists reported less tolerance on integration to the community compared to US colleagues.

Mental health professionals are those who form integration policies. Thus, such negative community attitudes of Lithuanian professionals might have a negative impact for children with mental issues not only in health care, but also in school as well as community settings. Also study results suggest that attitudes supporting community integration should be addressed during professional education more seriously.

EXPLORING THE PERSPECTIVES OF YOUNG PEOPLE IN THE UK LEAVING CARE USING SELF DETERMINATION THEORY

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In the UK, children and young people at risk of significant harm may be placed on a care order. Despite changes to the legislative landscape, research has found that once they reach adulthood, outcomes for care leavers are poor, statistics indicating heightened risk of custody, death in early adulthood, mental health issues and homelessness. Changes to the statutory role of school psychologists, promoting work with young people up to the age of 25, potentially offer greater scope for supporting this vulnerable group.

In this study, ten young care leavers aged 16-19 living in the North and South West of England were interviewed about their priorities in preparing for adulthood. The extent to which care leavers were able to exert choice and control around these priority areas was explored, using a Self-Determination Theory framework. This links the individual's ability to steer personal outcomes to the human need for competence, relatedness and autonomy. Findings indicated that the care leavers often did not feel a sense of relatedness to those supporting their decision making and were often asked to assume a high level of autonomy in future life planning. Implications for school psychologists supporting care leavers both during and after their time at school are explored.

EFFECTS OF THE IMPLEMENTATION OF A PROGRAM DESIGNED FOR STUDENTS WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES (EBD) IN THE UNITED STATES

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Introduction

In the United States, many students with significant emotional and behavioral challenges that require supports beyond what can be feasibly offered in regular education classrooms are served in separate classrooms. However, there is much we have yet to learn about programming for students with EBD. This presentation will provide a brief overview of a promising, comprehensive intervention program (TIERS) designed for use in restrictive classroom settings

for students with EBD, and present the unique results of the first study to examine the behavioral outcomes of students in classrooms implementing TIERS.

Material & Methods

Behavior data was collected for 95 students across 14 classrooms implementing TIERS during the 2015-2016 school year. Implementation fidelity data was also collected at three time points across the school year. A repeated measures analysis of variance (RM-ANOVA) was conducted to examine whether the behaviors of students with severe EBD enrolled in the TIERS classrooms would significantly improve.

Conclusion

Results of the study greatly contribute to our understanding of the potential behavioral effects of a program designed for students with significant emotional and behavioral challenges.

A “DAY IN THE LIFE” OF A MIGRANT CHILD IN TRANSITION TO SCHOOL: A BRAZILIAN EXPERIENCE

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Introduction

Studies are needed that identify cultural and contextual factors that favor a successful transition in the schooling process of migrant children. The present Brazilian study is part of an international research initiative based on the ecology of human development conceptualized by Bronfenbrenner. It aims to understand the way these children integrate into a relatively new school environment, from the cultural contexts of their communities of origin, in order better to represent how they are thriving in school.

Material & Methods

This qualitative, observational study, called "Day in the Life", used photographic techniques, audiovisual digital filming, field-note observations, and interviews with the children, their parents and educators. The case study presented here recorded one day in the life of an 8-year-old Syrian boy, in a situation of vulnerability, attending a public school in São Paulo.

Results/Conclusion

Among the elements that enabled a successful transitional process included: The mutual influence of his experiences at school and in the family, and in particular, the child's role as an aid in the introduction of the family in the Brazilian cultural environment, including the translation of Arabic into Portuguese in everyday situations, and the child's satisfaction when faced with opportunities for the use of school learning in his daily family life.

EFFECTS OF PERCEIVED PARENTAL CONDITIONAL REGARD ON THE EMOTIONAL STATE OF ADOLESCENTS: GENDER AS MODERATOR

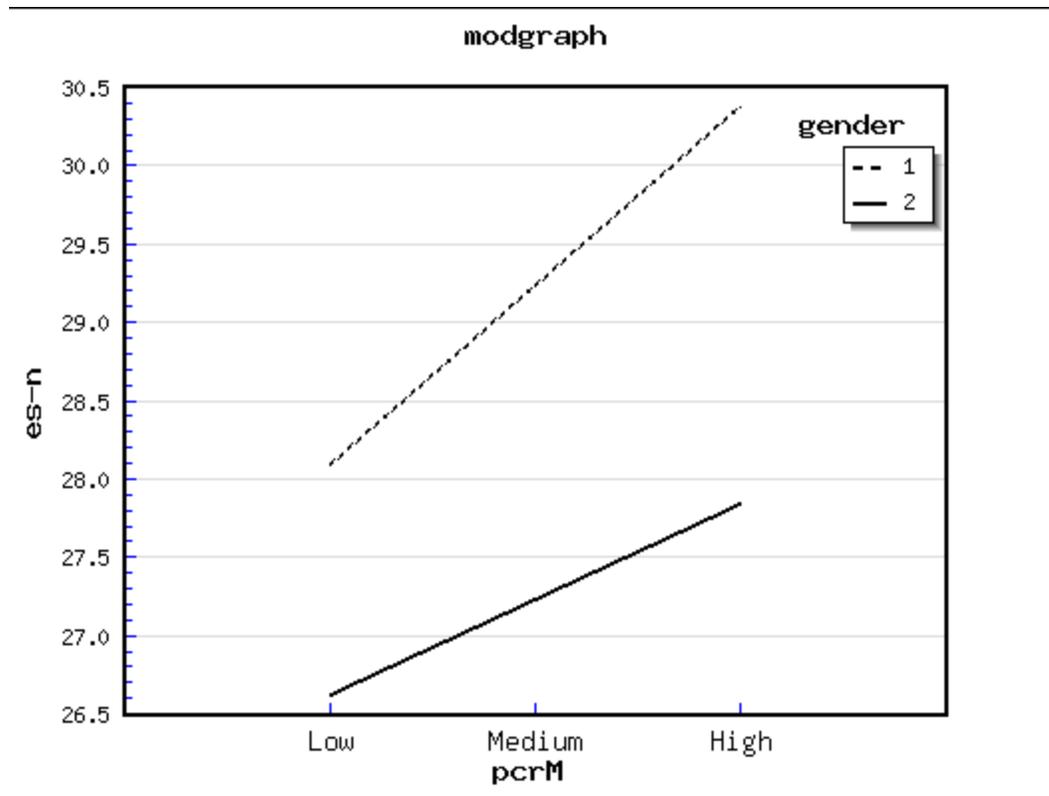
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Parental conditional regard is the construct extensively focused by Developmental Psychopathology researchers in last two decades (e.g., Roth, 2008; Roth & Assor, 2010). The present study deals with relationship between the perceived parental conditional regard and emotional state (i.e., positive affect and negative affect) in the theoretical framework of self-determination theory. This study was carried out to see the effect of gender on socializing practice in form of parental conditional regard and emotional state of the adolescents. The study was conducted on the sample of 646 adolescents (321 boys and 325 girls) with mean and standard deviation ($M \pm SD$; 20.24 ± 1.47) taken from various public and private educational institutes of five major cities of Pakistan. Domain Specific perceived parental conditional regard scale (Assor, 2004) and Positive and Negative Affect Schedule (Watson, Clark, & Tellegen, 1988) were administered to the sample. The findings suggested that the girls in the collectivistic culture like Pakistan are brought up in protective environment to they are supposed to reappraise their emotions and enact the desired behavior to develop their healthy and positive affiliation toward their parents. Perceived parental conditional regard given by mothers has a positive relationship with negative emotional state while perceived parental conditional regard given by fathers have positive relationship with positive emotional state as well as with negative emotional state. Hierarchical regression was employed to see the moderating effect of gender in relationship of perceived parental conditional regard and emotional state of adolescents. The findings are discussed in particular reference to Pakistani family dynamics and socialization practices.



WHAT DO WE BELIEVE ABOUT INTELLIGENCE AND DOES IT MATTER?

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Dweck & Leggitt, (1988) postulated that an individual may subscribe to one of two beliefs about intelligence: “Entity”, a view that intelligence is fixed or “Incremental”, a view that intelligence is malleable. According to Rogers’ (2009) these beliefs influence our decision making. The present study concerns school psychologists’ views about intelligence and how those views impact diagnostic decision making.

Our sample consisted of 105 school psychologists. Following Dweck’s (2000) research design, school psychologists’ ratings of students’ abilities were measured by evaluating their responses regarding a ‘sample student’s’ math performance over a period of 10 days with two different survey conditions. We, then, measured the respondents’ beliefs on another questionnaire.

Data was analyzed using descriptive statistics and optimal scaling. Optimal scaling was

performed with group (ascending order condition versus descending order condition), and implicit theory scores as predictors of ability ratings with all the variables entered simultaneously. No strong relationship between implicit theory and ability ratings was found.

We conclude that entity theorists far outnumber incremental theorists. Our research challenges the current literature that suggests our views of intelligence guide our diagnostic decision making. Further study is necessary before Dweck's theory can be applied to school psychology.

EFFECTS OF MENTAL HEALTH ISSUES ON SCHOLASTIC ACCOMPLISHMENTS OF ADOLESCENTS

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In today's world, young scholars are confronting numerous emotional and mental well-being issues which are influencing their scholastic accomplishment. For example depression, stress and anxiety are issues that are known to be linked with scholastic accomplishment. This study concentrated on exploring gender difference between depression, anxiety and stress.

The Depression Anxiety Stress Scale (DASS) was used to measure the depression, anxiety, and stress among students and Academic Performance Scale was used to measure adolescent's scholastic accomplishments. The sample for the present study was randomly drawn from schools of city Rawalpindi, which was comprised 200 (100 males and 100 females) students enrolled in 9th class. The data was analyzed by Pearson Correlation and t-test in order to test hypothesis.

The results of the study indicate that there is a negative effect of stress and depression on adolescents' scholastic accomplishment whereas positive relationship between anxiety and scholastic accomplishment. Result also indicates that females experience high level of depression, anxiety and stress as compared to males' students. The results of study will be helpful for schools' administrators to help adolescents to deal with their mental health issues by conducting workshops, seminars and by providing counseling services.

TEST ANXIETY IN A TEST CONSCIOUS CULTURE: AN INDIAN SCENARIO.

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The principal aim of the study was to assess the relationship between Test Anxiety and different

psychosocial variables (attributional styles, emotional intelligence, parental pressure to achieve and personality dimensions). Another major was to study the effect of socio-demographic variables on Test Anxiety.

The final sample consisted of 600 students from classes 11 and 12 – a total of 245 male and 355 female students between 15-17 years of age. A stratified random sample selection method was used. Schools from all the three zones of Kolkata Metropolitan City (i.e. North, Central and South) took part.

For analysis of the data, Means, standard deviations, correlations, regression, ANOVA and t-tests were used.

The findings provide an insight about the relationship between psychosocial variables and test-anxiety. It also provides a regression model highlighting the potential predictors of test anxiety.

THETA GROUP: SPECIALIST THERAPEUTIC PROVISION FOR CHILDREN IN SCHOOL

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Penny Moon, Director, A Quiet Place, Liverpool, UK

Theta Group is a new initiative developed by A Quiet Place (AQP) for children for whom social and emotional issues have a detrimental impact upon their academic achievement in school. Piloted in Middlefield primary school in Speke research found that children attending the Theta Group increased their motivation for learning in school by 26% and their achievement in Maths and English improved by 18%. Speke is a suburb of Liverpool with consistently high levels of unemployment since the 1970's Government figures show that Speke is one of the most deprived neighbourhood in England. Child poverty levels in Speke are double that of the national average, ill health is high and life expectancy is much lower than the national average.

Continuous tracking of children's progress over a school year demonstrated sustained improvements in their attainment, ability to self-manage emotions and to socialise more effectively in school and at home. Penny Moon founded A Quiet Place (AQP) in 1997 to support children and families by the provision of a room within the school or community, which provides not only holistic therapeutic support, but also an environment specifically designed to generate feelings of calm and well-being.

THE RELATIONSHIP BETWEEN ISRAELI-ARAB ELEMENTARY SCHOOL CHILDREN'S ACHIEVEMENT SCORES AND THEIR ATTACHMENT TO THEIR MOTHER AND TEACHER

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Introduction

Attachment theory highlights the significance of the emotional ties formed between children and their caregivers. Secure attachment enables the child to turn to the caregiver for assistance in times of distress, and once soothed to resume exploration in the world. Thus, over time, securely attached children develop increasing self-regulation and a growing interest in the world around them, which might be manifested in their academic performance. The current research investigated this prospect.

Method: 60 Israeli-Arab elementary school pupils participated. Participants were not diagnosed as having any disability (e.g. ADHD). Participants completed 2 questionnaires that measured their attachment to their parents and to their teacher, and reported last years' achievements in Arabic and mathematics.

Results: A significant positive association was found between children's attachment to their mother, and to their teacher. Significant positive associations were found between children's self-report of attachment security to their mother and to their teacher, and children's achievements. A regression model was found to significantly predict 40% of the variance in the children's academic attainments.

Conclusions: Children's emotional ties with their teachers, have a unique contribution to their scholarly performance. Teachers should be encouraged to provide their pupils with the emotional support that enhances secure attachment.

STAFF VALUES AND BELIEFS IN ACTION IN A PUPIL REFERRAL UNIT

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This piece of action research aimed to investigate the utility of exploring the beliefs and values of staff in a Pupil Referral Unit (PRU). The research had four main aims: -

- 1 To help staff be explicitly aware of their own beliefs and the values that underpin them as well as the subsequent role these play in their professional practice/expertise.
- 2 To help staff experience reflective dialogue to identify and clarify the role their own beliefs play in their behaviour and teaching. As a result of the staff will feel better equipped to engage in similar discussions with the young people who attend that provision.
- 3 To share these values and beliefs with their colleagues and subsequently disseminate a system of collective values and beliefs for the PRU in its entirety.
- 4 For the staff to collaboratively ensure that practice and policy accurately reflect the values and beliefs of the staff (collectively) at the PRU.

The research found that as a result of collaboratively generating and prioritising their own values and beliefs, staff felt more able and empowered to bring the operation of the provision into even closer alignment with their values and beliefs.

APPLYING RESPONSE TO INTERVENTION IN ITALY: THE USE OF CBM MAZE TASK TO ASSESS READING COMPREHENSION IN PRIMARY SCHOOL CHILDREN

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Introduction

Response to intervention has been introduced in US in early 2000 for screening children at risk of learning disabilities, later becoming a general approach to prevention aimed to improve academic skills in all children (Vaughn & Fuchs, 2003; Fuchs & Vaughn, 2010). More recently this approach has been extended in Europe (Jiménez, 2010; Bjorn et al 2015). Our purpose was to apply response to intervention in Italy. The first step has been to build a maze task to assess reading comprehension in primary school children.

Material & methods

223 third-class, 162 fourth-class and 160 fifth-class primary school children participated in the studio. They were administered 16 CBM Maze tasks (cloze test), of equivalent difficulty, at regular intervals (every two months) and already standardized reading and comprehension tests.

Results

Italian version of the maze task is a reliable and valid test. The performance increases during the school year for each grade group. The correlation between the test administered at the beginning and the equivalent forms administered in subsequent months decreases over time

Conclusion

The CBM Maze test is easy to administer and useful to improve the quality of teaching and early identification of at-risk students

THE PREVALENCE OF EMOTIONAL ABUSE AMONG INDIAN ADOLESCENTS

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Approximately 236.5 adolescents are currently living in India, 19.6% of the whole country's population, the highest proportion of adolescents in the world. However only 40% of students are able to attend secondary school.

The aim of present study is to investigate the extent to which male and female adolescent students in India have been emotionally abused and to suggest strategies to cope with the problem. Emotional abuse is one of the burning issues of concern among social scientists. Researchers are agreed that there is no single definition of the term 'emotional abuse' on which all are agreed. Broadly, emotional abuse can include confinement, isolation, verbal assault, humiliation, intimidation, terrorising etc. all of which may diminish the sense of identity, dignity and self worth in the adolescent. Indeed emotional abuse is a form of psychological abuse that can cause trauma and mental illness.

The present study was conducted on 100 adolescents boys and girls who completed the emotional abuse scale which was recently developed by Alam and Ms. Nasheen on an Indian sample of adolescents. The scale consists of total 42 items having five dimensions. The data from the 100 adolescents was analysed by using simple independent sample t- test. The major findings were that boys experienced significantly higher levels of emotional abuse than girls. The Government, citizens of the society and social scientists should urgently develop appropriate strategies to combat this problem. Some promising strategies will be discussed in detail.

DOMESTIC VIOLENCE LEADS TO DEPRESSION AND SUICIDAL INTENTIONS AMONG ADOLESCENT CHILDREN

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Domestic violence has become a very common problem among young children with severe mental illness in developing countries. Witnessing violence between the parents had adverse effect on the adjustment pattern of their children. Using purposive sampling this descriptive study examines the

role of domestic violence in increasing depression and suicidal intentions among adolescent children. The final sample comprised 180 adolescent children including 90 males and 90 female. The Beck Depression Inventory and Modified Scale for Suicidal Ideation were used for data collection from respondents. Data was analyzed by using descriptive statistics and Pearson product moment correlation. Results reported a significant relationship between domestic violence, depression and suicidal ideation. The prevalence of depression and suicidal intention was significantly higher among the students who had directly experienced domestic violence. Further results demonstrated that female students were more vulnerable to depression and suicidal contemplations than male students. Findings also suggest the need for appropriate individual and group counseling for vulnerable children at school. Educational institutions should initiate family counseling outside of the school for the families of effected children as well.

ADDICTION, TRANSGRESSION AND A NEW BEGINNING AS PART OF A PROJECT SHIP MODEL

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Edukat One is a Danish ship (care home) for marginalised youth, utilising life aboard as placement care for a school year. During this period, a legal guardian is invited to join and live on the ship for a week. We will present a case, from an ethnographic study on the ship, still in progress. Then outline the methodology behind the ship project model and present findings on how the setup for the interaction between the youth and guardian, supports positive development of the relationship between the two parties. Preliminary findings show that a change in the perspective on inclusion, empowering the youth in the relationship, so that it is the guardian who is included in the youth's lifeworld, opens for new positive developmental paths in the relationship, which can be built on to support both parties through crisis and strengthen the youth's possibilities in relation to further academic paths. This leads to implications on trust in relations of professional care workers working with youth.

Finally an open discussion of how these experiences from the project ship model, can be applied in other context of children placed in care or similar crisis situations in relation to relatives and guardians.

DEVELOPMENT AND EVALUATION OF A PSYCHOSOCIAL STABILIZATION AND SUPPORT PROGRAM FOR UNACCOMPANIED REFUGEE MINORS (URM) AND FAMILIES

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In association with:

C. Hastreiter, K. Hohler, W. Leitner, and A. Schondelmayer.

The psychosocial stabilization program developed by SFZ Chemnitz, IB-Hochschule Berlin (applied psychology) and TU Chemnitz (intercultural education) realizes an interdisciplinary professional practice of support for young people and families experiencing mental health issues in times of crisis. Addressing unaccompanied refugee minors (URM) and adult refugees at the “CoWerk-Care” project in Chemnitz, Germany, it implements a concept for short-term interventions with the aim to stabilize young people and families with particular needs for psychosocial support.

Reduction of stress symptoms, improvement of self-efficacy, adoption of coping strategies, and better use of social resources are key targets of the psychoeducational approach being applied in single and group-based settings. A comprehensive evaluation combining systematic quantitative measurements of effectiveness and various qualitative data collection methods (mixed methods) is supporting the project.

The presentation gives an introduction to various psychosocial issues of the culturally heterogeneous target group and their relations to school psychology. The concept for systematic development and application of stabilizing support activities is presented, experiences and research data are reported and opportunities for transfer to other target groups with special needs are illustrated.

THE UNIVERSITY OF MINNESOTA’S TRAUMATIC STRESS SCREEN FOR CHILDREN AND ADOLESCENTS (TSSCA): A PRELIMINARY ANALYSIS

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Unrecognized and untreated childhood trauma can lead to the development of trauma-related symptomologies such as distressing recurrent memories and nightmares, physical reactions to trauma reminders, persistent negative emotions, concentration difficulties, and reckless behavior. These symptoms can persist and worsen over time. One way to identify trauma-exposed youth and provide necessary access to evidence-based mental health treatment is through systematic trauma screening in child-service systems, including schools.

The University of Minnesota’s Traumatic Stress Screen for Children and Adolescents (TSSCA) was designed to provide practitioners with an efficient yet precise 5-item tool for screening and

identifying children, ages 5 to 18 years, that may have experienced a traumatic event and are in need of services.

The present study describes the preliminary analyses for the development of the TSSCA using a sample of 137 youth in community settings. Using ROC analysis, the TSSCA was found to identify children experiencing clinical levels of symptomology with a high level of accuracy (AUC=87%, sensitivity = 87%, specificity = 71%). The precision and efficiency of the TSSCA make it a practical tool to identify and connect trauma-exposed youth to evidenced-based practices in English-speaking regions and countries.

TRAUMA-INFORMED SCHOOLS: A SYSTEMATIC REVIEW OF UNIVERSAL PRACTICES

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Childhood trauma is common worldwide. Fortunately, there are evidence-based interventions to reduce trauma symptomology and sequelae. However, intervention is not enough. Targeted prevention programs are also needed. Schools in particular are rich sites for prevention as they are uniquely situated to reach large numbers of individuals.

The present study sought to synthesize the current literature on universal trauma-informed practices (TIPs) in schools to describe the current state-of-the-field. To accomplish this, a systematic literature review was conducted to define and identify specific school-based TIPs as well as associated measures and outcomes.

There were two key findings. First, results suggested that there was more literature describing guiding principles for implementing universal TIPs than describing specific practices. Second, among specific practices, two stand out as uniquely trauma-informed: universal trauma screening and professional development focused on the impact of trauma. These findings suggest that the field is in the nascent stages of developing and evaluating these practices. Continued research is needed, especially quantitative studies evaluating the efficacy of specific practices and implementation models. The audience of this presentation will leave with an increased understanding the theory and research supporting universal TIPs in schools as well as the gaps.

THE EXPERIENCES OF STREET-CONNECTED CHILDREN LIVING ON, AND LEAVING, THE STREET IN TWO KENYAN TOWNS

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This paper develops an understanding of the experiences of young people leaving the street in two provincial Kenyan towns. Fifty-three young people, aged 12-28, participated in semi-structured interviews, focus groups, and visual methods.

Findings indicate that being street-connected is an integral part of the identities constructed by young people after they leave the street and establish places for themselves in their families, schools, local communities, and wider society. Such street-connectedness can be a strength: the resilience and skills developed on the street are useful attributes in adapting to new situations. However, the stigmatisation and resulting marginalisation they experience on the street can influence a young person's ability to develop a sense of belonging to their new situation after leaving the street.

Consequently, three types of liminality associated with street-connectedness are conceptualised. The first is associated with living in the physical space defined as being on the street: a physical embodiment of liminality. The second, describes the liminal phase of being in transition as a young person newly arrived on the street, or having recently left it. The third liminality, a street-connected identity, describes the long-term impact on a young person's sense of self of living and working on the street, after they leave it.

New Book

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Journal Articles

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Corcoran, S (2014) ['Educational Research? Exploring the experiences of street-connected children, living on and leaving the street'](#), *Research Intelligence* 125:22-23

SUPPORTING VULNERABLE CHILDREN IN TRANSITION FROM PRIMARY TO SECONDARY SCHOOL: CAN A MOTIVATIONAL JOURNAL MAKE A DIFFERENCE?

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While extensive literature has focused on primary/secondary transition with more recent research on the transition experiences of pupils with SEND (Deacy et al., 2015; Evangelou et al., 2008), research on the transition needs of vulnerable students is limited.

An exploratory case study over the course of one academic year was conducted in one year 6 primary class. All pupils completed questionnaires (Burden, 1998; PASS, 2016) designed to measure attitudes to learning. From the analysis of questionnaire data and school records pupils deemed vulnerable to transition to secondary schools were identified. All pupils in the class were asked to record their views relating to learning within motivational journals.

The researcher and the teacher worked together, to create activities for the motivational journals, analyse pupil responses and implement individualised interventions for those pupils deemed vulnerable. Journal activities included reflections on preferred praise style, using an emotional barometer to note changes in mood over the school day and reflecting on their aspirations and fears for the future through visual metaphors.

This presentation will explore preliminary findings in regard to the benefits of utilising motivational journals for all pupils and specifically those pupils deemed vulnerable to transition.

THE IMPACT OF A TWO-TIERED APPROACH ON STRUGGLING READERS

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In association with:

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There is a high demand for psycho-educational assessment services among schools with large numbers of struggling readers and limited teachers trained in supporting them. To address this problem, universal screening of all Primary 2 pupils in an experimental school and a comparison school conducted at the end of 2014 identified 30 struggling readers in each school.

In 2015, all Primary 3 pupils in the experimental school received a classwide peer tutoring programme (CWPT) as Tier 1 instruction. Based on progress monitoring data of the 30 pupils,

18 students who did not make sufficient progress were identified and received Tier 2 interventions as determined by a problem solving process. Reading performance was measured using WIAT-III and CBM.

A small effect size (Cohen,1988) was obtained with CWPT on the reading comprehension in the experimental school compared to the comparison school after adjusting for pre-intervention scores. Among pupils who received Tier 1 and Tier 2 interventions, a small effect size was obtained on CBM oral fluency at the end of the Tier 1 instruction. The results suggest that CWPT is an effective way to raise the reading proficiency of struggling readers but more work is required to improve the problem solving process.

USING PROBLEM AND SITUATIONAL ANALYSIS TO UNDERPIN HIGH QUALITY EDUCATIONAL PSYCHOLOGY TRAINING IN NEW ZEALAND

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Preparation for applied practice in educational/school psychology requires graduates to have solid theoretical knowledge to underpin their work as well as have structures and frameworks to guide the application of that knowledge. In New Zealand, the Problem Analysis (Robinson, 1987; Monsen et al, 1998) and Situational Analysis (Annan, 2005) frameworks stand out for being flexible in both shaping and informing skills development in an internship context as well as guiding and maintaining applied practice post-internship. Situational Analysis is an extension of the Problem Analysis framework that made the ecological perspective a central feature. In this workshop presentation, the component elements of the Problem/Situational Analysis framework are explored and the contemporary teaching and application of the framework explained. As a flexible scientific framework it is responsive to the many complex and uncertain situations that are encountered in practice. Established practitioners will appreciate the framework for managing the complexity of the work we do, and new and emerging practitioners will benefit from having a comprehensible framework to guide, inform, and structure their thinking and engagement in case work.

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“ORDINARY MAGIC”: UNDERSTANDING HOW SCHOOLS HELP TO DEVELOP CHILDREN’S RESILIENCE IN TIMES OF CRISIS

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Following the terrorist attacks in Paris in November 2015, and a weekend of television images that could cause anxiety in children and young people, a team of psychologists wanted to be able to offer support to schools as they responded to the children's reactions. The psychologists were interested to explore how children experienced frightening news stories, and how their parents and teachers helped them to make sense of the images they witnessed on the television.

We came across the work of a young filmmaker and, impressed with the potential offered by documentary filmmaking, we commissioned a short film that would explore the theme of "Resilience" in the context of current world events.

This paper describes the process of making the film, together with its findings and outcomes. The collaboration with the filmmaker mirrored approaches used in more traditional research methodologies, such as content analysis of interviews with psychologists, teachers, parents and children. The finished film provides a powerful commentary on the many ways in which work in schools helps children to develop the skills of resilience, enabling them to manage the uncertainties of the modern world.

The presentation will include a screening of the short film: [Resilience](#)

THE ROLE OF DISTAL AND PROXIMAL COGNITIVE PROCESSES IN LITERACY SKILLS IN GREEK

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Purpose

Previous studies have shown that proximal cognitive processes, such as Phonological Awareness (PA) and Rapid Automated Naming (RAN), predict word reading and spelling. Distal cognitive processes, such as Successive and Simultaneous processing also predict reading, and their effects are mediated through proximal cognitive processes. Regardless of the established role of cognitive processes in reading and spelling, so far no study has investigated the unique or combined effects of proximal and distal cognitive processes to literacy longitudinally.

Method

The present study aimed to examine the respective relations in a reading-spelling integrated model, with 287 Greek-Cypriot readers, from Grade 1 to Grade 2. In this model, reading and spelling were specified as indicators of a latent factor named *literacy*.

Results

Findings showed that *literacy* skills were predicted by both proximal and distal cognitive processes, in both grades. In Grade 1, distal cognitive processes predicted literacy skills through both PA and RAN. In Grade 2, only successive processing predicted literacy skills through PA and RAN. Simultaneous processing predicted literacy skills directly.

Conclusions

Findings suggest that distal cognitive processes support the growth of proximal cognitive processes and, thus of reading and spelling, and that the role of these processes changes as a result of literacy development.

IMPROVING EDUCATION FOR CHILDREN IN FOSTER CARE

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Background. Children in foster care represent one of the most vulnerable populations at risk for mental, behavioral, and academic problems in the U.S. Children in foster care are commonly placed in special education programs and are often prescribed psychotropic medication to address either ADHD or other psychopathology. Understanding the emotional needs of these children may aid in better interventions to afford a better future for children looked after by local authorities.

Method. This paper reviews research about children in foster care over the last decade via a systematic search through PsycInfo and ERIC databases.

Results. Studies consistently demonstrate that children in foster care fall progressively behind in comparison to peers living with their own families and leave school with limited qualifications. Dropout rate is also greater among this population. Research also reveals an over prescription of psychotropic medication for foster children, despite a lack of substantive evidence as to its effectiveness and safety.

Implications. School personnel need to understand the process through which children in foster care goes through to provide them with more opportunities to succeed academically, leading to better outcomes later in life both professionally and emotionally.

EDUCATIONAL AND PSYCHOLOGICAL INTERVENTIONS FOR YOUTH WITH A CHRONIC ILLNESS

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Background. It is estimated that 1 out of 4 children in the U.S experience a chronic illness before the age of 18. Thus, it can be expected an increase in the contact in schools with students experiencing chronic illnesses. The interest of school psychologists in health-related issues is likely to contribute to the development of interventions targeting educational and emotional problems of this population in the school environment.

Method. A systematic review of studies that investigated interventions addressing the educational and emotional needs of youth with a chronic illness was conducted.

Results. Among the most common illnesses experienced by school aged children are asthma, diabetes, and cancer. Although each of these diseases imposes a specific problem on the daily functioning of the individual, they share something in common in that they put the individual at risk for educational and psychological problems.

Implications. Providing school professionals with information about the common deficits associated with a given illness may prevent or reduce these professionals' causal attributions about school problems among chronically ill children. This knowledge can help teachers and school psychologists in providing the adequate recommendations for services that will contribute to a positive and successful school experience.

AN EVALUATION OF SERVICES FOR CHILDREN WITH AUTISTIC SPECTRUM DISORDER IN BANGLADESH

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The purpose of the present study was to explore the service delivery pattern for children diagnosed with an ASD in Dhaka City using a qualitative research approach. Many children diagnosed with ASDs in our country have very limited access to educational settings, and many barriers to intervention exist. As such, there is much to be gained from studying Non-Governmental organization's (NGOs) experiences of working with children with ASD and their families. In order to achieve this end, 6 organizations were taken for this case study. The procedure involved case study method and a structured questionnaire.

The findings indicate that services such as assessments, therapies, intervention programs and special schoolings are adequate but inaccessible for children who live outside of the city of Dhaka. Moreover pre vocational and vocational training services are inadequate even within the capital, Dhaka city. The data also shows that there is a tremendous need for 'distant package' program in which parents, especially mothers of disabled children are provided with training and support so that they can teach their child at home and visit the centre/school/institute for follow up support. This is a free inclusive service for underprivileged children and for community based rehabilitation programs.

The overall conclusion from this study lends further support to the view that the special needs education system may result in immense benefits for children with autism. In addition a better understanding of the context in which children with autism and their families live may lead to the development of novel and effective interventions.

DOES SCHEDULING INFLUENCE THE EFFECTIVENESS OF SEL PROGRAMS? AN ANALYSIS OF THE COMPARATIVE EFFECTIVENESS OF INTEGRATION INTO SCHOOL CURRICULUM VERSUS AFTER-SCHOOL SCHEDULING

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This study aims to analyze if a middle school universal social and emotional learning program maintains the same positive impact after being changed from a regular school schedule to an after-school schedule.

The participants in this study were 1179 middle school students ($M_{age} = 13.23$; 52% girls), of which 432 composed the control group. The Positive Attitude middle school SEL program is composed of 13 weekly sessions and it was applied during three consecutive school years. In the first year, all students received the program integrated in the school curriculum, while in last two years half of the intervention groups took place in an after-school schedule. Assessment by students and teachers ($n = 61$) was implemented in the beginning and end of the program and in a follow-up six months later.

Multilevel analysis were performed and self-reports showed that intervention groups had increases in social awareness, social and emotional self-concept and self-esteem. Both students and teachers reported increases in self-control and social awareness and decreases in social anxiety. However, most of the positive outcomes were not maintained when the program is conducted in an after-school schedule.

We can therefore conclude that SEL program scheduling impacts the effectiveness of SEL programs.

PROMOTING SCHOOL SUCCESS IN THE TRANSITION FROM ELEMENTARY TO MIDDLE SCHOOL: SEARCHING FOR THE MOST EFFECTIVE SOLUTIONS

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This study compares the separate and combined impact of two programs (a Social and Emotional Learning program and a school adjustment program) upon self-esteem and several dimensions of self-concept.

The participants in this study were 873 4th grade students (52% boys), of which 226 composed the control group. Some students (n = 193) participated in both weekly programs during 4th grade (one after the other), while others just participated either in the Social and Emotional Learning (SEL) program (n = 234) or in the school adjustment program (n = 219). The SEL program was composed of 12 sessions and the school adjustment program was 15 sessions (with additional 5 sessions in the 5th grade). The programs were applied in the year before and after the transition from elementary to middle school, with four moments of assessment during this period. Multilevel analysis were conducted and results showed different positive results, with the combined application and the SEL program producing more positive impacts in social self-concept and self-esteem than the school adjustment program. However, the school adjustment program also annulled the decrease that is usually registered during these transitions. These results highlight the importance of supporting middle school transitions.

INTERNATIONAL LANGUAGE EDUCATION AND ITS ROLE IN ACHIEVEMENT: A STUDY INVESTIGATING LANGUAGE-LEARNING AS AN INDICATOR OF PERFORMANCE ON INTERNATIONAL TESTS OF ACHIEVEMENT

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An international achievement gap currently exists between the United States and other developed nations. Research in cognitive neuroscience (Kuhl, 2011) and the efficacy of early-language study (Armstrong & Rogers, 1997; Bamford & Mizokawa, 1991; Genesee, 1979; Genesee, Holobow, Lambert & Chartrand, 1989; Mckaig, 1988, Rafferty, 1986; Swain 1984; Barac & Bialystock, 2012) indicate that both informal language education and the early linguistic environment influence cognitive development. This study considers gaps in international achievement by exploring the linguistic environment of each country involved with international tests of achievement.

Countries were compared and classified according to their teaching practices and facility with foreign languages through two systems of categorization. The first system, through a review of the literature, classifies language achievement and education in each country as *monolingual*, *emerging bilingual*, *bilingual*, or *multilingual*. The second system uses the age at which countries mandate the learning of a foreign language. In this case, the level of introduction to multiple languages was rated as *low*, *moderate*, *high*, or *very high*. The results display a consistent escalation of mean scores for each group as languages are introduced earlier, as well as significant differences across all PISA score comparisons and many TIMSS score comparisons.

**AIMING HIGH IN DIVERGING LIFE CONTEXTS: THE QUALITATIVE
EXPLORATION OF DIFFERENCES IN PUPILS' EDUCATIONAL ASPIRATIONS
LIVING IN DIFFERING SCHOOL NEIGHBOURHOODS**

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This paper explores differences in educational aspirations of children living in differing school neighbourhoods at three transitional periods of Croatian elementary education: the initial induction to formal education (age 7-8), the transition from class to subject teaching (age 10-11) and the transition from elementary to secondary education (age 14-15). Educational aspirations are defined as the ambitions and goals pupils hold regarding both immediate and future educational experiences and outcomes. A study was conducted in five elementary schools in Zagreb, Croatia that were purposively selected in order to maximise the socio-economic differences of the contexts in which they operate. Data was collected via 516 semi-structured interviews with 120 participant triads (pupil, his/her parent and teacher) in two research waves during a single school year. Criteria sampling of pupils was employed with regard to gender and the teachers' estimate of the pupils' previous school achievement. Results indicate consistent declaration of generally high educational aspirations among pupils from different cohorts and contexts. However, in-depth analyses indicate differences in nature and quality of aspirations among pupils from differing neighbourhoods and the greater tendency of high achieving pupils from adverse backgrounds to choose vocational over general stream of secondary education.

**STABILIZING THE SCHOOL COMMUNITY: HOW CAN SCHOOL PSYCHOLOGIST DO
IT?**

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This presentation is based on professional analysis and reflections. It occurred as a result of sustained observations, evaluations, interviews of educational students at Lithuanian University of Educational Sciences; of school professionals - practitioners; also, of teachers and schools. The work of school psychologist not only requires exceptional professionalism, but also provides great opportunities to effect children, families, school personnel. The abilities to serve the school community effectively are linked to few factors.

1. Through having a realistic understanding of situation and adequate vision of future;
2. By being able to evaluate inner potential – personal and school resources;
3. By using adequately personal and professional skills.

These key points are connected to professional competences of school psychologists, their ability for self analysis and reflections. The presentation will discuss these factors in more detail. Our overall goal is to help school psychologists to serve better promoting an adequate understanding surrounding factors and inner circumstances.

POSTERS

A MENTORING PROGRAM FOR SUPPORTING VULNERABLE CHILDREN: AN EXPLORATION OF THE GAINS FOR MENTORS.

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The Mentor Programme of Social and Personal Guidance for Children in Cyprus is a member of the Perach International evidence-based mentoring programmes. Its aim is to provide vulnerable children support and guidance through a healthy and supportive relationship with an adult mentor. The mentors, through supervised processes support the personal development and the academic development of their mentees. The mentees are children with reportedly good potential of development but decreased opportunities because of the low socioeconomic status of their families.

This poster presents the results of the evaluation of the pilot implementation of the programme in Cyprus taking the perspective of the mentors. In specific, the benefits of the mentoring relationship for mentors are explored with qualitative methods of data analysis. Fourteen undergraduate and postgraduate students participated as mentors in this pilot phase of the programme which was implemented for a school year. A questionnaire was used upon completion of the programme to assess the benefits perceived from their experience as mentors.

The results showed that mentors reported a variety of skills gained in three different levels: the personal level, the professional level and the academic level. These results are consistent with the scientific literature and further enhance previous findings.

PARENT-ADOLESCENT RELATIONSHIPS AS A MEDIATOR BETWEEN FAMILY PROCESSES AND DOMAINS OF COMPETENCE AMONG LOW-INCOME FAMILIES

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Parent-adolescent relationships as a mediator between family processes and domains of competence among low-income families

Competence has been identified as a critical attribute that youth need to develop to successfully transition through adolescents and into adulthood. Family processes have long been linked to adolescents' development of competence. This study extends the existing literature on family processes and youth competence by testing the mediating effect of parent-adolescent relationship

on the relation between family cohesion and three domains of competence (i.e., reading, social, cognitive).

Participants in the study were a diverse sample of 227 low-income U.S. youth attending 25 schools. Results of regression analyses revealed that parent-adolescent relationship did not mediate the aforementioned relation for cognitive competence, but did for both reading and social competence. However, the mediating effect of parent-adolescent competence was stronger for the relation between family cohesion and social competence when compared to relationship between family cohesion and reading competence. Implications of these findings for the work of school psychologists will be highlighted.

**TRAUMA-INFORMED APPROACHES IN SCHOOLS: SOCIAL-EMOTIONAL
LEARNING AND COMPREHENSIVE INTEGRATED SERVICES IMPROVE
OUTCOMES FOR CHILDREN**

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Our purpose is to advocate the implementation of trauma-informed frameworks in schools to address the devastating impact childhood trauma has on children's functioning, ability to learn and to form friendships, and manage their feelings and behavior. The effects of adverse experiences such as physical abuse, emotional abuse, neglect, poverty, homelessness, parental issues, violence in the community, military deployment, war, and national disaster place children

at an increased risk for a range of negative academic, social, emotional, and occupational outcomes. Trauma-informed schools are designed to provide a safe and supportive environment that promotes learning readiness, equity, growth, and resilience.

Research shows that trauma-informed approaches in schools are essential to developing key skills in social, academic, interpersonal, and self-regulatory domains. This multi-tiered system of supports can work in urban, suburban, and rural areas. Our poster will share studies completed in different areas of the United States, demonstrating the effectiveness of trauma-informed approaches. Implementation efforts in our locale will be discussed. We propose that these practices could be used to meet the needs of children around the world. Trauma-informed practices in schools can provide much needed support to students, improving their projected academic success and future life outcomes.

ETHNIC DIFFERENCES IN THE PSYCHOSOCIAL AND ACADEMIC FUNCTIONING OF HOMELESS STUDENTS.

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There are approximately 1.2 million homeless students in the United States, with many states reporting a dramatic rise in recent years.¹ Compared to non-homeless youth, rates of mental health disorders are alarmingly higher in this population.² However, there is a dearth of research examining the cultural and ethnic differences in the psychosocial functioning of these youth. In light of this, the proposed study aims to investigate how psychosocial and academic factors, such as peer victimization, perceptions of school climate, grit, ethnic identity, and achievement, differ based on racial/ethnic and other demographic characteristics of homeless students. The data in this study are part of a larger study which investigated risk and resilience factors that influence the academic and psychosocial trajectories of homeless students. Participants include an ethnically diverse sample of 100 high school students enrolled in a nonprofit social service program in the Southwestern United States, with ages ranging from 14-19. All measures assessing academic and psychosocial factors were psychometrically sound. Data entry and analyses are ongoing, with estimated completion by mid-April 2017. The results of this study

will inform teachers, administrators, and other professionals in providing culturally-responsive screening and intervention efforts to address the mental health needs of homeless students.

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SOCIAL-ECOLOGICAL FACTORS THAT INCREASE DEFENDING BEHAVIORS AND DECREASE VICTIMIZATION, BULLYING, AND BYSTANDING. A COMPARISON ACROSS GENDER

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Researchers increasingly aim to identify social-ecological factors that influence bullying, particularly protective factors that prevent involvement. This study examined how various school climate (interpersonal relationships and discipline), social-emotional (number of friends and social status), and personal factors (intervention competence and athleticism) influence bullying among adolescents in 7th and 8th grade ($n = 672$). We further investigated whether the influence of these factors varied by gender and type of bullying (physical versus relational). For both male and female students, knowing how to intervene when bullying occurs, school efforts to prevent bullying, and number of friends influenced bullying involvement. Looking at gender differences, female students who felt the more disliked by peers were more likely to be involved in physical and relational bullying. Females who felt more accepted by their peers were more likely to engage in defending behaviors in response to relational bullying. Among male students, those who rated themselves highest in popularity were more likely to be involved in both physical and relational bullying and those higher on athleticism were more likely to engage in defending behaviors. These findings can help in the design of school-wide programs that reduce bullying, specifically by tailoring interventions to type of bullying and gender.

HOW DOES MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) IMPLEMENTATION FIDELITY IMPACT STUDENT ACADEMIC AND SOCIAL-EMOTIONAL PROGRESS?

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Multi-Tiered Systems of Support (MTSS) has been defined as a comprehensive evidence-based system that integrates data-based decision making and problem-solving strategies to improve academic and behavioral instruction and intervention. This framework empowers schools to more effectively meet the unique needs of students from diverse backgrounds, learning styles, and academic potential. Providing schools with effective programs is only the first step when bringing science to practice. Equally important is assessing how programs are transferred into real world settings, as well as the impact this has on student success. Using a survey of MTSS implementation fidelity, this study seeks to examine whether MTSS implementation fidelity has a significant impact on students' academic and social-emotional progress. Multiple stakeholders (including teachers, school psychologists, special education coordinators, and principals) at nine elementary schools in California completed the MTSS implementation fidelity survey. Within each school, educators monitor student progress using a variety of systematic assessments that measure several domains, including reading and math skills and social-emotional well-being. Results are currently in the process of being analyzed and it is anticipated that schools with greater MTSS implementation fidelity will yield greater percent increases in students' math and reading scores and social emotional well-being.

EMOTION REGULATION ABILITIES AND SCHOOL READINESS IN PRESCHOOL CHILDREN: THE INFLUENCE OF PARENTAL EMOTION REGULATION AND CHILD GENDER

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Children's emotional functioning is related to their school readiness by impacting their ability to focus, learn, and socialize. Furthermore, mothers' emotion regulation abilities impact children's school readiness through the mediation of children's emotional functioning. It is poorly understood how this relationship differs for boys and girls. The present study analyzes the impact of child gender on the relationship between mothers' emotion regulation abilities, children's emotional functioning and their school readiness.

Mothers ($N = 87$) reported on their emotion regulation abilities and on their children's emotion regulation abilities and emotional lability.

Children participated in a standardized clinical measure of school readiness. Moderated mediation analyses revealed that, in both genders, mothers' emotion regulation abilities impacted children's school readiness through the mediation of emotion lability. Gender differences emerged such that, in girls only, mothers' emotion regulation abilities also impacted school readiness through the mediation of emotion regulation abilities. While all children's emotion lability was positively correlated with mothers' emotion regulation difficulties, only girls' emotional regulation abilities were negatively correlated with mothers' emotion regulation difficulties.

Results are discussed in terms of their implications for parent-based early academic interventions that may improve school readiness in children with poor emotion regulation.

**PERCEIVED DISCRIMINATION AND DEPRESSION AMONG MEXICAN
AMERICAN COLLEGE STUDENTS:
THE MEDIATING ROLE OF BICULTURALISM**

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Individuals who internalize both the host or mainstream culture, as well as their origin or ethnic culture (i.e., bicultural individuals) tend to have better psychological outcomes, including mental health (Berry, 1998), and less perceived discrimination (Berkel et al., 2010), relative to individuals with other acculturation developmental trajectories. The present study tested the hypothesis that bicultural positive experiences mediated the link between two aspects of identity of bicultural individuals, ethnic identity and bicultural self-efficacy, and two psychological outcomes, depression and perceived discrimination, among a sample of 404 college students of Mexican American origin in California. Structural equation model analysis supported this

hypothesis, suggesting that bicultural experiences mediate the link between identity (bicultural self-efficacy and ethnic identity) and mental health outcomes (depression and perceived discrimination).

The present findings suggest that school psychologists working with culturally and linguistically diverse individuals who may be in the process of acculturating and/or becoming bicultural should foster environments that promote positive, reaffirming experiences at the individual, as well as the systemic level.

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SYRIAN REFUGEE CHILDREN: AN OVERVIEW OF THE LITERATURE

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Ms. María Castro, M.Ed., Doctoral Student, Texas A&M University, United States

Syrian refugee children are amongst the most vulnerable populations internationally, making up 47.5% of the total 5,020,470 registered Syrian refugees worldwide. As a conflict that recently began in 2011, research on the population is scant, with researchers trying to understand the best way to support children through policy and intervention. The purpose of this presentation is to discuss the scant research focused on the wellbeing of Syrian refugee children. A general search through various databases using the terms, “Syrian Refugee children,” “Syrian refugee youth,” or “Syrian refugee adolescents” was made to gather all research relevant to issues faced by the population. Syrian refugee children are susceptible to several issues that may affect their educational and mental health outcomes, including broken schooling, family stress, violence, language barriers, basic needs being unmet, child labor, gender inequality, child marriage, and sexual exploitation. Research has largely focused on refugees in Lebanon and Turkey, while little-to-no research has focused on their experience in Europe, Canada, Australia, and the United States. Research findings and implications for future research, education, and mental health policy and practice will be discussed.

2017 NEW STATUS FOR PSYCHOLOGISTS IN FRENCH SCHOOLS : NEW ANSWERS FOR SUPPORTING CHILDREN IN SCHOOLS?

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On the 1st of February 2017, the French Government finally decided to give a specific status of psychologist to the psychologists in the schools.

Since 1945, they needed to be teachers before becoming psychologists. And even after becoming psychologists they maintained the same status as teachers, which was confusing.

This political decision has been sought for a very long time by French psychologists.

How can this decision help the educational system to support safe and welcoming schools for every child and especially for « Supporting Vulnerable Children and Young People in an Uncertain World »?

Plan: Presentation of the french educational system from nursery schools to lyceum

The Educational Psychologist and the Remedial Support Team (*Réseau d'Aides aux enfants en Difficultés*). Educational psychologists are appointed to help anyone involved in student or pupils' difficulties: for example, parents, teachers, headteachers. What are the expectations from this new status of psychologist: for pupils, parents, teachers and the educational system? What are the new practices and possibilities for educational psychologists? What are the challenges for their training?

CULTURE FAIR TESTING NON-NATIVE DUTCH SPEAKERS WITH THE CATTELL-HORN-CARROLL-BASED DUTCH COGNITIVE ABILITY TEST

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Introduction: The Dutch CoVaT -CHC is a new CHC-based intelligence battery for children and adolescents in Flanders (Dutch speaking part of Belgium), and can be used for individual or group assessment. The main purpose of the test is to provide insight in general intelligence as well as specific cognitive strengths and weaknesses for the broad cognitive abilities Gf, Gc, Gsm, Gv and Gs. During the construction of the test cultural fairness was taken into account. Previous research showed that cognitive abilities derived from the Cattell – Horn – Carroll taxonomy are often considered to be invariant across culturally and linguistically diverse populations.

Objectives: The main purpose of this study is to investigate cognitive strengths and weaknesses on the CoVaT-CHC in cultural and linguistically diverse children. More specific, this study compares group profiles of native and non-native Dutch speakers on the CoVaT-CHC.

Design: A representative sample of approximately 2000 children completed the CoVaT-CHC. During four sequential lessons, participating children completed the assessment at school in groups of 5 – 25.

Results & conclusions will be presented at the conference and will be discussed in the context of previous findings.

MULTIPLE INTELLIGENCE CULTIVATING - PROJECT "EIGHT" - A PRACTICE FROM ONE SCHOOL

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In the form of poster we are presenting a practice of a series of annual cross-curricular activities at a local school promoting safe and effective learning environment. The main idea of the series of activities is based on Multiple Intelligence Theory by Howard Gardner. While within school subjects we utilize and cultivate Logical-mathematical intelligence and Linguistic intelligence, within our series of activities we decided to try to cultivate also most of other, Interpersonal, Intrapersonal, Spatial, Bodily-kinaesthetic, Musical and Naturalist. One of our ideas are "Together we can do a lot". Our activities are a various, voluntary, non-competitive, creative. Most of them are organized afternoon, in the school or school surroundings, organized by children with the help of teachers and parents, with a very small budget. The impact of the programme is self-evident, older children are demanding next activities and are active in the planning of the next activities. We see that phenomena as co-operation, solidarity, sense of usefulness and good will, self-confidence has been raised.

SOCIAL-PATHOLOGICAL PHENOMENA IN SCHOOLS IN BRATISLAVA

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Our contribution deals with social-pathological phenomena in school environment in the capital of Slovakia, in Bratislava. We have examined the perception of these phenomena by teachers and pupils, which of them they regard as the most frequent, the most serious and with the most attention from the view of prevention. We have also tried to find out, which forms of the prevention are used at schools frequently and what prevention is at schools missing. The methodology of our survey is based on questionnaire in two versions, which we have prepared. Our results proved that the most frequent are verbal aggression and truancy. The most attention is devoted to drug problems and bullying, what can be related to the fact, that both of them are also regarded as most serious. The most frequent forms of prevention in schools in Bratislava are talks, discussions, leaflets and posters. Our survey also showed, that pupils as well as teachers see many imperfections in the quality and effectiveness of the prevention.

THE EFFECTS OF EXPOSURE TO DOMESTIC VIOLENCE ON CHILDREN AND YOUNG ADULTS.

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The effect of exposure to domestic violence on children is a particularly a serious social issue that affects all communities and cuts across racial, ethnic, religious, and economic lines. The review finds that the children and young adults living in an environment with domestic violence are at an increased risk of experiencing emotional and physical abuse and of developing psychological disorders such as post traumatic stress disorders, juvenile delinquency, alcohol, substance abuse, emotional difficulties in adulthood (e.g., depression, anxiety disorders etc). This disrupts the minds of the children so deeply that it affect their school life, education, peers and their ability to grow normally. How we, as psychologists, can support such vulnerable children depends on the severity and case. Various methods include several therapies such as cognitive behavioural therapy, play therapy and medication.

A study done on 80 Indian children ranging 6-15 years of age, from lower middle class families who are from aggressive homes, are mostly neglected and are abused. On the basis of available research, there is less doubt that vast numbers of children and young adults are exposed to domestic violence and that children's responses will vary widely depending upon the risk and vulnerability, as well as the structure of their environments. A developmental risk and protective factors framework will be used to integrate the information on the child's exposure to violence.

SPOKEN ACADEMIC LANGUAGE DEVELOPMENT: A MULTIPLE CASE STUDY OF INTERNATIONAL SCHOOL STUDENTS.

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This poster will present the findings of my doctoral research project which investigated factors affecting academic language development of multilingual adolescents attending an International School. The apparently well developed conversational skills of English language learners who seem to struggle in the classroom, continue to puzzle educators. My research provides a straightforward method to analyse students' spoken language for academic elements and a system to investigate their background experiences both in English and languages other than English. Together this information helps to determine whether students may have underlying language or learning difficulties which need addressing. It is suggested these difficulties may be due to a lack of opportunities to develop academic language in any language. Demonstrations and video clips of students talking about their work will be available from the poster through the Aurasma App.

AN EXAMINATION OF ACHIEVEMENT EMOTIONS REGARDING HIGH-STAKES TESTING SITUATIONS

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The current study sought to understand differences in anxiety and other achievement emotions across high-stakes testing situations. Participants (n = 65) were asked to complete the Achievement Emotions Questionnaire (AEQ; Pekrun et al., 2011) prior to a standardized testing examination, and again prior to comparable subjects' final exam. The AEQ contains 24 items, intended to measure nine achievement emotions related to Class-related, Learning-related, and Test-related conditions. Most hypotheses regarding achievement emotion differences were not supported. However, results indicated there was a difference in anxiety between gender.

Additionally, results showed a difference in Class-related Anxiety between the two testing situations. Future research should examine the impact of teacher interactions on student achievement emotions, as well as the effect of mindfulness in the promotion of positive achievement emotions.

THE ROLE OF SCHOOL PSYCHOLOGISTS IN CONSTRUCTING A SUPPORT SYSTEM FOR STUDENTS WITH DISABILITY AT A PRIVATE UNIVERSITY

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This study examined the role of school psychologists in constructing a support system for students with disability at a private university, from introduction to the third year. In the introduction period, we assessed the condition of our students and existing support systems. In light of these results, a committee was formed to construct a support system for students with disability, and meetings were held once a month. Additionally, an inquiry counter was initiated at the students' counseling center, and the staff formulated a plan to support them. During the first year, we planned and implemented the requirements in the development of the support system. In the second year, we considered the methods known to students and parents regarding support procedures, and developed a transition support system for entering the university. In the third year, we formulated regulations for supporting such students in line with the Disability Discrimination Act 2016 in Japan. Moreover, we designed and implemented employment support systems for graduation. In conclusion, school psychologists play a role not only in supporting students with disability directly, but also in designing and implementing assessment for our students and support systems, managing a committee, and organizing policy developments.

ELEMENTARY SCHOOL TEACHER MENTAL HEALTH LITERACY AND IMPLICATIONS

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In association with
Joni Splett, Ph.D., Nicole Gibson, B.S.

There has been an increased emphasis on the need to improve teacher mental health literacy as means of prevention and early intervention for students at risk for psychological problems (Kutcher, Wei, McLuckie, & Bulluck, 2014). In this study, we examined elementary school teacher mental health literacy and its correlates to best inform such consultation and training efforts. A quantitative, cross-section design was utilized to assess teacher's perceptions and their abilities to recognize developmentally common mental health problems such as Oppositional Defiant Disorder (ODD) and Separation Anxiety Disorder (SAD). A paper questionnaire was created based on existing measures, composed of a series of vignettes and followed by a set of closed and open-ended questions for this purpose. Four schools were contacted in a medium-size US school district and a total 155 teachers participated. Research questions include: Are there differences in literacy between problem types (given we know higher referral rates for externalizing than internalizing)? What teacher characteristics predict any observed differences, such as sociodemographics, training and professional development, role identification, and previous experience with mental health concerns in the classroom? Results and implications for teacher education will be discussed.

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AN EXPLORATION OF SCHOOL BELONGING AND ENGAGEMENT IN A HIGH SCHOOL SAMPLE

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In association with:

Andrew Rodriguez, EdS, Catherine Rama, B.A., Diana Joyce-Beaulieu, PhD

Identification with the environment can impact an individual's participation within that environment. Students who identify with their schools are more likely to be involved and succeed in school (Chase, Hilliard, Gelhof, & Lerner, 2014). The current study examined the relationship between high school students' sense of school belonging and their level of school engagement. Archival data from the 2002 US Educational Longitudinal Study was utilized in this study. Results indicated that school belonging was found to have a moderately positive relationship with school engagement, specifically school belonging accounted for 8.4% of the variance in school engagement. All racial-ethnicity groups were also found to have lower levels of school engagement than Caucasian students, except for Asian students (for whom school engagement was higher). This research presentation will review implications including strategies

for improving school belonging and engagement to improve academic outcomes and reduce dropout rates (Gillen-O'Neel & Fuligni, 2013).

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THE IMPACT OF THE 'NATURE SCHOOL' ON STUDENTS' EMOTIONAL AND SOCIAL DEVELOPMENT

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Nature School is a method of training for students in an open space in which students from ages 6 to 12 learn personal, social and technical skills through self-initiated interaction in the context of nature. In this study, we have attempted to recognize the effects of Nature School on emotional and social development of students in Kavi-konj Nature School, Mashhad, Iran. Our study was conducted using qualitative research methods as a phenomenological study.

Participants included 16 parents of students in Kavi-konj Nature school. Data was obtained through qualitative interviews using standardized open ended questions. The data was analyzed using the interpretive approach of Strauss and Glaser. Our findings indicate that the Nature School has an impressive capacity to enrich overall process of development of children and that participation in a natural and rich context is associated with significant improvements in different aspects of the emotional and social development of students. We suggest schools of 'nature' can bring about a healthy, aware and motivated generation.

ADOLESCENCE CONNECTEDNESS AND LIFE SATISFACTION: THE MEDIATING ROLE OF ETHNIC IDENTITY

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Adolescence is a critical stage of development that prepares one to enter adulthood, where self-concept and identity develops through socialization with others and exploration. The current study was conducted to study the relationship between adolescence connectedness and life satisfaction with ethnic identity as mediators among Chinese and ethnic minorities in Hong Kong. Ethnic identity and connectedness enhance resilience and psychological well-being.

This study compared ethnic minority and local adolescents to elucidate the relationship of ethnic identity with connectedness and life satisfaction to among the two groups. One hundred and twenty-two adolescents with age ranging from 11 to 18 were recruited. Multi-group Ethnic Identity Measure (MEIM), Hemingway Measures of Adolescent Connectedness (MAC5 Short version) and Multidimensional Students Life Satisfaction Scale (MSLSS) were used in this study. The results indicate that ethnic identity significantly mediated the effect of adolescence connectedness and life satisfaction for ethnic minorities but not for local adolescents. The findings shed light on interventions that can be utilized to enhance adolescents' psychological well-being.

VALIDATION OF THE SOCIAL EMOTIONAL HEALTH SURVEY AMONG JAPANESE HIGH SCHOOL STUDENTS

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The purpose of this study was to investigate the validity of the Social and Emotional Health Survey (SEHS; Furlong et al., 2014) among Japanese high school students. The questionnaires

were conducted to 3,044 high school students attending one of 4 high schools in a suburb of Tokyo (male= 1,332, female=1,661, $NR=51$). The SEHS measure was based on a dual-factor model of mental health, composed of a number of psychological dispositions associated with positive youth development. A Confirmatory factor analysis was conducted to test the fit of the SEHS factor structure. The model adequately fits the data: $\chi^2=723.050$, $df=50$, $p<.00$, $GFI=.957$, $AGFI=.933$, $RMSEA=.069$. As expected, each item showed good factor loading on the corresponding factor. All parameter estimates were found to be statistically significant ($p<.01$). Also, 4 items asking the validity of the questions (e.g. “The questions in this survey were relevant to all students’ life experiences”), were rated above the theoretical mid-point. Therefore, validation of the Survey was supported in several aspects. The development of the Japanese version of SEHS will be a step toward introducing the whole school universal screening approach to Japanese schools. This presentation is supported by a grant from Meiji Yasuda Mental Health Foundation.

A GLOBAL PERSPECTIVE ON THE ROLE OF PREVENTION SCIENCE IN SCHOOL SETTINGS

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The recently (2017) published *The Cambridge International Handbook of Prevention Science* (Moshe Israelashvili & John L. Romano, Editors) presents lessons that have been collected from 27 nations, many of the refer to school graders. The current presentations will describe the current status of Prevention as a Science, most prominent trends in prevention efforts and especially the hard-earned lessons on ways to conduct prevention intervention within educational settings. The presentation will highlight the major challenge of finding the tender balance between using generic knowledge that has been collected from past experiences along with paying homage to local circumstances, ages and sex, cultures and nations. Several examples of such a balance will be presented, as emerging from *The Cambridge Handbook of Prevention Science*.

VALIDATION OF THE SOCIAL EMOTIONAL HEALTH SURVEY AMONG JAPANESE HIGH SCHOOL STUDENTS PART 2; ECOLOGICAL VALIDITY

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In association with

Ms. Akiko Yokohari, Teacher's supervisor at Saitama Prefecture Education Department, Japan

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Dr. Kie Sugimoto, Associate Professor, Mejiro University, Japan

Dr. Hiroko Endo, Assistant Professor, Rissho University, Japan

The ecological validity of the Japanese high school version of the Social and Emotional Health Survey (SEHS; Furlong et al., 2014) was investigated. Survey results of 3044 students (1332 boys and 1661 girls, NR = 51) in four high schools classified into different types were analyzed. The correspondence between each school SEHS data and school climate was examined quantitatively and qualitatively. It was hypothesized that students of high academic level schools would have higher scores for Engaged living, Belief in others, and Belief in self. This hypothesis was supported by the results of a one-way analysis of variance, which indicated that school types had a significant effect on Engaged living ($F(3, 2959) = 24.20, p = .001$) and others, with the exception of one school. Moreover, each school staff was interviewed to determine correspondences between survey results and the school climate, which supported the survey results and explained the exception. These findings confirmed the ecological validity of the SEHS. The usefulness of the SEHS for identifying the needs of each school to promote students' positive development was discussed. It is suggested that SEHS results would enable school educators to identify positive features of their students even in schools with lower academic levels.

BRIGHT SPARCS. THE CREATION AND STANDARDISATION OF A TEST BATTERY (SPELLING, PROCESSING SPEED AND READING COMPREHENSION SPEED) FOR SECONDARY STUDENTS AGE 13 TO 18 YEARS OLD.

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Rationale: The development of the SPaRCS test was guided by a desire to create a suite of nationally standardised tests that were useful, to teachers, in identifying students who may need additional support in school and who may be eligible for accommodations in examinations (e.g. readers, scribes, extra time). In addition, it was considered desirable that the tests could identify the amount of effort that a student put in and therefore that any deliberate attempts to 'fake' the test could be detected.

Method: A convenience, but representative sample of the Irish (Northern and Southern Ireland) school population was used. Participants were 2332 students aged 13 to 18. Age norms were created for each age group. Reliability and validity measures were found to be satisfactory.

Effort indicators were imbedded into the spelling test and also assessed via a separate spelling recognition test.

Implications: The SPaRCS test will be one of very few nationally standardised tests available to teachers. Uniquely, the SPaRCS test is designed to be time efficient and will aid in the identification of students with learning difficulties and those eligible for examination accommodations. Moreover, the test will aid teachers identify those students that may have attempted to ‘fake’ the test.

EXECUTIVE FUNCTIONS AND VISUAL-SPATIAL SKILLS PREDICT MATHEMATICAL ACHIEVEMENT ACROSS CHILDHOOD AND ADOLESCENCE

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In association with:

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Mathematical achievement depends on several domain-general skills such as executive functions and visual-spatial skills (Geary, 2011). However, less is known whether the associations between these domain-general skills and mathematical achievement hold across childhood and adolescence. The current sample of an ongoing study (Grob & Hagmann-von Arx, in prep.) consisted of five different age groups: 5- to 7-year-olds ($n = 95$), 8- to 10-year-olds ($n = 192$), 11- to 13-year-olds ($n = 164$), 14- to 16-year-olds ($n = 139$), and 17- to 20-year-olds ($n = 87$). Executive functions, visual-spatial skills, and mathematical achievement were assessed using the Intelligence and Development Scales – 2.

Hierarchical regression analyses were conducted, with mathematical achievement as outcome variable, executive functions and visual-spatial skills as predictor variables, controlled for age, gender and verbal reasoning skills. Preliminary results showed that in every age group tested, executive functions and visual-spatial skills predicted variance in mathematical achievement, above and beyond control variables (ΔR^2 ranging from 0.08 to 0.33, all $ps < .05$). These findings highlight the relation of executive functions and visual-spatial skills to mathematical achievement across childhood and adolescence. Implications for school psychological practice such as diagnostics of mathematical skills and interventions for children with learning disabilities are discussed.

**THE EFFECT OF SCHOOL BASED CRISIS INTERVENTION PROGRAM ON
TEACHERS.
FOCUSING ON SCHOOL CRISIS COPING EFFICACY AND POST CRISIS GROWTH.**

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We developed a school based crisis intervention program that dispatched a team of clinical psychologists to the school immediately after the crisis. This study aimed to examine the effect of our program on teachers.

Questionnaires were used to gather data about an experience of school crisis, experience of support from our program, school crisis coping efficacy (SCCE), and post crisis growth(PCG).

Out of 2887 teachers, 455 experienced crises and utilized the support of our program, and 539 experienced crises without our support.

We calculated propensity score using covariates such as age, years of teaching experience, job status, the kind and the degree of severity of most memorable crisis. We then selected 129 teachers supported by our program and 129 teachers who did not experience our program by matching the propensity score. Scores of SCCE and PCG were not different between these two groups.

From the cluster analysis using the extent of utilization of psychologists' support, we constructed 2 groups. Scores of SCCE and PCG were higher of the group utilizing more support than the group utilizing a less support.

The possibility that teachers with high SCCE or those who are trusting of others tend to utilize more support was discussed.

STIMULATION OF EXECUTIVE FUNCTIONS OF UNDERPERFORMING PUPILS FROM THE ROMA ETHNIC GROUP – THE STIMULATION POTENTIAL OF MATH

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The paper presents the partial results of experimental study, financially supported by ISPA (Proposals to the International School Psychology Research Initiative). Within the project, a domain-specific program aimed at stimulation of executive functions of underperforming children from the Roma ethnic group was created and, subsequently, experimentally verified. The domain-specific basis for the experimental study of the given variables was the cognitive potential of *math*.

The research question was formulated as follows: To what extent does a domain-specific cognitive stimulation program improve the quality of executive functioning in underperforming pupils? The subjects of the research were sampled from the population of primary school underperforming pupils attending public schools who fulfilled the following criteria: A) their native language was not Slovak, B) socio-economic background was marked by signs of poverty. The research was structured as a pre-test – post-test experimental - vs. control-group design. Two groups of Romany children ages 9-12 each participated in this research. In Group 1 (experimental group), children received a pretest, executive function stimulation relevant program, and posttest. In Group 2 (control group), children received a pretest, parallel program, but not identical with regard to the activity of the experimental group, and a posttest.

The Achieving Relationship Among Addition, Subtraction, Multiplication, and Division in Japanese Primary School-aged Children: Toward the Development of Screening Test for Children with Dyscalculia.

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This study sought to clarify the achieving relationship of 4 arithmetic operations using the index of reaction time and correction rate of calculation by the original calculation application which were made of 10 additions, 10 subtractions, 50 multiplications, and 50 divisions installed in iPad. The participants were 283 children from 3rd to 6th year in regular class of two primary schools were around Tokyo area, an area where students' academic achievement level are average in Japan. Participants performed the calculation tasks in about 15 minutes by using each iPad on the desk and reacted by tapping the answer. The results showed Japanese students were found it easier to achieve multiplication than other operations because of phonological neumatic and so the achieving order was from multiplication, addition, division, and then subtraction from data of reaction times and correction rates of students in 6th year. This study suggested additions up to the answer 20 with carrying up and subtractions with carrying down were still difficult for 6th year students to calculate automatically.

ROLE OF HOME-SCHOOL COMMUNICATION, PARENTAL-SCHOOL AND HOME INVOLVEMENTS IN ALCOHOL USE IN HIGH SCHOOL STUDENTS

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Today, abuse of alcohol is one of the risk-taking behaviours prominent among adolescents in high schools despite worldwide concern and education about psychoactive substances. The study sets out to investigate parental-school based involvement, home-based involvement and home-school communication as predictors of alcohol use among high school students. In a cross-sectional approach, 323 (50.8% males & 49.2% females) students were sampled. Results revealed that school-based involvement ($\beta = -1.04$; $p < .01$), home-based involvement ($\beta = 1.01$; $p < .01$) and home-school communication ($\beta = -0.29$; $p < .01$) independently predicted alcohol use; with joint prediction of about 24% ($R^2 = .24$), $F(6, 319) = 34.06$; $p < .01$ variance in alcohol use. Also, actual age of birth ($\beta = .06$; $p < .05$) and age at first alcohol drink ($\beta = .80$; $p < .01$) independently predicted alcohol use among secondary school students; with joint prediction of about 66% ($R^2 = .66$), $F(2, 320) = 309.86$; $p < .01$ variance in alcohol use. It is concluded that school based involvement, home-school communication, home-based involvement and certain socio-demographic variables have vital contributions in explaining alcohol use in this population. Thus, both parents and school management should be involved in alcohol risk-reduction intervention programmes for the children.

HELPING EDUCATORS IDENTIFY SCHOOL REFUSING YOUTH: A SYSTEMATIC REVIEW OF ASSOCIATED FACTORS

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School refusal (i.e., prolonged absences from school due to emotional distress; Berg, 2002) is associated to multiple difficulties (e.g., social isolation, psychopathology; Havik, et al., 2013) and hinders the educational experiences of up to 9% of school-aged children (Eggers, et al., 2003). A large body of research exists, but its heterogeneity impedes school interventionists' identification of the behavior. In order to facilitate detection and intervention, the current study aims to identify the factors associated to school refusal. Rather than adding to the already large and heterogeneous body of research, the current study uses a systematic review of existing literature based the *Center for Reviews and Dissemination's* (CRD, 2008) guidelines. Searches were undertaken in psychological and educational databases to organise the factors associated to school refusal in 7- to 17-year-olds. The selection of articles, and the extraction and evaluation of results were performed by two-independent researchers ($k=0.88$). Findings revealed individual, familial, social, and academic precipitating, risk, and maintenance factors that influence youth's school refusal behaviors. Results will be discussed in the context of prevention, evaluation and intervention. Overall, the identified factors can help teachers and other school interventionists detect school refusal sooner and limit its exacerbation by favoring adapted intervention practices.

DOES THE PERCEPTION OF A STUDENT'S GENDER INFLUENCE EDUCATORS' EXPECTATIONS REGARDING ACADEMIC ACHIEVEMENT?

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Stereotype threat is a term coined by Joshua Aronson and Claude Steele (Aronson, 2003) to refer to how students cope with negative stereotypes about their groups' intellectual inferiority and the effect this has on students' academic achievement. A literature review from this study focused on stereotype threats, test anxiety as well as some interventions. This study used a descriptive and quantitative survey design to collect information about primary and secondary teachers' expectations and opinions of students' gender on their academic abilities in math, science, and social science. A chi-square analysis did not find any statistically significant relationship between teaching level and educators' expectations of students' gender on students' abilities in math, science, and social science. The implications of negative gender stereotypes may have a

profound impact on students' academic performance as well as their mental health. Being aware of this stereotype threat phenomenon may be helpful for current and future school psychologists to learn and understand how it can impact educators' and students' perceptions as well as their academic achievements.

The importance of promoting key dimensions like interpersonal acceptance, empathy or inclusion in children, is well documented in literature. Also, the best-accepted theoretical models in school and educational psychology, underline the importance of developing educational methods ecologically valid and adjusted to the present day students' needs, characteristics and expectations. Within this framework, BeEqual project is a prevention/intervention program intended on promoting essential knowledge and skills in students, using familiar, preferred and meaningful ways of communication, namely Facebook, YouTube and internet sites. The project's method combines traditional expository techniques with a wide variety of digital, multimedia and web-based psychoeducational contents, promoting key psychological processes, namely interpersonal acceptance, that will, in turn, prevent a wide array of psychological and behavioural problems. Our method upgrades and extends school psychologists' and teachers' communicational skills to meet present day student's needs and expectations. Within two years the project shows promising results in terms of web indicators (number of likes, viewings and comments), was implemented successfully in different high schools in Portugal and one municipality, and networked with other national associations that promote acceptance and equality. These results underline the importance of using alternative, adjusted and dynamic educational methods instead of more classical approaches to education.

THE STIGMA OF MENTAL HEALTH ON THE BELIEFS OF JUVENILES IN RURAL INDIA

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India is the world's second most populated country. Overall, attitudes toward mental health and appropriate service delivery for those in this county have proven problematic. Previous research has focused primarily on the prevalence of mental illness in India. Notably, little research has investigated stigmatization of such mental illnesses, especially among children and adolescents.

This specific population is critical given that much of mental illness becomes more prominent around this age.

This study investigated the beliefs about mental illness among 14 nine to eleven-year-old students living in a rural, agricultural village in India. Beliefs were examined using interview and pre-and post-interview survey data. Responses were translated and analyzed via thematic coupling similarities. Pre- and post-interview survey responses were also compared to understand whether allowing children a forum to discuss these issues would change their opinions of mental health. An overarching negative stigma was found to be present. Our findings suggest serious implications for children's perceptions of mental illness and possible solutions for moving from stigmatized beliefs to improved understanding, thus providing inclusivity in this diverse community.

12 YEARS OF POSITIVE ATTITUDE: AN OVERVIEW OF A PORTUGUESE PROJECT TO PROMOTE SOCIAL AND EMOTIONAL LEARNING

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Project “Positive Attitude” is a Portuguese project that aims to promote social and emotional learning (SEL) in elementary and middle school students (specifically from 4th to 9th grades). The project is now finishing its 13th year of implementation.

The Project, which started as a SEL program for high middle school students (7th - 9th grade), has since come to include several other interventions: a 4th grade SEL program; low middle school students (5th – 6th grade) SEL program, and a school adjustment program to support 4th to 5th grade transition (Positive Transition). The project also includes training for parents, teachers and other school staff. This extension of the project's activities was a response to needs identified by the school agents or the “Positive Attitude” staff.

Presently, more than 6500 students have taken part in at least one of the programs. The programs developed have had consistent positive results throughout these twelve years, both in teachers' and participants' reports. “Positive Transition” has also been effective in reducing school absenteeism and retention.

Lessons can be learned from both that were successful, as well as from the ones that were not so. Future plans for the programs will also be addressed.

SCHOOL PSYCHOLOGY FOR PRESCHOOL SERVICES. A CASE STUDY ON THE WIMPFHEIMER NURSERY SCHOOL (WNS), NEW YORK.

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School psychologists strive for providing effective educational and psychological services that promote healthy development (APA, 2016). This study provides an example of a school context where curricula and learning environment are enriched by the contribution of school psychology. Specifically, a case study on a laboratory school which presents the unusual structure of being directed by a developmental psychologist in a school setting - the WNS - will be presented. Lab schools' mission is providing research on child development, training for teachers and service providers, and service to families and communities (Barbour, 2003; Clawson, 2003), activities which are strongly connected to a school psychologist' role and function. The case study on WNS analyzed contextual and processing variables concerning the educational process. Data were collected through interviews, observations and examination of documents. The director, teachers and students were involved. Findings revealed an active role of the director in the design of the school as a place capable of fostering motor and cognitive skills, in developing curricula that promote academic and life skills, in creating collaborative relationships with families and teachers through frequent supervision meetings. In particular, the laboratory framework highlighted the role of the school psychologist as research promoter.

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EQUAL PAY FOR EQUAL WORK? NOT IF YOU ARE A FEMALE SCHOOL PSYCHOLOGIST IN NEW JERSEY!

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Forty years of longitudinal research regarding salaries, negotiations and professional issues of school psychologists in New Jersey have consistently found that female school psychologists earn significantly less than their male counterparts. All attempts to locate variables other than gender associated with the differences in compensation have been unsuccessful. Early career professionals are encouraged to become familiar with factors, such as negotiating unit, that have been related to higher salaries.

BENEFITS OF READING: THE RELATIONSHIP BETWEEN DIFFICULTIES IN EMOTION REGULATION AND READING HABITS

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Literature reported different benefits of reading for personality and cognitive as well as for emotional development. However, it is still not clear whether reading helps to develop better emotion regulation skills. Thus, this study aimed to assess the relationship between difficulties in emotion regulation and reading habits.

A self-reported cross-sectional survey was carried out in the sample of 162 (37 percent males; mean age 22 years) young adults. Six difficulties in emotion regulation (DERS; Gartz, Roemer, 2004) and reading habits (number of recently read books, reading frequency, and literature genres) were measured.

Males reported higher difficulties in emotion regulation and less reading compared to females. Women who read more often reported less difficulties engaging in goal-directed behaviour. But other results were unexpected: higher number of recently read books was related to higher impulse control difficulties in males; and females who read more different genres of fiction literature reported higher levels of non-acceptance of emotional responses, impulse control difficulties,

limited access to emotions regulation strategies and lack of emotional clarity. However, such contradictory results might indicate that people who read more and diverse literature are more insightful and that's why report higher difficulties in emotion regulation.

A TRAINING PROGRAM SUPPORTING PARENTS OF SCHOOL REFUSING STUDENTS IN JAPAN: PROTOCOL AND IMPLEMENTATION OF A TRIAL.

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Cognitive behavioral therapy (CBT) has been proven to be effective for anxiety based school refusal; however, it seems difficult for students with the problem to show up in the treatment of a place. School refusal among students may cause parents to lose confidence in their ability to manage the non-attendance behavior, which can lead to their inability to facilitate the children's return to school as well as to their mental health vulnerability. We developed a program (Parenting with non-attendance problems: P/NA) to maintain parental mental health of school refusal students through CBT. Following the evaluation, we trained facilitators in order to spread the P/NA in the region widely.

The present study aimed to develop and evaluate the training program over three days for parent supporters in parent counseling skills related to school refusal problems. Participants were 52 professionals (psychotherapists, school nurses, and teachers) who helped parents and/or children. Training results were evaluated using self-reported questionnaires (7-point Likert scale) and free description. Post-training scores increased in participants' self-efficacy and confidence in conducting family interventions with parents and indicating higher satisfaction levels with the workshop.

Detail the particulars of training effects, program acceptability, and limitations are discussed in the presentation.

MATHEMATICS ANXIETY: THE PLIGHT OF THE POOR ETHNICALLY DIVERSE CHILD?

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Children in high-achieving Asian countries tend to demonstrate high mathematics anxiety; while those in high-achieving Western European countries tend to demonstrate low mathematics anxiety (Lee, 2009). Studies have suggested that ethnic minority students in the USA express more positive attitudes toward mathematics than white students (Catsambis, 1994; Lubienski, 2002) and in the UK (National Audit Office, 2008). Other researchers found no significant differences between Hispanic and White students (Suinn, et al 1989; Harari et al, 2013).

Two studies were carried out in Northeastern Indiana to help identify the constructs underlying math anxiety and to determine the prevalence of mathematics anxiety in different populations of school age children.

Study 1 included 341 fourth/fifth grade students (90% White) in a rural school system. 90% of the students passed the statewide mathematics test. Study 2 was comprised of 468 third, fourth, and fifth graders from two urban elementary schools (School 1: Hispanic 50.4%, Black 37.37%; School 2: Hispanic 39.1%; White 34.6%). 40% of the students passed the statewide mathematics test.

Both studies found mathematics anxiety to be a 3-Factor construct, including Mathematics Test Anxiety, Calculation Anxiety, and Mathematics Anxiety. The prevalence of mathematics anxiety was significantly higher in the urban, more diverse sample.

EFFECTIVENESS OF IMPLEMENTING INCLUSIVE EDUCATION THROUGH IN-SCHOOL WORKSHOPS BY GRADUATE INTERNS

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The study aims to investigate the effectiveness of in-school workshops on inclusive education presented by graduate interns. Firstly the graduate interns, who are on in-service training in School Psychology, share the findings of analyzed special educational needs of a student not adjusting to school at in-school workshops, and discuss the case intervention plan. Secondly, after the plan is approved, the interns implement it and report the process and progress in the regional or school-wide workshops. Results of the questionnaire on effectiveness of workshops among attending teachers, it revealed that those teachers, who had interns on site, saw more effectiveness than those who attended the workshop from other schools. Furthermore, the teachers, who attended both in-school workshop and regional or school-wide workshops, saw the results as being more effective than those who attended the second workshop only. Further studies on other cases in different settings are needed in order to prove the effectiveness of teacher training and in-school workshops, however the outcome of this study shows the possibility of mutual positive impact of internship in promoting inclusive education.

A SYNTHESIS OF SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT (SWPBIS) RESEARCH: WHAT DOES THE LITERATURE TELL US?

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Findings from many studies support the significant and positive relationships between school-wide positive behavioral interventions and supports (SWPBIS) and student, school, and teacher outcomes. However, additional research is needed to review and consolidate this existing literature base in order to better understand the overall characteristics and magnitude of these relationships and increase the generalizability of individual findings to students and schools in a variety of contexts.

The current study will synthesize the results from 40 studies that met our predetermined inclusion criteria and examined the impact of SWPBIS on a variety of outcomes. The studies were systematically coded and analyzed on a variety of dimensions using a code book adapted from prior research, to reveal trends in SWPBIS research and outcomes. The results will be reviewed and synthesized in order to better understand the existing literature on, and impact of, SWPBIS. Implications of these findings for the work of school psychologists will be discussed.

COLLABORATIVE CONSULTATION TO TEACHERS OF A SPECIAL NEEDS SCHOOL TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)

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The quality of school education of students with ASD in Japan is insufficient from the viewpoint of less teacher training and less in-service training. As a faculty in charge of special education of a teacher training university, the author is responsible for the development of practical training on the teaching methods of student with ASD and consultation for teachers. The main points of consultation are individual assessment, respect for their learning style and strengths and interests, structured teaching, analysis and response of problem behavior. However, even today teachers with little experience often take charge of student with ASD in JAPAN. So we started a new consultation 5 times a year for teachers of a Special Needs School. The process included initial interviews, assessment, observing and analyzing students and education, advising teacher and leader teachers. The contents of consultation were documented by leader teacher and shared by stakeholders. And by the next consultation, we will confirm with the leader about outcomes and issues. In this report, I will describe in detail the consultation process carried out in the consultation done in FY 2015, and report the change of the student and also of the consultees.

ARE SOCIAL STORIES AN EFFECTIVE INTERVENTION FOR CHILDREN WITH COMMUNICATION AND BEHAVIOUR DIFFICULTIES?

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The association between language and behaviour difficulties is well-documented in the psychological literature. Increasingly, pragmatic language skills are viewed as playing a crucial role in this relationship. Less is known about how to intervene to support children with both behaviour and speech, language and communication needs (SLCN), particularly where these needs may not meet thresholds for speech and language therapy services.

This study aimed to explore whether Social Stories, a popular intervention for children with autism, would lead to improvements in problematic behaviour for children with behaviour and pragmatic language difficulties. Four children (3 male, 1 female) in Key Stage 2 and four members of school staff in two primary schools were recruited to a single-case multiple-baseline design study. Direct observations were examined through visual analysis and intervention effects calculated using Non-overlap of All Pairs (NAP; Parker & Vannest, 2009) and Tau-U (Parker, Vannest, Davis, & Sauber, 2011). Generalisation, maintenance, fidelity and social validity data were also collected.

The intervention led to a reduction in problematic behaviour across all participants, with intervention effect size ranging from small-medium (NAP=.58-.79). Social Stories therefore offer a promising intervention for children with pragmatic language and behaviour difficulties. Limitations and directions for future research are considered.

FACTOR STRUCTURES OF JAPANESE VERSION OF WISC-4 AND COGNITIVE PROFILES OF CHILDREN WITH AUTISM SPECTRUM DISORDER. : INVESTIGATION OF ASD SUBTYPES BASED ON CATTEL-HORN-CAROL THEORY FACTORS

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Cognitive assessment tools such as the Wechsler Intelligence scale for Children-fourth edition (WISC-IV) are used frequently for children with Autism Spectrum Disorder (ASD). Although ASD may have several subtypes, the cognitive profiles of ASD groups have not been reported separately and are not based on intelligence theories. The aim of this research is to examine the subtest structure of clinical samples with ASD via Cattell-Horn-Carroll (CHC) theory, which is a recent intelligence theory by confirmatory factor analysis (CFA). In addition, ASD subtypes will be identified and their cognitive profiles by cluster analysis of experimental variables of 5 converted CHC scores.

The WISC-IV was applied to children with ASD (N=246). The CFA confirmed that the CHC model was a good fit, and that the Matrix Reasoning subtest was loaded more on the visuospatial

factor (Gv) than the fluid reasoning factor (Gf). The cluster analysis, which was administered to 12 subtests (N=134), identified that they were separated into 7 clusters: three Asperger types (asp1, asp2, asp3), two autism types (au1, au2), and two unreported type (Strong-Gs, Weak-Gv). The results of this study indicate that the cognitive assessment, using CHC scores, is better suited for children with ASD.

FACTORS RELATED TO SHOPLIFTING EXPERIENCES AMONG JAPANESE ADOLESCENTS

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The purpose of this study was to examine factors affecting shoplifting experiences at different school stages by conducting a survey of adolescents in Japan. The population for the study consisted of 2090 adolescents (374 elementary school students, 573 junior high school students, 739 high school students and 404 university students). The survey asked about students' awareness about shoplifting, the vocabularies used describe shoplifting, the family relations, the relationships with friends, aggression, parenting attitude, and the experiences of shoplifting. I performed statistical analysis using ANOVA, and the results revealed that the psychological factors associated with shoplifting vary among different school stages. Finally, I conducted a logistic regression analysis for different school stages in order to examine the effects of the psychological factors of shoplifting experiences. The results indicated that the effects on shoplifting experiences are different among school stages.

THE INFLUENCE OF PARENTAL AND TEACHER AUTONOMY SUPPORT ON EMOTIONAL AND BEHAVIORAL PROBLEMS OF VOCATIONAL HIGH SCHOOL STUDENTS.

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This study examines the effects of parental autonomy support and teacher autonomy support on vocational high school students' emotional and behavioral problems and the influencing

mechanism of basic psychological needs satisfaction among a sample of 1137 vocational high school students in Grade 11 from Beijing, China.

Results showed that:

- (1) Girls' emotional problems were more serious than boys', while boys' behavior problems were worse than girls'.
- (2) Students reported teacher autonomy support was significantly higher than parental autonomy support.
- (3) Parental and teacher autonomy support were positively related to basic psychological needs satisfaction, and negatively related to students' emotional and behavioral problems. Basic psychological needs satisfaction was negatively related to students' emotional and behavioral problems.
- (4) There were significant interactions between teacher autonomy support and parents' autonomy support on vocational high school students' behavioral problems.
- (5) Using structural equation modeling techniques, it was found that students' basic psychological needs satisfaction played a completely mediating role in the relation between teacher and parents' autonomy support and emotional problems, and it partially mediated the influence of teacher and parents' autonomy support on students' behavioral problems.

MENTALLY VULNERABLE CHILDREN BELONGING TO SINGLE AND BOTH PARENTS

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This aim of this research was to compare mentally vulnerable children belonging to single and both parents on different demographic variables and on depression, hopelessness, loneliness and social dissatisfaction measures. This study was a descriptive survey which was conducted in different public schools students in the city Rawalpindi. The sample consisted of 150 students, including 67 who lived with a single parent and 83 who lived with both parents, with their ages ranging from 14-18 years. A purposive sampling technique was used in the study. First of all, the researcher secured permission from the administrative authorities. Data were collected using questionnaires. Subjects were interviewed by personal information questionnaire. Following this the Beck Depression Scale (BDS), Beck Hopelessness Scale (BHS) and Children's Loneliness and Social Dissatisfaction Scale were administered in order to determine the mental health issues of respondents. Different statistical techniques such as mean, standard deviation and t-test were used for data analysis.

Findings indicated that students living with single parents had more mental health issues compared to the students living with both parents. In addition it was found that 64% of single parents' children are living with their mothers; 83% of parents are of age above 25 years; 52% of parents have completed their education at Intermediate/University level. Moreover 59% of children out of whole sample have 3 or more siblings.

DEVELOPING SAFE SCHOOL ENVIRONMENTS THROUGH EXPERIENTIAL PREVENTIVE AND EDUCATIONAL ACTIVITIES LED BY SCHOOL PSYCHOLOGISTS

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Schools and school psychologists are often confronted with inclusion issues, vulnerability, and children facing various mental health issues. Their role is to develop safe and supportive school environment for everyone. Analyses of the evidence for the effectiveness of prevention programmes revealed that short-term programmes focused primarily on cognitive domain are less effective or even ineffective in comparison to long-term projects focused on affective domain and the development of practical skills. School psychologists and educators should rather implement preventive and educational activities into their daily routine and continuously develop practical social and mental health skills. The aim of this poster is to present a set of educational materials *Experience Psychology* developed for psychology teachers and school psychologists, featuring activities for children and adolescents. The material covers 20 thematic blocks

(including e. g. digital and mental health literacy, emotional intelligence or cultural and religious diversity) with more than 200 activities for about 180 contact training lessons. The material design allows psychologists and educators to build up their own long-term preventive projects based on the identification of community and school specific needs.

A PREVENTIVE INTERVENTION PROGRAM TO REDUCE SOCIAL ISOLATION AMONG HISPANIC YOUTH

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Hispanic youths are among the largest and fastest growing minority groups in the United States school systems, and ongoing research has identified such youths as being at great risk academically, behaviorally, and socially. Hispanic students are more likely to stop attending school, because of failing/dropping out and expulsion (Castro-Olivo, 2014). They are often perceived by educators and school administrators as “delinquents” who are unmotivated to stay in school or “socially isolated youths” (Chavez 2001; Fry, 2003; Velez, Perez Huber, Benavidez, de la Luiz, & Solorzano, 2008, O’Donnell & Kirkner, 2014). Hispanic youths also often experience negative effects of perceived social isolation on their academic outcomes because of financial, cultural, and legal disadvantages and difficulties, with these struggles resulting in joining with gang activists who easily accept the youths for their differences (Flores, 2012). Thus, schools should not only provide a safe environment for Hispanic youths but also teach them skills to develop their social and emotional learning and future well-being. We will 1) provide an overview of recent evidence-based programs and interventions that target Hispanic youths’ social isolation, and 2) outline the activities to reduce social isolation among Hispanic middle school students at school settings.

**AN OBSERVATIONAL STUDY OF TEACHING PRACTICE WITH SEN STUDENTS:
THE FIRST YEAR EXPERIENCE OF TEACHERS FROM A MAIN STREAM
PRIMARY SCHOOL.**

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Introduction: The present study aims to identify the common types of instructional strategies and disciplinary methods which could influence the academic engagement of the SEN students.

Methodology: Three subjects (Mathematics; English; Chinese) were selected for observation, and each subject were observed for 5 randomly selected 40-minutes lessons from May-June 2016. Each class has 10 students. Among the 30 students, 11 of them received a diagnosis of special learning difficulties; 3 with ADHD; 1 with a dual diagnosis of SPLD and ADHD; 1 with mild mental retardation; other with unspecific learning problems.

Results: On average, there was not much difference in frequencies of individual students' distraction; teacher ask questions. The three teachers are different in their amount of positive and negative discipline methods.

In the event sequence analysis, the students from three classes showed a different reaction. In class A, the teacher showed a more consistent use of negative discipline; his students were less engaging in the game teaching activities and scaffolding as compared to those students from the other two classes where the teachers showed less negative discipline.

Moralizing were observed in two of the classes, and they were all happened in the day of returning the major quiz results. After moralizing, students would show more distraction.

Conclusion: Game and scaffolding are the main teaching methods to help students with SEN, and they are effective to engage students in learning. Teachers' emotional reaction to the poor results of students would distract students from paying attention to the lesson. Consistent use of negative discipline might be harmful to students to engage in learning. Therefore, providing intervention to improve emotional control in the event of students' lower academic performance and the encouragement of the use of positive discipline for classroom management could improve academic engagement of students with SEN.

DEVELOPMENT OF “SECURED FEELING” SCALE FOR JUNIOR HIGH SCHOOL STUDENTS AND THE RELATIONSHIP BETWEEN SOCIAL BOND AND SCHOOL ADJUSTMENT

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Purpose: After the Great East Japan Earthquake, people in Japan started consciously concerning about safety and “sense of being secured.” As increasing the number of children who exhibit “school maladjustment,” preceding study (Hirai, 2012) indicated that children’s school maladjustment is understood as them lacking the sense of being secured at school. The purpose of this study is a) to clarify the “secured feeling”(SF) scale(Masaki, 2016), examining a relationship between factors of social bond and school adjustment, and b) to reveal the role of these factors in students’ school adjustment.

Method: 1,054 junior high school students completed the SF scale and the social bond scale (Shoji et al., 2016). 287 students answered two additional scales: the classroom atmosphere and the school adjustment scale. Factor analysis of the SF scale, and correlation and multi regression analysis were conducted.

Results & Discussion: The FS scale yielded two factors, “peace and happiness” and “tranquility.” The correlation among “attachment to friend”, “helpfulness in classroom’s atmosphere,” and “tranquility” were statistically significant. Multi regression analysis indicates that the following factors play important roles for students to feel safety and secured at school: supportive atmosphere in class, attachment to peers, and secured feeling for students’ school adjustment.

INTERVENTION OF PORTUGUESE SCHOOL PSYCHOLOGISTS IN THEIR SCHOOL COMMUNITIES: CASE STUDIES

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The research hereby presented intends to investigate the importance given to the school psychologist and how his/her work can be more valuable, in order to compare/differentiate with other interdisciplinary applied psychology areas. This research also provides a reflection reflection/orientation document by the school community for a more effective school psychology practice. According to the research Meira (2000), most professionals (psychologists) are consistent and accept passively to act in accordance with what is seen as the most conventional.

Based on a mixed methodology for the development of the characterization of performance of school psychologists in Portugal and the development platform of support for their work, the research is divided by four empiric studies that clarify the role and the functions of the school psychologist in different views.

The results emphasize the steps taken by the school psychologists in the school context towards a more effective and efficient intervention. However, there's still a long way to go and this work aims to contribute to the disclosure of new practices by creating an online platform.

Key-words: educational psychology, school psychology, education, intervention in schools, psychologist.

CALLING FOR SOCIAL SUPPORT: WHO AND WHAT TYPES MATTER FOR ADOLESCENTS

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This poster will provide school psychologists and related professionals with a greater understanding of the associations between social support and early adolescents' psychological well-being, specifically global life satisfaction (LS). Higher levels of global LS have been shown to predict a variety of important outcomes among early adolescents. Early adolescence is a particularly salient age group because cross national studies have shown generalizable decreases in LS during this developmental period. Extant research has demonstrated the importance of some sources of social support (especially parents and peers) in the development of individual differences in early adolescents' LS, but has not addressed the specific types of support crucial to optimal LS. Thus, this study will focus on the relations between early adolescents' LS and three sources of support (parents, peers, and teachers) and four types of social support behaviors (emotional, appraisal, informational, and instrumental). The sample included 1710 US middle school students. The findings provided evidence of the vital role of social support, especially parent support, plays in early adolescent LS. The findings also demonstrated differing contributions of the four types of support within each source of support. Implications for the promotion of LS in early adolescents as well as future research will be presented.

ASSESSMENT OF COGNITIVE ABILITY IN GIFTED STUDENTS

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The purpose of this presentation is to discuss the utility of various methods used to assess and identify gifted students. Within this context, the results of a study comparing the Wechsler Intelligence Scale for Children: Fifth Edition (WISC-V) and the Naglieri Nonverbal Ability Test (NNAT-2) will be presented. While the performance of gifted students on earlier versions of the Wechsler scales has been well documented, there is limited comparable research with the WISC-V. Changes in the WISC-V factor structure may impact how high achieving students perform and consequently their eligibility for gifted enrichment programs. In addition, due to concerns regarding potential bias when using tests like the Wechsler with children who come from diverse cultural backgrounds, many districts have adopted the NNAT-2 because of its non-verbal format and reduced cultural loading. The present study compared the test scores of 134 students (ages 8 to 11) who were administered both the WISC-V and NNAT-2 to determine eligibility for a gifted program. The profiles of these students on both measures will be discussed. In addition, the relative merits of various alternate methods used to identify gifted students, including those from diverse cultural and linguistic backgrounds, will be presented.

POSITIVE ENVIRONMENT AND BEHAVIOR FOR BUILDING LEARNING AND ENGAGEMENT (PEBBLE)

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This presentation will describe the Positive Environment and Behavior for Building Learning and Engagement (PEBBLE) Project. PEBBLE was designed to increase the capacity of urban teachers' ability to implement evidence-based practices (EBPs) in positive behavior instruction and ultimately improve the learning environment and the social-emotional behavior of at-risk children in preschool classrooms. Toward this goal we designed and implemented a structured coaching framework for school psychologists' implementation within a collaborative consultation model.

PEBBLE two primary components: (1) A Competence-Focused student component and (2) An Instructional-Support coaching component. The Competence component targets children's development of self-regulation skills, social cooperation, and positive learning behaviors (e.g., engagement; following teacher requests/directions; group cooperation). The Instructional-Support component provides an explicit focus on coaching practices aimed at promoting a preventive classroom environment and responsive teaching strategies.

The presentation will highlight project implementation, materials, and research results. In addition, key aspects of the reflective coaching model and case examples of the EBP strategies will be presented to exemplify these procedures. Participants will develop competencies in feasible coaching methods for implementing, monitoring, and adapting EBPs. Research results demonstrate its promise for improving urban classroom learning environments so that they are safe and promote disadvantaged minority children's social competence.

DEVELOPMENT AND EXPLORATORY FACTOR ANALYSIS OF THE ACADEMIC BEHAVIOR CHANGE SCALE WITH A CLINICAL SAMPLE

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Enrollment in higher education has increased worldwide (e.g., Aud et al, 2010; Galindo-Rueda, Marcenaro-Gutierrez, & Vignoles, 2004; Shattock, 2010) alongside the number of university students who elect to study outside of their home countries (e.g., Aud et al., 2010). Unfortunately, international students are at an increased risk for developing mental health problems compared to domestic students (Forbes-Mewett & Sawyer, 2016); and, international students tend to report higher scores on measures of anxiety and depression as a result of academic distress compared to their domestic student counterparts (Rosenthal, Russell, & Thomson, 2008). Consequently, improving academic readiness may help alleviate psychological distress for these students.

The resultant purpose of the proposed session is to present results of the initial development and structural validity evidence of an instrument designed to measure university students' readiness to change their study habits based upon the Transtheoretical Model of Behavior Change (DiClemente & Prochaska, 1982) with a clinical sample. Participants include students enrolled in a large public university located in the south central United States who sought mental health services at a university-based counseling center. Data analysis is currently under way and will be completed at the end of the spring 2017 academic semester.

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REFLECTION ON PRACTICE FOLLOWING ATTACHMENT TRAINING USING SELF EVALUATION OVER TWO TIME SPANS

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The purpose of the present research was to inform future practice in terms of how the educational psychology team train and support school staff to implement an understanding of attachment theory in their work within schools and settings. A repeated measures design included quantitative data from self-reported questionnaires and data was analysed using experimental methods.

Post hoc analysis showed that compared to pre-training there were significant increases in self-reported knowledge of attachment theory both post-training and at a 12 week follow-up. There was also a significant reduction in the self-reported score for knowledge of attachment at the 12 week follow-up, when compared to the score immediately post-training. Implications for Educational Psychology practice are discussed on evaluation of one day attachment training as delivered by educational psychologists, which appears to be an effective way to enhance school professional's self-reported knowledge and application of attachment theory over time. However,

in itself, the training will not sustain the full gains made on this day, which suggests follow up training or support is needed. The researchers delivered a half day training that consolidated key information, although the impact of this was not formally evaluated.

SCHOOL-BASED INTERVENTION FOR LONG-TERM RECOVERY FROM TRAUMA-RELATED DISTRESS IN A JAPANESE SCHOOL.

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This paper reports the case of a school-based long-term intervention after a traumatic experience at a Japanese school. The tragic incident occurred on June 8, 2001 when a man entered the school and stabbed students and teachers. Eight students were killed and thirteen students and two teachers were seriously injured. Many students witnessed the scene and suffered from psychological trauma. Just hours after the incident the response team was organized. A 24 hour hotline, outreach programs, free counseling, and psycho-education were provided. The team stayed at the school and supported students, teachers and parents to reduce posttraumatic stress-related symptoms, somatic complaints, functional impairment, and anxiety. Subsequently the team kept on supporting on psycho-education, counseling, consultation on class contents, school events. This long-term intervention resulted in students' well-adjustment at school. The implementation of the support system with school staff and effectiveness of the school-based long-term intervention was discussed on both positive and negative aspects. We also report how to utilize lessons learned from the support experience.

CLASSROOM MANAGEMENT STRATEGIES IN JAPANESE ELEMENTARY SCHOOL

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According to a national investigation, 6.5% of Japanese school children show difficulties in learning and behavior in the classroom. To deal with the difficulties, there is a need for teachers to increase repertoire of classroom management strategies. Although several evidence-based strategies are suggested in the literature, the actual use of these strategies in natural classroom settings is little investigated in Japan. In order to see what kind of strategies teachers take in everyday practice, we observed teacher behaviors for managing children's learning and behavior in classrooms at a Japanese elementary school, and classified them into categories based on their functions. Descriptive data of teacher behaviors were collected in 14 classrooms from grade one to six during 30 class hours. One researcher and three undergraduate students who major in education classified 485 descriptions of the observed teacher behaviors and identified 22 strategies, which were further classified into four categories: instruction, proactive strategies, reinforcement of positive behaviors, and reactive response to inappropriate behaviors.

The results showed that the variety of the identified classroom management strategies were similar to those in the literature, and that teachers in classrooms of younger children used more reactive strategies.

ANXIETY AND ACADEMIC PERFORMANCE IN SECOND AND FIFTH GRADERS.

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Anxiety can have an impact on some abilities like remembering information and can be associated with concentration difficulties (Dacey, Mack, & Fiore, 2016). This may result in compromising the outcomes of academic tests and, as a consequence, school failure may reinforce a sense of lack of competence in students. This sensation sharpens the level of anxiety and makes possible further failures (Saccani & Cornoldi, 2005).

The aim of this research was to identify the effect of anxiety on the academic performance of primary school pupils. Two groups of participants were involved: 60 second graders and 70 fifth graders (mean age 7 and 10 years, respectively). A questionnaire for investigating trait anxiety and the MARS-R test for both math anxiety and general scholastic anxiety were administered. The data collected were analyzed in relation to both the outcomes obtained by participants in the National Evaluation System tests on math and literacy and the marks given by teachers at the end

of the school year. Correlations suggest that anxiety have a negative impact especially on the fifth graders' performance, confirming that anxiety can be "learned in the classroom" as a result of repeated situations of scholastic failure (Caponi, Cornoldi, Falco, Focchiatti, Lucangeli, 2012).

CAREER ASPIRATIONS IN STUDENTS WITH DISABILITIES IN AN UNCERTAIN WORLD

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Career development has been traditionally viewed as a path going from diffuse fantasy to career certainty (Trice & Greer, 2017). In this view, as children and adolescents became more aware of themselves and the world of work, they become capable of a rational choice of a career. There has been little work on how disabilities affect this process, but it appears to do so in mid-adolescence and to do so to the extent that children are aware of and understand the impact of their disability (Shah, 2008). A number of recent career theorists, however, have proposed that the world of work is changing so rapidly that it makes little sense to encourage young people to aspire to a particular career at all and have emphasized that compromise, or the ability to find acceptable near substitutes for an aspiration, may be a more valuable skill.

The present study examined the career and educational aspirations and disability awareness of 120 middle school students with Specific Learning Disabilities and Attention Deficit Disorder in three school districts in the US by interview. Those with greater awareness of their disability had higher career and educational aspirations as well as higher levels of compromise.

THE MEDIATING ROLES OF IMPLICIT THEORIES OF INTELLIGENCE AND ACHIEVEMENT GOALS ADOPTIONS IN THE RELATIONSHIP BETWEEN PERCEIVED PARENTING STYLES AND ACADEMIC ATTRIBUTIONS AMONG CHINESE SECONDARY STUDENTS.

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How perceived parenting styles influence Chinese students' perception of academic setbacks in secondary schools? The current study aimed to examine the mediating roles of cognitive beliefs about intelligence and achievement goal adoption in schools in the relationship between perceived parenting styles and attributions to academic setbacks in school among Chinese secondary students. There were about three hundred secondary school students participated in this survey study. Results showed that only perceived mother's authoritative style of parenting

was associated significantly with students' effort attribution to negative academic outcomes. Moreover, such positive association between perceived mother's authoritative style of parenting and students' effort attribution to academic setbacks was found mediated by mastery approach goals adoption only. The relationships between both the mothers' and fathers' authoritarian styles of parenting and students' ability attribution to negative academic outcomes was significantly mediated by the entity theory of intelligence and the adoption of performance avoidance goals. Implications of the findings are further discussed.

THEMATIC ANALYSIS OF CROSS-CULTURAL DATA OF PSYCHOLOGICAL WELL-BEING: IMPLICATIONS FOR DEVELOPING CULTURALLY-RESPONSIVE TOOLS

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The growing concern over ecological validity in understanding child mental health and consequent lack of inclusive, culturally sensitive measures is pervasive. Culture and context provide a unique narrative in the recognition and definition of mental health and well-being, particularly how children define systems that support mental health. In defining culturally informed constructs such as support systems, the phenomenology around experiences, beliefs and perceptions is an integral component, especially in working with diverse populations of children where culture is particularly salient.

The poster presentation informs the development of ecologically valid constructs of support systems, using archival qualitative research data from focus groups and ecomaps (graphic representations of the participant's social ecology) conducted with school-age children across 12 countries in the Promoting Psychological Well-Being Globally (PPWBG) project (Nastasi & Borja, 2016). The poster presentation extends the initial findings of the PPWBG through identifying common and site-specific themes of support reflected in both focus group and ecomap data across Primary school-aged boys and girls. This thematic analysis yielded descriptors of universal and culturally specific constructs related to systems of support for psychological well-being. These descriptors will be used to inform the development of standardized measures for assessing psychological well-being cross-culturally.

RELATIONSHIP BETWEEN THE ABILITIES TO COUNT DOTS AND CALCULATE OF SCHOOL-AGED CHILDREN: TOWARDS A METHOD OF SCREENING CHILDREN WITH CALCULATION DIFFICULTIES USING REACTION TIME

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This study examined the relationship among calculation, subitizing ability, and counting in school-age children. The participants were 572 school-aged children from 1st to 4th grade enrolled in regular classes in elementary school.

The results showed that subitizing range of school-age children was less than four. In addition, reaction time when six dots were presented in iPad screen tended to be faster than that when five dots were.

Only children in 1st grade showed a relationship between counting times when less than five dots and that for calculations; however, no relation was found between the counting times for more than six dots and reaction times for calculations. Furthermore, children who had a low correct-answer rate in regard to the calculation performed slower to count dots than children with a high correct-answer rate.

This study suggested that reaction time was an effective index for screening children for calculation difficulties at younger age.

THE ROCKY ROAD TO MENTAL WELLNESS IN THE UNITED STATES: HOW STUDENTS WITH SEVERE EMOTIONAL AND BEHAVIOURAL DIFFICULTIES (EBD) OBTAIN PSYCHIATRIC RESIDENTIAL TREATMENT

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Introduction

In the United States, a small percentage of students with severe mental health problems are determined to require more intensive support services than public school systems can provide. Many residential group care providers have opened their doors to educational agencies across the country. However, the process for placing a student in a psychiatric residential treatment center can be difficult and frustrating for schools given the systemic barriers that exist. This presentation will reveal valuable insights about the current mental health system serving our school-aged youths in the United States today and provide suggestions for school psychology practitioners that will increase the odds of finding a successful program.

Material & Methods

Three case studies will be presented to illustrate systemic barriers often faced by schools in the process of seeking placement in a residential program for students with severe mental health problems, as well as the methods used to ultimately secure placement in appropriate psychiatric residential treatment centers that provide educational and therapeutic support services.

Conclusion

The information presented will contribute greatly to our understanding of schools' responsibilities and challenges in the process of seeking out appropriate services for students with severe mental health problems.