



### Letter from the President

by Helen E. Bakker,  
ISPA President

During this past year, I have been involved in the preparation of the first Dutch post-masters training program in School Psychology. What a privilege! It offered the opportunities to start with a clean slate and really think about what the essential ingredients for a school psychologist are!

In preparation we looked at training standards and programs from different areas in the world. Some years ago, the European Task Force on Psychologists in the Educational System (2001, 2005) went through the exercise of researching which (European) member countries offered specific training in school psychology. It was interesting to see the differences! In six out of 18 (responding) countries, there was a post-graduate training program for psychologists working in the educational system (EFPA, 2001). Overall, the Task Force concluded that a six year training program, incorporating the requirements for the Europsy (European Diploma in Psychology), should be sufficient to master the key competencies for working independently as a school psychologist (EFPA, 2005). This training should include one year of supervised practice. At the time, there was a need for further definition of the requirements for that one year, as well as for a more concrete operationalization of the supervision. Since the Netherlands only has a three year bachelors program plus a one year masters

training in (developmental or clinical child) psychology, the post masters training is still within the level of the Europsy.

In preparing the program, we looked at the training standards being offered by ISPA (Clark & Oakland, 2001) and colleague associations like NASP, as well as at requirements for professional independence by the association (NIP). We were able to examine the various requirements and come up with a program that seems to reflect the essentials from the various sample standards. In fact, developing this program was a wonderful and inspiring exercise!

Some of the best and well rounded psychologists (or pedagogues or educationalists, as they are called in The Netherlands) in our country gathered together to discuss the key ingredients and best practices in the world of school psychology. In the end, we came up with a two year program, that should help us train true scientist-practitioners, and develop a new profile of a school psychologist that could truly make a difference in the coming years, especially where the educational system is about to undergo yet another major system change. The newly trained school psychologist should be a professional that has the competencies to support schools in developing an environment that will allow for optimal learning development and well being in children, and support schools, teachers, parents and children in their efforts to this same goal.

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Of course, during the process of establishing the program, we frequently looked at what was being done in the area of training around the world. Sessions at the NASP conference in New Orleans this past February, at the ISPA conference in Utrecht this summer, at NEPES meetings, and in formal or informal discussions with colleagues from around the world inspired us to bring in examples of good (training) practice and learn from international experiences.

The whole process has strengthened my belief as to how important it is to share experiences and to exchange ideas. Of course, ISPA can be a major forum for this.

In Tampere in 2007 the initiative to develop an interest group for trainers in school psychology was undertaken. We currently are seeking a colleague to take on the position of chair of this interest group. With my experience this past year, I would strongly encourage ISPA members who are involved in training programs in their country to consider taking on the chair of this interest group. An interest group in this area may be a tool for furthering the training of school psychologists around the world and with that may play an important role in furthering our profession.

As we will start our first training group in Holland this January, we are looking forward to participate and share our experiences as we go through our early years of development of this program. I am looking forward to an exciting period, and hope the new year will bring excitement and inspiration to all of you!

## Happy New Year!



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### **ISPA has Moved Again!**

by *Mandi Croft* and *Caryn Paolini*,  
Graduate assistants, ISPA Central Office

As noted in the December 2006 and December 2007 W\*G\*R's, the ISPA Central Office moved to National-Louis University (NLU) in Chicago, Illinois USA in January, 2007. NLU's support for the Central Office was considerable and greatly facilitated the transition of the Central Office from Denmark to the U.S.

In August, 2008, Executive Secretary Bob Clark relocated the ISPA Central Office to The Chicago School of Professional Psychology (TCS), also in

Chicago, Illinois. This move provides ISPA with new opportunities and support for its international mission.

The Chicago School (TCS) has a student population of 2,000 students and is the USA's leading graduate school dedicated exclusively to the advancement of professional psychology training. TCS is known for its distinguished service and outstanding contribution to cultural diversity and advocacy. More information can be found at its website: [www.thechicagoschool.edu](http://www.thechicagoschool.edu).

The ISPA Central Office is proud to welcome the new graduate assistants—Mandi Croft, Caryn Paolini, Ashley Wilson, and David Caponi. The graduate assistants, all of whom are full-time school psychology students, are committed to ensure that the main functions of the Central Office continue to run smoothly. Although everyone is involved in the management tasks of the Central Office, Mandi primarily is responsible for managing the membership database and responding to inquiries via email. Caryn and Ashley primarily are responsible for financial inquiries and bookkeeping. David is responsible for research and information management.

The Central Office could not be managed without these students' dedication and willingness to assume diverse responsibilities. It is hoped that in future years students like these will be able to attend the annual colloquia so that you, the members, can meet them face to face.

Please note the address change for the Central Office and the contact information at the end of the newsletter.



Pictured from left to right: David Caponi, Mandi Croft, Ashley Wilson, Caryn Paolini

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# Vote for Our Leaders!!!

## Voting for new members of the Executive Committee

by *Nora Katona*, Past-President  
Chair of the Nominations and Election Committee

As discussed at the General Assembly in Utrecht in July 2008 and in the September issue of W\*G\*R, positions of President-Elect, Secretary, and Treasurer are open for nomination and elections. To date three nominations have arrived for the position of President-Elect: Jürg Foster, Anastossios Matsopoulos, and Paul Bartolo. Their vitae are in this issue of WGR. Coosje Griffiths has been nominated again for Secretary and Peter Whelley for the position of Treasurer.

Voting for officers of the Executive Committee will occur electronically, on the Members Only page. In order for members to access the Members Only page, members need their e-mail address and they need to know their membership number. Membership numbers have been sent by the Central Office to e-mail addresses indicated on the membership form. If you did not receive your membership number or your e-mail has changed since you have filled in the membership form, please write an e-mail to the Central Office ([centraloffice@ispaweb.org](mailto:centraloffice@ispaweb.org)). Please check your access to the Members Only page as soon as possible!

If you prefer a paper ballot for voting please notify the Central Office. Voting will be January 1<sup>st</sup> through 31<sup>st</sup>, 2009. Statements from candidates are found below.

Please do cast your vote!

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## President-Elect Nominees



**Paul A. Bartolo,**  
**MA (Malta),**  
**Med (Toronto),**  
**MSc (Manchester),**  
**Ph.D (London)**

### Where I come from:

I come from Malta, a small but strategically placed country in the centre of the Mediterranean between

Europe and Africa, where I have had the opportunity to play a major role in supporting the development of school psychology. Over the past 25 years I have:

- Trained as a school psychologist in Toronto, Manchester and London, under the tutorship of former Presidents of ISPA and EFPA;
- Established the Malta School Psychological Services;

- Represented Malta at EFPA European Congresses and General Assemblies for several years before coming to ISPA and its General Assemblies;
- Been a primary promoter of the first legislation for the licensing of psychologists in Malta;
- Been responsible for developing and running the first Masters training courses for school psychologists at the University of Malta;
- Successfully led a recent three-year European Union Project among seven European Universities on developing teacher training materials for responding to diversity, thus enhancing my intercultural and international interaction and teamwork skills ([www.dtmp.org](http://www.dtmp.org)).

### My vision for ISPA:

I see ISPA as a growing world community of school psychologists, and I look forward with enthusiasm to use my experience and energy to:

- Enhance ISPA's characteristic inclusiveness by making use of the strengths of its membership, extending calls upon each country group to participate in various initiatives, and extending

the Interaction Group concept through virtual web communities;

- Provide more scope for international reflection and action on the evolving role of school psychologists in ever changing societies and educational systems;
- Promote school psychology's impact on the holistic development of children both in richer and poorer countries;
- Expand ISPA advocacy for children through highlighting human rights issues and engagement with international agencies;
- Promote the development of international standards for school psychology practice and training and ethics;
- Promote international research, linking theory and practice in school psychology, and its dissemination;
- Reach out to non-ISPA psychological services around the world, particularly those in the Mediterranean and African countries;
- Enhance ISPA's responsive attitude toward supporting the great diversity of people and cultures around the globe.

**Finally:**

I feel honored to be chosen by the ISPA executive committee to organize the ISPA Conference in Malta in July 2009 with an opportunity to contribute toward many of the above issues.

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**Jürg Forster**

ISPA has a mission: to promote school psychology all over the world. Our concern is the mental health of children and parents, as well as of teachers and principals. How can we develop school psychology and learn from each other? It

is this challenge which has sparked my interest in ISPA some 12 years ago. I was soon fascinated by the ISPA Spirit, so I have attended most of the conferences since then.

My name is Jürg (George) Forster. I direct the School Psychology Services of Zurich, Switzerland. In the 1970s, my psychology studies led me to Belgium, Ireland, and Germany, and I completed them with a doctoral degree at Zurich University. I worked in the clinical field before I became a school psychologist. Now I am deputy president of the Swiss Association of

Child and Youth Psychology, as well as their ISPA delegate. I serve on the Ethics Boards of the Swiss Federation of Psychologists and of the European Federation of Psychologists' Associations. For ISPA's International School Psychology Survey I was Switzerland's country coordinator. Switzerland is a multilingual and multiethnic country where school psychology is well established. Child rights and mental health are my main interests, and of course international networking. My wife and I are parents of 3 young men.

ISPA is confronted with a major challenge: We are an international association, but we haven't been very successful in reaching all the continents. School children need psychological support, including those in Latin America, in Eastern and Southern Europe, in Africa, and in Asia. This is mainly why I am running for the post of ISPA's President-Elect: As a future ISPA president I would like to contribute to the development of our profession worldwide. We have to find new ways to reach young psychologists, as well as colleagues from less affluent countries who cannot afford to travel far. To achieve this, we can use the internet much more than we do now. We can provide training and coaching by video conferences. This idea was brought up in Utrecht by school psychologists from Russia, whom I assist since they have been attending ISPA colloquia. A way to promote professional exchange is to establish professional partnerships between ISPA members and colleagues who are starting to develop school psychology in their region. We have a great profession. We care for the mental health of children on all the continents. This common aim is our commitment.

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**Anastassios  
Matsopoulos, Ph.D.**

I joined the ISPA professional family in 1989 in Ljubljana, Slovenia while attending my first ISPA colloquium and giving my first presentation as a graduate student. Ever since, I

have been involved with ISPA, presenting at colloquia, conducting workshops, collaborating with ISPA leadership in promoting school psychology, coordinating interaction groups and contributing to committee work.

I have grown professionally and as a person along with ISPA during these two decades, cultivating

friendships and collaborating with colleagues from various countries. In the USA, I have worked as a certified school psychologist and as faculty of school psychology doctoral level training programs. Several years into my career in the USA, I decided to continue contributing to the development of school psychology in my home country and Europe, a change that further energized me to promote children's well-being.

My leadership has been reflected in acting as president, vice president and member of organizing/scientific committees on four national/international school psychology conferences in Greece during the last 6 years. Also, I am a founding member and the first vice president of the first professional association of school psychologists in Greece that is recognized by ISPA.

I have designed and implemented prevention programs focusing on social emotional learning and resilience of children. As the current director of the School Psychology Unit of the University of Crete, I have forged partnerships with two agencies which advocate for children's rights.

My international collaborations include: (1) Visiting Professor, Summer School, Latvia (1998), (2) Visiting Professor, National training seminars, Ministry of Education, Cyprus (2000), (3) Visiting Professor & External Evaluator, Graduate program of School Psychology, University of Cyprus. (2006).

As ISPA President, I would focus on: (1) Protecting psychological rights of all children, especially in developing countries, (2) Promoting mental health, well-being and resilience of children through implementation of state-of-the-art prevention programs, active networking among professionals in different countries, (3) Active involvement of ISPA in creating or facilitating legislation promoting early intervention, special education services, and increased employment of school psychologists in public schools through international partnerships and lobbying.

I will strongly promote initiatives for continued professional development of all school psychologists and support initiatives such as the European Training Center.

I will work toward: (1) nourishment of relationships between national and international bodies representing school psychologists (e.g., NEPES initiative, NASP), (2) meaningful involvement of more young school psychologists and more affiliate members with ISPA from all over the globe (especially Latin America, Asia, Africa), (3) implementation of targeted initiatives to make school psychology and ISPA more visible in all forms of media in different countries.

This ends the statements of  
nominees for the ISPA President-  
Elect position.

Please vote online on the Members  
Only page of the ISPA website.  
(See page 3 for directions)



## In Memoriam

### Dr. Charles Laurens Latimer Jr.

Longtime ISPA member and professional colleague, Dr. **Charles Laurens Latimer Jr.**, died on September 12, 2008 in Greenville, South Carolina (USA) following a stroke. Dr. Latimer embodied the true meaning of a "Southern gentleman": kind, gentle, modest, and congenial.

Born in Greenville County, South Carolina, raised on a farm, growing up during the Great Depression, and graduating at the age of 19 from the College of Charleston, he gave his life to service to his family, his country, his community and the children of the world. Following service in the U.S. Navy as navigator, instructor, linguist, and intelligence officer during World War II, he graduated with advanced degrees from Harvard and Columbia Universities and started teaching elementary school. Later, he held professional responsibility for 60,000 children of Army personnel in Europe and 15,000 children in the Panama Canal Zone, and served as a school counselor in Polk County, NC.

He was active as a leader to numerous national, state, and community organizations. These included: professional societies relating to education, psychology, and counseling; associations relating to his 37-year naval career and to boating; community associations serving the handicapped, disabilities, and mental health needs; university alumni associations; scouting organizations; international cooperation and humanitarian education groups; and genealogy societies. He received many awards and commendations for his stewardship, generous service, and action as a pioneer and founder in the field of counseling.

Dr. Latimer is survived by his wife, Alice W. Latimer; son, James L. Latimer; daughter-in-law, Lina M. Latimer; daughter, Mary L. Latimer; grandson, Edward L. Latimer; grand-daughter-in-law, Morgan M. Latimer; grandson, Richard P. Latimer; great-grandson, Samuel L. Latimer; brother, Edward B. Latimer; and sister-in-law, Dorothy W. Latimer.

He is deeply loved by all and will be missed greatly by his family. The family asks that, if desired, memorial donations be sent to the Greenville County Disabilities and Special Needs Board for the "New Greer Workshop," P.O. Box 17467, Greenville, SC 29604, USA. Condolences may be sent to the family by visiting [www.thomasmcafee.com](http://www.thomasmcafee.com).

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## Financial Report



### What Is Happening in the World Financially?

by Peter Whelley, ISPA's Treasurer

**UN Chief Offers to Host Global Financial Summit: Associated Press, New York**  
**Asian Market Falls on Weak U.S. Outlook: AHN, Hong Kong**  
**France May Help Economy with Jobless: Reuters, Paris**

These headlines are a sample from some of the press coverage of the worldwide financial crises. The world's economy is in turmoil. There is uncertainty in the air about the future of the world's finances. I would like to give you, the membership, and an update of ISPA's financial status in these confusing days. This also is a companion piece to the audited version of the 2007 finances, as promised during the General Assembly (GA) this summer.

#### How does this economic situation impact ISPA?

As of this writing, according to Central Office (CO) reports, we have 99,310.48 USD in our Chase Accounts in the US. We also have assets of about 10,000 Euros in the European account in Germany. Our assets in the US are divided into Deposit Accounts and Investment Accounts. We have approximately 48,000 USD in those investments, primarily in bond funds. It is approximate because this total fluctuates with the investment market daily. The remainder is in savings and checking accounts and is utilized to address the ongoing operation of the association.

Over the past several weeks/months, the unrealized value of our assets in our Investment Accounts has declined by approximately 9%. Given that the Standard and Poor's Index (an American index of stock of 500 leading US companies) is currently posting a loss for year to date of 36%, we have fared well in comparison.

The term *unrealized value* refers to the fact that we hold the same number of shares in an investment fund but the individual share value has declined. So we would not *realize* the loss until we redeem our shares.

Beyond the investments in these Investment Accounts, we have both savings and checking deposit accounts. Please be assured that, the US government insures these remaining deposits. Likewise, the government of Germany has guaranteed our deposits on account in Germany.

In summary, we have half of our assets at some risk, and half insured by the governments where the deposits reside.

#### What to do?

Our financial advisors advice us at this time not to move the investment assets, especially since much of these investments are held in bond funds, and bond funds tend to be more stable in uncertain economic times. In addition, since our strategy in investing in this manner was to save for the long term, redeeming shares now would 'realize' our loss and solidify an overall decline in portfolio value. If we hold our shares we are poised to profit as the economy improves. Our overall strategy remains to keep assets in cash (insured) sufficient to operate the association, as we invest for our future.

Please be assured that Bob Clark, the Central Office staff, and I will keep a watchful eye on our finances as we move toward 2009. I hope you and your families enjoy the end of 2008 and look forward to 2009 with Peace and Prosperity. See you in Malta!

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## Financial Accounting for 2007

by Bob Clark,  
ISPA's Executive Secretary  
December 1, 2008  
Chicago, Illinois



To the ISPA Executive Committee:

The Accounts for the fiscal year 2007 have been audited and examined. The accounts have been found to be in good order and consistent with results of prior year account audits. The tables are attached.

*Continued on page 7*

This audited report is submitted respectfully by:

- Breeda McGrath, Ph.D., Editor, Illinois School Psychologists Association Newsletter, Assistant Professor, The Chicago School of Professional Psychology, Certified School Psychologist
- Howard Atlas, Ed.D., NCSP, Technical Assistance Coordinator, PBIS Network, LaGrange, Illinois USA, Adjunct Professor, School Psychology, National-Louis University

| <b>ISPA Financial Report as of 12/31/2007 in USD</b> |                    |                    |
|--|--------------------|--------------------|
|  | <b>Budget 2007</b> | <b>Actual 2007</b> |
| <b>A. Income</b>                                     |                    |                    |
| Membership   | \$ 22,500          | \$ 19,570          |
| Affiliates & Mission Partners                        | \$ 2,500           | \$ 2,697           |
| Colloquium   | \$ 10,000          | \$ 15,637          |
| China Colloquium Cancellation                        | \$ 0               | \$ 3,263           |
| Donation to Cal Catterall Fund                       | \$ 5,000           | \$ 4,100           |
| Membership Program                                   | \$ 300             | \$ 280             |
| Subscriptions SPI                                    | \$ 6,500           | \$ 6,160           |
| Advertisements                                       | \$ 0               | \$ 75              |
| Interest   | \$ 4,000           | \$ 2,992           |
| Special Donation                                     | \$ 0               | \$ 995             |
| Crisis Fund  | \$ 1,000           | \$ 226             |
| <b>Total Income</b>                                  | <b>\$ 51,800</b>   | <b>\$ 55,995</b>   |
| <b>B. Expenditures</b>                               |                    |                    |
| WGR  | \$ 9,000           | \$ 2,450           |
| Brochure   | \$ 1,000           | \$ 0               |
| Web Operation  | \$ 0               | \$ 1,990           |
| Sage   | \$ 7,000           | \$ 5,238           |
| Executive Committee                                  | \$ 12,000          | \$ 7,155           |
| Central Office                                       | \$ 12,500          | \$ 5,480           |
| Colloquium Coordinator                               | \$ 200             | \$ 146             |
| Committee Work                                       | \$ 4,700           | \$ 3,770           |
| Cal Catterall (CC) Fund                              | \$ 10,000          | \$ 8,628           |
| Crisis Intervention                                  | \$ 2,000           | \$ 0               |
| Awards/Presentations                                 | \$ 100             | \$ 100             |
| Membership Support                                   | \$ 200             | \$ 0               |
| Contingency/CO Move                                  | \$ 2,000           | \$ 0               |
| Contingency Exchange Money                           | \$ 0               | \$ 0               |
| <b>Total Expenditures</b>                            | <b>\$ 60,700</b>   | <b>\$ 34,957</b>   |
| <b>Total Income</b>                                  | <b>\$ 51,800</b>   | <b>\$ 55,995</b>   |
| <b>Total Expenditures</b>                            | <b>\$ 60,700</b>   | <b>\$ 34,957</b>   |
| <b>Result Net</b>                                    |                    | <b>\$ 21,038</b>   |

| <b>C. Assets</b>                            |  | <b>As of 12/31/2007</b>   |                    |
|---|--|---------------------------|--------------------|
| Cash  |  | \$ 411                    |                    |
| Debtors and Prepayments                     |  | \$ 7,599                  |                    |
| Chase Bank – Operations Acct                |  | \$ 48,138                 |                    |
| Chase Bank – CD & Investments               |  | \$ 64,451                 |                    |
| Cal Catterall & Crisis Funds                |  | \$ (8,010)                |                    |
| Stocks                                      |  | \$ 0                      |                    |
| <b>Total Assets</b>                         |  | <b>\$ 112,589</b>         |                    |
| <b>D. Liabilities</b>                       |  |                           |                    |
| Creditors                                   |  | \$ 2,371                  |                    |
| Prepaid 2008                                |  | \$ 3,313                  |                    |
| Prepaid 2009                                |  | \$ 1,107                  |                    |
| Prepaid Fees 2008                           |  | \$ 922                    |                    |
| Prepaid Fees 2009                           |  | \$ 297                    |                    |
| Own Capital 1/1/07                          |  | \$ 120,599                |                    |
| Loss in Value of Investments                |  | \$ 0                      |                    |
| Cal Catterall & Crisis Funds                |  | \$ (8,010)                |                    |
| Own Capital 12/31/07                        |  | \$ 107,275                |                    |
| <b>Total Liabilities</b>                    |  | <b>\$ 112,589</b>         |                    |
|   |  | <b>Cal Catterall Fund</b> | <b>Crisis Fund</b> |
|   | Balance 1/1/07                         | \$ 6,337                  | \$ 301             |
|   | Cal Catterall Fund 12/31/07            | \$ 6,337                  | .                  |
|   | Membership Program                     | \$ 0                      | .                  |
|   | Interest 2007                          | \$ 0                      | \$ 0               |
|   | Crisis 12/31/07                        |                           | \$ 301             |
|   | Expenditure 2007                       | \$ 1,372                  |                    |
|   | <b>Total</b>                           | <b>\$ 7,709</b>           | <b>\$ 301</b>      |
| CC = Cal Catterall Fund;<br>C = Crisis Fund | <b>Total Combined CC &amp; C Funds</b> | \$ 8,010                  |                    |

ISPA expresses gratitude to Drs. Breeda McGrath and Howard Atlas of the Illinois School Psychologists Association for serving as auditors for the 2007 financial report. The 2008 financial statement will be published in the March 2009 W\*G\*R.

# Malta in July 2009! Don't Miss It!!!

## School Psychology for Diversity



[www.muppmalta.org/ispa2009](http://www.muppmalta.org/ispa2009)

by Paul A. Bartolo,  
Chair, Local Organizing Committee

Diversity is inherent in the work of school psychologists. In the latest issue of *School Psychology International*, Annan et al. (2008) focus on educational psychologists' routine role of facilitating teams in which participants hold diverse points of view: they suggest that 'psychologists can support effective interventions by recognizing, understanding and utilizing the diverse views of the people involved in their consultation work.' This is just one example of how school psychologists use diversity for the flourishing of educational communities. School psychologists everywhere are engaged in enabling caregivers and educators to value each child whatever his or her characteristics and background. This too calls for the ability to 'recognize, understand and utilize' the diversity of student strengths and needs for the development of the potential of each child and the enhancement of his or her membership in the learning community where he or she is being educated. Such work has become more important as people have become more mobile, making communities more diverse in all sorts of ways and children increasingly educated in mainstream schools.

Thus, it is appropriate that the theme of the next ISPA Conference in Malta will be *School Psychology for Diversity*. It is expected that there will be a great diversity of presentations from psychologists around the world on how they are succeeding to facilitate the valuing of children and adults from different ethnicities, cultures, socio-economic backgrounds, languages, beliefs, intelligences, gender, sexual orientation, and disabilities. Some of these issues will be addressed by renown keynote speakers. For instance, Prof. Robert Sternberg, whose long standing and extensive research has widened our concept of intelligence and education goals, will be touching on issues very close to the work of school psychologists, namely *Teaching and testing for diverse learners*, and Prof. Chris Forlin will address another central challenge for diversity in education: *Learning outcomes in inclusive education*.



Professor Robert Sternberg

It is expected that a wide variety of issues will be raised by speakers in the paper presentations, symposia, workshops, and posters. The following issues have been highlighted in the call for papers:

- Developing professional competence in respecting and responding to all forms of diversity;
- Taking into account the diversity of intelligences, of languages and cultures, and of gender;
- Developing educational systems that enable inclusive education and a quality education for all;



- Enabling understanding and respect for all types of minority and marginalised groups in psychological services and education, such as children with disabilities, ethnic minorities, language minorities, religious minorities, children who are obese, children with a minority sexual orientation, poverty stricken children, street children, HIV/AIDS orphans, migrants, refugees or displaced children;
- Understanding and respecting the educational challenges of children with learning difficulties or giftedness;
- Ensuring equal educational opportunities for both genders in different situations of different countries.

The first deadline for submission of abstracts is **January 1, 2009**. These proposals will be reviewed and acceptance decisions given to authors by the first week of February 2009 to enable them to use Early Bird Registration (March 15<sup>th</sup>). Proposals submitted after January 1<sup>st</sup> will be reviewed as soon as possible. The final deadline for submission of abstracts will be **April 30, 2009**.

We hope that the Malta ISPA Conference will enable each participant of whatever belief, culture, or country to feel that he or she can contribute to the international understanding of school psychologists' role for diversity.

For more information and facilities for submitting papers and registration, please go to the Conference website on [www.muppmalta.org/ispa2009](http://www.muppmalta.org/ispa2009).

## What is Happening around the World? Reports from Various Countries

### **IBISZ Hungary**

*by Linda Roszák,*  
IBISZ Hungary

Between 2006 and 2008, six of us from Hungary completed the "Crisis Management in Schools" basic and advanced courses organized by ISPA. Just after completing the advanced course we had the opportunity to try it ourselves – however strange it is to say so.

After the basic course we had already been thinking about creating an official organization in Hungary, but after our first intervention it became even more urgent. As there is a restriction for official non-profit associations that they must have at least 10 members, we invited some people to join us: some colleagues who are interested in crisis intervention and in working for safe schools. So there are eleven of us now and we already took the first few steps necessary for the foundation of such an organization.

We decided on the name **IBISZ** (Iskolapszichológusok a Biztonságos Iskolákért Szövetség) that stands for *Schoolpsychologists for Safe Schools Association* in Hungarian. "IBISZ" is also the name of a bird that is often associated with the Egyptian god Thoth who had the head of an ibis.

Thoth was the god of writing and the god of scribes, and thus the god of knowledge and sciences. Thoth is also known as the divine record-keeper, the impartial scribe of every soul's life. The symbolic meaning of the ibis is thought to be associated with healing. We believe that healing can start when people are helped through a very difficult situation by the compassionate restructuring of events, the impartial and accepting acknowledgement of feelings, thoughts, and reactions that also is expressed through the activity of the scribe during a crisis intervention.

Our first intervention occurred in a school where one of the pupils, an 8-year-old girl, stepped out of the window of their 3rd floor flat. She and her 13 year-old brother had been at home alone many times before. Later the boy left his sister in the flat alone for some time. The next thing we knew is that the girl tried to get out of the flat. Many aspects of the story are not exactly known, but we do know that the little girl's life was endangered even if she survived, and her brother was suddenly in a very difficult situation. Through some colleagues we were connected to the form-teachers (known elsewhere as homeroom teachers, that is, teachers responsible for administrative aspects for the class) of both the girl and the boy who attend the

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same school and they asked for our help. We went to the school on the following two days. After a meeting with the teachers we held a group crisis intervention in both the girl's and the boy's classes. Before meeting with the boy's whole class, there was a previous intervention meeting with the boy, his form-teacher and a few of his best mates from the class, which we found very useful.

Our second intervention took place following a terrible tragedy this fall. A 9-year-old girl and her father were in connection with a crime where the girl should not have been present. Our team went to the school where the girl used to attend and worked with some teachers and with the two classes where the victim used to be a member. They were very grateful and it seemed that the intervention was helpful for them.

We now meet regularly with our team: *IBISZ Hungary*. We are enthusiastic, enjoy thinking together, and have a lot of plans! We have contacted different organizations that might be interested in working with us. We have started to set up our website (available soon at [www.biztonsagosiskolakert.hu](http://www.biztonsagosiskolakert.hu)), and taken a few steps toward starting some trainings and informative lectures for school leaders. One of our aims is to be able to work more on the prevention side: safe schools and the handling of aggression and bullying.

Once again we would like to say thanks to ISPA and especially to Bernhard Meissner who has been supporting us from the beginning. We hope that gradually IBISZ will be a real resource to children, youth, and their teachers when they need help.

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## New Impulses for School Psychology in Germany

by Hermann Brezing, Germany

In September, the 18<sup>th</sup> National Congress for School Psychology took place in Stuttgart. Most of the participants evaluated this conference as particularly successful and efficient. The pre-congress event, *Young BUKO*, where 90 of our very young colleagues had the opportunity to improve some of the basic skills they need in their jobs, was a big success.

For the first time all the lectures and workshops were very strictly related to the general theme of the Congress: *Good School-Healthy School*. This concentration on some main topics was a very good opportunity to compare and combine different aspects. New ideas from the lectures were discussed, trained, and practiced in the workshops.

The general aim of all the lectures and workshops was the same: Create a healthy school with healthy teachers and you will get more healthy and successful pupils. School psychologists were seen as change agents for schools and as facilitators for the teachers.

Mainly, we dealt with three themes. First, we looked at the effects of school development and evaluation on the mental and physical health of the teachers. As school psychologists we should help the schools to develop themselves in a way that respects individual needs and leads to a healthy school.

Our second theme was called "mobbing, stress, and burnout." We discussed different approaches for individual counseling, but also ideas about how school psychologists can help to change the conditions of work in the schools.

The third theme was the field of supervision and coaching of teachers and principals. In many countries in Germany school psychologists are engaged in this field. Therefore, many of us were eager to exchange experiences and to get new ideas from others.

At the end of the congress we were convinced that this kind of work is really helpful for the schools, especially in our country with its insufficient school psychologist-to-pupil ratio. We cannot work with all pupils who need our help, so we have to work with the schools and teachers and help the pupils indirectly.

I hope some of the German colleagues will present several aspects of our work in Malta. If you are interested in getting further information about our work, visit our website [www.schulpsychologie.de](http://www.schulpsychologie.de) or join us at our next conference in 2010 in Hannover.

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## Status of Test Development and Use in Italy

by Giulia Balboni, Italy

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*Test Use in Applied Settings.* In Italy, psychological tests are used in professional, applied, and academic settings. In professional settings they are used frequently by clinical psychologists, neuropsychologists, neuropsychiatrists, and industrial and organizational psychologists. Tests are used to screen

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and diagnose mental disorders and learning difficulties, to plan educational and rehabilitative interventions, to identify and manage human resources (e.g., personnel selection), and for forensic purposes. Their use in education to assess school achievement, to provide vocational guidance to students, and to screen and diagnose young children is limited, in part, due to a lack of legislation legitimizing the professional role of school psychologists.

*Test Use in Academic Settings.* Tests often are used in academic settings by Italian researchers. Their interests range broadly and often include children's psychological development, nature and factors that influence behavior of groups, nature and interrelationships between mental disorders, test development, and investigation of their psychometric properties.

*Test Ethics.* Two ethical codes guide test use, those from the Italian Register of Psychologists ([www.psy.it](http://www.psy.it)) and the Italian Psychological Association ([www.aipass.org](http://www.aipass.org)).

*Tests Original to Italy.* Some tests have been originally devised in Italy while others have been adapted from foreign tests. Whether they are original or adapted depends on the field in which they are used. Many original Italian tests are used in the neuropsychological field. These include the Limb Apraxia Battery (Bartolo, Drei, Cubelli, & Della Sala, 2008) and the Dyslexia and Disgraphia Assessment Battery-2 (Sartori, Job, & Tressoldi, 2007). Examples of other original tests include the Memory and Transfer Reading Test for Elementary Students-2 (Cornoldi & Colpo, 1998), the Magellano Junior Test for vocational guidance (Soresi, 2004), and the Big Five Questionnaire-2 for personnel selection (Caprara, Barbaranelli, Borgogni, & Secchione, 2007). Tests devised for psychological research sometimes are utilized in non-academic professional fields (e.g., the assessment of attitudes toward school inclusion; Balboni & Pedrabissi, 2000).

*Adapted Tests.* Many foreign tests have been adapted for use in Italy, often to evaluate psychopathology. These include the Millon Clinical Multiaxial Inventory-III (Zennaro, Ferracuti, Lang, & Sanavio, 2008), WISC-III (Orsini & Picone, 2006) and the Differential Aptitude Test-5 (Giunti O.S. Organizzazioni Speciali, 1998, 1999). The Italian adaptation of foreign tests usually involves norming the Italian version using representative Italian samples. However, some tests have been translated and not normed on Italians, including the Leiter-International Performance Scale-R and the Bailey Scales of Infant and Toddler Development-III.

*Test Distribution.* The distribution of tests in Italy depends on their origin. The Italian adaptations of foreign tests are distributed by publishing houses. The leading Italian publisher, *Giunti O.S. Organizzazioni Speciali*, is a member of the International Testing Committee and has strong commercial links with major North-American and European test publishers. On-line versions of some tests also are available. *Franco Angeli* is a more recent test publisher. Standards for tests purchased through these two publishers generally conform to those in other advanced countries. However, other publishers control test purchases less rigorously.

Originally devised tests may be distributed by publishing houses or only through journals (e.g., *Testing, Psychometrics, Methodology in Applied Psychology*) and universities. In contrast to those distributed by testing companies, tests distributed through journals and universities may be less visible yet may be known and used by those working in non-university and in university settings. All available psychological tests can be accessed through test libraries located at major universities throughout Italy (e.g., University of Padua, [www.bib.psy.unipd.it](http://www.bib.psy.unipd.it)) by members of the Register of Psychologists and students attending psychology degree courses.

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## Test Development and Use in Lithuania

by *Grazina Gintiliene* and *Sigita Girdzijauskiene*  
Vilnius University

Lithuania, one of three Baltic countries, has a population of 3.3 million. Its capital is Vilnius and its primary language is Lithuanian. Among persons ages 7 to 24, 82% are engaged in education or other forms of training, with 33% of those ages 19-24 in higher education institutions. Five of 17 universities in Lithuania offer psychology bachelor's and master's degree programs. Each year approximately 260 students graduate with a master's degree in psychology.

The year 1927 generally is considered to mark the origin of test development and use in Lithuania when Prof. Vabalas-Gudaitis translated the Binet-Simon test of intelligence into Lithuanian. In 1931 he developed nonverbal tests designed and used to evaluate working efficiency or working capacity of school children. Later, in 1940, Prof. Liaugminas authored the first locally developed test of intelligence.

The Soviet occupation of Lithuania following World War II lead to a 50-year hiatus in test development and use. Immediately after the restoration of Lithuania's independence in 1990, the country lacked policies addressing the use of psychological assessment in clinical and educational settings. Additionally, reliable and valid psychological instruments were not available. Some tests, typically imported without the permission of their authors and publishers, merely were translated into Lithuanian and used clinically, often by psychologists with little to no training in test use. Neither governments nor professional associations instituted policies that effectively addressed these issues. Thus, having to grapple with a range of challenges, psychologists began to address system weaknesses, in part, through the efforts of the Lithuanian Psychological Association.

The Lithuanian Psychological Association became a member of the European Federation of Psychologists' Association (EFPA) in 1997, the

International Union of Psychological Science in 2000, and the International Test Commission (ITC) in 2002. The Association assumed leadership for test development and use, in part, by adopting its own national regulation for the use of standardized psychological assessment instruments in 1997, translating the ITC's International Guidelines on Test Use in 2002, establishing the Committee on Psychological Testing and Assessment to promote good testing practices in 2007, and drafting a law governing psychological practice in 2008. This law, if implemented, would require the establishment of a test registration system designed to distinguish well-developed psychometric instruments that meet acceptable standards from others that are less rigorous and do not meet these standards.

The test adaptation work by teachers and students at university departments of psychology also has been instrumental in helping to establish a testing infrastructure in Lithuania. For example, between 1997 and 2008, different project groups at Vilnius University assumed responsibility for standardizing the Wechsler Intelligence Scale for Children-III, Raven Colored Progressive Matrices, Intelligence-Structure-Test 2000R, Wilde Intelligence Test, Practical Technical Comprehension Test, and the Intelligence Test for Visually Impaired Children. Current efforts focus on adapting the Wechsler Adult Intelligence Scale-III, the Wechsler Abbreviated Scale of Intelligence, and the Bender Visual-Motor Gestalt Test-II. Psychologists and psychiatrists collaborated in standardizing The Strength and Difficulties Questionnaires and Achenbach System of Empirically Based Assessment. The Achenbach was standardized under the leadership of researchers from the Mykolas Romeris and Klaipeda universities. Many psychologists from clinical and educational settings in Lithuania assisted in the data collection of these instruments.

During the last decade, those engaged in test development encountered various and often chronic methodological, technical, and legal challenges. These challenges lead to the development of psychology programs that focus on test construction, test adaptation, and validation. The availability of adapted tests was important in that their use increased interest in test use within the governmental organizations responsible for the provision of the psychological services.

The Lithuanian market is small, test development and adaptation are expensive, government assistance is

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minimal, and attitudes toward test use and thus test development vary among government agencies. Nevertheless, our experiences demonstrate that an infrastructure needed to develop and use tests in a socially responsible fashion is being developed in Lithuania. Psychologists directing this work have a vision and plan for the future and are expected to display the persistence needed to achieve their goals.

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## **From School Principal to School Psychologist: A Step in the Right Direction**

by *John Reno*, Ohio, USA

This article is written in appreciation of the work and scholarship that I have observed over the past two and one-half years as a graduate student preparing academically and through the internship experience to serve as a school psychologist. Although the focus of this article is on the efforts of school psychologists practicing in the United States and other parts of the world, it may be helpful to introduce the author. Others have suggested that I share a unique perspective into the relationship between school psychologists and other key personnel in the public school community. My journey to prepare as a school psychologist began after retiring from the public schools in Ohio after thirty-five years of service as a teacher, associate principal, principal, and superintendent of schools.

I can vividly recall an interview with two key members in the Department of Special Education and School Psychology at Edinboro University of Pennsylvania. Drs. Edward Snyder and Joel Erion encouraged me to take a few courses that I found interesting and challenging. As I progressed through the program they have been and continue to be important role models and mentors. When classes began, I was introduced to and became familiar with my colleagues in the school psychology program. They were highly motivated students who were conscientious in their approach to the school psychology curriculum, interested in helping students, and supportive of teachers. I will always appreciate the willingness of the professors and graduate students to discuss educational issues, thereby allowing me to present a perspective that I had gained over the years.

Early on in the coursework, there was a need for recommitment to serious study. One of the first misconceptions that I had to overcome was that school psychologists came from the teaching ranks. I now

realize that most school psychologists have an undergraduate background in psychology that I lacked in my undergraduate training as a social studies teacher and school administrator.

Acquiring certification to practice school psychology in Pennsylvania requires a passing score on the PRAXIS II examination (an examination in school psychology developed by the Educational Testing Service of Princeton, New Jersey). As I progressed in my career as an educator, I never had to pass an examination to demonstrate competency. Studying and preparing for this examination was a daunting task, accompanied by increased nervousness as the examination day approached. Our cohort worked together to develop study materials and formed study groups in order to prepare for the examination. I know that I would have not been able to face that challenge without their help and support. It was a great relief when the notification arrived that indicated I had a passing score.

As I moved further into the internship experience, I was somewhat familiar with psychoeducational reports, but virtually clueless as to the amount of effort and scholarship required to provide the multiple assessments, observations, collaboration, consultation, and review before the final product was ready to present to the multi-disciplinary team. It should be noted that all of the educators with whom I have had the privilege of working, exhibited a strong work ethic – but this new work was particularly challenging to me. I also was taken back by the deep understanding and knowledge that my site supervisor had accumulated over a relatively short period of time. She exhibited considerable patience, understanding, and tolerance as I worked through the wide variety of experiences afforded to me.

These observations triggered a reflection back to my practice as a school administrator. If anyone would have asked me questions about school psychologists and their role in my building or district I would have been very complimentary and may have made some perfunctory comments about their services to students and involvement in testing. However, I was not aware of the amount of scholarship and effort that went into their successful practice.

Although I am just beginning to understand the complexities of the school psychologist's position, I am encouraged by the developments in the Response to Intervention format for identifying students in need of specialized instruction. Because of a strong interest in curriculum and instruction, it seems this process places the school psychologist in a position where

*Continued on page 14*

he or she can exert some influence with other key educators in curriculum development and accountability. The process also affords school psychologists an opportunity to be seen in roles beyond testing and provides an alternative path for identifying special education students.

Unless my situation is unique among school administrators, there is a need for school psychologists to tell their story in more detail to teachers, building administrators, directors of special education, district leaders, boards of education, and chief executive officers. There also is a need for school administrators in particular to be more inquisitive about the actual day-to-day work of school psychologists and other important employees such as occupational therapists, physical therapists, and speech/language pathologists. Because the classroom can serve as a means for isolating educators at times, discussions about the challenges of working with and supporting students would be beneficial to many educators. Developing a broader appreciation for all of the jobs that must come together successfully to support the education of children are beneficial to educators, parents, and the community at large.

At the present time I have accepted a part-time position serving two parochial schools one day per week in the northeast Ohio area. I look forward to the upcoming school year with great anticipation and am thankful for the opportunities that I am being offered to serve once again.

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