



## Letter from the President

By *Helen Bakker*, ISPA President

As I am writing this, my final letter as an ISPA president, I am sitting in a hotel room in Milan, reflecting on today's activities. As one of the privileges of being an ISPA President, I was invited to speak at an Italian training program on school psychology. As always, it was an inspiring and enlightening experience. Students there were both psychologists and teachers enrolled in a masters' program in school psychology. It made me think about diversity, not only amongst the pupils in the schools, the ones that we as school psychologists are trying to accommodate and support in developing into the best they possibly can, but also amongst our own students in training to be school psychologists.

Over the past years in which I have been involved in ISPA, I have met students at the masters' and post graduate levels, as well as those just starting in a bachelors' program. Their needs are very different, and so the question becomes: What can we do to better accommodate their needs?

For bachelor students, the future often is very unclear and *far away*. For them, we need to provide

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## Jürg Forster ISPA's new President-Elect!



### Congratulations, Jürg!

**Bring crafts from your country to the 31th ISPA Conference in Malta. Proceeds from sales go to the Cal Catterall Fund for financial aid. See you in Malta!**

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information about what the field of school psychology and the role of the school psychologist entails. At my own university I find myself giving general presentations to students who do not know how a child/adolescent psychologist is different from a clinical psychologist, and where the school psychologist fits in schools. The typical picture of a psychologist they tend to have is that of a therapist (yes.. still..!), so sometimes I have to promote our profession and ensure students that you can actually become a school psychologist and still do something *real*. However, it is rewarding to see a student get *triggered* (or *fired up*) by the field and the work.

In terms of recruitment, all school psychology trainers are basically *fishing in the same pond*, and we all hope to attract the same good and promising students for our masters' programs. So for bachelors' students, we may want to aim at better promotion about what school psychologists actually do and what they can mean in the life of a developing child.

For masters' students, needs may be different, as they typically have already chosen their field and are in the process of finding internships, looking for places to work, and entering the work force. Internationally, students may be interested in finding internships or exchange opportunities in order to get some international experience. Joanne Wasco, Chair of the ISPA International Exchange Committee, undoubtedly can tell us about this. Unfortunately, when it comes to actual internships, as in working under supervision in another country as a school psychology intern, the intern's success often is dependent upon the command of the language. This often leads to unfulfilled dreams.

We may want to think about ways to accommodate these students. What ways are there in which interns can experience what school psychologists are doing elsewhere in the world? In some countries students start working after their bachelors' diploma, only to come back for a masters' program at a much later point. This is another totally different group: school psychologists with experience and typically very clear goals as to what they want from their program and how they want to accomplish this.

The same is actually true for school psychology students that are being trained at the postgraduate level. These students typically have some working experience and are trying to further develop their knowledge and skills in the area or trying to specialize in this new field that may be more specific than what they were doing in their former work. These students typically have made a deliberate choice to re-enrol in a training program and are primarily looking for guidance and support to allow them to develop further

according to their own needs and area of specialization. They may, therefore, be looking for more experienced school psychologists as their mentor or supervisor.

This raises another issue, which I had meant to investigate and develop further during my years as ISPA president: supervision. What do we mean when we say that a student needs to be supervised? For some, this means trained in activities that are typical for school psychologists in their day-to-day practice. That is, how do you coach a teacher, administer a test, or report to parents who are not willing or able to see the factors contributing to the perceived problem behaviors of their child? This can be seen as technical guidance and in that sense it would probably be of use in the earlier stages of the student's development as a school psychologist. Another way to look at supervision focuses on the professional attitude, ethics, and contribution of the student to professional activities and relationships. This requires a certain basic level of skills. Therefore, it typically comes a bit later in the developmental process, perhaps later in the masters' internship or at the postgraduate level. Finally, supervision can be about reflection and personal growth. This type of supervision, however, seems to be rare in school psychology and little is being written about it. Most of what I have been able to find has been about forms of training skills and applying knowledge into practice.

So what do we, as ISPA members, have to offer the next generation of school psychologists and how can we try to better accommodate, and thus attract, more students into ISPA? To answer this question, we may want to look more closely at the needs of students at different levels of training or professional development. With the relatively new ISPA Students' Interest Group, chaired by Julia Coyne, we may want more carefully to differentiate the type of information we make available to students. Not only should we include practical information about what a school psychologist does and where he or she works, but we also may look into developing more opportunities for international exchange between students. For the first, we have the ISPA website as a very useful and central tool. Our web manager is herself still connected to a school psychology program, is a student assistant at the Central Office, and belongs to the ISPA Student Interest Group. She and other students in school psychology training programs should provide enough critical and creative thinking in this area to find ways to make the website more attractive and informative for young colleagues and students. The International Exchange Committee may continue to play a central

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role in facilitating international exchange, but they cannot do this alone. We all need to collaborate and put our efforts together to make those exchanges actually work. Would it not be wonderful if the two committees could collaborate on developing possibilities in this direction?

Finally, we may want to incorporate more opportunities for our students to meet with more experienced colleagues—well known researchers and key figures in the field. This exchange can include both exchanging practical knowledge, as well as information regarding how to get started in the field, how to start publishing, and how to connect with colleagues both nationally and internationally.

If we succeed in accomplishing some of these goals, ISPA may become a more inviting platform for students from around the world. Hopefully, this will lead to increased participation of these young colleagues-to-be in our association. This will, in the long run, inspire us all!

Let's think about it! I invite you all to bring these issues up in discussions you will be having with colleagues, friends, and students in Malta! I am looking forward to seeing you all there.

Thanks for being the audience for my letters these past two years. It was my pleasure and honor to be president of this association and to address you every now and then through this medium.

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## ISPA General Assembly Agenda

By *Coosje Griffiths*, ISPA Secretary

Please note that the General Assemblies (GA) I and II are an opportunity for ISPA members to have their say on topics and vote on the 2010 budget. Committee Chairs and National Affiliate representatives will have the opportunity to share ideas with ISPA members. The agendas for the GA are as follows:

### GENERAL ASSEMBLY I

1. Executive report for 2008/9 by the President (Helen Bakker)
2. Financial report for 2008/9 and proposed budget for 2010 by the Treasurer (Peter Whelley)
3. Conference report by the Past President (Nora Katona)
4. Leadership Workshop report by President-Elect (Bill Pfohl)
5. ISPA Training Centre (Bernhard Meissner)
6. Introduction of National Affiliates representatives (Coosje Griffiths): Affiliates to provide a brief summary of their activities
7. Election results and EC changes (Nora Katona)

### GENERAL ASSEMBLY II

1. Opening statement by the new President (Bill Pfohl)
2. Approval of the budget of 2010 (Peter Whelley):
  - Budget for 2010 to be put to the vote
3. Future directions by Committee Chairs (Standing Committees & Interest Groups) - An opportunity for selected Committee Chairs to share information/new directions:
  - Standing Committees - Communications & Publications; Constitution & Bylaws; Ethics; Membership; Nominations & Elections; Child Wellbeing & Advocacy
  - ISPA Task Force Reports - Accreditation; Cal Catterall Fund (CCF); ISPA Training Center; Professional Development & Practices; Research
  - Interest Groups - Consultee-Centered Consultation; Crisis Response; European Psychologists; Exchange Committee; Retirees; Students; Trainers
4. Issues from the floor (An opportunity to raise ideas/issues from the floor)
5. Report on Central Office (Bob Clark)
6. Report on SPI (Bob Burden)
7. Awards and recognitions

Committee Chairs and National Affiliate representatives who wish to contribute at the GA are asked to inform Coosje Griffiths by the end of the Leadership Workshop day.




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## MidYear Meeting Report 2009

By *Coosje Griffiths*, ISPA Secretary

The Executive Committee (EC) held its midyear meeting in Boston on February 26 and 27 in conjunction with the [USA] National Association of School Psychologists (NASP) Conference. The advantages of having the meeting in Boston included: contributing at the conference and increasing ISPA's profile with its largest membership group, while reducing travel costs and increasing time efficiencies. The EC members were grateful for the outstanding hospitality of the NASP executive and the opportunities afforded to the EC to promote ISPA in a range of forums including at

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the NASP booth organised by Bob Clark with his students, an International Meeting organised by Shane Jimerson at which Helen Bakker, Nora Katona, and Coosje Griffiths presented, an International Reception sponsored by Walden University and representation by Helen Bakker as ISPA President at the NASP delegate assembly and leadership roundtable.

The EC Committee consists of: President (Chair) Helen Bakker, the Netherlands; President-Elect William Pfohl, USA; Past President Nora Katona, Hungary; Secretary Coosje Griffiths, Australia; Treasurer Peter Whelley, USA; and Central Office Executive Secretary Bob Clark, USA. The minutes of the previous midyear meeting in February 2008 and annual meeting in July 2008 were ratified by the EC.

### **Central Office**

Bob Clark provided a detailed account of the activities of Central Office (CO) now based at The Chicago School of Professional Psychology (TCS). He is developing new networks of students to engage in Central Office activities and looking for ways to increase Central Office support, such as a postdoctoral person to be assigned as an Assistant to the Executive Secretary through a scholarship system and a support person for managing finances. Bob is working on budget lines with Peter Whelley that line up with the auditing process. They are researching an alternative bank that operates in Euros and works in English due to technical difficulties with the current European account.

### **The ISPA Website**

Bob Clark has played a major role in securing and negotiating Sarah Saghir's appointment as Web Manager and in providing up-to-date software and regular responses to enquiries of ISPA through the website. Nora Katona has provided an EC role in coordinating the transition and bringing about changes to the website. We are now in a new phase of upgrading the website including its website layout and design, the conference management page, membership page, possible frame free system, on-line voting, and improved financial management system, including registration with payment through bank software as a longer term goal. It was decided to use Open Forums through the Membership Page on a trial basis. Bob will begin transferring to the new online membership management software, which will be launched at the Conference.

The EC is looking for a volunteer content manager for the ISPA website. If you are interested in this role, please contact Nora Katona ([nora.katona@gmail.com](mailto:nora.katona@gmail.com)).

### **Elections Results**

The election results were as follows: Peter Whelley is back as Treasurer, unopposed; Coosje Griffiths is back as Secretary, unopposed; Jürg Forster was the successful candidate as President Elect.

### **Operations Handbook**

The Operations Handbook continues to be reviewed and updated as part of a five-year cycle.

### **Strategic Plan**

The potential overlap and interface between the European Training Center (ETC), European Committee and Crisis Response Network (CRN) has created some confusion. It was decided to create a regenerative model and integrate all ISPA courses under the umbrella structure of an ISPA Training Centre Taskforce headed initially by Bernhard Meissner. All ISPA training endeavors will be subsumed under this taskforce including the ETC and Slovakian proposal for training. The European Committee and International Crisis Response Network remain as interest groups. The training manual developed by ETC will be an important ISPA product as an approved Training Manual that can be utilised by Certified Trainers.

The chairs of three subgroups of the Child Advocacy and Wellbeing Standing Committee (United Nations Liaison, Children's Rights, and Child Development and Services Committees) agreed to develop ways to coordinate their activities, goals, targets, and expected outcomes with Jean-Claude Guillemard, as overall Chair.

Tom Oakland, Chair of Ethics Committee, provided a paper regarding ethical complaints processes for EC advice and further discussion with the Ethics Committee. The Committee was asked to consider and highlight sensitivity to cultural differences.

A range of membership drive strategies were discussed including increasing the number of affiliates and recruiting students. Four new members joined at the NASP booth.

### **Finances**

Tasks and time-lines related to the reporting and auditing of finances were developed and will be shared in detail at the Conference. A great deal of discussion took place on ways to increase the ISPA income, including through training courses, training materials and the journal. The EC took the opportunity at NASP to talk through a range of possibilities with potential publishers.

### **Conferences**

**Conference Coordination.** It was agreed that the expertise of previous conference conveners/organizers

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at a conference symposium will be used to explore the topic of conference coordination. In order to support conference organisation, it was decided that the conference manual needs to be updated.

**Malta Conference 2009.** The Leadership workshop will have a focus on developing a five-part ISPA mission/vision statement, further reflections on the strategic plan and a focus on breaking into the various committee/interest groups. Affiliates will be encouraged to nominate one representative and attend the Leadership Workshop and the General Assemblies.

**Future Conferences.** 2010 - Dublin, Ireland: Planning is well underway for this conference. Negotiations are underway to explore future conferences. Conferences being explored include:

- 2011 – Vancouver, Toronto, or California
- 2012 - India
- 2013 - Puerto Rico
- 2014 – Switzerland

### Conclusion

The midyear meeting was highly productive and resulted in the development of some new exciting possibilities related to the work of ISPA especially in website advances and more effective structures. If you have any queries about aspects of the EC meeting, please contact Coosje Griffiths at: [griffithswa@ozemail.com.au](mailto:griffithswa@ozemail.com.au).

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## Treasurer's Report

By Peter Whelley, ISPA  
Treasurer

It seems a bit odd to discuss the finances of our association while people all over the world are feeling the incredible pressure of what is being called the *Global Economic Downturn*.

Those of us who work directly with children, either in schools or in other settings, are seeing the effect on the faces of the children we serve. The fabric of many of our communities is being strained to the breaking point, as the loss of jobs and homes become a reality for so many. It is incumbent on professional associations, such as ISPA, in these challenging economic times to assist policy makers around the world to support children and their basic needs.

It is time, however, to report to you on the economic position of our association. A recent report on non-profit organizations in the USA, of which ISPA



is one, indicated that over 10% of these organizations have gone out of business (i.e., ceased to exist). This is interpreted to be a reflection of the economic times that people discontinue their charitable contributions and their membership in non-profit organizations when they are experiencing troubled financial times.

Given this environment, the financial health of our association is sound. As of this reporting, we have 123,000 US Dollars (USD). Of this amount, about 41% is being held in investments. This portion of our holdings is in a brokerage account and generates a modest income through participation in bond and stock funds. Additionally, we have 20% in an interest-bearing certificate of deposit (CD). The CD account, as well as our other cash deposits are insured for their value, and therefore are not at risk, including the remaining 39%, which is held in business checking and savings accounts and is available for the day-to-day operation of the association through the Central Office.

We also have a European account in Germany. Our holdings there are currently over 12,000 Euros. We are grateful for the assistance and stewardship of Bernhardt Meissner for establishing and maintaining this account. In the future we are hoping to move this Euro account to an institution that has an English language interface to facilitate the general accounting of the funds.

Thus, financially we are doing well. Our position has improved since last year in large part due to the success of the Utrecht colloquium. We continue to depend on two major streams of funding, the profits from conferences and membership (both individual and affiliate), while we look to generate other funding streams. For our American members, please note that ISPA continues to be a 501(c)3 organization under the US tax law and any contribution to this organization may be tax deductible! Please think of including ISPA in your charitable gift giving.

We continue to be grateful to The Chicago School of Professional Psychology who has assisted in providing ISPA assistance through their sponsorship of the Central Office. Without their support our operating costs would be considerably more expensive. This assistance represents a considerable cost savings.

During the Malta conference we will report on a new model for budgeting and expenses. This model is the result of tracking the operation of the association through a software package called Quick Books. The use of this program allows for more efficient monitoring of expenses and income as well as facilitating the annual audit process.

I look forward to seeing you all in Malta.

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## In Memory of an ISPA Founding Member

By Bob Clark & Betts Rivet

### Gretchen Bruner Catterall August 24, 1927- February 24, 2009



The Central Office was notified that *Gretchen Bruner Catterall* died peacefully in her sleep at the age of 81 on February 24, 2009. Gretchen and her husband, Calvin Catterall, were among the founding members of ISPA and she was a life member of the association. Their son, Garth, forwarded to ISPA her obituary from which the following information was taken.

Gretchen, like her husband, was a world traveler. In addition, she was a gifted singer, patient teacher, devoted mother, and she lived her life in service to others. She was born in Des Moines, Iowa, to Harold and Marie Bruner. The family spent an entire year traveling around the world in 1938, by steamboat, train, puddle-jumper planes, camel, and elephant, and they visited many different cultures and countries. When they returned to the United States (US), they settled in Claremont, California (CA). She attended Pomona College, where she earned a degree in music as a voice major and she shared her gift and love of music throughout her life.

Gretchen married Calvin Dennis Catterall, a graduate student in psychology, in 1950. They had three children in San Gabriel, CA. They were loving parents, sharing adventures through scouting, church events, family camping, and travel. The family traveled each summer, logging more than 100,000 miles on

family trips around the US. They also visited Mexico, Japan, and Europe. They moved to Sunnyvale, CA in 1960 and then moved to Columbus, OH in 1971. She taught in the school systems at all levels, often helping with special education and the most challenging students that needed extra tutoring. Gretchen and Cal were divorced in 1982; Calvin died as a result of a tragic accident in 1984 in Orleans, France, during the ISPA colloquium.

Unknown to most, Gretchen was totally involved with ISPA during the founding years. For many years, she was the editor of the first newsletters as she helped Cal keep records during the beginning years of ISPA. Their house was the “Central Office” and funds were low, which meant that Gretchen had to maintain a tight budget.

During her lifetime Gretchen enjoyed singing (often as a soloist) in her church choir and performing in the community theater. She also participated in square dancing, musical appreciation groups, Girl Scouts, cake decorating, and sailing. She was active in the International Christian Youth Exchange and Youth for Understanding and hosted two exchange students, Roar from Norway in 1968 and Claes from Sweden in 1969. These two young men were each a part of the family for a year and became *adopted sons*. She continued a very close relationship with them throughout her life. She also helped place many other foreign exchange students into other homes.

Gretchen moved to Concord, California in 1991 to be closer to her children in the bay area. She lived a full life there for many years. Failing health required a move to Sunrise Senior Living in Santa Rosa, CA in 2005. Her health issues at first looked critical, but ultimately resolved when properly diagnosed, which gave her three extra years.

Gretchen Bruner Catterall goes home to the loving arms of her family, who have all preceded her in death, including her parents and her three sisters. She is survived by her three children, Garth Catterall-Heart (Oregon) and his wife, Dayadevi, Caren Catterall (Guerneville, CA) and her husband Greg, and Laura Mason (Columbus, OH). She has three grandchildren, Merlin, Cassidy, and Amanda, and one great grandchild, Korina. A memorial service was held in April. In lieu of flowers the family requested that you please tell your family how much you love them, teach a child to read, or send a donation to Project Hope.

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# Test Use around the Globe

## Impact of the Test Development

### Movement in Brazil

By Solange Wechsler, Pontifical Catholic University, Campinas, Brazil



Test development and use in Brazil have been growing at a surprising rate during the last 12 years. This growth occurred since establishing the Brazilian Institute of Psychological Assessment in 1997. This Institute has influenced regulation issued by the Federal Council of Psychology, an institution that regulates psychologists' practice in Brazil, including psychological assessment practices.

Prior to the mid 1990s, psychological tests in Brazil remained almost unchanged during the prior 30-year period. Tests typically were acquired from other countries, mainly from the United States, and translated into Portuguese, often with no studies related to their adaptation, validation, and norming in Brazil. As a result, the tests were criticized and discredited for being irrelevant for use in Brazil, including for the diagnosis of psychological disorders.

This situation changed drastically through the efforts of Brazilian scholars from various universities throughout the country. A number of scholars created laboratories for test development at their local universities. Furthermore, they saw the need to create a national association dedicated to the promotion of sound methods for developing, evaluating, and using tests. This vision led to the creation of the Brazilian Institute of Psychological Assessment. Its mission is to promote research and development that promotes sound methods for adapting, developing, evaluating, and using test in Brazil.

The promotion of better practices on test development increased considerably following the first Institute's sponsored national convention on test development and use in Campinas (São Paulo), held in 2003 and attended by more than 1,000 psychologists, scholars, other professionals, and students. At this time, the Federal Council of Psychologists assumed leadership for addressing severe problems that characterized psychological assessment.

The International Test Commission's *Standards for Test Users* formed the basis of new legislation

designed to promote higher standards. For example, Brazilian psychologists were restricted to using tests that were evaluated and found to demonstrate suitable validity and reliability and in other ways to advance assessment practices. An expert commission composed by scholars in assessment was organized to carry out this evaluation process. The first test evaluations reported by the expert's commission indicated 50% of the available published tests had to be removed from the market because they did not provide sufficient information on the test's validity, reliability, and currency of norms.

As expected, at first, test companies disapproved of this regulation. They were forced to change their focus from selling tradition and old tests to investing in new and better tests. The test development and use standards promoted by the Federal Council now are better disseminated, understood, and followed. Tests approved for use are published regularly in the web page of the Federal Council of Psychologists (<http://www2.pol.org.br/satepsi/sistema/admin.cfm?lista1=sim>).

Psychologists now see the value of these regulations. Many new and better tests have been developed. Their manuals provide more complete information on each test's constructions/adaptation process, validity, reliability, and norms. This has led to greater respect for tests by those who administer and use test results. Graduate programs focus more attention on test development and use.

Three national conventions sponsored by the Institute of Psychological Assessment have been held. Participants included professionals from Brazil and other countries. Moreover, the Institute is combining efforts with similar associations in South and Iberian American countries that use Spanish and Portuguese. The fourth Institute-sponsored conference, to be held July 29 through August 1, 2009, also will have an international perspective. Moreover, this event will be co-hosted by the Iberian American Association for Diagnosis and Psychological Assessment (Asociación Iberoamericana for Diagnostico y Evaluación Psicológica) and the Portuguese Psychology Association. An invitation to participate in this global effort is made to all colleagues. Information on the July convention can be found on its web site [www.ipabnet.org.br](http://www.ipabnet.org.br).

The work in Brazil to improve test development and use has impacted neighboring countries as well as its collaborators in Europe. Additionally, its work may serve as a model for other countries attempting to develop assessment practices based on scientific and professional standards.

## Test Use by Educational Psychologists in New Zealand

By Jean Annan, Massey  
University, Auckland, New  
Zealand



Test use varies within New Zealand among educational (aka school) psychologists. Opinions differ on the value of psychometric testing. The use of intelligence tests in particular often sparks a lively debate about their applicability in specific contexts and their validity. Test selection is influenced by psychologists' theoretical beliefs about testing, the contexts in which they may be used, and employers' willingness to support their use and ability to purchase tests.

Registered practitioners must have knowledge of various approaches to data collection and be skilled in administering and interpreting standardised and criterion-referenced tests (New Zealand Psychologists Registration Board, 2006). Training must prepare practitioners to be familiar with a sampling of tests in each developmental and academic area (Massey University EPP Internship Manual, 2009).

Test use by educational psychologists never has been mandated by the New Zealand Ministry of Education: Special Education. Until recently, most education and related health agencies have assigned funding to educational institutions based on multi-method assessments to assess the fit between the needs of children in relation to their current learning environments. Tests may or may not have contributed to these assessments. Although education funding continues to be assigned in this way, requests for data from intelligence tests have increased, to be used to justify and support health and social service funding. However, most assessments are conducted to inform the development of interventions to support the learning and behaviour of children, not to support such funding.

New Zealand is a bicultural nation. The rights of the Maori, New Zealand's indigenous people who constitute 15% of the country's population, must be observed when determining intervention needs and the processes. Educational psychologists working with Maori children commonly work jointly with the children's immediate and extended family. The bicultural New Zealand perspective increasingly is visible in educational psychologists' general practice

as the values, understandings, and approaches of cultures to intervention are shared.

No psychometric tests have been developed specifically for Maori. Instead, assessments are guided by specific frameworks that support the development of culturally appropriate understandings. These frameworks include Durie's (1994) *Te Whare Tapa Wha*, Macfarlane's (2005) *Hikairo Rationale*, and more recently Pitama et al.'s (2008) *Meihana* model. Educational psychologists working with Maori students must gather culturally relevant data during assessment. Assessment often involves frame working a context rather than taking a test-related approach in an attempt to select the most culturally responsive means of assessment. Many work in multidisciplinary teams. Thus, when working with Maori students, psychologists often are concerned about the suitability of using standardized instruments with Maori children (Ministry of Social Development, 2008).

Twenty percent of New Zealanders were born abroad. In Auckland, the largest city, 33% were born abroad (Census, 2001). Thus, assessment specialists often search for suitable test material to assess the behavioral, emotional, and learning needs of students for whom English is not a primary language and to ensure that appropriate cultural perspective is represented in test items.

Tests selected for assessment within the early intervention service (to children 0-6 years) typically focus on developmental or cognitive abilities. Examples include the *Assessment, Evaluation & Programming System* with the corresponding Ages and Stages Questionnaires, *Carolina Curriculum, Wechsler Preschool and Primary Scale of Intelligence III, Bayley Scales of Infant Development*, and *Differential Ability Scales*. The *Eyberg Child Behaviour Inventory* and the *Sutter Eyberg Student Behaviour Inventory* also are used. All psychologists used criterion-referenced tests and some use standardised tests. Tests selected are embedded in multi-method assessments (e.g., functional behaviour assessments).

Some psychologists working with children who display behavioral problems use tests as a part of broad ecological assessments. Many practitioners use tailor-made ecological tools (e.g., semi-structured interviews and direct and indirect observation). Some educational psychologists prefer the use of dynamic assessment or locally developed methods. Standardised tests include Scales of Independent Behaviour, Strengths and Difficulties Questionnaire, Child Behaviour Checklist, and the Children's Depression Inventory. Intelligence tests, such as the Wechsler Intelligence Scale for

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Children IV and the Woodcock Johnson III ,also may be used.

Those engaged in academic testing may use the achievement scales, such as the Woodcock Johnson III, to compliment or supplement the assessment routinely conducted in New Zealand schools. The details of these routine assessments often are sufficient for intervention purposes. For example, schools have access to multiple banks of assessment material through the use of the Assessment Tools for Teaching and Learning, the country's first bilingual educational assessment system. This system, available on-line, allows teachers to assess student progress in relation to the New Zealand curriculum and to adapt assessments to their particular context.

Thus, assessment practices by educational psychologists in New Zealand have developed in response to the needs of a diverse community. Test development and selection continue to be influenced by the country's bicultural status and multicultural population. The use of standardized tests typically occurs as part of multiple-method contextualised assessments.

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## International Conference of the Indian Academy of Applied Psychology

By Erika E. Voigt (Germany)



The theme of the 13<sup>th</sup> International and 44<sup>th</sup> National Conference of Indian Academy of Applied Psychology (IAAP), held January 31 to February 1, 2009, was *Applied Psychology in the Changing Cultural Perspectives*. This conference was hosted and jointly organized by four prestigious higher education institutions in the historical city of Aurangabad in the state of Maharashtra in India. Each of these institutions represented a different cultural tradition; thus, this cooperation between institutions was given high importance in the contemporary Indian society.

The Dr. Rafiq Zakaria campus, with its old and new buildings, numerous different colleges, and a rich tradition in the educational field, provided a friendly enriching atmosphere for the conference. The organizing secretaries, Dr. Narke from the Psychology Department of Dr. Babasaheb Ambedkar Marathwada University and Dr. Talat Naseer from the College for Women, the principals of Maulana Azad and Vivekanand College, and all their staff did an excellent

job of organizing the conference. The Indian Academy of Applied Psychology, the largest body of psychologists in India and a professional organization serving the society through research and various psychological services for the last five decades with more than 1000 members, was the sponsor for the conference.

More than 800 delegates from all over India and some from abroad,

mainly neighbouring countries, participated. They had been invited to contribute to the following subthemes under *changing cultural perspectives*: school, clinical, health, sports, industrial, defense, environmental and social psychology, mental health, guidance and counselling, adaptation of modern technological culture, community awareness, family patterns and their social environment, child welfare, technical education, and empowerment of women.



## Place of school psychology in a conference on applied psychology

One important function of IAAP conferences is to give young researchers a chance to present their work to a broad scientific community. This was realized by a schedule of many parallel sessions. About one third of more than 400 presented research papers were connected to the school or college population. Other indicators of high interest in the broad field of school psychology were the opening keynote lecture on *The Role of School Psychology in the Field of Applied Psychology* and the prevalence of school psychology and counselling sessions among the symposia/workshops offered to a large audience. Below there is a rough overview of the contributions related to school and education.

About two-thirds of these presentations were on students, comprising a broad range from surveys on mental health and students' problems to showing a need for more services for children. They can be grouped into six thematic clusters:

- (1) Academic achievement and learning: motivation, inquiry learning, working habits, cognitive style and, of special importance, exam pressure;
- (2) Mental health - depression, anxiety, suicide, and reactions to stress;
- (3) Personality and self-concept: self-perception, self-confidence, self-esteem, self-efficacy, self-help, locus of control; adjustment to modernity, and recreational activities;

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- (4) Social-emotional intelligence and learning: emotional maturity, shyness, social distance, friendship formation, and problems with social customs;
- (5) Special problems in learning: attention deficit, hyperactivity;
- (6) Special problems of behaviour: bullying, addiction, excessive media use, delinquency, narcissism, obesity, sexual harassment, and female runaways.

Most studies were descriptive or comparative, using tests; exploring differences of gender, age, urban/rural or social background; and school type. A smaller number were about evaluating remedial interventions, cognitive behaviour therapy, yoga, motivating school absentees, mentoring, educational encouragement, empowerment, and inclusion.

Teachers and teaching was the theme of another 25% of the school-related papers, with questions and problems resembling those discussed above: mental health, emotional intelligence, self-esteem, self-control, accountability, occupational stress connected to type of school, employment conditions, and gender role. Professional role and activities comprised a still smaller fraction: commitment to organisation, effectiveness, job involvement and accountability, leadership, teaching different subjects, thinking skills, psychology in technical education, multimedia use, and computer programming.

The studies exploring parent and family matters comprised a negligible number, but some of these studies revealed the challenges of extreme change: parents' rearing style, mother's anxiety causing behaviour disorders, impact of family support, and violence.

A series of symposium papers was offered by an institute of psychology (JPIP, Pune), responsible for running a post-graduate school psychology training program, which is recognized by the University of Pune. It offered a one and a half year program of four theory courses with two practica and a half year internship.

Many themes of relevance for school psychology were covered by these contributions. This is an important step, given that the state of our art has to show the usefulness of its services, which are not yet in a clearly recognized position. In my keynote lecture I pinpointed three moves of importance for professional development: usefulness and social relevance of professional expertise becoming visible, the political will and decision to allocate resources, and agreements between professional and political leadership to create a legal framework.

In my professional field at home in Germany, the focus of school psychology has turned from measurement and individual intervention to institutional and systemic counselling and prevention. What I was looking for in India were contributions to deal with different educational needs connected to social and cultural differences, which seems rare. One idea upon which I accidentally stumbled when figuring out the connection of school psychology to other fields of applied science occurred when I listened to a presentation on military psychology. Alas, when listening to the presentation of the defense psychologists, points were raised that I could easily relate to school age problems, brought to me by students, parents, and teachers: preventive management of suicide, interpersonal conflicts, addiction, cross-cultural competence. Could *preventive outsourcing* be more than a dream!?

### **A hearty “thanks” for the most friendly hospitality**

Coming as an early bird, due to flight conditions, I had the chance to observe the last minute conference preparations, admire the smooth efficient way of organising in constantly changing teams in a friendly, open atmosphere, and to prepare myself for ideas, solutions, and interesting discussions.

The organisers accepted my wish to learn more about psychological services and arranged a visit to psychiatric hospitals and an exchange with doctors and psychologists. It was amazing to find how concepts from Watzlawick worked into the treatment of psychosomatic and psychiatric symptoms in India, just like in German schools! The creativity with which help is offered even under limiting conditions was impressive!

My after-conference visit to the women's college and its connected educational institutions was the same type



of enriching experience. The discipline of the preschool children was remarkable. They were so proud to show their dance and songs! The preschool, primary and college level teachers came in groups, diving into case-work on problems with children and teaching. A talk on school psychology with the person responsible for the ministerial level followed.

After the conference I also had an additional overwhelming experience. I visited the historical sites

*Continued on page 11*

near Aurangabad, guided by Indian colleagues who had excellent knowledge of their cultural heritage. Most interesting were the 2000 year old cave paintings and sculptures. The pre-conference and post-conference experiences, as well as the conference itself, were enlightening and enriching.

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## ***New Programs on the Scene***

### **The Chicago School of Professional Psychology Announces New Ph.D. in International Psychology**

By *Bob Clark*, ISPA Executive Secretary



Recognizing a need for more trained professionals to understand and work with global challenges such as conflict, poverty, and natural disasters, The Chicago School of Professional Psychology (TCS) has chartered the world's first Ph.D. in International Psychology. Designed for working professionals, the post-master's doctoral degree leverages The Chicago School's 30-year history of psychology training rooted in diversity and multicultural studies. According to Dr. Robert Clark, Program Director and chair, this academic foundation will be critical for individuals seeking to work in the international arena.

The new Ph.D. was developed to give graduates the training and experience to understand and apply psychological principles in a variety of cultural settings. Examples of their graduate work in action may include conducting research to better understand socio-cultural differences, developing and applying culturally competent practices, consulting with mental health providers working with underserved populations, supporting advocacy initiatives for more resources to meet the international mental health challenges, teaching at the college level, or working with immigrant and refugee populations both at home and abroad.

Joining Dr. Clark as a program developer is Dr. Yael Danieli, a clinical psychologist who co-founded and directs the Group Project for Holocaust Survivors and Their Children in New York. Dr. Danieli, who serves as a distinguished professor of international psychology at The Chicago School, sees the Ph.D. in International Psychology as making a difference in the area of trauma studies and treatment.

The 60-credit-hour program, non licensure, was designed to be completed in three years. Students will have the option of two concentrations: *Trauma Services* and *Organizations & Systems*. Coursework for the latter will be offered online with the Trauma concentration requiring a blend of online delivery and a weekend on-campus component. Students will complete their training through dissertation work and two nine-day international field experiences. An optional extended field placement is available for those seeking additional international research, service, or practice experiences.

The new Ph.D. program is the latest in a series of international-themed initiatives developed by The Chicago School to further advance the understanding and practice of psychology worldwide. TCS became home to the International School Psychology Association last fall, has a China Office in Shanghai, and has students and faculty engaged in projects in Peru, Rwanda, Sri Lanka, Germany, Israel and the West Bank, and the United Nations.

The Department of International Psychology is currently accepting applications for this fall. For more information visit [www.thechicagoschool.edu](http://www.thechicagoschool.edu), contact Dr. Clark at [rclark@thechicagoschool.edu](mailto:rclark@thechicagoschool.edu) or call +312-467-2513.

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### **The ARTS Program**

By *Thomas Oakland*  
ARTS committee member  
[Oakland@ufl.edu](mailto:Oakland@ufl.edu)



The Advanced Research Training Seminars (ARTS) program, co-sponsored by the International Association of Applied Psychology (IAAP), International Union of Psychological Science (IUPsyS) and the International Association of Cross-Cultural Psychology (IACCP), provides intensive training in research methodologies and new directions in psychological science to early career scholars from low income countries.

#### **Objectives of the ARTS program**

The ARTS program has three main objectives: (a) to enhance the research skills and knowledge of scholars (normally early career) from low income countries through advanced research training, (b) to bring to international congresses scholars from low-income countries who might otherwise be financially unable to attend, and (c) to provide a space where

*Continued on page 12*

researchers from different countries may learn from each other, develop collaborative networks, and develop a more international understanding.

### 2010 Program

The next ARTS seminar will be held in July 2010 in Melbourne, Australia in conjunction with the International Congress of Applied Psychology's convention. Additional information on the 2010 program will appear in the next newsletter.

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## Making a Difference to Literacy Levels: The Rationale for Systematic and Intensive Intervention

by *Robyn Evans*, Psychologist,  
MacKillop College, Tasmania



For those school psychologists interested in a complete and riveting summary of reading intervention studies, the book by McCardle & Chhabra (2004) titled *The Voice of Evidence in Reading Research* (Brookes Publishing: Maryland) is highly recommended. The book presents the results of a meta-analysis of gold-standard reading interventions, that is, those studies conducted in school settings (not psychology labs) with control and comparison groups. The most interesting and useful information is the effect size of a range of different reading interventions, when each intervention is most highly indicated in the child's reading development, and the outcomes that can be expected from each type of intervention. Studies included in the meta-analysis focus on one or more of the following: phonemic awareness, systematic phonics instruction, fluency and comprehension.

The knowledge gained from McCardle & Chhabra (2004) allows the reader to make good judgments about commercially available literacy packages and how to implement them to best effect in a school setting. Considerations include the most efficacious intervention focus at each stage of the child's literacy development, group or individual intervention, and intensity of intervention.

The issue of intervention intensity must be taken seriously after reading this book. Consider the following. McCardle & Chhabra (2004) cite Torgeson's (2004) summary of the research from 1988 to 1996 which showed that only 1 in 8 children who fell into the bottom quartile of word reading at the end of Grade 1 attained grade-level reading skills by Grade

4. They further cite Torgeson's conclusion that special education services in schools do not close the literacy gap for individual students. At best they tend to "stabilize the backward slide".

For these children, McCardle and Chhabra (2004) make the case for focused literacy interventions that are more *intensive* and more *systematic* than is available in the classroom. They cite a systematic and intensive literacy intervention by Torgeson (2004) with six to nine year olds in which pre and post-test neuro-imaging and literacy measures were taken. The study showed new brain activation in the sites for decoding and automatic word recognition resulting from intensive and explicit intervention using a systematic phonics program for 1 hour per day for one year. The children also made significant improvements in fluency.

Other neuro-imaging studies have shown similar results. Simos et al. (2002) conducted an intervention with children with a diagnosed reading disorder. At pre-test the area normally activated during phonological processing (the superior temporal gyrus) showed little or no activation. An 80-hour intensive remedial instruction was implemented for two months producing significant improvement in reading at post-test. Of note, the activation of the superior temporal gyrus at post-test had also increased, by several orders of magnitude in every participant. Simos et al. (2002) concluded that:

"These findings suggest that the deficit in functional brain organization underlying dyslexia can be reversed after sufficiently intense intervention lasting as little as 2 months"

On the basis of another such study, Aylward et al. (2003) concluded that:

"behavioral gains from comprehensive reading instruction are associated with changes in brain function during performance of language tasks. Furthermore, these brain changes are specific to different language processes and closely resemble patterns of neural processing characteristic of normal readers."

Overall, these studies strongly indicate that major reading gains and neural changes can be made if the reading intervention is the correct intervention for the child's current level of reading development, it is systematic in its structure, and it is intensively implemented.

A range of schools in Australia are currently working with Queensland psychologist, Dr. Carol Christensen, to implement her whole school literacy program in their primary and high schools. Her

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program is based on a set of principles ([www.uq.edu.au/wsl/principles-underpinning-the-program](http://www.uq.edu.au/wsl/principles-underpinning-the-program)) that fit neatly with indications of best practice from the results of the McCardle and Chhabra (2004) meta analysis. In Dr. Christensen's program, each child's stage of literacy development is identified from pre-tests. Students are then grouped into homogenous groups according to reading level at pre-test. The size of the group is determined by the stage of reading development. For example, students (of any age) whose reading at pre-test is at a grade 1 to 2 reading level work in groups of 5 to 8 students on a systematic phonics program called Reading Link, which includes a reading fluency component, and an oral language program. This group size is indicated as effective for teaching systematic phonics (McCardle and Chhabra, 2004). Students (of any age) whose reading at pre-test is at a grade 3 reading level work in groups of around 12 students on the Reading Link program and reading comprehension skills. Students (of any age) whose pre-test scores are a grade 4-6 reading level work in groups of up to 15 students on listening and reading comprehension skills. Dr. Christensen has distilled the research on teaching comprehension skills and has specified a set of core skills associated with comprehension. Students (of any age) whose pre-test scores are a grade 7 level or above are grouped into classes of around 25 students who then focus on learning reading strategies. Dr. Christensen has specified a set of key skills or strategies associated with optimizing learning through literacy. In Dr. Christensen's program the focus of intervention at each level of reading development is highly indicated by the effect sizes shown in the McCardle and Chhabra (2004) meta-analysis.

MacKillop College, a grade 7 to 10 school in Tasmania, was the first Tasmanian school to adopt the Dr. Carol Christensen whole school literacy program. All teachers received comprehensive professional development in theories of learning, theories of reading development and the rationale for and mechanics of teaching literacy at every level of the program. The school timetable was adapted to accommodate the program and several literacy coordinators were appointed. Each week every student in the school attends three 45-minute literacy lessons. Most teachers teach on the literacy program, whether they be the woodwork teacher, sport teacher, English teacher, or ... the Principal. The school is now in the second year of the program and eagerly awaiting the second set of pre-test results. The good news is that at the end of the first year of the program the mean improvement in reading comprehension was 2.5 years.

The challenge for all schools is to find ways to provide literacy interventions that the research shows *do* work, and to provide them with sufficient intensity so that they *can* work. This will involve bold decisions by Principals to adapt structures, timetables and funding models to enable each student to access these programs.

School psychologists can play a role in bringing their knowledge of the research and best-practice to the attention of school principals. To this end, I highly recommend the McCardle and Chhabra (2004) *The Voice of Evidence in Reading Research* to all school psychologists.

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**Book Review:**  
**Doidge, N. (2008).**  
***The Brain That***  
***Changes Itself.***  
**Melbourne: Scribe.**  
 by Dr. Michael Faulkner,  
 Australia

Recently, I read a book that is a best seller in the U.S. I can recommend it as very engaging holiday reading. It comprises a collection of discrete chapters covering a wide range of topics, each of which explore recent advances in human neuro-psychology written in a very palatable style. Norman Doidge is a Canadian-born research psychiatrist and psychoanalyst. As an author, he is something of a fellow traveller with Oliver Sacks in his use of the individual case to illustrate the marvels of the human brain and the insights generated by science in better understanding it.

The book documents the author's travel odyssey through the science of recent neuropsychology. As Doidge summarises in the Preface, he met a scientist

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who had enabled people who had been blind since birth to begin to see, another who enabled the deaf to hear. He spoke to people who had strokes decades before and been declared incurable who were helped to recover. He met people whose learning disorders had been cured and whose IQ scores had been significantly improved. He reports that he came across people who had re-wired their brains with their thoughts to overcome very resistant obsessions and traumas.

Doidge introduces us to a number of leading researchers and takes us through a fascinating cavalcade of research evidence. An underlying theme of the book is that the model of the brain long used to represent neural activity, what the author refers to as the *brain localization empire* only tells part of the story. This model, Doidge argues, is too rigid and actually functions to restrict our capacity to understand the possibilities of neural plasticity and human learning potential. One of the research pioneers of the neuro-plasticity paradigm, Michael Merzenich, offers tangible evidence that it is possible to change the very structure of the brain itself, and Doidge introduces the reader to some of the applications of this exciting work.

For educators, psychologists, and counsellors, several chapters have much to recommend. Chapter 3, titled *Re-Designing the Brain*, includes a discussion of treatments of a range of commonly occurring conditions: autism, learning and central auditory processing difficulties, and reading and spelling problems. For example, *Fast ForWord*, an approach oriented to significant learning challenges in its many forms, has its basis firmly in the neuro-plasticity paradigm. In another chapter, titled *Turning Our Ghosts into Ancestors*, the author utilises his neuro-plasticity insights to illustrate the neurological change that accompanies successful psychotherapy. Here he overviews the impressive achievements made with one of his own clients, a man with a decades-long depressive condition, and his text overviews the neurological correlates, drawing on evidence-based science, that accompany the healing process with such a client.

There is also a chapter on the dialectic relationship between the human brain and social culture within which it develops. I must say that I had never heard of the nomadic sea gypsies who live off the coast of Thailand, a people whose children learn to swim before they can walk and one of whose signature activities includes an advanced ability to see underwater at great depths. But Doidge argues that the plasticity of the brain is such that with appropriate training, European children can also be—and have been—taught to

constrict their pupils to see under water: “... *one more instance of the brain and nervous system showing unexpected training effects that alter what was thought to be a hard-wired unchangeable circuit*” (p. 289).

Finally, Doidge, drawing on the research evidence he has marshalled, has some advice for people seeking to retain their cognitive marbles in old age. What he suggests is that in order to maintain neural health and continuing adaptiveness, people need continually to be learning *new* things, and particularly so in their senior years. He suggests, therefore, that people in their 60s, 70s and 80s would do well to learn a new language or to play a musical instrument, or, in order to maintain their motor flexibility, to learn new dances. This book is full of many fascinating insights and is an inspiring read for anyone actively involved in promoting healthy human development.

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### Errata:

The awardees for Distinguished Service Award for 1998 were inadvertently omitted from the list in the March 2009 issue of WGR. Our apologies to these award winners. The complete list of awardees is found below.

Previous Distinguished Service Award winners include:

- 1998: Betts Rivet, Bernhard Meissner, Jean-Claude Guillemard
- 1999: Stuart N. Hart, Bayard Bartley, Fredda Chauvette, Roger Chauvette
- 2000: Thomas Oakland, Joanne Wasco
- 2001: Chantal Petit
- 2002: Herbert Bischoff, Detlef Berg
- 2003: Raquel Guzzo, Erika Voigt
- 2004: Lone Bjarkow, Lissi Stiklund
- 2006: Bob Burden, Nevin Dolek
- 2007: Bernie Stein, Elisabeth Jacobsen, Anna-Lise Mellden

Previous Honorary Lifetime Membership Award winners include:

- Gretchen Catterall
- Bernhard Meissner
- Bayard Barley
- Betts Rivet
- Anders Poulsen

**Professor in  
Pediatric  
Psychology Seeking  
Experiences  
Beyond the USA**

By Dr. Kathleen Armstrong,  
University of South Florida,  
USA



Dr. Kathi Armstrong, Professor of Pediatrics at the University of South Florida, is a pediatric psychologist with expertise in assessment and interventions with infants, toddlers, and children. She has extensive experience in behavioral parent training and has developed a curriculum to teach caregivers proactive strategies that reduce problem behavior and promote needed skills to be successful learners. She is passionate about helping children with disabilities, special health care needs, and those who have been victims of child abuse/neglect and their caregivers and teachers. Dr. Armstrong's work with children and families in school, community, and health care settings has lead her to understand the challenges within each of those systems of care.

Dr. Armstrong would like to establish a collaborative relationship with colleagues who hold similar interests by working abroad for a period of months to bring what she learned about children and families to providers in other countries and to learn similar systems of care in the host country. Her skills probably would be used best in preparing others in assessment/evaluation and evidenced-based interventions.

If interested, kindly contact Dr. Armstrong at <karmstro@health.usf.edu>

**ISPA and Its Malta Conference  
Are Promoted at NASP Conference**

Past President Nora Katona and Secretary Coosje Griffiths promote ISPA and the Malta Conference in the ISPA booth at the NASP Conference in Boston, Massachusetts, USA in February 2009.



**Deadline for  
submission  
to the September issue  
of *World\*Go\*Round*:**

**August 1, 2009!**

**Don't be late!!**

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**Submit journal articles  
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*School Psychology  
International*  
To Dr. Robert L.  
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ISPA HAS THE FOLLOWING NATIONAL ASSOCIATIONS AS AFFILIATE MEMBERS: **Australia:** Australian Guidance and Counselling Association. **Denmark:** Pædagogiske Psykologers Forening. **Finland:** Suomen Psykologiliitto, The Board of School Psychologists. **France:** Association Francaise des Psychologues Scolaires (AFPS) and Association Nationale des Psychologues de l'Enseignement Catholique (ANPEC). **Georgia:** Georgian Professional Psychologists Association (GPPA). **Germany:** Sektion Schulpsychologie im Berufsverband Deutscher Psychologen. **Greece:** Hellenic Scholikon Psychologon Eteria and Division of School Psychology, Hellenic Psychologica Society. **Iceland:** Félag Sálfræðinga í Skólum **Israel:** Division of Educational and School Psychology, the Israel Psychological Association. **Latvia:** Latvia School Psychology Association. **Netherlands, The:** Dutch Association of Psychologists (NIP), Division Youth. **Norway:** Forum for Psykologer i Skolen. **Russia:** Russian Federation of Education Psychologists. **Slovak & Czech Republics:** School Psychology Association of the Slovak and Czech Republics. **Sweden:** Föreningen Psykologer i Förskola och Skola. **Switzerland:** Schweizerischer Vereinigung für Kinder- und Jugendpsychologen SKJP. **Turkey:** Psychological Counselling and Guidance Association. **United Kingdom:** Association of Educational Psychologists (AEP) and Division of Educational and Child Psychology of the British Psychological Society (DECP). **USA:** National Association of School Psychologists, American Psychological Association, Division of School Psychology, Illinois School Psychologists Association, Massachusetts School Psychology Association, New Hampshire Association of School Psychologists, the Society for the Study of School Psychology, and Wisconsin School Psychologists Association.

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