ISPA LYON 2026

47th Annual Conference of the International School Psychology Association (ISPA)

Theme: Empowering School Psychologists for Global Mental Health

July 08-11 2026 • Lyon, France

BOOK OF ABSTRACTS

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COMMITTEES

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KEYNOTE SPEAKERS

Baiba Martinsone, Dr.psych.



Professor of Clinical psychology, senior researcher in educational psychology

Department of Psychology, University of Latvia, Latvia

Certified Clinical and health psychologist, School and educational psychologist; supervisor

Paper Title

School mental health from the perspective of teachers' well-being

Paper Summary

Teachers' professional well-being is closely related to the quality of their work, consequently contributing to students' academic achievement and the development of a positive school climate. This relationship is reciprocal: a supportive, positive school climate also strengthens teachers' mental health and overall well-being.

Empirical evidence indicates that promoting teacher well-being requires both individualized support and whole-system approaches. This keynote will highlight the role of school psychologists in supporting teacher well-being for better student outcomes.

Maria Melchior



Epidemiologist, Senior Researcher at INSERM, Institut Pierre Louis d'Epidémiologie et de Santé Publique, INSERM/Sorbonne Université, Paris

Annual Chair in Public Health, Collège de France, Paris, 2025-2026

Intervention Title

Social inequalities in youths mental health: from observation to action

Paper Title

Youth Mental Health: Family and Social Determinants as viewed by Epidemiology" How can something as intimate and personal as mentale health be studied at the population level?

Paper Summary

What does survey and longitudinal research on youth mental health tell us about general trends and key risk and protective factors? In this presentation, I will discuss the main definitions of leading psychiatric disorders and types of psychological difficulties that can affect young people, identifying family and social factors that may influence mental health at different ages and in different ways – onset, persistence, and access to care. I will also discuss recent leads relative to prevention and ways to promote good mental health across the lifecourse in the future.

Rebecca Shankland



Biography:

Rebecca Shankland is Professor of Developmental Psychology at Lumière Lyon 2 University, Head of the Observatory of Social and Emotional Competences and Well-being in Educational Contexts, and researcher at the Development, Individual, Process, Disability, Education Laboratory (DIPHE Lab). She is also a member of the Institut Universitaire de France. For twenty years, her research has focused on the development of social and emotional competences in children and adults, in schools and within families. She has published numerous scientific articles and books on the development of mental health and social and emotional learning. She contributed to the national public health guidelines on social and emotional development, and is a member of the Work Group on Well-being at School of the Scientific Council for National Education (CSEN).

Paper Title:

Improving student mental health: The role of social and emotional competences

Summary:

Social and emotional competences, identified by the World Health Organisation as important resources for adaptation and resilience, promote mental health, well-being and academic success in children and adolescents. This is why they are now included in national education programmes and teacher training are become more widespread. This conference will present the effectiveness of teacher trainings and school-based interventions aimed at developing social and emotional competences in terms of mental health, school climate, quality of relationships and engagement in learning, as well as the conditions conducive to the development of these competences in school contexts.

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ABSTRACTS

Développer des relations de confiance pour prévenir le harcèlement scolaire (Presented in French)

9:00 - 12:00

Développer des relations de confiance pour prévenir le harcèlement scolaire

F. Boyer[1], L. Durand-Laville[1]

[1]University of Lyon, France

Le harcèlement scolaire est un phénomène de groupe dont la persistance dépend des interactions quotidiennes entre élèves et des normes qui régulent les relations au sein de la communauté scolaire. Lorsqu'un témoin intervient, l'agression cesse dans plus de la moitié des cas. Pourtant, bien que les pairs assistent à la grande majorité des épisodes, moins d'un sur cinq tente d'intervenir.

Un élève peut désapprouver le harcèlement et s'abstenir d'agir parce qu'il croit que les autres acceptent ces comportements, parce qu'il craint d'être exclu ou ciblé à son tour, ou encore parce qu'il estime que ce n'est pas à lui d'intervenir. La plupart des élèves désapprouvent pourtant personnellement le harcèlement scolaire, mais chacun garde le silence. Ce silence finit par renforcer l'impression qu'il est accepté.

Les élèves osent davantage se soutenir lorsqu'ils se sentent en sécurité et soutenus par les adultes, et lorsque les normes de l'établissement valorisent la solidarité, la bienveillance et l'acceptation de la singularité de chacun.

Cet atelier donnera aux professionnels des clés pour promouvoir la santé mentale et relationnelle des élèves et construire un climat scolaire protecteur face au harcèlement. À partir de situations concrètes, les participants découvriront ce qui favorise les comportements prosociaux et exploreront ce qui, dans les interactions quotidiennes entre adultes et élèves, soutient émotionnellement les élèves et favorise leur autorégulation.

Le programme TEAL (Tous Épanouis À l'École), développé en France depuis cinq ans, sera présenté comme exemple de démarche de prévention. Les participants repartiront avec une grille d'analyse et des pistes d'intervention concrètes.

L'atelier sera animé par deux chercheuses aux parcours complémentaires, l'une psychologue, l'autre enseignante. Il alternera apports théoriques, mises en situation, activités pratiques et échanges.

Objectifs d'apprentissage
Analyser des situations de harcèlement scolaire à partir d'une lecture systémique, en tenant compte des dynamiques de groupe, des normes relationnelles et du climat scolaire.
Comprendre en quoi la qualité des relations contribue au développement des compétences psychosociales et à l'instauration d'un climat scolaire protecteur.
Identifier et s'approprier les leviers d'interactions pédagogiques qui favorisent un climat de classe bienveillant et réduisent les dynamiques d'exclusion.
S'approprier des repères issus du programme TEAL pour accompagner les équipes éducatives dans la mise en place de pratiques favorables à la prévention du harcèlement scolaire.
Domaines de pratique NASP
Domaine 5 : Pratiques à l'échelle de l'école pour favoriser les apprentissages

Domaine 6 : Services pour promouvoir des écoles sûres et soutenantes

When Symptoms Overlap: Empowering School Psychologists in Complex Diagnostic Decisions

9:00 - 12:00

When Symptoms Overlap: Empowering School Psychologists in Complex Diagnostic Decisions

R. Christner[1]

[1]Dr. Ray W. Christner, United States

Workshop Description
In school systems worldwide, students often present with overlapping symptoms that span neurodevelopmental and emotional disorders, creating complex diagnostic and service-planning challenges. This workshop equips school psychologists with practical, developmentally grounded strategies to differentiate conditions such as autism, ADHD, obsessive-compulsive disorder, intellectual developmental disorder, and anxiety disorders.

Participants will learn how to move beyond surface-level symptom overlap by using a responsive evaluation approach that integrates interviews, observations, rating scales, and performance-based measures to produce clear, culturally relevant case formulations. Emphasizing functional analysis, contextual influences, and equitable practices, this session empowers practitioners to strengthen diagnostic reasoning, reduce misidentification, and enhance global school-based mental health supports.

Learning Objectives
Differentiate neurodevelopmental and emotional disorders by examining developmental history, functional behavioral patterns, and contextual influences.
Integrate multi-method, responsive assessment data into coherent, culturally appropriate case formulations that enhance diagnostic clarity.
Apply structured differential diagnostic frameworks to reduce misidentification and promote equitable service planning in diverse school settings.
NASP Practice Model Domains Addressed
Domain 1: Data-Based Decision Making
Domain 3: Academic Interventions and Supports
Domain 4: Mental and Behavioral Health Services
Domain 8: Equitable Practices for Diverse Student Populations

Classwide Interventions: Fact or Fiction

9:00 - 12:00

Classwide Interventions: Fact or Fiction

K. Aspiranti[1], D. Hulac[2]

[1]University of Kentucky, United States
[2]University of Northern Colorado, United States

Workshop Description
Classroom management is a top concern in education today. More than 90% of school teachers report that they have dealt with problem behaviors that interfere with classroom instruction. These behavior problems cause a significant amount of lost instructional time, and student classroom behavior can also be a source of teacher burnout.

Classwide management practices serve as the basis of all school instruction. Multitier Systems of Support (MTSS) cannot function without effective classroom management practices. School and educational psychologists are often in positions to advocate for effective group behavior management.

Fortunately, there are many classroom management strategies that reduce these problems. Most importantly, good classroom management practices have the potential not only to reduce existing problem behavior but also to prevent the development of new problems and psychological disorders.

However, a number of classroom management myths have permeated education systems. This workshop will provide a nuanced understanding of three common myths: the role of intrinsic motivation, the assumption that students should already know how to behave, and the belief that older students do not like to be praised.

Participants will also explore three high-leverage practices that support the behavioral needs of nearly all students, including the Good Behavior Game, the Color Wheel approach, and effective praise and limit-setting strategies.

Learning Objectives
Recognize and understand common myths that prevent the implementation of effective classroom management strategies.
Understand methods for culturally-informed praise and limit setting.
Learn how to apply research-based approaches to adapting the Good Behavior Game across diverse groups of students, multiple types of behaviors, and school contexts such as hallways, classrooms, and playgrounds.
Apply effective approaches for communicating expectations using the Color Wheel.
NASP Domains
Domain 4: Mental & Behavioral Health Services & Interventions
Domain 5: School-Wide Practices to Promote Learning

9:30 - 12:00 | DEM.015

Leadership Committee

14:00 - 17:00 | DEM.220

Solution Focused Counseling for School Practitioners

14:00 - 17:00

Solution Focused Counseling for School Practitioners

M. Hass[1]

[1]Chapman University, United States

Workshop Description
This workshop is designed for school practitioners who meet with students in brief, time-limited encounters. Common Factor research shows that successful counseling is driven less by any single theory and more by elements shared across approaches: the student's strengths and challenges, a strong working alliance, hope/positive expectancy, and methods that fit the student, family, culture, and school context. Drawing from Solution-Focused Brief Therapy and related approaches, participants will practice working from a collaborative, not-knowing stance and four core skills: listening for what's already working, co-constructing a clear future focus, activating resources (strengths, exceptions, supports), and encouraging small, feasible next steps. Emphasis is on using these strategies in everyday moments—hallways, drop-ins, and scheduled sessions—to build hope, strengthen alliance, and help students take meaningful action toward preferred futures.

Learning Objectives
Describe four common factors linked to effective counseling.
Demonstrate a collaborative, not knowing stance that centers student voice.
Use four core skills: identify what's working, co-create a future focus, activate resources, and elicit next steps.
Apply solution focused tools such as scaling questions, exception and coping questions, and compliments.
Fit questions and interventions to the student's readiness to change.
NASP Domains of Practice
Domain 4: Mental and Behavioral Health Services and Interventions
ISPA Standards
2.2 Prevention, Mental Health Promotion and Crisis Intervention

From Programs to Impact: Strengthening Sustainable Bullying Prevention in Schools

14:00 - 17:00

From Programs to Impact: Strengthening Sustainable Bullying Prevention in Schools

A. Loutsiou[1], A. Anastasiou[2]

[1]University of Cyprus, Cyprus
[2]Ministry of Education, Culture and Youth, Cyprus

Workshop Description
Despite the widespread adoption of school-based anti-bullying programs, many initiatives show limited or short-term acceptance and sustainability. This workshop is designed for school psychologists who seek to strengthen the adoption, uptake, impact and long-term sustainability of bullying prevention efforts in diverse educational contexts.

Participants will explore key reasons why programmes succeed or fail in real school settings. They will examine criteria for selecting anti-bullying programmes and translating research evidence into durable, system-wide prevention practices. The workshop will also explore psychological mechanisms underlying bullying, victimisation, and bystander behaviour, and how these interact with peer dynamics, adult practices, and school climate.

The session is structured around a staged implementation framework encompassing adoption, capacity building, multiplier development, and sustainability, with strong emphasis on the role of the school psychologist as a system-level change agent and supportive partner to schools. Common practical and ethical issues in programme implementation will also be addressed.

Using case studies, practical exercises, group discussion, and collaborative problem-solving, participants will develop tools for adapting interventions, strengthening consultation, and monitoring progress over time.

Learning Objectives
Identify key factors influencing the success and sustainability of anti-bullying programmes, including programme selection, school climate, staff engagement, and ethical considerations.
Apply a staged implementation framework to strengthen adoption, capacity building, and multiplier development in their own school contexts.
Strengthen sustainable school-wide prevention practices through effective consultation, ethical decision-making, and ongoing monitoring of outcomes.
NASP Domains
Domain 6: Services to Promote Safe and Supportive Schools
Domain 9: Research and Evidence-Based Practice

Navigating the Digital Age: Understanding and Promoting Youth Mental Health and Digital Well-Being

14:00 - 17:00

Navigating the Digital Age: Understanding and Promoting Youth Mental Health and Digital Well-Being

A. Haddock[1]

[1]Clark University, United States

Workshop Description
Digital technology is transforming how young people connect, learn, and experience the world, but how can schools help students navigate this landscape successfully? This workshop equips educators and school-based mental health professionals with practical, research-backed strategies to help students thrive.

Participants will explore the benefits and challenges of digital engagement for students' cognitive, social, and emotional development. Through presentations, real-world case studies, and interactive discussions, attendees will leave with practical tools and strategies for fostering healthy digital habits, mitigating risks, and promoting well-being.Haddock, A., Ward, N., Yu, R., et al.; O'Dea, N. (2022). Positive effects of digital technology use by adolescents: A scoping review of literature. International Journal of Environmental Research and Public Health, 19(21), 14009.

Learning Objectives
Identify the benefits and challenges of digital engagement on students' cognitive, social, and emotional development.
Apply practical, research-informed tools and strategies to foster healthy digital habits, reduce risks and promote resilience in students.
Integrate digital well-being practices into multi-tiered systems of support (MTSS) and collaborate with families and community partners to strengthen student mental health.
NASP Domains
Domain 4: Mental and Behavioral Health Services and Interventions
Domain 5: School-Wide Practices to Promote Learning
Domain 6: Services to Promote Safe and Supportive Schools
Domain 7: Family, School, and Community Collaboration
Domain 9: Research and Evidence-Based Practice
Domain 10: Legal, Ethical, and Professional Practice

Bilingual School Psychology: Is speaking another language enough?

14:00 - 17:00

Bilingual School Psychology: Is speaking another language enough?

P. Sánchez Lizardi[1]

[1]San Diego State University, United States

Workshop Description
The Multilingual Learners (MLs) population is increasing around the world, but the number of school psychologists prepared to provide bilingual services is not growing at the same pace. MLs have unique strengths and needs and require school psychologists to have specialized training to support them at school.

MLs who are not being provided appropriate instruction, or who may be newcomers or immigrants with a background of trauma or little schooling may present themselves with academic, behavioral, or social-emotional concerns that place them at a higher risk of misidentification (as a student with a learning or emotional disability) and educational misplacement (special education). These circumstances underscore the need to prepare bilingual school psychologists.

This workshop will describe how the California Consortium for Bilingual School Psychology (CCBSP) was created to address the need to prepare highly qualified bilingual school psychologists. The CCBSP identified 13 areas of competency a bilingual school psychologist should develop to provide high quality services to Multilingual Learners. Participants will explore these competencies and discuss their application within a global context.

Learning Objectives
Become familiar with the competencies for bilingual school psychologists proposed by the CCBSP.
Explain how speaking another language is required but not sufficient to be a highly qualified bilingual school psychologist.
Analyze and discuss how the competencies proposed by the CCBSP could be integrated in the preparation of bilingual school psychologists in their countries.
NASP Domain
Domain 8 – Equitable Practices for Diverse Student Populations

Universal screening & measurement of wellbeing

8:30 - 8:50

The PULSE: A Brief Universal Mental Health Screening and Progress Monitoring Tool

K. Herman[1], W. Reinke[1], F. Huang[1], S.S. Shaoli[1], H. Shim[1], B. Graves[1], A. Frey[1], A. Thompson[1], M. Easter[1]

[1]University of Missouri, United States

The present study describes the development and evaluation of the Psychosocial Universal Lens for Screening and Early Support (PULSE) student and teacher universal mental health screening and progress monitoring system. The PULSE was derived from the well-established Early Identification System (EIS; Herman et al., 2021; Herman et al., 2023; Huang et al., 2019; Reinke et al., 2022; Thompson et al., 2021). The goal was to create a brief, technically adequate, multidomain universal screener that could be used to monitor individual student and schoolwide intervention response. The student and teacher PULSE scales were reduced to 20 items each using item-response theory and conceptual analyses. Confirmatory factor analyses found that the PULSE scales retained the original EIS factor structure including the following subscales: externalizing behavior, internalizing behavior, attention/academic concerns, peer relationship problems, emotional dysregulation, school engagement, and bullying behavior. Subsequent analyses revealed that the PULSE had adequate concurrent and predictive validity and that the scales were sensitive to change. We discuss the PULSE's potential use both as a brief universal screening and a progress monitoring tool for schoolwide and individual student interventions to overcome their sparse use in schools.

8:50 - 9:10

Universal Mental Health Screening in K-12 Schools in the Philippines

C. Callueng[1], J. Armada-Urieta[2], V. Valladolid[3], M. Roxas[4]

[1]Rowan University, United States
[2]Unilab Foundation, Inc, Philippines
[3]De La Salle University- Manila, Philippines
[4]Philippine Normal University, Philippines

Support for students with mental health problems remains a major concern of the Philippine educational system, particularly in the public schools. While the Philippine Mental Health Law stipulates to ensure the integration of social-emotional support services in educational settings and make available a timely, affordable, high quality, and culturally appropriate mental health care; no guidelines and programs have been developed to properly identify students who may be at-risk of mental health and behavioral problems and in need of early intervention. Universal screening is recognized as an essential component of a comprehensive and effective school mental health program and an evidence-based practice that has become more prevalent in most countries. This paper reports the development and validation of a universal school mental health screening tool for use with kindergarten through 12th grade students in the Philippines. Significant findings include developing six multi-informant forms measuring externalizing, internalizing, social, and learning problems. All screening forms demonstrated higher-order internal structure and significant associations with academic and social-emotional variables. Also, teachers indicated favorable attitudes on mental health screening of students. Discussion will focus on equitable mental health support for students as informed by screening data and further development of mental health screening in Philippine schools.

9:10 - 9:30

Network Structure of Adolescent Mental Health: Examining the Dual-Continuum Model in an Indian High School Students

K. Joshi[1], L. Peterson[1]

[1]New Mexico State University, United States

The dual-continuum model conceptualizes well-being and psychopathology as related but distinct dimensions. However, little is known about how specific components interact within adolescents. This study used network analysis to examine the structure of mental health, integrating social-emotional strengths, psychological distress, and purpose in life. Participants were 560 high school students from India. Measures included Social Emotional Health Survey (SEHS) subscales, PROMIS Depression and Anxiety, UCLA PTSD Index, Columbia Suicide Severity Scale, and purpose in life (CPS). Standardized variables were analyzed using regularized partial correlation networks (EBICglasso), with centrality indices used to identify key nodes. The network showed moderate connectivity. Belief in self emerged as the most central node, indicating a core protective role. Depression demonstrated the highest betweenness, functioning as a bridge linking distress and suicidality. PTSD and general distress also showed strong influence. In contrast, purpose in life was peripheral with low centrality. Findings support the dual-continuum model, with distinct yet interconnected systems. Integration appears driven by depressive processes rather than purpose, highlighting self-belief and depression as key intervention targets in school settings.

9:30 - 9:50

Unpacking University Life: A Thematic Exploration of Adverse Events Among University Students

M. Veloni[1], A. Vasiou[1], E. Vasilaki[1], M. Linardakis[1]

[1]University of Crete, Greece

University life represents a critical period in most individuals' development, marked by psychological, social, and academic changes. Throughout their studies, students are exposed to adverse life events that can significantly affect their academic functioning and overall well-being. This study examines the nature of adverse life events as reported by undergraduate students enrolled in various disciplines at Greek universities (n = 468), using an open-ended survey item within the context of a larger longitudinal study. Thematic analysis of students' responses identified six primary categories of adversity: (a) transitions and relocations (e.g., moving for studies, separation from family/friends, adaptation to independent living), (b) academic pressures (e.g., examinations, performance concerns), (c) health-related challenges (e.g., illness/injury, health issues affecting family/friends), (d) bereavement (e.g., death of relatives/ friends), (e) interpersonal conflicts (e.g., tensions with family/friends/romantic partners) and (f) positive life events, (e.g., achievements, milestones). Among the most frequently reported stressors were transition challenges, academic pressures and health issues, although students described adversities across multiple domains of life, encompassing both negative and positive experiences. These findings illustrate the multidimensional nature of students' lived experiences in tertiary education, underscoring the importance of comprehensive support and evidence-based interventions to foster resilience, engagement and well-being, across diverse student populations.

LGBTQ+ inclusion & gender identity

8:30 - 8:50

Advocacy and Action Steps to Support LGBTQ+ Youth in Schools: A Global Perspective

R. Bratica[1]

[1]William James College, United States

School Psychologists have an ethical obligation to ensure that all students, regardless of sexual orientation and gender identity, have access to a learning environment that is safe, supportive, and free from harassment and discrimination. Unfortunately, the vast majority of lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ+) youth continue to experience adverse events at school. The adverse experiences of LGBTQ+ youth can be mitigated through supportive educators and school personnel.

This workshop is designed to provide information and resources to practicing school psychologists as well as graduate educators. Participants will learn the key terminology to use when discussing the needs of LGBTQ+ students, will recognize the scope of the problem and negative outcomes that are often present for LGBTQ+ youth, and will gain information and examples to allow immediate application of the action steps to support students. Participants will also gain information about gender diversity and will also have the opportunity to reflect upon their understanding of their own gender, and how it influences their experiences and decision making. Finally, participants will leave with an expanded skill set and knowledge base and will be ready to advocate for LGBTQ+ youth within their schools and districts.

Empowering future school counselors through culturally responsive practice: A living library approach to transgender counseling competence

C. Sung[1], C. Jhong[2]

[1]Institute of Education, National Sun Yat-sen University, Taiwan
[2]General Education Center, R.O.C. Naval Academy, Taiwan

??Transgender students in Taiwan face significant challenges regarding mental well-being, yet school counselors often report a lack of professional competence due to inadequate training. Traditional didactic methods frequently fail to bridge the gap between theoretical knowledge and clinical empathy. To address this, our study investigates the “Living Library” (LL)—an experiential pedagogical tool based on Intergroup Contact Theory—designed to humanize the learning process and reduce prejudice through direct encounter. A quasi-experimental design was conducted with 148 undergraduate counseling students (N = 85 for LL Sharing + Interaction; N = 63 for LL Sharing + Reflection). Assessment tools included a self-developed Transgender Professional Counseling Competence Scale and an Attitude Toward Transgender Clients Scale. Results indicated that both interventions successfully fostered growth in professional competence and positive attitudes. Results indicated that both intervention models successfully fostered significant growth in professional competence and positive attitudes. The self-reflection group showed substantial improvement, confirming that narrative engagement provides a strong educational foundation. However, the live interaction group achieved significantly higher gains. These findings underscore that while narratives build a necessary base of empathy, direct interpersonal contact is the essential catalyst for maximizing clinical confidence and mitigating deep-seated prejudice.

Attitudes of future teachers toward transgender students: does gender matter?

K. Žardeckaitė-Matulaitienė[1], K.A. Petručionis[1]

[1]Vytautas Magnus University, Lithuania

Research shows that supportive teachers positively impact transgender students' psychological well-being, however little is known about future teachers' attitudes toward underage transgender students of different ages and gender identities. Thus, this study aimed to examine future teachers' attitudes toward 8- and 16-year-old FtM and MtF students, considering participants' demographics and experience with LGBT individuals. In 2026, 110 Lithuanian university students (Mage=25.93; 82.7% women) from various pedagogy fields and study levels completed a cross-sectional online survey. Participants randomly received one vignette describing an 8/16-year-old FtM/MtF student and answered questions measuring their attitudes and experiences with LGBT people. Results showed that future teachers hold positive attitudes toward transgender students, with no differences based on gender identity (FtM vs. MtF) or age (8 vs. 16). Women expressed lower intentions to limit the student's gender expression than men. Additionally, attributing gender-atypical behavior to environmental factors was associated with more negative attitudes ($r=0.449$, $p<0.01$). Attitudes and intentions to limit gender expression vary by experience with LGBT individuals: those with both transgender and non-heterosexual acquaintances hold more favorable attitudes than those with none. These results suggest future teachers are generally supportive and their attitudes are influenced more by their beliefs and experiences than by student's characteristics.

9:30 - 9:50

Building Grassroots Support for LGBT Youth during Times of Low Political Will

E. Graybill[1], K. Varjas[2]

[1]Rutgers University, United States
[2]Georgia State University, United States

The number of anti-lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth and education-focused policies has more than tripled since 2020 in the United States. Between 2019 and 2023, over 275 organizations spent $1 billion promoting anti-LGBTQ and other conservative agendas within Europe while Malaysia and countries in Latin America restricted gender-diverse curricula and LGBTQ+ inclusion. Political will for LGBTQ safety and belongingness is presently low, and the volume of anti-LGBTQ bills proposed globally may feel overwhelming to educators who want to ensure all students, including LGBTQ students, have a safe and enriching educational environment. The purpose of this talk is to describe how school psychologists can continue to advocate for youth at the building level while political will at the policy level is low. We will describe how the Participatory Culture-Specific Intervention Model can produce credible, community-based data that legitimize the issues facing LGBTQ youth. Participatory intervention models can shape political will by focusing on local and cultural contexts and community priorities, implementing interventions to generate community evidence, and strengthening local stakeholder support. This presentation will offer strategies for supporting LGBTQ youth during periods of reduced political support while continuing to build the evidence base necessary for long-term change.

Disability, giftedness & social-justice lenses

8:30 - 8:50

Can everyone belong and participate? Dilemmas in promoting respect for diversity, social justice and inclusion

P. Bartolo[1]

[1]University of Malta, Malta

Promoting social justice and inclusion in diverse communities is a constant leadership challenge with significant resistance to the necessary changes required to create more equitable communities. This presentation first sets out the basic human needs of belongingness and participation that are expected to be met through respect for diversity and inclusion. These are then problematised as being in tension with two other basic human needs, namely for individual autonomy and for individual enterprise. These dilemmas are discussed through a reference to the relevant research and the experience of national and international projects from a psychological perspective. They are regarded as potential sources of resistance. It is then suggested that, while there is a place for a direct assault on structural inequality, inclusive leaders can use a variety of strategies to develop among all stakeholders a new mindset of how socially just and inclusive communities can be beneficial for all. The paper concludes with possible ways in which leaders can recognise everyone's need for belongingness without diminishing the need and right for individual assertiveness, and enable everyone's cooperative participation while allowing for individual enterprise.

Disability Microaggressions in Inclusive Schools: A Comparative Perspective from School Counselors

Z.H. Sart[1], O. Yılmaz[2], H. Sakız[3], D. Albayrak Kaymak[1]

[1]Boğaziçi Üniversity, Turkey
[2]Ministry of Education, Güngören, İstanbul, Turkey
[3]Mardin Artuklu University, Turkey

Students in inclusive school settings are often exposed to both subtle and overt forms of discrimination that shape their daily experiences and sense of belonging. This study approaches disability microaggressions as multi-level processes embedded within school systems, influencing counselors, teachers, families, and peers. Using a qualitative design, semi-structured interviews were conducted with 13 school counselors working in public primary and secondary schools in Istanbul, Türkiye. Data were analyzed using consensual qualitative research. Findings reveal distinct patterns of microaggressions across groups. Counselors reflected on their own practices, describing more subtle and often unintended forms of microaggressions, such as patronization. In contrast, teachers and administrators were more frequently associated with systemic and institutionalized forms of discrimination, including treating students with disabilities as second-class members within academic and school structures. Parents of non-disabled students and peers were described as engaging more often in direct and visible forms of discrimination, such as exclusion, stigmatization, and social distancing. This comparison highlights how disability microaggressions operate differently across roles, yet collectively reinforce inequities in inclusive education. These findings point to the need for school psychologists and counselors to move beyond individual-level interventions and engage in whole-school approaches that address professional practices, and systemic barriers.

Disability Inclusion in Sport Communities: Insights from the European PlayInc4Kids Project

C. Dini[1], V. Friso[1], C. Tomasetto[1], M.C. Matteucci[1]

[1]Università di Bologna, Italy

Sport provides physical, psychological, and social benefits, yet EU data show lower sport participation among disabled youth (≈4.4% under 16) compared with their nondisabled peers. The PlayInc4Kids project (ERASMUS-SPORT-2024-SCP; Project No. 101185186) involves sport clubs and associations from Italy, Spain (Catalonia), Croatia, and Austria with the aim of promoting more inclusive sport environments through stakeholder engagement.
Coaches (n = 68; Mage = 39.3; 35%F) and parents (n = 81; Mage = 43.7; 79%F) completed a web-based survey collecting data on demographics, prejudice toward disability, inclusion, and self-efficacy to identify training needs and current inclusive practices.
The main difficulties reported by coaches concerned limited knowledge and skills related to disability and the management of group dynamics, particularly with respect to communication, activity adaptation, and relationship management. Parents of children with disabilities prioritized coach training on disability (52.9%) and the promotion of a stronger culture of inclusion (41.2%).
Building on the needs identified through the survey, guidelines for inclusive practice in sport communities were progressively co-constructed through ongoing dialogue with partners across the four national contexts. This work contributes to the development of inclusive practices that can enhance well-being, participation, and quality of life for children in diverse sports and educational contexts.

9:30 - 9:50

Seeing Students Clearly: Confronting Implicit Bias to Transform Classroom Relationships

D. Washington[1]

[1]District of Columbia Public Schools, United States

Educators often enter the classroom with a genuine desire to support all students, yet research consistently shows that implicit bias can quietly undermine teacher–student relationships, classroom management, and students' sense of belonging. Drawing from her TEDxBowieStateUniversity talk, master's thesis research, and current Doctoral work in Special Education, DaJonaire explores how unconscious beliefs shape daily interactions between teachers and students, particularly with students of color.

This session examines the measurable impact of implicit bias on relationship quality and culturally responsive classroom management, highlighting how "warmth," expectations, and behavioral interpretations influence discipline, engagement, and trust. Participants will be guided through reflective practices and actionable strategies that help educators move beyond awareness toward intentional relationship building.

Attendees will leave with a deeper understanding of how bias operates at both individual and systemic levels and practical tools to foster authentic, culturally responsive relationships that promote equity, connection, and academic success.

Participants will:
• Examine how implicit bias shows up in classroom interactions, discipline decisions, and relational warmth.
• Explore the critical role of teacher–student relationship quality in reducing conflict and increasing engagement.
• Reflect on how school leaders, psychologists, and teachers share responsibility for sustaining equitable relationship practices.

Diversifying & supporting the profession

8:30 - 8:50

Perceived school climate and social support as contributors to heterosexual and sexual minority elementary school teachers' intention to quit

T. Touloupis[1], E. Lipourli[2]

[1]University of the Aegean, Greece
[2]Democritus University of Thrace, Greece

The present study comparatively investigated intention to quit between heterosexual and sexual minority elementary school teachers, examining also the contributing roles of perceived school climate and social support. Overall, 342 elementary school teachers (n = 181 heterosexual [61% women], n = 161 sexual minority [66% women]), who worked in public Greek schools, completed online self-report scales related to the variables involved (intention to quit, school climate, social support). The results indicated that sexual minority teachers reported significantly higher intention to quit compared to their heterosexual colleagues. Furthermore, distinct dimensions of school climate and social support predicted attrition for each teacher group. For heterosexual teachers, primarily, student relations and school resources (as dimensions of school climate) and, secondarily, family support (dimension of social support) were negative contributors to their intention to quit. Conversely, for sexual minority teachers, intention to quit was negatively predicted, primarily, by collaboration and decision-making (dimensions of school climate) and, secondarily, by all sources of social support (family, friends, and significant others). The study highlights the necessity for differentiated psychoeducational interventions inside and outside school to strengthen group-specific support mechanisms and mitigate turnover intentions across sexually diverse teacher populations.

8:50 - 9:10

The Impact of Exposure to School Psychology on Career Interest Among Minoritized Undergraduate Students

S. Solomon[1], D. Scott[1], A. Lynch[1], J. West[1]

[1]Bowie State University, United States

School psychology is experiencing a critical workforce shortage internationally, limiting the availability of mental health and academic support services for students (Nastasi & Varjas, 2012). This study examines whether increased exposure to school psychology through the National Association of School Psychologists (NASP) educational presentation can increase interest among minoritized undergraduate students. Additionally, this study examines whether interest in school psychology differs between minority students attending Predominantly White Institutions (PWIs) and Historically Black Colleges and Universities (HBCUs). It is hypothesized that participation in the presentation will increase interest in pursuing a career in school psychology and enhance diversity in the field. It is further hypothesized that minority students attending HBCUs will show greater increases in interest in school psychology than minority students attending PWIs. A pretest-posttest design measured changes in career decision self-efficacy, knowledge, and interest in school psychology before and after the intervention. Participants included 50 undergraduate psychology students from Maryland, ages 18–21. Data were analyzed using paired-samples t-tests to evaluate changes in career decision self-efficacy and interest scores. Findings from this study may inform strategies for recruiting and supporting diverse students in school psychology programs, ultimately addressing workforce shortages and promoting equity within the profession.

“Finding Greatness Elsewhere”: How Intersectional Racialized Harm Influences Black Women’s Decisions to Leave School Psychology Training Programs

A. Miles[1], E. Srisarajivakul[1], A. Golden[1]

[1]University of Memphis, United States

Black children remain disproportionately overrepresented within special education in the U.S., a disparity that may be mitigated by increasing opportunities for these youth to work with Black school psychologists. However, despite robust recruitment efforts, there remains a discrepancy between the number of Black women who enroll in school psychology training programs and those who actually persist to graduation. Limited research has explored how racially discriminatory experiences may contribute to this attrition. Guided by the Black Feminist Thought framework (Collins, 1990), this study examines the lived experiences of Black women who exited U.S. school psychology programs.

Using a phenomenological design, eight Black women participated in semi-structured interviews exploring departmental climate, racialized experiences, and coping. Using thematic analysis, the following themes emerged: Microaggressions, Harsher Evaluation and Academic Underestimation, Alienation and Exclusion, Unsuccessful Attempts to Make the Environment More Bearable, and Finding Greatness Elsewhere.

Findings highlight the need for trainers in school psychology to intentionally focus on both recruitment and retention-focused strategies that address prejudice, discrimination, and harm within training programs. Internationally, findings underscore the importance of examining how systemic inequities within professional training pipelines impact workforce diversity and equitable outcomes for youth, informing global efforts to develop culturally-relevant school psychology training practices.

9:30 - 9:50

How do educational psychology service referral forms help support the enactment of social justice?

H. Whiteley[1], C. Atkinson[1]

[1]The University of Manchester, United Kingdom

The monitoring of referral information to support anti racist practice in Educational Psychology Services (EPS) is recommended within the British Psychological Society Division of Educational and Child Psychology's Self Assessment Framework for Promoting Racial Equity in EPS (DECP, 2023). However, few papers have examined the role of referral information collection and monitoring within educational psychology practice in the promotion of social justice. This paper presents a systematic scoping review of EPS referral form documentation. Forms were collected from publicly available sources and through direct submissions from services across England. All forms were hand searched, and iterative rounds of analysis were conducted. The review examined what demographic and contextual data are collected (e.g., ethnicity, religion), the methods used to gather this information (free text fields or closed categories), and the consistency of terminology across services. This review represents the first systematic examination of EPS referral form content, highlighting the importance of an often overlooked yet critical aspect of service practice.

Systems, justice & family voice

8:30 - 8:50

Enacting Child First Youth Justice: Understanding and Enhancing Justice-Involved Children and Young People's Participation and Voice.

E. Walker[1], R. Fayette[1]

[1]The University of Manchester, United Kingdom

A systematic literature review (SLR) explored justice-involved children and young people's (JICYP's) perceptions of their experiences of working with the Youth Justice System (YJS). Analysis focused on how these embody Child First Principles (CFPs). An action research project explored how tools were developed to capture JICYP's voice in Joint Case Formulation.

SLR findings indicate that JICYP experience the YJS through the quality of relationships, participation opportunities and the effects of stigma and surveillance, revealing variable and partial alignments with CFPs. Where authentic and empathetic relationships with YJS workers are evident, JICYP report engagement and development of prosocial identities.

Empirical findings indicate that participation was central to the tools' success, supporting JICYP's sense of ownership and aligning with CFPs.

SLR findings highlight structural tensions within the YJS, specifically between organisational priorities, risk management and procedural demands, which can undermine CFPs. Given the centrality of relational, trauma-informed practice to CFPs, training within the YJS should include child development, relational practice and attachment theory.

Findings from the empirical study indicate that developing an effective tool to capture the voice of JICYP requires a committed and motivated group and adequate time and resources. Future research should evaluate the impact and effectiveness of the tools.

Two Roads to Incarceration: Examining Juvenile Justice System Referral Patterns for Latina Adolescents in the Southwest of the United States

S. Guzman[1, 2], E. Vazquez[3], M. Kalkbrenner[1], L. Peterson[1], A. Guzman[4], J. Lopez-Harder[1], M. Marin[1]

[1]New Mexico State University, United States
[2]Treatment Associates Inc., United States
[3]University of Iowa, United States
[4]Rio Rancho Public Schools, United States

The United States Department of Education (2023) reported that 61,000 students were referred to law enforcement during 2020-2021 school year. The disproportionate referral and arrest rates among students of color (Black, Brown, Indigenous) remain a concern across U.S. schools. This study used quantitative, non-experimental methods to analyze archival data and examine whether trauma histories and age at first referral predict the referral pathway into the juvenile justice system (JSS). The final sample included 972 Latina adolescents referred to the JJS between 2020 and 2023. The study used a binary logistic regression model to predict the referral pathways, school-based/exclusionary discipline versus county/community referrals, based on the predictor variables of trauma history and age at first referral. The trauma construct was operationalized through an Exploratory Factor Analysis, which used the history of self-reported abuse. Results indicated that trauma exposure significantly increased the likelihood of school-based referrals, while age at first referral was not statistically significant. The findings from this study support that trauma responses are often misinterpreted as misconduct, rather than treated within trauma-informed and culturally-responsive framework. The results hope to empower school psychologists with the skills to implement these frameworks in discipline and can drive positive change in education systems worldwide.

EL VALIENTE: BULLYING EXPERIENCES ACROSS MACHISMO AND CABALLERISMO CHICANO MALES

R. Palacios[1, 2]

[1]The Dalton School (NYC), United States
[2]The University of Nebraska - Lincoln, United States

This dissertation investigates the intersection of machismo, caballerismo, ethnic identity, and bullying status among Chicano male youth and young adults in the United States. While research on this population's bullying dynamics is limited, existing evidence suggests Chicano males face higher rates of depression, anxiety, and school referrals compared to their majority peers (Forster et al., 2013). Using social-ecological, gender schema, and social identity theories, this study examines the relationship between cultural factors and bullying behaviors.

Data were collected from Chicano males (ages 13–25) involved in an extensive international study between 2018 and 2023. Despite the impact of the COVID-19 pandemic on recruitment, the study found that participants' ethnic identity identification was positively associated with caballerismo, highlighting the influence of cultural identity on loyalty to traditional values.

These findings advance the literature by clarifying the bullying experiences of Chicano males and identifying practical support interventions. Furthermore, the results offer insights into the complex interplay between cultural identity and behavior within the Chicano community. This research emphasizes the urgent need for culturally sensitive interventions to address bullying and promote prosocial behaviors among Chicano youth and young adults.

9:30 - 9:50

High School Students' Voice in School-Family Partnerships

S.M. Alex[1], A. Kumar[1]

[1]Christ University, India

School-family partnerships (SFPs) are crucial in adolescent development globally, however, research has shown that these partnerships decline during high school, a time when a trustful support system is most needed. While existing research has shown that SFPs have a positive impact on academic and socio-emotional outcomes, bulk of existing studies focusses on primary and elementary education. SFPs have received much lesser focus in the high school context. In addition, student voices are often missing in research on SFPs, in spite of being key beneficiaries of school-family connections.
The proposed review aims to examine literature on the high school students' role and perceptions of parent engagement in school. While younger students appreciate the presence of parents in the school premises, some studies show that adolescents do not want their parents to show up at school. However, they would appreciate parental support behind the scenes, respecting their growing independence and social interactions. Some studies also note that adolescents want to actively be part of assisting in the partnership between their family and school. The paper would highlight the need for SFP practices to position students at the centre and recognizing high school students as agents to bridge the school and family contexts.

Neurodiversity-Affirmative Practices

8:30 - 10:00

Autistic SPACE- Empowering School Psychologists to promote safe neurodiversity-affirmative school communities

P. Prendeville[1]

[1]University College Dublin, Ireland

The Autistic SPACE framework was developed to improve healthcare equity and outcomes by providing a meaningful, accessible, and an evidence-informed way to understand and support autistic and neurodivergent needs of people. It consists of five main components, Sensory, Predictability, Acceptance, Communication and Empathy, along with three environmental space domains: physical, processing and emotional spaces. Using each component and space domain to identify key needs in education and health contexts, a child or young person can access supports to make environments more inclusive, accessible and safer for them. SPACE is a person-centred, trauma-informed, shame-sensitive approach to address neurodivergent and mental health needs.
This workshop will:
>introduce the key tenets of SPACE and how it addresses neurodivergent and mental health needs in all environments;
>demonstrate how Design Thinking and co-production techniques are used to develop SPACE plans, transition supports, and tracking response to intervention in collaboration with children, young people and their circle of support;
>illustrate how SPACE promotes an inclusive, person-centred, values-led and rights-based neurodiversity-affirmative approach;
>empower participants to develop and utilise SPACE in their practice, regardless of context;
>provide participants with resources to implement Autistic SPACE in their professional practice to support autistic and neurodivergent children and young people.

Collaborative Group Interventions

8:30 - 10:00

Small Groups, Strong Voices: Collaborative and Culturally Responsive Group Interventions for Students with Disabilities

B. Glover[1], J. Stover[2]

[1]San Diego State University, United States
[2]Sam Houston State University, United States

This interactive workshop introduces a collaborative, culturally responsive framework for designing and facilitating group-based interventions that support students with disabilities in inclusive school settings. Drawing on interdisciplinary collaboration among school psychologists, school counselors, and other school-based professionals, the session highlights how small groups serve as targeted supports that promote student voice, skill development, and equitable access to learning. Grounded in research on inclusive practices and group interventions (Glover, 2025; Ainscow, 2020), participants will explore how collaboration enhances group facilitation and contributes to inclusive school communities across diverse contexts.

Participants will engage in applied activities, case-based scenarios, and a guided walkthrough of an adaptable group curriculum focused on self-advocacy, social-emotional learning, peer relationships, emotional regulation, and goal setting. Emphasis will be placed on culturally responsive facilitation and the intentional inclusion of students with disabilities in group design and implementation.

By the end of this session, participants will be able to:

-analyze how interdisciplinary collaboration strengthens inclusive, group-based supports within their school contexts

-apply culturally responsive facilitation strategies to design and lead small-group interventions that reflect diverse student needs

-design a flexible small-group framework adaptable to multiple student needs within their school systems

Future of School Mental Health

8:30 - 10:00

The Future of School Mental Health: Where We're Going and Why it Matters

T. Hobbs[1,2], S. Rader-Kelly[3]

[1]Northwest Education Services, United States
[2]Michigan Association of School Psychologists (MASP), United States
[3]National Association of School Psychologists (NASP), United States

As student mental and behavioral health needs escalate globally, school psychologists find themselves uniquely positioned to lead comprehensive, systemic interventions. This session explores the critical contextual factors and organizational structures that not only highlight the urgent need for mental health services but also support their effective, efficient delivery. Designed to equip school psychologists with actionable strategies and robust resources, this presentation will outline how to enhance service delivery within a multi-tiered system of support (MTSS) framework.

Throughout the session, participants will learn to identify and leverage key opportunities for systemic growth to maximize their institutional impact. Attendees will gain the vital advocacy tools necessary to communicate confidently with administrators and other school leaders and will also explore the role of school psychologists as mental health services providers from a global perspective.

By articulating the critical importance of comprehensive mental health programs, practitioners can clearly define the indispensable role of school mental health professionals in driving overall student success. By bridging the gap between current contextual challenges and structural, future-focused solutions, this session empowers practitioners to actively shape the trajectory of mental wellness in their educational communities, fostering resilient environments where every student is supported and has the opportunity to thrive.

CBT-Informed Interventions

8:30 - 10:00

Teaching Coping, Not Just Treating Symptoms: CBT-Informed Interventions in Schools

R. Christner[1]

[1]Dr. Ray W. Christner, United States

Schools are increasingly called upon to support students' emotional well-being while fostering resilience, coping, and engagement. Cognitive-Behavior Therapy (CBT) provides a strong evidence-based framework for school-based mental health services when implemented in ways that are developmentally appropriate, culturally responsive, and relationally grounded. This workshop emphasizes CBT-informed, skill-based interventions that prioritize prevention and early intervention while recognizing the central role of relationships in effective school practice.

Through a combination of didactic instruction and experiential activities, participants will explore how core CBT components, such as cognitive restructuring, behavioral activation, emotion regulation, exposure, and problem-solving, can be delivered within the context of strong therapeutic alliances and collaborative school relationships. The workshop highlights how connection, validation, collaboration, and student voice enhance engagement, skill acquisition, and generalization of coping strategies across settings. Case examples will illustrate relationally responsive CBT practices.

Participants will leave with practical strategies for integrating CBT skills into everyday school interactions while maintaining fidelity to evidence-based principles. By the conclusion of the workshop, participants will be able to (a) implement CBT-informed interventions that balance structure with relational responsiveness, (b) adapt strategies across diverse cultural and educational contexts, and (c) align CBT practices with school-wide mental health, prevention, and resilience-building initiatives.

Collaborative partnerships to promote school attendance - the role of the Educational/School Psychologist

8:30 - 8:50

Co-producing a networking offer for parents of young people with SEND and potential school attendance difficulties.

A. Dilkes[1], C. Bond[1]

[1]University of Manchester, United Kingdom

Parents play a vital role in supporting CYP with SEND and attendance needs, although they are not always involved in planning of services. Parent voice needs be central and they need to be involved from the outset, in the design, shaping and implementation of support to meaningfully respond to local communities. Working ‘with’ parents rather than blaming parents for attendance difficulties is important.

This presentation provides an overview of literature and action research (AR) , exploring how a stakeholder group involving EPs and parents worked collaboratively to develop a project to meet the needs of parents of CYP with a range of SEND and attendance difficulties. A participatory design allowed a parent networking project over six-weeks facilitated by EPs with input from multi-agencies, to be implemented.

Findings outline the process and outcomes of the AR project, including building the foundations of the parent sessions, carrying out and agreeing activities, and evaluating AR outcomes and the impact of the sessions to support parents/carers. Positive evaluations from stakeholders and parents highlight key components of the model including the EP role, peer support, multi-agency working, responding flexibly and the impact of the action research journey. Implications for policy, practice and research are considered.

8:50 - 9:10

An exploration of the ways in which Educational Psychologists support the reduction of school attendance barriers.

C. Bond[1], A. Connolly[1]

[1]University of Manchester, United Kingdom

School attendance barriers (SAB), increasingly understood as multi-faceted and underpinned by systemic influences, are concerning due to persistent absence rates rising in recent years. Variation in the implementation of guidance related to supporting the reduction of SAB by professionals has been found, reflected in the mixed experiences of support reported by parents of children experiencing SAB (Onslow & Cartmell, 2025).

A systematic literature review using a deductive framework synthesis was undertaken using the five core functions of Educational Psychologists' (EP) work and the three levels of EP practice, finding examples of EP support using each function across all levels. Most EP support was conducted at an organisational level, influenced by contextual factors. The review highlighted the need to demonstrate the utility in affording EPs the opportunity to work at a systemic level through clear impact measures to ensure the availability of equitable support for reducing SAB.

Using Data Driven and Systemic Approaches to Improve School Attendance

L. Aveyard[1], J. Wilson[1]

[1]University of Manchester, United Kingdom

School attendance remains a critical focus for education professionals, with persistent absenteeism disproportionately affecting the most vulnerable pupils. This project explored data-driven and systemic approaches to improving attendance, with particular attention to emotionally based school avoidance (EBSA).

Part One presents a scoping review of data-driven approaches to attendance intervention. The review found that technological developments have strengthened schools' capacity to monitor patterns, identify need, and implement targeted support. Internationally, tiered models aligned with schools' existing graduated approaches were highlighted as effective structures for decision-making.

Part Two reports on an empirical study within a local authority EBSA response. Using deductive content analysis within an action research (AR) approach, the study found that practitioners valued the EBSA guidance and toolkit, alongside ongoing wrap-around support from Educational Psychology (EP) services. Key barriers included limited time and resources, curriculum offers that did not align with pupil needs, and challenges in achieving effective multi-agency collaboration. These factors often contributed to schools being positioned as the primary holders of responsibility for non-attendance.

Collectively, the papers demonstrate the value of combining data-driven approaches with EP-facilitated systemic support to improve attendance.

9:30 - 9:50

Supporting children and young people experiencing severe school absence.

R. Moynihan[1], C. Bond[1]

[1]University of Manchester, United Kingdom

We are continuing to see groups of children and young people (CYP) experiencing severe absence from school. In the UK, this is currently classed as 50% or less attendance to school. This research utilised a multiple case study design to explore two UK services approaches (facilitated and supported by EPs) to supporting CYP experiencing severe levels of school absence. Semi-structured interviews took place with professionals, and parents and the voice of a young person was gained. A reflexive thematic analysis enabled the nuances of each service to be explored, with a synthesis to highlight the similarities across each service. Shared themes were around needing creativity, flexibility, and the relinquishing of the adult agenda. The practicalities of delivering such an approach as EPs and within an EP service is discussed.

School climate and well-being at school: Supporting students and teachers' mental health

8:30 - 8:50

School Climate: from Theory to Measurement

F. Pressia[1], M. America[2], B. Galand[2], A. Baye[1]

[1]Université de Liège, Belgium
[2]UCLouvain, Belgium

School climate has gained increasing attention in scientific and policy circles as a non-academic indicator used to guide educational systems. However, its use faces two major challenges: the absence of a consensual definition and methodological limitations in its measurement, which is often based on self-reports and therefore subject to various biases.
Research has also shown that links between school climate, academic achievement, and student well being tend to be moderate and indirect, frequently mediated by other variables or complicated by causal ambiguities. Nonetheless, recent studies highlight the importance of examining school climate, as it may influence aspects of well being or act as a protective factor against their potential deterioration.
This paper aims to clarify the concept by reviewing existing theoretical frameworks and identifying four key environments that constitute school climate: physical, normative, relational, and instructional. These dimensions were tested against empirical data from a representative sample of over 4,000 students. Analyses using multilevel approaches and structural equation modeling show that the four environments can be modeled satisfactorily but do not converge into a single latent construct. These results invite a reconsideration of how school climate is defined and measured to better reflect empirical realities.

8:50 - 9:10

School climate and well-being: Comparing teachers’ and students’ perceptions

M. America[1], F. Pressia[2], A. Baye[2], B. Galand[1]

[1]Université Catholique de Louvain (UCLouvain), Belgium
[2]Université de Liège (ULiège), Belgium

School climate is the shared perception of various characteristics of the school. Teachers and students are the two main sources of information about school climate addressed in the literature. However, research rarely takes both teachers' and students’ points of view into consideration simultaneously. Yet, multi-informant studies have shown to bring valuable insight into the complexity that characterizes the school environment.

This study focuses on a representative sample of 1445 teachers and 4083 students from the French-speaking part of Belgium. Using multilevel analysis, we examine the relationships between teachers' and students' perceptions of school climate and their self-reported well-being. This study allows us to identify convergences and discrepancies between the points of view of the two groups of informants and to determine which school-level perception is most strongly associated with each group’s measure of well-being.

Breaking Sedentary Norms in the Classroom: The Role of Teachers' need for control in Shaping Learning and School Well-Being

M. Botella[1], D. Tessier[2], S. Bourrain[3]

[1]Université Paris Cité - LaPEA (Laboratoire de Psychologie et Ergonomie appliquées), France
[2]Université Grenoble Alpes - Laboratoire SENS (Sport et Environnement Social), France
[3]UGA - Laboratoire SENS (Sport et Environnement Social), France

While active classroom practices are associated with greater student engagement and psychological well-being (Sánchez-López et al., 2025), the majority of time spent at school remains sedentary (Harding et al., 2015).The need for control appears to be a significant obstacle preventing teachers from using active classroom practices (Michael et al., 2019). Grounded in Self-Determination Theory (Ryan & Deci, 2020) and the agentic perspective (Bandura, 1997), this study examined whether teachers' need for control (i.e.,perceived self-efficacy and autonomy-supportive style) predict active classroom practices, and explored associations between teachers' and students' PA.
Forty-five secondary school teachers representing distinct profiles in terms of need for control and one class each participated. During a regular lesson, teachers and students wore accelerometers (ActiGraph GT3X). Teachers' need for control profiles significantly predicted students' sedentary behavior. Students of teachers reporting higher self-efficacy and greater autonomy support spent less time sitting and more time standing or walking. Notably, these teachers were themselves more sedentary.
Findings suggest that teachers need for control influence active classroom practices, supporting students' well-being and mental health. Interventions targeting autonomy-supportive teaching and teachers perceived self-efficacy may therefore represent a scalable strategy to enhance students' physical activity in class, and thus their learning and school wellbeing.

School Climate, Burnout, Work Engagement, and Job Satisfaction in School Staff

S. Mendes[1], J. Sinval[2], I. Cadime[3], R. Inman[4], J. Rocha Neves[5], T.P. La Salle-Finley[6]

[1]Universidade Lusíada do Porto, Portugal
[2]Nanyang Technological University, Singapore
[3]Escola de Psicologia, Universidade do Minho, Portugal
[4]Universidade Lusíada Porto, Portugal
[5]University of Massachusetts Boston, United States
[6]Georgia State University, United States

This study examines the relationship between school climate and the occupational well-being of teachers and school support staff, focusing on burnout, work engagement, and job satisfaction. Informed by the Job Demands–Resources (JD–R) model, multigroup structural equation modeling was used to analyze survey data from educational professionals (teachers: n = 2,000; support staff: n = 884). The results show that a positive school climate is associated with lower levels of burnout and higher levels of work engagement and job satisfaction in both groups. Group differences were also observed. Among teachers, burnout showed a stronger negative relationship with job satisfaction than among support staff. In contrast, among support staff, the relationship between school climate and work engagement was stronger than among teachers. These findings highlight the importance of a positive school climate for staff well-being and suggest that interventions should consider the distinct needs of teachers and support staff to enhance occupational health.

Promoting a Positive Elementary School Climate Across Cultures

8:30 - 8:55

Measurement Invariance of Cross-Cultural Adaptations: Georgia Elementary School Climate Survey

J. Neves-McCain[1]

[1]University of Massachusetts Boston, United States

Establishing measurement invariance of the adapted school climate instrument allows for meaningful comparison of means across groups. This portion of the presentation will present the findings of alignment analyses for multi-group comparison to establish approximate measurement invariance across countries. The resultant model, as well as items dropped, will be discussed in light of the cultural significance of school climate across countries.

8:55 - 9:20

Cross-Cultural Trends in Elementary School Climate Perceptions by Gender

S. Di Sano[1]

[1]University G. d'Annunzio Chieti-Pescara, Italy, Italy

Trends and comparisons of school climate perceptions will be compared by gender within each country. Previous studies have shown differences in perceptions of school climate, with girls often reporting more positive perceptions of school climate than boys. However, these results may be differentiated across developmental and cultural contexts to better understand student needs. Results with be discussed with attention to childhood gender socialization in different cultural environments.

9:20 - 9:45

Practices to Promote a Positive Elementary School Climate

S. Mendes[1], S. Albertova[2, 3]

[1]Universidade de Lusíada, Norte, Portugal
[2]Barry University, United States
[3]University of Slovakia, Slovakia

Cross-cultural examination of elementary school climate perceptions can inform culturally responsive interventions. Our session will conclude with a discussion of the practical recommendations for promoting positive relationships, school safety, adult support, and academic growth for elementary students. Future directions for research and practice will also be discussed.

Past, Present and Future: Evolution of Educational Psychology

8:30 - 10:00

Past, Present and Future: Constancy and Change in Educational Psychology

G. Squires[1], R. Fayette[2]

[1]University of Manchester, United Kingdom
[2]The University of Manchester, United Kingdom

Twenty years ago we produced an overview of educational psychology in England and Wales (Squires & Farrell, 2006). Since then, there have been numerous changes both within the profession and in government policy that have impacted on the work that EPs do and who they do it for. We will start by reviewing the past and contrasting it with the present to explore what has changed in England and what has remained the same. The government has just released a White Paper that will set out future policy for schools and local authorities around special educational needs and disabilities (DfE, 2026; HM Government, 2026). While this a proposed change of direction and it is not yet law, we will explore what this might mean for the future of EP work in England. Having raised a set of themes and questions, we will then invite participants to join us in imagining how educational and school psychology may develop in the future. How can psychology make a positive contribution to inclusion in an ever-changing world? We will also encourage participants to consider how collaborative partnerships across national boundaries might strengthen the profession's collective voice, influence policy, and enhance inclusive practice internationally.

Engagement & Dropout Prevention

8:30 - 10:00

Global Perspectives on Student Engagement: Systems, Supports, and Solutions to Prevent Dropout

K. Brann[1], S. Pather[2], D. Tart[1]

[1]University of Missouri-St. Louis, United States
[2]University of Western Cape, South Africa

A cross-cultural discussion will entail an in-depth conversation regarding the processes and structures that engage students to continue their education towards graduation. The roundtable will discuss various factors and variables that contribute to school dropout for learners and their perceived school experience. The session will highlight cultural, policy, and socioeconomic conditions that shape engagement and disengagement across international contexts. Attendees will examine how diverse variables affect dropout rates, consider varying recommendations for practice and policy, and analyze how systems-level supports can be designed or strengthened to prevent dropout. Additional takeaways include identifying cross-national perspectives on dropout prevention, understanding culturally responsive and sustainable support structures, and evaluating how systemic and cultural forces contribute to disengagement.

The roundtable will incorporate collaborative dialogue, structured conversation prompts, and shared inquiry to encourage comparative reflection across countries, settings, and roles. Through collective discussion, participants will generate insights and implications that can inform future dropout prevention research, cross-cultural collaboration, and practical application within schools and educational systems.

ISPA Ethics Committee

8:30 - 10:00

ISPA Ethics Committee Meeting – open to all conference attendees

J. Forster[1]

[1]ISPA Ethics Commitee, Switzerland

About 40 years ago, the integrity of school psychologists was seriously called into question. A survey had found that school psychology reports mostly failed to consider the role of school- or family-related factors as contributing causes of children's difficulties. Instead, the reports cited exclusively child-related causes. To explain this discrepancy, school psychologists stated that they did not feel free to mention factors other than individual ones in their reports.
And what is the situation today? When classroom routines or behavior management practices fully explain a student's difficulties: Do these aspects find their way into our reports? It is sometimes hard to be honest!
At this meeting of the ISPA Ethics Committee, we will discuss how we handle ethically challenging situations in our work and examine whether new developments in research or practice require an update to our ethical guidelines.

/Ref.: Alessi, G. (1988). Diagnosis Diagnosed: A Systemic Reaction. Professional School Psychology 3, 145-151.

Rebooting Student Motivation

8:30 - 10:00

Practical Tools to Reboot Student Motivation, Executive Functioning & Coping Skills

R. Branstetter[1]

[1]Thriving School Psychologist, United States

Students don’t struggle because they “don’t care.” They struggle because stress and overload disrupt the brain systems that support self-regulation and executive functioning. Across age levels, teams see the same patterns: big reactions, shutdown, avoidance, impulsivity, and inconsistent follow-through. This hands-on workshop equips school psychologists with practical, neurodiversity-affirming strategies to strengthen emotional regulation and executive functioning in ways that actually transfer beyond the school psychologist's office.

Participants will learn and practice three high-impact moves: (1) Regulate first—fast nervous-system supports that reduce escalation and increase readiness to learn; (2) Coach Executive Functioning in real time—simple routines for task initiation, planning, working memory, organization, and follow-through; and (3) Make skills stick—transfer-focused strategies that help students use coping and EF tools in classrooms, hallways, and at home. We will apply these strategies across developmental stages (early childhood through adolescence/young adulthood) emphasizing supports over compliance and skill-building over punishment.

The workshop includes real scenarios, brief role-play, and ready-to-use scripts for responding to dysregulation and avoidance without power struggles. Participants will leave with a practical toolkit: mini-lessons, student-facing routines, and an implementation menu that can be used immediately in assessment-linked intervention planning and daily school practice.

Neurodiversity-Affirmative Practices

8:30 - 10:00

Aisezim: Using Story-Based Emotional Intelligence Development in School Practice

M. Saurbayev[1]

[1]IT School-Lyceum named after Magzhan Zhumabayev, School Psychologist, Kazakhstan

This workshop presents an innovative approach to developing emotional intelligence in school settings through narrative-based methods. The “Aisezim” model integrates storytelling, gamification, and psychological theory to help children recognize, understand, and regulate emotions.

The workshop is based on an original story about a character named Aisezim, inspired by basic emotions theory (Paul Ekman). Participants will explore how storytelling can be used as an effective tool for emotional education, especially in inclusive classrooms.

The session includes interactive activities, practical exercises, and demonstrations for real school application. The approach supports student engagement, emotional awareness, and social skills development.

This workshop is relevant for school psychologists, educators, and specialists working with children.

Anxiety, school avoidance & internalizing problems

11:00 - 11:20

The Impact and Experience of Students Taking Part in STEPS2: A Test Anxiety Intervention

L. Smith[1], R. Fayette[1], D. Putwain[2]

[1]university of manchester, United Kingdom
[2]liverpool john moores university, United Kingdom

Test anxiety is a prevalent concern faced by schools and young people (Putwain & Daly, 2014) which can have significant impacts upon student's mental health and academic outcomes (Hembree, 1998; von der Embse et al., 2018). Schools require access to resources and support interventions to equip students with coping strategies for exams (Putwain & Daly, 2014). Young people's views on test anxiety interventions are important to inform intervention development to effectively meet needs. This paper aimed to explore the impact of Strategies for Tackling Exam Pressure and Stress, edition 2 (STEPS2), a test anxiety intervention, upon students' test anxiety, cognitions and reflections on the intervention. This is mixed methods study exploring the impact of STEPS2 upon students' reported test anxiety across three settings. Semi-structured interviews were used to gather student's reflections of the intervention. The study demonstrated the positive impact of STEPS2 for students experiencing test anxiety. Quantitative results demonstrated mixed impact of the intervention upon test anxiety scores. Data indicated STEPS2 was a positive experience for students and identified key considerations for intervention developers in the future. Implications for practice in schools is discussed including how test anxiety interventions could be developed and implemented to support test anxiety effectively.

Development of a New School-Based Stepped Care Cognitive-Behavioral Intervention for Students with Emotionally-Based School Avoidance

S. Suldo[1], R. Iovannone[1], A. Salloum[1], K. Crosland[1]

[1]University of South Florida, United States

Compared to pre-pandemic, chronic absenteeism has increased and persisted (Malkus, 2024). Understanding the reason(s) and function(s) of emotionally-based school avoidance (EBSA) for a given student is important to tailor interventions. Most extant interventions for EBSA are delivered in community outpatient or clinical settings. This paper will introduce a new school-based intervention, the Stepped Care Approach for Addressing Youth-Motivated School Refusal Behaviors (STAY). STAY is manualized and includes a time-limited, brief set of CBT practices matched to function (Step 1 of treatment). Non-responders to Step 1 proceed to comprehensive CBT treatment (Step 2). STAY is developed for use by school psychologists, counselors, social workers, and other school-based behavioral health service providers (SBBHs) who will work with students and families via telehealth (Step 1) and school-based counseling (Step 2). Presenters will summarize findings from the STAY development process: identification of practice elements common across existing interventions, perceptions about critical features that enhance STAY's feasibility for school-based implementation drawn from interviews and focus groups with local partners (SBBHs; youth with EBSA and their caregivers), and review of STAY intervention materials by content experts. Presenters will share the current version of STAY, refined after partner and expert input and undergoing feasibility testing in schools.

Resilience Education Program: A Tier 2 Targeted Intervention for Students with Internalizing Concerns

K. Eklund[1], S. Kilgus[1], A. Garbacz[1]

[1]University of Wisconsin-Madison, United States

Internalizing problems impact one-third of all children and can be a major barrier to learning. The Resilience Education Program (REP) supports children in schools who demonstrate early signs of internalizing concerns, such as anxiety or depression. REP is an integrated Tier 2 intervention for students in Grades 4-8, including three core components: (1) small group cognitive-behavioral instruction; (2) a modified Check-In/Check-Out (CICO) procedure; and (3) a family engagement strategy. Cognitive-behavioral instruction promotes students' use of belly breathing, positive imagery, cognitive restructuring, and problem-solving. Through CICO, teachers and staff prompt and reinforce students' use of skills they learn during the CBI group. Finally, parents are taught communication and engagement strategies to support their child's emotional well-being. To date, seven studies have shown that REP results in elementary and middle school students experiencing decreases in internalizing problems and increases in social engagement and coping skills. Participants will learn how to implement REP and will be given access to all intervention materials. Attendees will learn how to make cultural adaptations to REP lessons and procedures to best meet the needs of students from marginalized identities.

The Implementation of the Resilience Education Program in Taiwan (REPiT): A Preliminary Study.

H. Luh[1], M. Chen[2], Y. Chang[3]

[1]Rowan University, United States
[2]National Taiwan Normal University, Taiwan
[3]University of Tasmania, Australia

In Taiwan, while internalizing behaviors (e.g., anxiety and depression) among students are well documented (Chen et al., 2019), there are few feasible, data-driven mental health interventions (Lee et al., 2020). By contrast, school psychology researchers in the United States have reported the effectiveness of the Resilience Education Program (REP) on decreasing youth internalizing behaviors (e.g., Kilpatrick et al., 2021). However, there is a need to extend research conducted in the United States to enhance options for data-driven mental health interventions applied in transnational contexts with collectivist cultures. The goals of this study are to pilot a culturally-adapted REP and explore participants' engagement with the implementation in a Taiwanese junior high school. We used a mixed methods study as part of design- based implementation research (Penuel et al., 2011): training and collaborating with Taiwanese educators on the REP, systematically incorporating family support, monitoring students internalizing behaviors, surveying, and interviewing participants about their perspectives of the program. Data analyses included pre-post tests, visual analysis, effect size calculation, and interpretation of data from surveys and focus group interviews.

Implicit bias, race & whole-school systems

11:00 - 11:20

Reframing Giftedness Through a Social Justice Lens: Counseling Needs and Systemic Barriers in Schools

Z.H. Sart[1], B. Güneş[2], H. Sakız[3], G. Toska[1]

[1]Boğaziçi Üniversity, Turkey
[2]Ministry of Education, Sarıyer-İstanbul, Turkey
[3]Mardin Artuklu University, Turkey

This study examined psychological counselors' perspectives on gifted children in public primary schools in İstanbul, with a focus on students' counseling needs and counselors' professional challenges. Using a qualitative design, semi-structured interviews were conducted with eight school psychological counselors (ages 29–37), including two with prior experience in Science and Art Centers (BİLSEM). Data were analyzed using reflexive thematic analysis.
Findings indicate that counselors conceptualize giftedness as a multidimensional construct encompassing cognitive, emotional, and social characteristics, including creativity, curiosity, and diverse learning profiles. Participants identified key counseling needs among gifted children, including loneliness, need for acceptance and recognition, perfectionism, frustration, achievement pressure, and career-related concerns. Additionally, counselors reported that gifted students are frequently subject to labeling processes (e.g., glorification), which shape their psychosocial experiences. Counselors highlighted significant professional challenges, particularly limited training in gifted education and systemic barriers within school settings. These findings underscore the need for enhanced training, systemic support, and school-based interventions to better address the socio-emotional needs of gifted students. Implications for psychological counselors and school psychologists include developing culturally responsive, neurodiversity-affirming, and strength-based interventions, as well as advocating for systemic changes that ensure equitable recognition and support of gifted students' diverse developmental needs.

Developing a Whole-School Social-Emotional Support System: A Case Study of Schools in Taiwan

H. Lin[1]

[1]National Pingtung University, Taiwan

In recent years, social-emotional learning (SEL) has received increasing attention as schools worldwide attempt to respond to students' mental health needs and promote well-being. However, the development of systemic social-emotional support within schools remains a significant challenge, particularly in educational systems where academic achievement has traditionally been prioritized. This study explores how schools in Taiwan can develop a comprehensive social-emotional support system that benefits both teachers and students.

Using a qualitative research design, this study conducted semi-structured interviews with 23 participants, including school principals, teachers, and officials from local education authorities. The findings suggest that building an effective social-emotional support system requires a whole-school approach that integrates teacher professional development, supportive school culture, early identification mechanisms, and multi-tiered intervention strategies. In particular, participants emphasized the importance of strengthening teachers' own emotional awareness and well-being, as teachers play a critical role in fostering supportive classroom environments. The study also highlights the need to embed SEL principles into daily teaching practices rather than treating them as separate programs. By developing collaborative structures and culturally responsive approaches, schools can create sustainable systems of social-emotional support.

The findings provide practical implications for educational policy within the Taiwanese educational context.

Impact of Restorative Practices on Student Connectedness in the Classroom Within Minority Youth.

C. Thompson[1], S. Williams[1], K. Wade[1], D. Scott[1]

[1]Bowie State University, United States

“National data show that children who have been suspended or expelled are up to 10 times more likely to drop out of high school than their peers” (Council on School Health, 2013). Exclusionary discipline practices not only remove students from instructional time but may also violate civil rights laws when they disproportionately affect historically marginalized groups (U.S. Department of Education, 2014, as cited in Bishop et al., 2022). These findings highlight the need for restorative practices that strengthen classroom environments and student–teacher relationships. The purpose of this research is to examine the relationship between teacher implementation of restorative practices and student connectedness among adolescents. Specifically, this study investigates how the quality of restorative practice implementation relates to students’ sense of connectedness in the classroom, emphasizing classroom climate as a contributor to adolescent psychological safety. This study is grounded in Culture of Care Theory, which emphasizes supportive relationships and community-building rather than a strict focus on curriculum. The population includes 50 high school students aged 16–18. A mixed-methods design incorporates qualitative data on students’ perceptions of connectedness and quantitative data measuring fidelity of restorative practice implementation. Findings would inform school practices aimed at strengthening classroom climate and student well-being.

Enhancing School Climate for African American Students: The Impact of Supportive Relationships and Culturally Responsive Practices

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[1]New Mexico State University, United States
[2]Izmir University of Economics, Turkey
[3]Michigan State University, United States

Students' sense of belonging, engagement, and academic success are shaped not only by individual characteristics but also by the quality of school environments. Research indicates that students from historically marginalized groups in the U.S., particularly African American students, face systemic and interpersonal barriers that can undermine their academic progress and school connectedness. Identifying school-based protective factors, like supportive relationships and culturally responsive teaching practices, is therefore essential for fostering positive academic and psychological development. In the present study, survey data were collected from 404 African American students to examine their perceptions of peer relationships, teacher relationships, and culturally responsive teaching practices. A series of linear regression analyses was conducted to investigate the extent to which these perceptions predicted students' academic engagement, motivation, hope, grit, self-efficacy, self-concept, and sense of belonging. Results indicated that African American students' perceptions of school relationships and culturally responsive teaching predicted large (> 25%) and statistically significant amounts of nearly all outcome variables. These findings highlight that strategies emphasizing supportive school relationships may be critical for improving academic, social, and emotional outcomes among African American students and that culturally responsive teaching could be a key pathway for enhancing school climate and promoting student achievement.

Autism: families, diagnosis & development

11:00 - 11:20

Listening to lived experience: Supporting families of autistic adolescents with a co-occurring intellectual disability using a collaborative, emotionally attuned approach

A. Corr[1]

[1]Mary Immaculate College, Ireland

Background: There is a dearth of research that focuses on the experiences of autistic children who have a co-occurring intellectual disability and their families. This research explored the lived experiences of four mothers of autistic adolescents who attend a special school in Ireland.
Method: Individual, semi-structured interviews with the participants were conducted and transcripts analysed using Interpretative Phenomenological Analysis.
Results: Four Group Experiential Themes were derived: ‘Adapting to a different way of life’, ‘The need to be listened to and understood’, ‘The impact on other family members’ and ‘Developing coping skills’. Considerable adaptations were required by all family members to meet the needs of their autistic children. A considerable impact on maternal psychological wellbeing was reported by all participants.
Conclusions: The current study adds to the limited research carried out with the families of an autistic population who have a co-occurring intellectual disability. The findings suggest that the emotional needs of families need to be considered by the services that support them and highlights the need for an emotionally-attuned and collaborative approach to service provision.

Gratitude predicts well-being of Chinese parents and their children with autism spectrum disorders and other neurodevelopmental disabilities: A longitudinal study

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[1]University of Hong Kong, Hong Kong
[2]The University of Hong Kong, Hong Kong

This study investigated whether parents' gratitude motives (i.e., inclinations to endorse intrinsic or extrinsic reasons for expressing gratitude) are prospectively associated with well-being in themselves and their children with ASD and other exceptional conditions. 318 parents in China participated in a two-wave longitudinal survey data with an interval of 6 months. Results of latent cross-lagged panel modeling revealed that parents' intrinsic gratitude prospectively and positively predicted meaning in life and negatively predicted child conduct problems, after controlling for demographic covaraites, child autistic traits (assessed by Autism Spectrum Quotient-10), and auto-regressive effects. Parents' interpersonal gratitude prospectively and positively predicted their perceived family support and negatively predicted child peer problems. Interestingly, parents' obligatory gratitude positively predicted more child peer problems. Two-wave longitudinal mediation models showed that intrinsic gratitude was linked to greater life satisfaction via greater meaning in life. These findings suggest that different forms of gratitude contribute to diverse well-being experiences of parents of children with ASD and other exceptional conditions.

Support in Special Education for Emotions and Resilience in Schools (SUPERSchools): Autistic Experiences of School Anxiety

S. Martin[1], J. Tarver[1], J. Waite[1], M. Larkin[1], I. Horton[1], Z. Connor[1]

[1]Aston University, United Kingdom

Anxiety is highly prevalent among autistic young people with co-occurring intellectual disability (ID), with significant implications for well-being, yet remains under-researched. Anxiety responses are often overlooked or misinterpreted until they escalate, limiting timely and meaningful support. This study explored how autistic pupils experience school-related anxiety and which supports are perceived as helpful within special educational needs (SEN) schools.

Participants were nine autistic children attending UK SEN schools (aged 6–15 years) and six autistic adults (aged 19–50 years) reflecting retrospectively on their school experiences. All children and one adult used Talking Mats™ to support accessible participation. Talking Mats™ data were summarised descriptively and integrated with Enhanced Critical Incident Technique (ECIT) in NVivo.

Unhelpful incidents contributing to school anxiety were identified: uncertainty, transitions and change; sensory overwhelm; social spaces and relationships; and negative judgement. Helpful incidents included clear expectations and support systems, child-led activities and responsibilities, regulating spaces, and relational safety and belonging. ‘Wish List’ themes emphasised the need for greater autism-informed knowledge, clear, consistent environments, co-developed flexible supports, and improved access to calm spaces.

Using accessible communication methods, these findings extend limited evidence on school anxiety in autistic pupils and offer practical direction for more accessible, meaningful support in SEN settings.

Support in Special Education for Emotions and Resilience in Schools (SUPERSchools): Parent and Educator Perspectives of Anxiety in Autistic Pupils

S. Martin[1], J. Tarver[1], J. Waite[1], M. Larkin[1]

[1]Aston University, United Kingdom

Understanding of anxiety in autistic children with intellectual disability (ID) in school settings remains limited, with research focused largely on mainstream contexts. This study examined how anxiety is identified, understood, and supported for autistic pupils attending Special Educational Needs (SEN) schools, drawing on parent and educator perspectives.

Semi-structured interviews and focus groups were conducted with parents of autistic pupils aged 4–15 years (n = 13) and SEN school staff (n = 18). Data were analysed using Template Analysis, generating five main themes. Anxiety was recognised through subtle changes in behaviour and communication, with early warning signs most often identified by adults who knew pupils well. Triggers accumulated across the school day through interacting sensory, social, cognitive, and environmental demands rather than isolated events. Effective strategies included attuned relationships, supportive whole-school environments, and information sharing to enable collaborative problem-solving and the development of meaningful, individualised support. However, consistency was constrained by workforce pressures, specialist pathway thresholds, demands on adults' co-regulatory capacity, and balancing flexibility and structure while maintaining an appropriate level of emotional and academic challenge.

Findings highlight the need for whole-school, strengths-based approaches, autism-informed psychoeducation, and SEN-specific resources and guidance to strengthen early identification and meaningful, sustainable anxiety support.

Innovations in training

11:00 - 11:20

Training in the Field: School Psychology Advanced Practicum(AP) in Queretaro, Mexico

J. Gonzalez[1]

[1]Trinity University, United States

School psychologists must develop knowledge, skills, and dispositions to practice in diverse contexts while providing culturally responsive services that promote equity and social justice (Shriberg & Moy, 2014). NASP and APA training standards emphasize graduate preparation in cultural diversity (Parker et al., 2021). In response, we present a unique, replicable study abroad model designed to build these competencies. Research suggests school psychologists often demonstrate limited cultural responsiveness (Newel et al., 2013). Conversely, intensive short-term study abroad programs are associated with gains in language proficiency, intercultural competence, self-efficacy, flexibility, adaptability, open-mindedness, and personal capital. This presentation describes a unique three-week School Psychology study abroad program in Querétaro, Mexico. In partnership with Centro Intercultural de Querétaro, students complete coursework in Multicultural Issues and Advanced Practicum while engaging in supervised school placements and afternoon cultural immersion activities. Supervised by two licensed school psychologists, students develop practical skills to address the needs of immigrant and non-immigrant families across educational and cultural contexts. Both short- and durable long-term graduate student changes include language proficiency increases, enhanced multi- or intercultural sensitivities and competencies, increases in self-efficacy, increases in levels of flexibility, adaptation (Zalbidea et al., 2022), open-mindedness, and increased personal capital (Trower & Lehmann, 2017).

Global Access to School Psychology Training: Lessons from Online Program Delivery

J. Willenbrink[1], E. Hieber[1]

[1]Alverno College, United States

The increasing demand for school psychologists, coupled with global mobility and workforce shortages, calls for innovative training models that extend beyond traditional geographic boundaries. This session highlights how an online, NASP-accredited school psychology program in the United States is expanding access to training for individuals living abroad.

We present a case study of a U.S. citizen residing in Malaysia with professional experience in international schools who is currently completing graduate training in school psychology through a fully online program. This case illustrates how online program delivery can remove geographic barriers while maintaining alignment with rigorous professional standards. Key considerations include navigating time zone differences, facilitating culturally responsive training across international contexts, and coordinating practicum and internship experiences in non-U.S. settings.

Presenters will share programmatic structures, supports, and challenges associated with training a student abroad, including supervision models, ethical considerations, and alignment with NASP standards. Implications for workforce development, particularly in expanding access to the profession and supporting diverse, globally-informed practitioners, will be discussed.

Attendees will leave with practical strategies for supporting international students in online school psychology programs and insights into how such models can contribute to addressing workforce shortages both within and beyond the United States.

Addressing Rural Mental Health: Building a Rural School Psychology Program

A. McDiarmid[1], R. Thomas-Pitts[1]

[1]University of Denver, United States

Rural communities face persistent shortages of school-based mental health professionals, yet they possess culturally grounded strengths, relationships, and local knowledge essential to building sustainable training pathways. This presentation describes the development and implementation of a federally funded rural school psychology training program intentionally grounded in culturally sustaining pedagogy and community-centered workforce development.

Program development began with intentional relationship-building and collaboration with rural schools, families, and community partners to ensure alignment with local values and place-based identities. Using insights from community engagement, program leaders designed recruitment strategies focused on supporting rural community members to become school psychologists while remaining embedded in their home communities. Partnerships with rural districts shaped program structures, informed curricular priorities, and supported locally relevant field-based training.

Implementation emphasized culturally sustaining instructional practices across coursework, practicum, and mentoring experiences. Training components were designed to honor rural ways of knowing, strengthen relational competencies, and prepare candidates to navigate the unique contextual realities of rural schools while meeting professional standards in school psychology. Ongoing collaboration with community stakeholders supported program refinement and sustainability.

This presentation highlights strategies for developing and implementing rural school psychology programs that center culture, place, and community continuity as foundational elements of workforce preparation

Transformative of Storytelling to Enhance Compassion and Empathy of School Psychology and Counselor Trainees

Z. Wilson-Hill[1]

[1]Rowan University, United States

Storytelling is an enduring human practice that transcends time, culture, and context, serving as a powerful pedagogical tool in counselor education. This paper presentation explores how storytelling, grounded in narrative theory, fosters connection, vulnerability, and empathy within a graduate-level multicultural counseling course. By integrating academic scholarship, personal writing, and critical self-reflection, students engage their own lived experiences to examine bias, identity, and systemic inequities.

Through structured storytelling practices, students share personal and historical narratives that bridge past, present, and future understandings of self. This creates a learning environment of compassion and respect, while weaving social justice and advocacy competencies essential for K–12 settings. The merging of storyteller and listener creates a space where meaning of diverse perspectives are honored.

As a counselor educator, I model vulnerability through my own storytelling, encouraging students to engage with course material and one another. This reciprocal exchange strengthens professional identity development and deepens students' capacity for empathy. Storytelling enriches multicultural counseling competency by preparing future school psychologists and counselors to respond thoughtfully to the complex needs of students.

Artificial intelligence in school psychology

11:00 - 11:20

Developing Responsible AI Practices in School Psychology Training: A Comprehensive Framework for Faculty, Supervisors, and Students

J. Zarabba[1]

[1]Widener University Institute for Graduate Clinical Psychology, United States

The rapid advancement of artificial intelligence (AI) presents significant opportunities and complex challenges for school psychology training. In practice, school psychologists and trainees are increasingly integrating a range of AI tools to support responsibilities such as report writing, development of behavior intervention plans, and documentation, with the goal of reducing administrative burden and improving efficiency (Krach et al., 2023; Lockwood et al., 2025). However, these benefits come alongside significant ethical and professional concerns, including algorithmic bias, data privacy and confidentiality risks, and the limitations of AI-generated clinical insights (Fulmer et al., 2021). These concerns are especially salient for trainees, who are still developing core assessment, intervention, and consultation skills, learning to apply ethical decision-making models, and navigating high-stakes evaluation contexts where overreliance on AI can be difficult to notice in real time. The goal of this presentation is to share a practical framework developed and piloted within a training program to support responsible, developmentally appropriate AI use for trainees. We will share the framework as well as initial impressions, feedback, and suggestions for improvement from key stakeholders, including students, faculty, and supervisors.

Protecting adolescents in the age of AI: Ethical and developmental considerations for global settings

M. Chittooran[1], M. Nadler[2]

[1]Saint Louis University, United States
[2]Washington University in St. Louis, United States

Artificial intelligence (AI) in school settings has grown rapidly among adolescents; however, guidelines for the ethical use of AI with youth have not kept pace with its spread. Developmental concerns of adolescents, including exploration of new identities and lifestyles, changes in peer and adult relationships, and the unique cultural demands of global settings are likely to have an impact on student use of AI that necessitate especially close attention from school psychologists.

ISPA's Code of Ethics includes guidelines related to competence, responsibility, respect for persons, and justice, all of which apply to the use of AI among youth. This presentation, collaboratively developed by a school psychologist and an educator with extensive experience in the study of artificial intelligence, will include didactic components, brief case examples, and audience engagement related to the responsible use of AI among adolescents. Judicious interpretation of ethical guidelines and the developmental needs of adolescents in global contexts will facilitate the appropriate use of AI in this population and help protect student rights and responsibilities. It is anticipated that attendees will gain important insights into the ethical use of AI with adolescents that will benefit and empower the youth they are charged to serve.

Toward An International Framework for AI Ethics in School Psychology

J. Brown[1], V. Placeres[1], A. Lockwood[2], S. Bakhshi[1], D. Porter[1], C. Ng[1]

[1]San Diego State University, United States
[2]Kent State University, United States

The rapid integration of generative artificial intelligence (AI) into school psychology practice presents both significant opportunities and profound ethical challenges (Farmer et al., 2025; Sansosti & Lockwood, 2026). U.S.-based professional organizations, including the National Association of School Psychologists (NASP, 2025) and the American Psychological Association (APA, 2023), have responded by issuing ethical guidance emphasizing transparency, accountability, and fairness. Consistent with other systems of hegemony, these guidelines may center power structures in the United States, necessitating fuller consideration of AI ethics that represent the needs of the international community, especially those in the “Global South,” which is often neglected in such discussions (Okolo, 2023). The current presentation will outline core principles of AI ethics, including fairness, transparency, and accountability, to articulate the importance of AI ethics frameworks in school psychology research and practice, particularly in mitigating harm to marginalized children and families. The presentation will draw on the structure of prior work on international AI ethics (e.g., Jobin et al., 2019), as well as United Nations (UN) guidelines on AI ethics (Hogenhout, 2021), and will incorporate interactive audience participation to propose what international collaboration on AI ethics in school psychology could look like in the near future.

Gifted Adolescents' Perceptions and Emotional Responses to Artificial Intelligence in Education: Opportunities, Uses, and Concerns

V. Nikolopoulou[1], A. Gari[1], L. Karkatzounis[1], I. Mrvoljak Theodoropoulou[1]

[1]Department of Psychology,National and Kapodistrian University of Athens, Greece

The rapid development of Artificial Intelligence (AI) is transforming educational practices and creating new opportunities and challenges for students. This study investigates the beliefs and emotional responses of 60 gifted adolescents (aged 13–19) regarding the use of AI in education. Results indicate that participants perceive AI as a valuable learning tool that enhances understanding, supports knowledge acquisition, and facilitates academic and career planning. Students report frequent use of AI applications (e.g., ChatGPT) across disciplines, including STEM, humanities, and computer science, particularly for information retrieval, summarization, and language support. In addition, adolescents use AI to explore higher education options and professional pathways. While participants exhibit enthusiasm for AI's potential to foster creativity and independent inquiry, they also demonstrate a sophisticated level of critical awareness. Their ability to balance excitement with concerns regarding ethics, safety, and technological limitations highlights the need for specialized educational frameworks that support the digital well-being of gifted learners.

Assessment as Inquiry

11:00 - 12:30

Assessment as Inquiry: Using a Responsive, Hypothesis-Driven Framework in School Psychology

R. Christner[1]

[1]Dr. Ray W. Christner, United States

School-based psychological and neuropsychological assessment is often reduced to test selection and score reporting, limiting its utility for meaningful decision-making and intervention planning. This workshop advances a responsive, process-oriented, and hypothesis-driven framework that conceptualizes assessment as ongoing clinical inquiry rather than a static event. Grounded in evidence-based practice and aligned with contemporary models of school psychology, the session emphasizes how referral questions, developmental history, contextual variables, lived experience, and observed learning processes guide assessment decisions across diverse educational settings.

Participants will engage in both didactic instruction and experiential activities to strengthen clinical reasoning skills, including case-based hypothesis generation, flexible assessment planning, and integrative data interpretation. Practical strategies for using interviews, observations, rating scales, and test data to evaluate competing hypotheses related to learning, executive functioning, emotional regulation, and mental health concerns will be discussed. Special attention will be given to culturally responsive practices and to translating assessment findings into actionable, systems-sensitive recommendations.

By the conclusion of the workshop, participants will be able to (a) apply a structured, hypothesis-driven approach to assessment planning, (b) interpret assessment data with greater attention to process and context, and (c) produce conclusions and recommendations that more directly inform intervention efforts.

Communicating with Parents

11:00 - 12:30

Communicating with Parents of Children with Special Needs: Considerations and Strategies

S. Graham-Clay[1], P. Carney[1]

[1]Private Practice, Canada

This workshop will focus on important considerations and strategies to support communication with parents of children with special needs. This is a key area of practice for school psychologists working directly with parents, and when supporting teachers. The increasing prevalence of students with disabilities in our schools will be discussed and the lack of focused professional training to communicate with this specific parent group. The importance of understanding the parent experience will be reviewed as well as recognizing and validating the expertise of parents on their child, which complements the knowledge and practice of teachers and school psychologists. Key strategies will be highlighted from the literature including building trust with parents; considering the content, mode, and frequency of communication; and supporting productive individualized program planning meetings with parents. The unique needs of culturally and linguistically diverse parents who also have a child with a disability will be considered. Importantly, the key strategies that school psychologists can use to promote resiliency in this parent population will be highlighted. This presentation will incorporate opportunities for participants to share their own best practices and experiences working with this unique parent group.

Effective Case Management

11:00 - 12:30

Strengthening Student Wellbeing: The Leadership Role of School Psychologists in Effective Case Management within integrated Multi-Tiered Systems of Support (MTSS)

C. Griffiths[1, 2], C. Griffiths[1, 2]

[1]Australian Psychologists and Counsellors in Schools (APACS), Australia
[2]School Psychologists' Association of Western Australia, Australia

School psychologists have unique expertise to lead whole-school approaches that strengthen student mental health and wellbeing. Using a three-tier continuum, effective case management clarifies universal supports (Tier 1), targeted group interventions with clear entry and exit criteria (Tier 2), and individualized plans co-designed with families and allied partners (Tier 3). Streamlined referral systems enable psychologists to work within legal and professional responsibilities. Key elements include triage processes for referrals, risk management procedures, and ethical frameworks addressing informed consent, confidentiality, and secure storage and access to student files. Effective whole-school models also rely on agile leadership, with communication and planning among school leaders, student support teams, and relevant staff, alongside multidisciplinary or transdisciplinary collaboration around individual students and community wellbeing. Attendees will share practices and access tools, including a whole-school MTSS reflection tool, to guide discussion and identify next steps.

Coosje Griffiths is a trained teacher and registered psychologist. She has extensive knowledge of and experience across a range of school settings in leading and co-designing systems of support and effective case management to strengthen student wellbeing. She coordinated a comprehensive national project on effective school case management resulting in a range of resources to support student mental health and wellbeing.

Crisis Management & Recovery

11:00 - 12:30

Empowering the next generation of thinkers: Combatting the imposter syndrome by helping minoritized students fill professional spaces

D. Scott[1], J. West[1], K. Daniel[1]

[1]Bowie State University, United States

In this workshop, participants will learn about strategic frameworks for dismantling the cultural erasure that can occur in academic spaces, which may make diverse learners feel like they cannot bring their whole selves to the learning process. By creating safe instructional spaces, the presenters will demonstrate the power of reclaiming a strengths-based approach to teaching that does not demand that students shrink themselves to fit into an academic schema.

By the end of this workshop, participants will be able to:

1.Identify at least three ways cultural erasure manifests in academic spaces and describe its impact on marginalized learners' sense of belonging and academic identity.
2. Differentiate between deficit-based and strengths-based pedagogical approaches and demonstrate an understanding of healing-centered and trauma-informed practices.
3. Evaluate their own teaching practices for elements that may unintentionally perpetuate cultural erasure, and identify specific steps for revision.
4.Commit to at least one actionable change they will implement in their teaching to support equity, belonging, and student empowerment.

This session will also feature a student demonstration and healing circle to address the harm of the extant academic climate for marginalized communities. By the end of this session, participants will be prepared to teach their students to shine!

Inclusive Education Pathways

11:00 - 12:30

Using zines to explore self-kindness in the classroom: a practical workshop

J. Webster[1], J. Kane[1]

[1]Aston University, United Kingdom

Zines are a versatile medium for expression and engagement, offering the opportunity to build community, connect with others and network with like-minded individuals (Bold, 2017). Zines can be created by anyone, making them a prime tool for engaging with children and young people with mental health and emotional wellbeing topics.

In a network analysis of the 2024 Breathe Wellbeing Census data, self-kindness showed the strongest connection to wellbeing, as well as the highest strength to influence all protective factors included in the network.

During this hands-on workshop, delegates will have the opportunity to participate in a zine making activity focusing on the protective factor of self-kindness, leading the delegates through a series of activities that can then be used directly with young people in group or individual settings.

Skills/Knowledge:
-Overview of impact on self-kindness on pupil wellbeing
-Overview of zine making acceptability data
-Basic zine making tutorial
-Self-kindness exercises
-Zine making: How zines can encourage self-kindness

Learning outcomes:
-Understanding the importance of self-kindness on pupil wellbeing
-Understanding of zine making
-Ability to run a zine making session promoting self-kindness as a mental health prevention exercise. Ability to find support and resources to lead a session with pupils.

Systemic Support Frameworks

11:00 - 12:30

Data-Informed Decisions in Early Childhood: Global Innovations in the Pyramid Model

M. von der Embse[1, 2], N. von der Embse[1, 3]

[1]University of South Florida, United States
[2]National Center for Pyramid Model Innovations, United States
[3]School Mental Health Collaborative, United States

Early social, emotional, and behavioral (SEB) competencies are foundational to lifelong mental health, well-being, and academic success. The Pyramid Model (Fox et al., 2003), implemented across 43 U.S. states and 15 countries, provides a globally relevant framework for promoting these outcomes within early childhood systems. However, despite widespread adoption, many systems struggle to translate screening data into timely, actionable decisions that improve practice. Aligned with the conference emphasis on global innovation and applied impact, this workshop addresses this critical gap by integrating the Pyramid Model with advances in data-informed decision-making, equipping participants with practical tools to improve efficiency, precision, and outcomes in early childhood mental health supports.

Participants will (a) examine core components of the Pyramid Model as an early childhood multi-tiered system of support (MTSS); (b) learn and apply evidence-based universal practices to promote SEB competencies; and (c) engage in a structured, hands-on process for interpreting screening data and linking results to instructional and intervention decisions. Through guided data exercises and case-based applications, attendees will develop actionable strategies for embedding data-informed practices across diverse global contexts. Participants will leave with concrete tools to enhance decision quality and strengthen SEB outcomes at scale.

Conceptualizing Crisis in Education: Interdisciplinary Approaches to Resilience, Preparedness, and Recovery

11:00 - 11:20

Teaching Post-Earthquake: Teachers' Resilience and Expanding Roles in Türkiye

C. Kurtdere[1], E. Adamopoulou[2]

[1]University of Crete, Greece
[2]Aristotle University of Thessaloniki, Greece

Teachers in post-disaster contexts navigate personal trauma, including bereavement and displacement, while serving as primary emotional anchors for their students. Given the potential for teachers to foster students' resilience, the goal of this study was to examine how teachers balance their own post-disaster stressors with the copying mechanisms required to sustain their professional roles following a major disaster. Two years after the dual earthquakes in southeastern Türkiye, semi-structured interviews were conducted with ten affected teachers. Thematic analysis showed that resilience emerged through three interconnected pathways: emotionally grounded coping strategies, strong solidarity among colleagues, and context-dependent support from the broader school community. Central to this process was teachers' sense of moral and professional commitment toward their students, which often outweighed their own unmet needs. Participants moved beyond traditional instruction, assuming multifaceted roles in school and community reconstruction. However, the results indicate that educational continuity relied disproportionately on teachers' self-sustained adaptive capacity rather than systemic institutional support. These findings underscore an urgent need for multi-level, trauma-informed policies that recognize and support teachers as frontline responders, providing them with the resources needed to support student recovery without compromising their own psychological health.

Training Primary Education Teachers in Trauma Informed Education: An Experimental Study Protocol

A.K. Touloumakos[1, 2], M. Mastrotheodorou[1]

[1]Panteion University of Social and Political Sciences, Greece
[2]SKOPE Centre, University of Oxford, United Kingdom

Adverse Childhood Experiences (ACEs) constitute a major public health concern, with well-documented negative effects on children's academic, behavioural, and socio-emotional development. In response, trauma-informed education has emerged as a promising framework to support students exposed to adversity. This protocol integrates an intervention programme for primary education teachers with an experimental study examining its classroom-level effects.

Grounded in Self-Determination Theory (Deci & Ryan, 2000), the intervention conceptualises trauma-informed practices as mechanisms that support students' basic psychological needs for autonomy, competence, and relatedness. Drawing on a systematic review of evidence-based teacher training programmes, an experimental design will be implemented in primary school classrooms. Teachers will participate in a structured training programme combining seminars, in-class observations and coaching, and reflective supervision, following the principles of practice-based coaching (Snyder et al., 2015) and consultation models (Wagner, 2000).

Pre- and post-intervention measures will assess changes in teachers' trauma awareness, self-efficacy, and classroom practices, alongside student-level outcomes, including behavioural adjustment and teacher–student relationships. The classroom implementation phase examines whether trained teachers create supportive, non-retraumatising environments that enhance students' engagement and well-being. By linking teacher professional development with classroom-level change, the study contributes to trauma-informed education and its integration with motivational theory.

Empowering Resilience: Community-Based Exercises for Adolescent Preparedness in Climate-Related Disasters

P. Dimitropoulou[1], P.A. Kapetanakis[1], E. Barri[2], L. Pitsillos[2], A. Sfetsos[3]

[1]Departement of Psychology, University of Crete, Greece

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[3]Environmental Research Laboratory, Institute of Nuclear & Radiological Sciences & Technology, Energy & Safety, National Centre of Scientific Research Demokritos, Athens, Greece

This paper conceptualizes Community-Based Exercise (CBEx) as an innovative and strategic framework for proactive disaster mitigation and the enhancement of community resilience. Focusing on a pilot implementation in Sitia, Crete, within the scope of the Horizon Europe "Regions4Climate" initiative, the study evaluates the integration of the MAESTRO platform—a technological solution engineered to optimize real-time emergency coordination and operational synchronization.

The research utilizes a quasi-experimental methodology centered on a high-fidelity flood evacuation drill in a secondary education setting. This intervention served as a functional validation of MAESTRO's protocols, utilizing pre- and post-test psychometric measures to quantify longitudinal shifts in students' cognitive knowledge, risk perception, and emotional preparedness. A pivotal dimension of the study is the specialized provision of psychosocial services tailored to the unique developmental vulnerabilities of adolescents.

By integrating mental health support into the operational drill, the framework aims to mitigate potential trauma and cultivate adaptive coping mechanisms for high-stress environments.

By synthesizing technical disaster management with targeted psychological interventions, this integrated approach establishes a pioneering model for preventative risk mitigation. The findings underscore the efficacy of CBEx as a sophisticated, multidimensional tool for fortifying the adaptive capacity of adolescents and communities against the escalating threats of climate-related disasters.

Integrating Global Mental Health into School Psychology: Advancing Crisis Prevention and Intervention for Forcibly Displaced Students

D. Diaków[1]

[1]Akademeia High School, Poland

The increasing impact of armed conflict, climate change, and forced displacement has positioned schools as critical sites for both crisis intervention and prevention. This presentation introduces a framework that integrates Global Mental Health (GMH), including its applied component of Mental Health and Psychosocial Support (MHPSS), into school psychology to better support forcibly displaced students and families.
The framework was developed through a structured narrative review of interdisciplinary literature across GMH, school psychology, and humanitarian practice. The review included systematic database searches, targeted review of organizational guidelines, and synthesis of professional standards (e.g., NASP and ISPA) to identify key domains for school-based application.
The framework delineates coordinated actions across system levels: policy advocacy and guideline development at the national level; system-wide identification, prevention, and interagency collaboration at the district level; and school-based practices including culturally responsive assessment, trauma-informed teacher training, family engagement, community outreach, and targeted psychosocial interventions. Examples from Poland, including support for Ukrainian refugee students, illustrate the implementation of a crosswalk aligning GMH, MHPSS, and school psychology principles.
This contribution advances actionable, scalable responses to humanitarian crises by strengthening cross-sector collaboration and positioning schools as integrated, sustainable systems of mental health and psychosocial support for diverse, crisis-affected populations.

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Project Positive Attitude: Social and Emotional Learning, School Transitions and Gender Equality

11:00 - 11:25

What Changes in the Transition to Secondary Education: An Analysis of Perceived School Climate, Self-Concept, and Self-Esteem

M. Marchante[1], V.A. Coelho[2, 3], A. Marques Pinto[1]

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[2]Académico de Torres Vedras, Portugal
[3]CIEP - Centro de Investigação em Educação e Psicologia, Portugal

Previous studies conducted in Portugal on school transitions indicated that there weare significant impacts on school climate, self-concept, and self-esteem. However, these studies primarily focused on earlier transitions, so there is a lack of research examining variables such as self-perceptions or changes in school climate during transitions.

The present study aims to compare students' perceptions of school climate (teacher–student relationships, student–student relationships, fairness of rules, school safety, and liking of school), self-concept (social, academic, emotional, family, and physical self-concept), and self-esteem among students transitioning from middle school (9th grade) to secondary school (10th grade). The methodology was based on a longitudinal design. A total of 444 students aged between 13 and 17 years participated (Mage = 14.27; SD = 1.57), of whom 221 (49.8%) identified as female.

A repeated-measures ANOVA was conducted, and the results indicated significant differences following the transition, namely a decrease in perceived school safety, academic self-concept, and self-esteem. There was an increase in the perception of teacher–student relationships. These findings highlight the importance of discussing the impact of the transition to secondary education on students. Future research should examine the type of education (general or vocational), and the continuity of peer groups during this transition.

Are social and emotional competencies really linked to equality?: An exploratory analysis focused on attitudes towards gender roles

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Gender equality is a sustainable development goals of the United Nations Agenda for 2030. Social and Emotional Learning (SEL) is supposed to advance equality across several factors such as ethnicity, learning disabilities or gender identity, but there is a lack of empirical evidence of its relationship, namely on regards to gender equality. The aim of this study is to explore the relationship between the social and emotional competencies as conceptualized by the Collaborative for Academic, Social and Emotional Learning (CASEL), and the attitudes towards gender roles. In this study participated 164 Portuguese students from grades 7 to 9, Mage = 13.65, SD = 1.71, 51.2% were girls. The hierarchical multiple regression analysis showed that gender was a significant predictor for both attitudes towards egalitarian gender roles (AEGR) and traditional gender roles (ATGR). Social awareness and relationship skills accounted for an additional 8% of the variance in AEGR. Self-control, self-esteem and responsible decision making were not significant predictors for either AEGR or ATGR. These results partially support the CASEL framework, offering some external validity to the model. However, they also highlight that SEL per se, in its most general form, may not be sufficient to promote equity toward social groups.

Social and Emotional Competencies Evaluation Questionnaire: A reduced version

V.A. Coelho[1, 2], V. Sucena Sousa[3]

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In Portugal, there has been a sharp increase in the number of Social and Emotional Learning programs since 2021. However, the number of assessment tools aligned with the CASEL framework is scarce and there is an increasing demand for briefer and reliable instruments suitable for large-scale application in school populations.

This study aims to validate a reduced version of the Social and Emotional Competencies Evaluation Questionnaire. In this study, 681 Portuguese students from grades 4 to 9 participated, Mage = 11.10, SD = 1.97, of which 52.7% were girls; 33.5% were elementary school students, 31.6% were low middle school students and 34.9% were upper middle school students. The instrument's factorial structure was examined through Confirmatory Factor Analysis (CFA) following CASEL's theoretical framework. The CFA results indicated a good fit for a version composed of 25 items in a five-factor model—Self-Awareness, Self-Control, Social Awareness, Relationships Skills and Responsible Decision Making—with goodness-of-fit indices ranging from good to excellent and good or acceptable internal consistency for each factor.

This study establishes psychometric properties of this reduced version of the instrument for a broad range of the Portuguese student population, making it a valuable tool for both practice and school-based research.

Using the Participatory Culture-Specific Intervention Model to Guide Multi-Tiered Systems of Support

11:00 - 11:25

Using a Participatory Culture-Specific Intervention Model framework when implementing a literacy-based MTSS in Juvenile Corrections

D. HOUCHINS[1]

[1]GEORGIA STATE UNIVERSITY, United States

Juvenile correctional facilities (JCF) are disproportionately represented by marginalized students with disabilities. Students in JCF often have extensive mental health and literacy needs greater than that found in traditional schools. Traditional school approaches to addressing the educational needs of these students may not address the unique contextual, cultural, individual student, teacher, security, and systemic complexities of the JCF setting. This presentation will focus on how the Participatory Culture-Specific Intervention Model (PCSIM; Nastasi & Hitchcock, 2016) could be used as a framework for implementing a literacy-based Multi-Tiered System-of-Support (MTSS) in JCF. Findings from a latent profile analysis that accounted for the language, reading, and disability data of students in JCF (Houchins et al., 2024) will be used to illustrate how cross-disciplinary partnerships, formative research, and capacity building can be used to inform the development and establishment of a JCF MTSS. Emphasis will be on how iterative, data-drive processes can be used to develop culturally and contextually specific JCF literacy programming. Implications for school psychologists and other collaborators will be provided. Emphasis will be on how personnel can adapt the latent profile analysis findings using a PCSIM framework to meet the literacy needs of this historically underserved population.

Using the Participatory Culture-Specific Intervention Model to Guide Multi-Tiered Systems of Support Implementation in International Settings

K. Varjas[1], J. Hitchcock[2], B. Nastasi[3]

[1]Georgia State University, United States
[2]University of Minnesota, United States
[3]Tulane University, United States

PCSIM has been applied to MTSS planning and evaluation in the United States and to program development and evaluation in other countries to address the needs of diverse populations in schools and communities. Varjas et al. (2025) presented examples of PCSIM applications to achieve culturally relevant mental health prevention and intervention programming (Tiers I & II) for African American elementary and adolescent populations, students with developmental disabilities, and LGBTQ+ students. Globally, PCSIM has been applied to program development with immigrant and refugee populations (Brazilian immigrants, Burmese refugees, Kenyan refugees), and to inform program development and evaluation with children and adolescents in India, Pakistan, Sri Lanka, and Uganda. These programs emphasized components of PCSIM, namely participation of the target group in conducting mixed methods research, and the use of research to understand culture and context to inform program development and evaluation, with specific attention to local ecology. Santiago and Aguayo (2025) cited PCSIM, Community-based Participatory Research (CBPR), and Participatory Action Research (PAR) models as exemplars for program development that accounts for the culture of indigenous communities and facilitates culturally affirming school psychology research to disrupt Eurocentric research practices. We will discuss how PCSIM can facilitate culturally responsive school psychology services internationally.

Using the Participatory Culture-Specific Intervention Model to Guide Multi-Tiered Systems of Support Implementation to Address Trauma Informed Care

C. Lorig[1], K. Varjas[2]

[1]University of Iowa, United States
[2]Georgia State University, United States

Understanding the role of culture in student experiences and behavioral responses is vital for ensuring school-based Trauma Informed Care (TIC) initiatives are meeting students' unique needs. TIC aims to benefit all students by fostering an inclusive and supportive school environment. The intentional practice of cultural responsiveness and cultural humility can help educators build stronger relationships, establish trust, and ensure that trauma-informed resources are effective and accessible. This presentation will introduce the Participatory Culture-Specific Intervention Model and define key concepts such as culture and cultural humility, examine the relationship between culture and trauma, and conceptualize how culturally responsive TIC can be integrated within a Multi-Tiered System of Support (MTSS). Practical strategies tailored to each tier of support within PCSIM will be provided to guide practitioners in implementing culturally responsive TIC.

Global Inclusive Education Roles

11:00 - 12:30

Inclusion around the World: The Role of School Psychologists in Inclusive Education

A. Sevenhuijsen[1], S. Vos[2]

[1]OZHW, Netherlands
[2]Yulius Onderwijs, Netherlands

Building on our 2025 ISPA roundtable ("Inclusion Around the World: A Roundtable Discussion"), this session turns the lens onto our role. School psychologists worldwide work toward the same goal, yet our roles, mandates, and positions within educational systems differ considerably. This year, we explore how those differences shape what we can contribute — and how we can learn from one another.
A key focus will be the differentiation in roles across countries: how school psychologists navigate the space between regular and specialised education, and how our expertise can be leveraged to strengthen inclusive practices. As a starting point, we share insights from the Dutch context, where collaboration between school psychologists in regular and specialised education offers a model for discussion.
The session opens with a brief introduction and presentation, followed by small group discussions guided by key questions. Each group presents their findings, and all contributions will be shared online after the conference.
As school psychologists, we are uniquely positioned to bridge the gap between policy and classroom reality. This roundtable aims to inspire new approaches, deepen international understanding, and strengthen the global network of professionals committed to making inclusion work — for every student, in every school.

School Psychologist Burnout & Support

11:00 - 12:30

School Psychologist Burnout: A Discussion on Contributing Factors & How to Support Practitioners

A. Mittelstet[1], L. Kaur[2], S. Holland[3]

[1]California State University, Channel Islands, United States
[2]Illinois State University, United States
[3]University of California, Santa Barbara, United States

Many countries indicate a shortage of school psychologists, as well as increasingly higher turnover rate in the profession, indicating a global need to recruit and retain more practitioners. One contributing factor to this deficit is reported burnout amongst practitioners in the field. This discussion will present research on current trends contributing to burnout amongst school psychologist, as well as what trainers and educators can do to support future and current practitioners. Participants in this discussion will engage in dialog on what trends they see contributing to further burnout within their countries, and what supports their school psychologist receive both through legal or professional policy and within the schools. Learning objectives include identifying current trends in burn out, and receiving information on how school psychologist can be supported within the profession.

ISPA Committee Student Networking & Future Roles

11:00 - 12:30

Student Networking and Membership Committee Meeting: Connecting Students and Shaping the Future of School Psychology

J. Brower[1], M. Gentili Perez[2]

[1]Georgia Statue University, United States
[2]Pontifícia Universidade Católica de Campinas, Brazil

Though school psychology students across the globe bring diverse perspectives, experiences, and professional goals, we often face similar challenges in accessing opportunities and supports. The Student Networking and Membership Committee meeting aims to provide an opportunity at the beginning of the conference for students to connect, build relationships, and engage meaningfully together from the start of the week. This session will introduce students to committee initiatives and highlight student-focused activities occurring throughout the conference. A central focus of the meeting will be obtaining student input, including the types of events, resources, and opportunities they would like to see the committee offer throughout the year. Students will also be informed of the expansion of the student committee and, therefore, the opportunity to have more students take on leadership roles within ISPA. Through group discussion and networking, students will have the opportunity to connect with peers across the globe while having a say in the future direction of the committees' efforts. By centering student voices, leadership development, and early relationship building, this session aims to foster a global community of individuals who will make up the future of school psychology.

Integrated Student Mental Health Approaches

11:00 - 11:20

Integrating universal screening and early warning indicators: A person-centered approach to identifying student mental health and academic risk

E. Graybill[1], E. Anghel[2]

[1]Rutgers University, United States
[2]Ben-Gurion University of the Negev, Israel

The mental health of students is a growing concern for educators, policymakers, and communities, with implications for both academic outcomes and long-term well-being. Schools increasingly rely on multitiered systems of support (MTSS) and early warning systems to identify and address student risk, yet traditional approaches often rely on isolated indicators and fail to capture internalizing concerns. This study applies a person-centered approach to integrate academic, behavioral, and emotional indicators, including universal behavior screening data, into a unified framework for identifying risk. Using latent class analysis with 5th and 6th grade students, we identified three profiles (no concern, slight risk, elevated risk) across attendance, discipline, achievement, and mental health indicators. Results showed substantial stability across the transition to middle school, with 71% of no-concern, 77% of slight-risk, and 72% of elevated-risk students remaining in the same profile. However, meaningful transitions also occurred, highlighting opportunities for early intervention. Internalizing concerns increased across profiles over time, yet this may reflect the transition from a teacher- to self-report behavior screener in 5th and 6th grades. Findings demonstrate the value of combining universal behavior screening with EWS indicators and provide practical profiles and cut points to support consistent, data-based decision-making within MTSS frameworks.

Advancing Whole-School Mental Health Promotion Through Evidence-Informed Online Guidance

S. Danielsdottir[1]

[1]Directorate of Health, Iceland

Schools are key settings for promoting mental health and wellbeing among children, adolescents, and staff. Grounded in the principles of the World Health Organization and the Ottawa Charter for Health Promotion, Iceland has developed online guidance tools within the Health Promoting Schools framework to support systematic mental health promotion in school settings. The guidance tools were co-created by the Icelandic Directorate of Health, national experts, parents and staff, drawing on current research and practice-based evidence. They enable schools to assess current practices, identify strengths and priorities, develop action plans, and monitor progress over time. Within the EU4Health JA MENTOR initiative, the guidance tools are currently being translated, adapted, and pilot-tested in across European contexts. The approach offers a structured framework to support whole-school assessment, guide collaborative planning, strengthen multi-tiered prevention efforts, and facilitate dialogue with leadership, staff, students, and parents. Attendees will (1) become familiar with the background and practical structure of the approach, (2) learn from Iceland's implementation experience and EU pilot testing, and (3) receive insight into applications for their own contexts. By translating health promotion theory into practical, user-friendly digital guidance, the approach supports sustainable, system-level wellbeing initiatives within schools.

Predicting Academic Burnout in First-Year Students: The Critical Role of Course Alignment and Orientation Experience over Academic Background.

A. Vansoeterstede[1, 2], P. Bessonneau[2], E. Vignoli[2], K. Terriot[2]

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While academic burnout depends on individual, environmental, and psychological variables (Chong et al., 2025), it remains understudied in general curricula compared to healthcare fields (Lin et al., 2025).
This study solicited the entire first-year cohort of a French university (N=1130), combining academic records with validated scales measuring personality, student burnout and engagement (i.e. interest, belonging…), and academic stressors and supports. Hierarchical Cluster Analysis (HCA) was used on burnout dimensions (MBI-SS; Shankland et al., 2019 ; n=1,031) to identify 18.6% of students in the "Burnout" group (high exhaustion, cynicism, and inefficacy).
A hierarchical logistic regression was then used to predict membership in the "Burnout" profile (n=914). Academic background and status were weak predictors (Nagelkerke's R^2=.067). Conversely, variables related to orientation ($\chi 2$=87.6, p<.001) and psychological experience ($\chi 2$=282.0, p<.001) together, significantly improved the model, reaching a final Nagelkerke's R^2=0.58. Interest in studies (OR=0.29) and sense of belonging (OR=0.22) were protective. Conversely, pedagogical (OR=1.50) and relational stress (OR=1.34) constituted risk factors, controlling for neuroticism.
Burnout risk appears less linked to academic ability than to a lack of alignment with the curriculum. This suggests that access to a chosen, meaningful orientation is the primary protective lever in the first year.

Perceived Difference, Peer Relations, and Bullying in School Classrooms: A Mixed-Methods Multilevel Study from the Czech Republic

I. Smetackova[1]

[1]Charles University, Czech Republic

Increasing classroom diversity raises important questions about how adolescents perceive difference and how these perceptions relate to peer relations and bullying. This paper presents findings from the student survey strand of the Czech research School4All, focusing on perceived difference at both the individual and classroom levels. The study involved 700 adolescents from 34 classrooms.

Students were asked whether they considered themselves different from others and whether they perceived the presence of other “different” students in their classroom. Perceived difference was examined across ten characteristics, including ethnicity, exceptional talent, neurodiversity, gender identity/sexual orientation, and socio-economic background. Using multilevel analyses, we examined associations between perceived difference, peer relations, and bullying.

At the individual level, adolescents who perceived themselves as different reported poorer peer relations and more frequent bullying. At the classroom level, students who reported a higher presence of classmates perceived as different also evaluated peer relations more negatively. Overall, perceived diversity was associated with more disrupted peer relations and bullying-related experiences.

We complement the quantitative findings with classroom observations and group interviews to examine “positive deviant” cases in which diversity was not linked to relational disruption. The paper discusses protective factors, including supportive peer norms, teacher practices, and inclusive classroom climate.

12:30 - 13:30 | DEM.006

Retirement Resource Group

13:30 - 14:30 | DEM.015

Research Committee

14:30 - 15:30 | GRAND AMPHITHEATRE

Keynote 1

14:30 - 15:30

Social inequalities in youths mental health: from observation to action.

M. Melchior[1]

[1]INSERM, France

What does survey and longitudinal research on youth mental health tell us about general trends and key risk and protective factors? In this presentation, I will discuss the main definitions of leading psychiatric disorders and types of psychological difficulties that can affect young people, identifying family and social factors that may influence mental health at different ages and in different ways – onset, persistence, and access to care. I will also discuss recent leads relative to prevention and ways to promote good mental health across the lifecourse in the future.

Poster Session 2: Inclusion, Diversity & Student Experience

15:30 - 16:30

Evaluation of a district-wide inclusion support intervention for students aged 4-7.

H. Fryer[1], K. Woods[1], Z. Owen[2]

[1]University of Manchester, United Kingdom
[2]Educational Psychology Solutions, United Kingdom

This research supported the evaluation of an Inclusion Support Intervention (ISI) led by an educational psychologist (EP) with the aim of reducing the school exclusion of children and young people (CYP) displaying problem behaviours aged 4-7. Quantitative data was sought to evidence the effectiveness of the ISI using pre- and post- data, whilst qualitative data was collected to investigate which aspects of the ISI were perceived as the most valuable and impactful. Quantitative data was less comprehensive than anticipated and was therefore analysed used descriptive statistics, showing positive effects on teacher confidence and teacher-selected goals. Qualitative data from focus group meetings with eight school staff suggest promising levels of progress with regard to goals set by school staff and teacher confidence supporting the CYP in school. However, within-child factors such as problem behaviours remained at an elevated level. Qualitative data found a variety of factors to be instrumental in the success of the ISI, including visiting school in person, maintaining relationships with members of staff, and providing an ease of access to psychological advice. Implications for theory and practice are discussed, with a focus on effective intervention evaluation and the understanding of inclusion as a concept.

Perspectives on play in a mainstream primary school: voices of children and school staff

A. Newbold[1], P.C. Bond[1], D.S. MacQuarrie[1], D.R. Smith[1]

[1]University of Manchester, United Kingdom

There is limited research examining how broader strategies and practices can support the implementation of play in schools, to support their learning and development, including the development and evaluation of local play initiatives. In addition, there is limited research on children's perspectives in relation to play practices in schools. An empirical action research study focused on supporting one mainstream primary school within the Northwest of England to explore the implementation of a Reflective Play Tool, with a focus on both school staff and children's perspectives. The data was analysed used inductive content analysis and identified that children felt a strong sense of pride and achievement, self-expression, and positive emotional experiences in relation to play and learning, and highlights the importance of sufficient 'time', 'space', and 'access' for children to engage in play effectively. The data also identified that school staff felt strongly about needing time to collaborate and reflect on play within school, and to better understand the different types of play that support child development. Implications for policy and practice are considered, including the development of 'time', 'space', and 'access' to play, promoting positive emotional experiences for children, along with protected time for staff reflection.

Predicting Adolescents‘ Engagement in Sexting: the Importance of Active and Restrictive Parental Mediation

A. Krilavičiūtė[1], U. Paluckaitė[1]

[1]Vytautas Magnus University, Lithuania

Adolescents’ sexting may have both positive and negative consequences. Although parental involvement is considered important in managing sexting, empirical evidence on its effectiveness is limited. This study examined how parental mediation predicts adolescents’ engagement in sexting. A total of 153 adolescents (mean age = 15.93 years; 53.6% female) completed a questionnaire assessing their sexting behavior and perceptions of parental mediation, including active mediation and restrictive strategies (time and content restrictions). In the first regression step, gender and age explained 3.5% of the variance in sexting, with the model approaching significance, $F(2,150) = 2.70$, $p = .071$. Adding parental mediation in the second step accounted for an additional 4.7% of variance, $\Delta F(3,147) = 2.53$, $p = .059$. In the final model, content restriction rules were positively associated with sexting ($\beta = .21$, $p = .025$), while active mediation and time restrictions were not significant. Gender remained a significant predictor, with girls reporting lower engagement ($\beta = -.20$, $p = .021$), and age was not significant. The full model explained 8.2% of variance. These results suggest that restrictive content rules may unintentionally increase sexting, whereas active mediation and time limits show little impact, and girls are less likely to engage.

Prosocial behaviour in early adolescence: importance of empathy and conformity to gender roles

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Research suggests that conformity to gender roles and empathy might be significant factors contributing to the adolescents' prosocial behaviour. Thus, the aim of this study was to examine importance of conformity to gender roles and empathy for the prosocial behavior of 10-12 years olds. To reach this aim, the quantitative study was implemented (N=177; Mage=11.17; 60.45% girls). Data was obtained using paper-pencil questionnaires, asking teenagers to assess their prosocial behavior, empathy, and conformity to gender roles. Parental consents were collected before the survey. Results showed significant correlations among all three phenomenons in girls, but not in boys group. Thus moderational role of empathy in the relationship between conformity to gender role and prosocial behaviour was done only in girls group. It revealed that empathy did not moderate the relationship between conformity to women's role and prosocial behavior in times of misfortune, altruistic or anonymous prosocial behavior. Still, girls who tend to conform strongly with women's role are more likely to behave prosocially in times of misfortune; and girls with higher levels of empathy are also more likely to behave prosocially in times of misfortune. These results might be useful for interventions targeting at improvement of socioemotional competences in early adolescence.

Enhancing Communication Skills after Adolescence Through Social and Emotional Learning: An Empirical Study in a Correspondence High School

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Despite Japan’s declining birthrate, enrollment in correspondence high schools has increased, reflecting a growing population of adolescents who struggle to adapt to conventional schooling. Many face communication challenges linked to developmental characteristics, mental health concerns, and limited social engagement. In response, a year-long online extracurricular program grounded in the Social and Emotional Learning framework was implemented in correspondence education to provide structured psychosocial support.?This study extends SEL theory into an educational context by examining two core competencies, emotion understanding and relationship building, among adolescents and young adults with histories of school nonattendance. Using a pre–post design, data were collected from 250 participants. Social and Emotional Competence was assessed through standardized self-report measures administered before and after program completion. The intervention included six structured assignments targeting emotional awareness, assertive refusal, help-seeking, and relational skills. Paired-samples t tests indicated significant improvements in overall SEC ($t(249) = -5.48$, $p < .001$, $d = -0.35$).?The findings suggest that SEL competencies can be cultivated through structured online instruction in nontraditional schooling contexts and may extend beyond face-to-face environments into diverse educational ecologies. However, the absence of a control group and reliance on self-report measures limit causal interpretation and generalizability.

Autism Across Borders: Advancing Diagnostic Equity and Global Mental Health for Multilingual Youth

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Accurate identification of autism spectrum disorder (ASD) is essential for early intervention, inclusive education, and positive developmental/mental health outcomes, positioning equitable assessment as a global public health priority. However, international disparities in ASD prevalence and identification persist due to differences in diagnostic frameworks, professional training, screening, and service-delivery models. Variability in the application of DSM-5-TR and ICD-11 criteria, alongside reliance on Western-developed tools translated without cultural validation, contributes to inconsistent diagnostic thresholds across contexts. Multilingual and immigrant youth are disproportionately affected, as culturally mediated social communication patterns and language differences may be misinterpreted, resulting in delayed identification, misclassification, or missed services.

These inequities have direct mental health consequences. Under-identification delays access to supports that protect against anxiety, depression, and social isolation, while over-identification may increase stigma, inappropriate placement, and reduced self-concept. In systems where diagnosis determines eligibility for educational and psychological services, inequitable assessment practices restrict access to mental health care and early prevention.

This presentation proposes a culturally grounded, adaptable assessment framework integrating dynamic assessment, multi-language developmental histories, structured bias analysis of standardized tools, and interdisciplinary collaboration. Framed through a global mental health lens, the model promotes earlier support, reduced stigma, and improved psychosocial outcomes for multilingual youth worldwide.

Beyond Silos: Building Trauma-Informed Intersectional School Mental Health Systems for Neurodiverse, Multilingual, and LGBTQ+ Youth

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Youth mental health is a growing global concern, with intersecting stressors such as migration, displacement, identity stigma, trauma exposure, and sociopolitical instability shaping developmental and psychosocial outcomes. Schools are increasingly positioned as primary sites for prevention, early identification, and coordinated mental health intervention; however, services are often delivered through siloed systems that separately address neurodiversity, multilingualism, trauma, and LGBTQ+ identity. This fragmentation contributes to diagnostic overshadowing, inequitable access to supports, and elevated internalizing distress among students with intersecting identities.

Grounded in intersectionality theory and minority stress research, this presentation introduces a Global Intersectional Multi-Tiered System of Supports (MTSS) framework that integrates neurodiversity, language diversity, immigration/displacement, LGBTQ+ identity, and trauma within unified, tiered school mental health systems. Drawing on international research in culturally responsive assessment, refugee mental health, and MTSS implementation, the model emphasizes inclusive climate reform (Tier 1), culturally and linguistically responsive group interventions (Tier 2), and coordinated, trauma-informed, identity-affirming multidisciplinary supports (Tier 3). By moving beyond fragmented service delivery toward integrated, intersectional systems design, the framework aims to strengthen global school mental health capacity, reduce disparities in identification and intervention, and promote resilience and equitable psychosocial outcomes for neurodiverse, multilingual, and LGBTQ+ youth across diverse international contexts.

Resilience at the Intersections: A Global Framework for Supporting Neurodiverse LGBTQ+ Youth

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Neurodiverse LGBTQ+ youth experience compounded stress shaped by intersecting identities and sociocultural contexts. Drawing on intersectionality theory and minority stress frameworks, international research demonstrates elevated rates of anxiety, depression, identity concealment, and school disengagement among autistic LGBTQ+ students, particularly in environments characterized by stigma or legal restriction. Emerging evidence further indicates that camouflaging behaviors, adopted to navigate socially unsafe contexts, are associated with psychological exhaustion and increased internalizing distress. At the same time, protective factors such as affirming adult relationships, psychologically safe school climates, and culturally responsive practices are linked to improved belonging and help-seeking across diverse regions.

This session synthesizes cross-cultural empirical literature to present a globally adaptable framework for supporting neurodiverse LGBTQ+ youth. Integrating trauma-informed care, the double empathy framework, neurodiversity-affirming practice, and ethical decision-making models, the framework emphasizes low-risk, scalable micro-affirmation strategies and culturally grounded family engagement approaches suitable for high- and low-resource settings. Rather than advancing a single policy model, the presentation identifies transferable principles, psychological safety, relational affirmation, and cultural humility, to guide school psychologists practicing within varied legal and cultural systems. By positioning resilience as relational and systemic, this framework supports ethical, context-responsive practice that strengthens mental health outcomes for neurodiverse LGBTQ+ youth globally.

Navigating the Journey: School Psychologists Empowering Diverse Families Through Special Education Advocacy

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Traditional special education models often prioritize procedural compliance over authentic family engagement, creating significant barriers for Culturally and Linguistically Diverse (CLD) families. This study, titled "Navegando el Sistema," explores the lived experiences of Latinx parents navigating the special education system and examines how school psychologists can foster genuine advocacy and partnerships.While the Individuals with Disabilities Education Act (IDEA) mandates "meaningful parent participation," implementation is often school-centric and fails to address intersectional factors such as language barriers, cultural stereotypes, and immigration stressors. Research indicates that current practices frequently lead to parental marginalization, particularly when communication is not accessible in a family's native language.This study advocates for a shift from passive involvement to active partnership, centering on a family's "funds of knowledge". School psychologists are uniquely positioned to serve as conduits in this process by providing culturally responsive consultation and transparent information. By reimagining the school psychologist's role as a facilitator of parental empowerment, educational institutions can move beyond legal compliance to create authentic, collaborative home-school connections that improve outcomes for Latinx students.

The educational outcomes of violence in childhood and adolescence: broadening the evidence to include low- and middle- income countries.

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Violence exposure during childhood and adolescence negatively affects educational outcomes. Low- and middle-income countries remain underrepresented in global evidence syntheses on this topic. This study systematically maps research on violence exposure and educational outcomes in South America, one of the world's most violent regions.
Following a preregistered protocol, we searched peer-reviewed empirical studies in English, Spanish, and Portuguese published between 2012 and 2024. Eligible studies examined any form of violence exposure and its educational consequences in South American children from pre-primary through secondary school. Variables, study design, and publication features were extracted and displayed in an interactive evidence atlas. Quality was assessed using the Quality Appraisal for Diverse Studies tool.
Of 1,123 identified records, 39 met inclusion criteria. Most studies originated from Brazil (35.9%) and Colombia (30.8%), focusing primarily on school (39.6%) and community violence (22.6%). Outcomes such as social-emotional skills and school climate were frequently examined alongside traditional academic indicators. Study quality varied considerably, and most studies (69.2%) used cross-sectional designs.
The available evidence reflects notable language barriers and methodological, geographic, and population gaps. Greater methodological diversity, stronger research infrastructure, international collaboration, multilingual publishing, and context-sensitive frameworks are needed to advance research quality and coverage of global evidence.

Dance and positive youth development

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Dance has been shown to instigate mental-health benefits for both healthy and medically compromised populations, by reducing stress and improving mood, social connection, and cognitive functioning. Positive youth development frameworks assert that individuals' engagement in structured and supportive activities, such as sports, arts, and music, can provide resources and opportunities that promote growth and encourage positive developmental outcomes. The aim of the current review is to summarize key findings from empirical studies that used dance as a means for fostering positive youth development. This work has proven to be informative about physical-motor, cognitive-educational, and social-emotional outcomes in youth. Dance has been mostly used as an extracurricular activity or as part of a youth program, often alongside other activities (e.g., other sports or performing arts). Consideration should be given to the development of educational and intervention approaches that aim at improving the effectiveness of dance as a tool for achieving positive youth development, inside and outside school contexts, and as a viable alternative or complementary medium to physical activity. Future research may strive to elucidate behavioral and brain mechanisms by which dance, as an individual action and as a coordinated interaction, may enhance well-being indices in youth.

Validity of the Japanese Parent–Teacher Relationship Quality Survey (PTRQS): A Parent-Report Study for Autistic Elementary Students

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Collaborative partnerships between families and schools are critical during the transition to schooling, particularly for families of autistic children. Despite growing needs for monitoring and improving parent–teacher relationships (PTRs), Japan lacks well-validated measures targeting PTR quality in this population. This study examined the psychometric properties of a Japanese parent-report version of the Parent–Teacher Relationship Quality Survey (PTRQS). Parents of autistic children in Grades 1–4 (N = 231) were recruited nationwide through an online survey panel at the end of the second school term. We conducted exploratory factor analysis using polychoric correlations and confirmatory factor analysis for ordered items.
Results supported a strong general factor; thus, PTRQS was treated as a one-factor measure in primary analyses. Multi-group CFA indicated that the measure functioned comparably across child gender and grade groups (Grades 1–2 vs. 3–4), with minor category collapsing for sparse extreme responses in the grade comparison. Convergent validity was supported by positive associations with related constructs (parental involvement and parents' cognition of teacher trustworthiness). Criterion-related validity was supported by PTRQS positively predicting satisfaction with the school's response and satisfaction with ICT-based communication. Findings suggest that the Japanese PTRQS is a feasible tool for assessing PTR quality and evaluating interventions in Japan.

Factors that influence reading engagement for adolescent students attending an alternative provision

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Reading engagement is associated with benefits to school attainment, social-emotional development, wellbeing and the possibility of increased social mobility for socio-economically disadvantaged students. Demographics of students who engage less with reading are interestingly over-represented in alternative provisions (APs). Students typically attend AP following exclusion from mainstream schooling and often have complex social, emotional mental health (SEMH) needs. Despite the academic and wellbeing protective factors reading could offer, it is noted that AP students' voices have not been heard in this area of research. This exploratory research examined, through semi-structured interviews with nine adolescent students with SEMH needs attending an AP, the experiential, motivational and support factors that influenced their reading engagement. The research centred student voice to identify factors that could inform inclusive teaching, instructional and pedagogical approaches for AP settings. Reflexive thematic analysis yielded five key themes: 'value versus cost judgements', 'social expectations and implications of reading', 'available and relational staff support', 'individualised instructional processes' and 'time and space.' This research highlights the importance of hearing student voice to inform inclusive and culturally responsive approach to supporting reading engagement and findings are explored through the lens of situated expectancy-value theory (Eccles and Wigfield, 2020).

Exploring overparenting through vignettes: Parents' views on adolescents' emotional well-being

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Overparenting, characterized by excessive control and overprotection, limits adolescents' opportunities to develop autonomy and coping skills and has been linked to poorer emotional outcomes, particularly in school contexts where adolescents face academic and social challenges. Although these effects are well documented, less is known about how parents perceive this link. This study examined how different parenting practices, presented in vignettes, shape parents' attributions of adolescents' emotional experiences and whether parents' own behaviours moderate these attributions. Slovak parents of adolescents aged 12–18 (N = 454) read one vignette describing a situation in school achievement, peer relationships, or safety, paired with overprotective, overcontrolling, or autonomy-supportive parenting. Participants rated adolescents' anxiety, positive, and negative emotions, and reported their own parenting behaviours. Results showed that parents attributed lower well-being to adolescents in overprotective and overcontrolling scenarios compared to autonomy-supportive ones. Highly overprotective parents also attributed lower well-being in these scenarios, though the difference from the autonomy-supportive scenario was smaller than for the rest of the sample. These findings highlight the role of parental perception in adolescent well-being and suggest that school psychologists can help support child well-being by raising awareness of overparenting and promoting autonomy-supportive strategies at home and school.

Conflicting Ethics and Policies: Experiences of U.S. School Psychologists Working with Immigrant Students

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Novel immigration policies in the United States have produced conflict related to school psychologists' moral and legal obligations. Although school mental health providers are responsible for supporting all students, there is a lack of clarity and consistency of current policies. Conflicting ethics with immigrant policy leads to confusion and fear in providing services, which is especially challenging in a constantly changing legal context. The presentation seeks to investigate how school psychologists address the discrepancy between their morals and the responsibilities dictated by laws and policy. The goals of this poster are to (a) identify relevant International and U.S.-based School Psychology Associations ethical codes and guiding principles; (b) interpret the ethical conflicts experienced by U.S. school mental health providers; and (c) explore the national and global implications for those working with immigrant students in nationalist- and xenophobic-predominant ideological settings. This qualitative study relies on data collected via semi-structured interviews with an estimated 20 school psychologists and counselors who are participants in the Developing Resilience, Emotional, and Academic Support for Immigrant Students Study. Learning from these participants' experiences will provide guidance on how to navigate ethical/legal dilemmas with the goal of providing the best support for immigrant students in anti-immigrant political climates.

Implementing TouchMath Intervention through the PLUSS framework with a Multilingual Learner

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Multilingual Learners (MLs) are an increasingly prevalent population in U.S. schools and continue to bring important assets and diversity to learning communities. However, there remains a lack of research on culturally responsive, evidence-based interventions to address the unique academic needs of MLs, especially with math, which is largely language-laden. The current study uses a single-case design (i.e., 2 A-B designs) to evaluate a TouchMath intervention delivered within a PLUSS framework. One female 6th-grader with limited English proficiency participated in the study. She received individual instruction focused on single-digit addition twice a week for 7 weeks, followed by single-digit subtraction for 3 weeks. The percentage of problems she completed correctly within 5 minutes was measured weekly. Visual analysis of the data revealed an increase in the percentage of problems solved correctly in addition and subtraction after the intervention periods began, compared with the baseline phases, both with large effect sizes. Although the TouchMath intervention was effective for increasing an ML's computational skills in the intervention setting, these skills were not observed in the classroom, possibly due to the heightened rigor of the 6th-grade curriculum or lack of culturally responsive instruction. Further implications for the field will be discussed.

Implementing Culturally Responsive SEL: Challenges and Opportunities in Adapting MindUP for Chinese Vocational Schools

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Increased attention to international and culturally responsive adaptations of social-emotional learning (SEL) interventions is urgently needed in school psychology, as many existing programs are grounded in White, Western frameworks that may not generalize across diverse contexts. This concern has contributed to the recent emphasis on transformative SEL, which calls for more culturally grounded approaches to implementation (Jagers et al., 2025). The proposed paper explores the adaptation of MindUP, a mindfulness-based SEL program (Hawn Foundation, 2011), for a Chinese vocational high school characterized by diverse sociocultural dynamics (e.g., socio-economic status, stigma). Guided by the Ecological Validity Model (Bernal et al., 1995), the adaptation aimed to preserve MindUP's core components while enhancing its cultural relevance. The paper will review adaptations made, including modifications to the eight domains of the ecological validity model (e.g., language, relevant persons, context, concepts). In addition, the paper will examine both the challenges and opportunities that emerged during adaptation and implementation, including issues related to collectivistic cultural values, cultural and educational uniqueness of vocational school settings, traditional teacher roles and expectations, and maintaining fidelity. Finally, we will offer recommendations for practitioners and researchers seeking to adopt similar interventions, such as supervision for teachers, reflective feedback, and learning communities.

Profiles of Executive Function Components and Their Differential Links to Academic Achievement: A Latent Profile Analysis

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The current study adopted a person-centered approach to examine heterogeneous profiles of executive function (EF) among Chinese primary school students and to explore how these configurations relate to academic achievement in Chinese, Mathematics, and English. A sample of 489 Chinese primary school students (Mage = 11.26, SD = 0.36; 45% female) completed five performance-based tasks assessing four EF components: sustained attention (SA), working memory (WM), cognitive flexibility (CF), and inhibitory control (IC). Latent Profile Analysis (LPA) was conducted to identify cognitive subgroups, and model fit indices supported a three-profile solution. The WM-Superior profile (n = 101, 20.7%) displayed strong WM capacity and consistently high academic achievement across all subjects. In contrast, the SA-Deficit profile (n = 44, 9.0%) showed marked deficits in SA and demonstrated particularly low performance in mathematics. The EF-Balanced profile (n = 344, 70.3%), representing the majority of students, exhibited average performance across EF components and corresponding moderate academic achievement across subjects. These findings reveal meaningful heterogeneity in EF configurations and suggest that specific EF components, particularly working memory and sustained attention, may differentially relate to academic achievement in late primary school students.
Keywords: Executive function, sustained attention, academic performance, latent profile analysis, primary school students

Joint Trajectories of Interpersonal Conflict Across Multiple Relational Contexts in Early Adolescence: Associations with Psychological Adjustment

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Interpersonal conflicts frequently arise across multiple relational contexts during adolescence, yet little is known about how conflicts in different social domains co-develop. This study employed parallel-process latent class growth modeling to identify joint trajectories of interpersonal conflicts across parent–child, friendship, and teacher–student relationships and to examine their associations with psychological adjustment, including life satisfaction, psychological well-being, depressive symptoms, and anxiety symptoms. A total of 823 Chinese adolescents (Mage = 13.99, SD = 0.48; 50.2% female) completed assessments at three time points over one year. Four distinct trajectory classes were identified: a low-conflict class (52.1%) and three domain-differentiated classes characterized by predominant parent–child conflict (9.0%), predominant friendship conflict (26.1%), and predominant teacher–student conflict (12.8%). Adolescents in the low-conflict class exhibited the most favorable psychological adjustment. In contrast, those in the predominant parent–child conflict class showed the poorest psychological adjustment, with lower life satisfaction and psychological well-being and higher levels of depressive and anxiety symptoms. These findings underscore the importance of considering individual differences in understanding the joint development of interpersonal conflicts across multiple relational contexts and highlight the key role of parent–child conflict in shaping adolescent psychological adjustment.

Keywords: Parent–child conflict, friendship conflict, teacher–student conflict, parallel-process latent class growth modeling, adolescence

The experiences of multilingual parents of their children's education in English speaking contexts.

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Parents play a significant role in their children's education, including advocating for their needs and the support they require and it is important to consider how multilingual parents communicate with on behalf of their children, in English speaking contexts.
In Paper One, systematic literature review of was undertaken to explore the qualitative research methods that were used to gather the voices of multilingual parents in education research conducted in English dominant contexts. A framework was applied to the studies and adapted to guide research practice with multilingual participants.
In Paper Two an exploratory qualitative study was conducted to capture the experiences of multilingual parents regarding their children's education, using semi-structured interviews alongside interpreters to collect the data. Reflexive thematic analysis was used to analyse the data, with findings indicating factors which impact the communication between parents and their children's school, parent's understanding of school practices, and the navigation of education and wider systems.
Implications for practice include recommendations to facilitate communications and build shared understanding between multilingual parents and education settings and professionals, as well as considerations to how their experiences can inform practice to better enable multilingual parents to be informed, involved and advocate regarding their children's education.

ADHD Knowledge Among Taiwanese Parents of Students With ADHD in Grade 1-9

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This study assessed ADHD knowledge among Taiwanese parents of students with ADHD in Grades 1–9. Given that parents play a central role in supporting children with ADHD, their understanding of the disorder is critical for informed treatment decisions. Data were collected via an online survey of 493 parents across Taiwan using the Chinese revision of Sciutto & Feldamer's (2005Knowledge of Attention Deficit Disorders Scale (KADDS). Regarding medication, nearly 80% of children were currently medicated, 10% had discontinued treatment, and 10% had never received medication. The overall correct response rate was 67%, surpassing rates found in previous literature. Accuracy was highest for symptoms (84.2%) but lowest for treatment-related knowledge (53.7%). Parental knowledge scores differed significantly based on the child's medication experience. Furthermore, for parents of currently medicated children, knowledge levels varied significantly by years since diagnosis, comorbidity, support needs, parent–child relationship, shared decision-making, and socioeconomic factors. These findings highlight the necessity of parent education programs that emphasize intervention strategies and medication, tailored specifically to medication history and diagnostic context.

Beyond Awareness: Examining Cultural Representation and Its Role in Reducing Mental Health Stigma

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While awareness of mental health has increased in the United States, stigma and limited understanding remain prevalent across many cultural communities (Austin et al., 2024). Limited cultural representation among mental health professionals may reduce trust, relevance, and accessibility of services for culturally and linguistically diverse students and families. This presentation examines the role of cultural representation in shaping perceptions of mental health and reducing stigma within school communities.
Data will be drawn from two surveys. The first will be administered to school psychologists from diverse cultural backgrounds to examine perceptions of cultural responsiveness and professional effectiveness when serving students and families who share similar cultural identities. The second will be administered in culturally diverse school settings to explore student perceptions of mental health, stigma, and the perceived impact of having mental health professionals who reflect their cultural backgrounds. A targeted review of the literature will examine existing evidence related to cultural representation, help-seeking behaviors, and stigma reduction. Findings will be discussed with practical implications for recruitment, training, and culturally responsive practice in school psychology.

The Evolving Role of Resource Teachers in Inclusive Education: Developments and Future Directions

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This presentation examines the historical evolution of the Resource Teacher (RT) role in supporting inclusive education in New Brunswick, Canada. A review of the literature (Booth et al., 2022) identifies key milestones and developments associated with major phases in the evolution of inclusive education, ranging from the exclusion of students with disabilities to full inclusion (AuCoin et al., 2020) and the recognition of an increasingly diverse student population (Abat-Roy, 2024).

These transformations reshaped the role and responsibilities of RTs within schools, moving from traditional pull-out interventions to more collaborative, classroom-based support for both students and classroom teachers (Leblanc, 2011; Porter & AuCoin, 2012). The role continues to evolve in response to emerging challenges, including greater cultural and linguistic diversity (Korotkov, 2021; Statistics Canada, 2023) and rising mental health needs among students (New Brunswick Health Council, 2025), requiring RTs to respond to increasingly complex needs while optimizing the coordination of support.

These perspectives contribute to a better understanding of the RT role and suggest possible directions for professional practice and collaboration in inclusive school systems. They also highlight avenues for further research on this key role in supporting inclusive education, which remains a relatively understudied area in scientific literature.

Initial development of an English and Spanish mental health screening tool for young children

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Universal screening is a proactive and preventive approach that uses brief, standardized tools with all students to identify those who may benefit from additional support services. In early| childhood settings, universal screening is especially important for detecting emerging behavioral! and social-emotional needs and ensuring that children receive early intervention. This poster presentation introduces the development of the I-BEGIN (Identifying Behavioral and Emotional Growth Indicators and Needs) universal screener, which is designed specifically for early. childhood educators. The tool is designed to reflect the linguistic and cultural diversity of children. and educators in early childhood education. A central focus of this presentation is the use of al simultaneous test development approach to build both English and Spanish versions of the screener. English items were first generated from established research on social-emotional development in early childhood and aligned with state-level early learning standards across the U.S. Building from these items, a bilingual development team composed of English-Spanish speaking graduate students in a school psychology program conducted both forward and backward translations. Participants will gain an understanding of linguistically and culturally responsive assessment in early childhood. Attendees will learn how simultaneous item development may promote more accurate identification of needs in multilingual populations.

Children’s social representation of intellectual giftedness: A thematic analysis through focus groups

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Social representations associated with intellectual giftedness may influence peer relationships and school inclusion. Research has focused on adults’ beliefs, leaving children’s perspectives poorly documented. This study aims to explore social representations of giftedness among both typically developing children and those claiming to be gifted, using an exploratory qualitative approach. Twelve focus groups with children aged 8 to 12 were conducted during an annual science event for children and analysed using reflexive thematic analysis. Six thematic dimensions emerged, portraying giftedness as a characteristic associated with academic strengths, but also with certain difficulties, without guaranteeing automatic success. Children emphasised the diversity of profiles and the multiple possible origins of giftedness. Socially and emotionally, giftedness was described as a source of pride, jealousy, stress or isolation. It was also perceived as a potential that must be nurtured and that depends on motivation and effort. Children who identify as gifted expressed more convergent views, highlighting a primarily biological origin, a sense of mismatch at school, and the need for educational accommodations and support. Overall, children develop a nuanced and multidimensional representations of intellectual giftedness. These findings differ from common adult stereotypes and underscore the importance of integrating children’s perspectives into educational and psychological contexts.

Mental health and Academic Outcomes among Newcomer Immigrant Youth: The Role of Teachers

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Newcomer immigrant adolescents (NIA; i.e., youth arriving within the past five years; Fry, 2015) are a fast-growing population within the U.S. (Sugarman, 2023). Despite numerous strengths, NIA may experience significant stressors, which place them at high risk for negative mental health and academic outcomes (Capps et al., 2020; Chang, 2019). Schools play a crucial role in supporting NIA mental health and academic success (Patel et al., 2023). In particular, the role of teachers has been highlighted as a particularly relevant protective factor among NIA in schools (Patel et al., 2023; Suárez-Orozco et al., 2009). Despite these findings, there is limited research examining the relationship between teacher practices and academic and mental health outcomes among NIA. The current study aims to address this gap by examining the role of teacher as agents of school climate on NIA mental health and academic outcomes. Participants included 131 NIA (MAge = 16.3, SD = 1.49; 51.7% male). Using regression analyses, results suggest teachers' respect for diversity and positive involvement with NIA related to higher levels of affective and behavioral school engagement and self-esteem, and lower levels of anxiety and depressive symptoms. Implications for the development of interventions for NIA will be discussed.

Neurotypical Siblings of Autistic Individuals: Emerging Adult Perspectives

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The sibling relationship is an extremely influential aspect of many individuals' lives as it is ever-changing and long-lasting. Sibling dyads in which one sibling is neurotypical (NT) and one has autism spectrum disorder (ASD) encounter distinct challenges as well as special bonds, that are still largely underexplored from the siblings' perspectives. In particular, there is a significant gap in qualitative studies that explore the experiences of adult NT siblings of individuals with autism (NT-ASD), highlighting the need for further inquiry in this area. This study will investigate the perspectives of emerging adult NT-ASD siblings related to their sibling relationship, what their experience was like growing up, and their current experiences. The researcher will then interpret the participants' meaning making through the use of Interpretive Phenomenological Analysis (IPA). Deepening our understanding of the lived experiences of emerging adult NT-ASD siblings could increase clinicians, educators, and families' awareness of their unique needs. This will allow for the development and implementation of needed supports for this largely overlooked population.

Bully Role Behavior of Boys with and without Autism

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Students with Autism Spectrum Disorder (ASD) report more bullying and victimization compared to students without ASD (Cappadocia et al., 2012; Schroeder et al., 2014; Zeedyk et al., 2014), however, less is known about bystander behaviors of students with ASD. The current study examined a case-matched subsample of 84 boys with ASD and 84 boys without ASD in 4th to 12th grade in a Midwestern U.S. school district to identify trends in boys' defending behavior across grade level and ASD status, along with associated emotional and behavioral outcomes. Participant demographics came from school records; the Bullying Participant Behaviors Questionnaire (Summers & Demaray, 2008) assessed engagement in bully participant role behavior (bully, assistant, victim, defender, outsider); and the Strengths and Difficulties Questionnaire (Goodman et al., 2003) assessed emotional and behavioral outcomes.

Boys did not differ across grade levels or ASD status in their bully role behavior participation. Boys with ASD reported significantly more frequent victimization and defending behaviors compared to their bully perpetration, assisting, and outsider behaviors. Finally, a significant positive association was found between boys' defending behavior and prosocial behavior ($\beta = .332$, $p = .001$). Implications for school psychologists working with bullying situations and boys with ASD will be presented.

IB Student Success and Well-Being: Student, Teacher, Parent, and Alumni Perspectives

C. Muller[1], K. Zhuang Shum[1], X. Chen[1], S. Kronenberger[1], A. Rosamond[1], M. Kholnazarova[1]

[1]University of Tennessee, Knoxville, United States

The International Baccalaureate (IB) Diploma Programme is an internationally recognized program for high school juniors and seniors that develops metacognitive, communication, and service skills (International Baccalaureate Organization, 2025). Its rigorous curriculum includes multi-year courses, a research project, and final exams. U.S. enrollment is growing due to state initiatives and the program's strong university recognition, which attracts students seeking college credits and reduced tuition costs (Suldo et al., 2018). However, IB students report significantly higher stress than peers in general education (Suldo & Shaunessy-Dedrick, 2013), making targeted interventions essential.

Drawing on teacher, student, parent, and alumni perspectives, this study examines program strengths, enrollment barriers, and strategies to promote academic and emotional success. Semi-structured focus groups were conducted with IB teachers, students, parents, and alumni at a high school.

Through thematic analysis, several themes were generated. Barriers to enrollment included perceived costs and concerns about workload, while early IB exposure facilitated participation. Participants identified psychological stress and limited flexibility as weaknesses, and highlighted help-seeking, time management, and self-affirmation as effective student coping strategies, offering clear targets for future intervention development.

The Relationship between Sense of Social Belonging, Time Perspective, and Career Awareness among Junior High School Students

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This study examined the relationships among sense of social belonging, time perspective, authenticity, and career awareness among junior high school students participating in a learning support program. Factor analyses confirmed generally acceptable structures for all scales. Correlation analyses showed positive relationships among all variables, with particularly strong associations between hope and confidence in career decision-making, and between current fulfillment and authenticity.

Multiple regression analyses indicated that goal orientation and hope significantly predicted confidence in career decision-making, whereas sense of social belonging and current fulfillment significantly predicted perceived social support. These results suggest that future-oriented attitudes promote independent decision-making, while present-oriented satisfaction enhances perceptions of support from others.

Furthermore, mediation analysis revealed that current fulfillment influenced perceived social support through authenticity. This suggests that satisfaction with one’s present condition enhances a sense of being true to oneself, which in turn strengthens perceived social support.

Overall, career awareness appears to be shaped by both future-oriented perspectives and present-oriented fulfillment through distinct pathways.

Parental Stress and Family Life Satisfaction in Families of Children with Disabilities: The Mediating Role of Family Resilience

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This study examined the effects of parenting stress on family life satisfaction among caregivers of children with disabilities, and tested the mediating role of family resilience. A total of 316 primary caregivers of Taiwanese elementary school–aged children with disabilities completed questionnaires, including the Parenting Stress Index, the Walsh Family Resilience Questionnaire (WFRQ), and the Satisfaction with Family Life scale (SWFL).
Results indicated that (1) caregivers reported moderate-to-high parenting stress with family life satisfaction needing improvement; (2) parenting stress differed significantly by disability severity, caregiver education, and household income; (3) parenting stress was negatively correlated with family resilience ($r = –.129$) and family life satisfaction ($r = –.302$), while family resilience was strongly positively correlated with satisfaction ($r = .797$); and (4) family resilience demonstrated a significant partial mediation effect (indirect effect = 35.7%), with parenting stress and family resilience explaining 67.5% of the variance in family life satisfaction ($R^2 = .675$).
Conclusions: Findings support the Double ABCX Model and Walsh's Family Resilience Framework. Practitioners are encouraged to adopt a family systems perspective to reduce caregiver burden and strengthen communication and meaning-making capacities.

Support Groups for Parents of Children with Special Needs

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This project aims to evaluate the impact of two types of support group interventions for parents of children with disabilities. A parent-to-parent wellness support group will focus on addressing parents' emotional and psychosocial needs through facilitated discussion, stress reduction strategies, and peer support. A skills-based support group will focus on equipping parents with knowledge and tools related to their child's disability, special education rights, behavioral strategies, and navigating school systems. The primary goal is to determine whether participation in either support group model leads to measurable reductions in parental stress and anxiety.

Teaching Exercise Physiology to Deaf Students and Students with Down Syndrome: Challenges, Lived Experiences, and New Pathways in Higher Education

M. Gholami Mehrabadi[1]

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Exercise physiology courses are often designed around an implicit assumption of a “students without disabilities”. This assumption becomes a significant barrier for deaf students as well as students with Down syndrome.
For students with Down syndrome, the primary challenges are related to specific cognitive characteristics, including limitations in working memory, slower information processing, and difficulty with abstract reasoning. Complex topics such as cardiovascular regulation and autonomic nervous system function can be particularly demanding when taught in a purely theoretical.
In contrast, deaf students typically possess cognitive abilities comparable to their hearing peers. Their main obstacle lies in linguistic accessibility. Without qualified sign language interpreters familiar with sports science—or well-designed visual instructional materials—deaf students may experience significant gaps in understanding the concepts. Here, the challenge is not learning capacity, but unequal access to information.
A shared challenge for both groups is the dominance of traditional teaching methods. Long lectures, text-heavy slides, and standardized exams often fail to capture true conceptual understanding and instead emphasize linguistic proficiency and short-term memory.
Inclusive education demonstrate that redesigning instruction—without lowering academic standards—can improve learning outcomes. Teaching Exercise Physiology to these students offers higher education an opportunity for reflection and transformation to inclusive education in Iran.

Friendship quality, life satisfaction, loneliness and social anxiety of adolescents with specific learning disabilities

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Social, emotional and behavioral characteristics are generally linked to higher academic achievement and positive developmental outcomes. Adolescents with learning disabilities and dyslexia have been consistently found to have more vulnerable social and emotional profiles. This aim of the present study was to examine friendship quality, life satisfaction, loneliness, and social anxiety in adolescent students with specific learning disabilities (SLD) compared to their typical peers. The sample consisted of 292 high school students, including 34 with SLD, attending 2nd and 3rd grade of high schools in Athens, Greece. Participants completed self-report questionnaires regarding the study variables. A positive association was found between friendship quality and life satisfaction and friendship quality was negatively correlated with loneliness. Students with SLD reported lower friendship quality, higher levels of loneliness, and increased social anxiety compared to their peers with typical development. Social anxiety was positively associated and was a significant predictor of loneliness. Demographic factors also played a role, as gender differences were observed across friendship quality, loneliness, and social anxiety. Additionally, life satisfaction varied as a function of parental educational level, while loneliness varied depending on family composition. The implications of the findings for the psychosocial support of adolescents with SLD will be discussed.

Student Participation in Civic Education: A Cross-National Study of Classroom Engagement and Its Psychological Conditions

I. Smetackova[1], H. Sotakova[1]

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Student participation is a key condition for effective learning and an important indicator of inclusion, wellbeing, and sense of belonging in school. This poster presents findings from the G-EPIC study examining factors influencing student participation in civic education. The sample included 418 adolescents aged 14–15 from five European countries (Czech Republic, United Kingdom, Germany, Denmark, and Belgium). Students completed questionnaires on general factors shaping their participation in Civics and on their experience of one specific observed lesson. These data were triangulated with classroom observations, focus groups and teacher interviews. The analysis identified three interconnected groups of factors affecting participation: individual (e.g. introversion, motivation), pedagogical (e.g. teacher facilitation, structure of activities), and social (e.g. classroom climate, peer dynamics). While students often reported favourable conditions for participation, observational data revealed discrepancies between perceived and actual engagement. In particular, fear of judgement, limited peer interaction, and insufficiently structured discussion reduced active involvement, especially among less assertive students. From a school psychology perspective, the findings highlight the importance of psychological safety, supportive classroom climate, teachers instructions, and student voice. Implications are discussed for school psychologists in supporting inclusive participation and reducing barriers to engagement in classroom learning.

Psychology, resilience & systemic crisis response

16:30 - 16:50

Buffering Burnout: The Role of Self-Compassion and Stress Management in Teacher Candidate Preparation

H. Rose[1], K. Brann[1]

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Teacher stress can impact students' regulation levels, escalate classroom challenges, and result in higher burnout rates. Thus, promoting pre-service teachers' professional resilience via self-compassion is critical. This session explores how stress management strategies and support messages may act as protective factors for educators.

The study used a repeated cross-sectional survey design to examine pre-service teachers' perceptions of self-compassion before (n=85) and after (n=56) a stress management training at an American public university. Participants' perceived support and stress management usage were also assessed. The surveys included: Self-Compassion Scale-Short Form (Raes et al., 2011), stress management strategy usage ratings, and external support ratings. Candidates reported high support levels for becoming a teacher. Both support and stress management strategies meaningfully predicted self-compassion. Self-compassion and stress management strategy usage remained at moderate levels pre- and post-training. Problem-solving, goal setting, and relaxation had the highest improvements.

Implications extend to teacher-candidate professional resilience research, teacher-preparation, and school psychologists supporting pre-service and early-career teachers. Proactively fostering skills to buffer stress during pre-service training may prevent staff burnout and promote positive school climates. The session will help attendees effectively measure and encourage teachers' self-compassion to foster supportive school ecosystems and understand support messages' relation to self-compassion.

School connectedness and self-kindness: key protective factors of student wellbeing

J. Webster[1]

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Student wellbeing is a key predictor of mental health outcomes in young people and adulthood. Early identification of low wellbeing provides a critical opportunity for timely intervention, potentially preventing the onset or escalation of mental health difficulties.

The Breathe Wellbeing Census is an annual, large-scale assessment of self-reported student wellbeing conducted in Birmingham, UK. Each year, over 10,000 students aged 7–18 complete validated measures, including the Stirling Children's Wellbeing Scale and the Warwick-Edinburgh Mental Wellbeing Scale. Participating schools receive tailored data dashboards to support interpretation and action by school mental health leads, mental health support teams, and regional stakeholders.

In collaboration with students, we developed an extended version of the census to capture a broader range of protective factors associated with wellbeing. These include school connectedness, peer and family support, self-kindness, emotion regulation, diet, and sleep.

This study is the first to apply network analysis to examine and visualise the interrelationships between these protective factors and student wellbeing. Analyses also explore differences across key demographic groups, including gender, ethnicity, special educational needs status, eligibility for free school meals, and persistent absence. Findings identify key targets for preventative school-based interventions, supporting early intervention and reducing pressure on mental health services.

Does Short-Term Exposure to Nature Enhance Students' Prosocial Tendencies? A Meta-Analytic Review of Experimental Evidence

Z. Yao[1], H. Liu[2]

[1]DALIAN UNIVERSITY OF TECHNOLOGY, China
[2]Dalian Naval Academy, China

There is growing interest in the role of natural environments in educational settings, particularly how contact with nature during breaks or brief interventions may influence students' social and emotional functioning. While previous reviews have examined correlational link between nature exposure and prosociality, no systematic synthesis has evaluated whether short-term, acute exposure to nature causally enhances prosocial tendencies. This meta-analysis estimated the causal effect of brief nature exposure on prosocial outcomes and examined potential moderators. A systematic search identified 19 independent experimental studies (total N = 3,297, students from elementary school to university) that manipulated short-term exposure to natural environments (lasting from 1 min to two weeks) and measured prosocial outcomes. Results showed that brief nature exposure significantly increased prosociality compared to control conditions (Hedges' g = 0.48, 95% CI [0.42, 0.53], $p < .001$), with low heterogeneity ($I^2 = 19.35\%$), indicating a consistent positive effect. The effect was robust across exposure modalities , measurement types , educational levels, and cultural contexts. This finding highlights a low-cost, accessible opportunity for schools and educational programs: providing students with brief nature breaks or nature-based activities during the school day may not only restore attention but also foster social connectedness, cooperation, and helping behavior.

School Psychological Services in Crisis and Routine: Systemic Gaps and Policy Implications from Israel

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[2]Office of the State Comptroller and Ombudsman of Israel, Israel

Children's mental health is a critical determinant of educational and developmental outcomes, with schools serving as key access points for early identification and intervention.

This paper examines the functioning of school psychological services (SPS) in Israel during routine periods and under crisis conditions, based on a national audit conducted by the State Comptroller. The audit covered multiple local authorities and included administrative data analysis and nationwide surveys of parents and service providers.

Findings indicate substantial gaps in service availability, long waiting times, and significant disparities in awareness and access across population groups. Approximately one-third of parents were unfamiliar with SPS, and demand for services increased significantly during crisis periods. Additional systemic challenges include workforce shortages, unclear service prioritization, and challenges in coordination between national and local levels.

The findings underscore the need to strengthen systemic capacity, improve accessibility, and develop integrated, proactive models of mental health support within educational settings. The Israeli case highlights broader policy challenges in delivering equitable mental health services through decentralized systems, particularly under conditions of large-scale societal stress.

Immigrant adolescents' belonging

16:30 - 16:50

Through Their Lens: A Photovoice Exploration of Belonging Among Australian Immigrant Adolescents

R. Jain[1]

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Belonging is a critical developmental need during adolescence, yet immigrant adolescents often navigate complex cultural and social contexts that shape how belonging is experienced. Despite Australia's multicultural population, little research has examined how immigrant adolescents themselves define and experience belonging. This study addresses this gap using a photovoice methodology to centre adolescents' perspectives. Sixteen immigrant adolescents aged 15–19 living in Australia participated in an online photovoice survey, sharing photographs and written reflections representing their sense of belonging. The data were analysed using thematic analysis. Findings suggest that belonging emerged across relational, cultural, participatory, and spatial contexts, including close relationships, cultural identity and expression, shared immigrant and people-of-colour spaces, participation in collective activities, and connections to place. A key finding was that belonging was closely tied to relief from identity management. Adolescents described belonging most clearly in settings where they did not need to explain cultural practices, translate aspects of their identity, or minimise difference to fit in. Interpreted through Bronfenbrenner's Ecological Systems Theory, belonging emerged as shaped by interactions across relationships, institutions, and broader social norms. These findings highlight the importance of environments that recognise and validate cultural identities in supporting immigrant adolescents' sense of belonging.

Using a Social Justice Framework to Deliver School Supports to Migrant and Refugee Youth

R. Hess[1]

[1]University of Northern Colorado, United States

Displacement due to conflict was the lived experience of nearly 50 million children worldwide at the end of 2024. These children will attend schools in countries where the language and culture may vary greatly from their own. Too often, migrant and refugee students (also identified as newcomers) are viewed through a deficit perspective. Schools are often the first point of contact with the resettlement community and play a significant role in their adjustment. Embracing a social justice lens requires examining the ecology of a school system and those serving newcomer communities require an approach that is multi-tiered, culturally responsive, and trauma informed. A multi-tiered system of support (MTSS) model offers the potential to serve all students within a school setting because it emphasizes preventive interventions while recognizing that intensity of support may need adjustment. Proactively incorporating trauma-informed approaches into a tiered model ensures that all aspects of the environment are guided by an understanding of trauma and designed to foster safety, resilience, and healing across all three tiers. This presentation offers a social justice framework for supporting newcomer youth resilience through a specific focus on enhancing school systems that promote the wellbeing of these students.

Design and Evaluation of an Embodied Psychosocial Intervention to Enhance Sense of School Belonging in Intercultural Primary Education

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[1]National and Kapodistrian University of Athens, Greece
[2]Freelance Dancer, Greece

Increasing refugee and migration flows have brought rising numbers of children into new educational systems, placing intercultural schools at the forefront of complex psychosocial and educational needs. This study examines how embodied practices (i.e., movement, dance and narrative body-based activities) can foster students' sense of belonging and improve classroom climate in primary education. The psychosocial intervention that was developed consisted of nine weekly sessions, each lasting 85 minutes. Fifth-grade students at an intercultural school in Athens participated in creative movement, movement-based games, and basic motor activities involving physical contact, which promoted self-expression and peer collaboration. In contrast, the control group participated in an educational programme aiming to foster active citizenship. Using a quasi-experimental pre-post design, data were gathered from student self-report questionnaires and semi-structured teacher interviews for both the research and control groups ($n = 17$ per group). Preliminary results indicate statistically significant changes, with reductions in two classroom climate dimensions: competitiveness ($p < 0.01$) and perceived difficulty ($p = 0.012$). Furthermore, qualitative analysis suggests greater ease in collaborative processes, increased effectiveness in group work, and enhanced student participation. The present study provides a theoretically grounded, practice-oriented framework for integrating embodied methodologies into inclusive education.

Examining Perceptions of School Climate as it Impacts Social Emotional Health Among Linguistically Diverse Students

K. Wade[1], D.M. Scott[1]

[1]Bowie State University, United States

English Language Learners (ELLs) represent a rapidly growing population in U.S. schools, yet limited empirical research explores how these students perceive school climate and how these perceptions relate to social-emotional learning outcomes during adolescence, a developmental period characterized by heightened sensitivity to peer relationships, identity formation, and belonging. This quantitative, correlational study examines differences between ELL and non-ELL students' perceptions of school climate and investigates the predictive relationship between school climate (SC) and social-emotional health (SEH) among ELL students. Using data from 143,456 9th-grade students in the 2022–2023 California Healthy Kids Survey (CHKS), analyses focus on School Climate subscales, including fairness, clarity of rules, peer relationships, racial/ethnic conflict, student learning environment, learning engagement climate, disciplinary harshness, respect for diversity, and Social Emotional Health subscales encompassing covitality (belief in self, and emotional competence), growth mindset, goals, collaboration, and problem-solving. Independent samples t-tests and MANOVA will assess group differences, while Pearson correlations and multiple regression analyses will evaluate the predictive power of school climate on social emotional health within the ELL subgroup. Findings aim to identify disparities in school climate experiences, clarify mechanisms linking climate to SEL, and inform culturally responsive interventions that promote resilience, and lifelong well-being for ELL students.

Anxiety & emotional / behavioural needs in special education

16:30 - 16:50

Empowering Autistic Adolescents with Executive Functioning Challenges: Developmental Implications for Global Contexts

M. Chittooran[1], H. Rose[2], D. Richter[3]

[1]Saint Louis University, United States
[2]University of Missouri-St. Louis, United States
[3]Interdisciplinary Center for Autism Services, Saint Louis University, United States

Autistic students have received considerable attention in the literature as well as in school and clinical settings. Although a critical concern relates to the management of executive functioning (EF) challenges in autistic adolescents, there is inadequate information about this community in global contexts. Executive functioning, which is managed by the brain's pre-frontal cortex, has been defined as the cognitive processes that are responsible for planning, judgment, behavioral and cognitive flexibility, and response inhibition. EF challenges may be exacerbated for autistic adolescents who experience typical developmental changes in addition to unique cultural demands, depending on where they live and attend school.

This presentation was collaboratively developed by two school psychologists and an educator who have extensive experience with autistic individuals; in addition, the lead presenter has taught autistic students in global settings. The session promotes audience engagement and provides case examples that describe critical executive functions and the impact of EF challenges for autistic adolescents. It further offers resources and evidence-based strategies for school professionals, families, and autistic adolescents. It is anticipated that conference participants will gain insights into the management of EF among autistic adolescents in global contexts that will benefit and empower the students with whom they work.

Beyond Cognitive Adaptation: An Existential-Phenomenological "Hope Model" and Multiple-Case Analysis for Fostering Resilience in Clinical and Educational Settings

H. Cohen[1]

[1]Kaye Academic College of Education, Beer Sheva, Israel

In an era of chronic instability, this paper proposes an integrative, process-oriented “hope model” anchored in an existential-phenomenological framework. While Snyder’s (2002) foundational research conceptualizes hope as a cognitive, goal-directed construct, this model views familial and educational crises as the undermining of meaning. Consequently, restoring hope is redefined as reconstructing purpose and fostering post-traumatic growth. To drive transformation, the framework merges two therapeutic approaches: mindfulness, which cultivates presence to confront distress, and guided imagery, a tool for rebuilding personal, relational, and educational narratives. The model outlines three sequential phases: (1) Acceptance and Mindfulness, (2) Change and Reframing, and (3) Reconstruction.
Methodologically, this study employs a multiple case study design (Yin, 2018), offering a comparative qualitative analysis of the "Hope Model" across two distinct ecosystems: clinical couples therapy and educational settings. Theoretically, this research extends traditional hope theory into an existential paradigm, explaining how hope is dynamically reconstructed when meaning systems rupture. Practically, by demonstrating adaptability across clinical-couples and educational systems, the study equips therapists and educators with a cross-systemic protocol and experiential tools for emotional accompaniment, transforming systemic crises into sustainable resilience.

Using Mixed Methods to Tell Stories about Interventions Designed for Students with Emotional and Behavioral Disorders: Guidance for School Psychologists

J. Hitchcock[1], D. Houchins[2]

[1]University of Minnesota, United States
[2]Georgia State University, United States

This presentation will highlight how school psychologists, in collaboration with others, can “tell better data stories” through a mixed methods lens when supporting students with emotional and behavioral disorders (EBD). We will describe how school psychologists routinely work with both qualitative and quantitative data, and how a mixed methods lens can help them understand the academic progress of students with EBD in research and practice. Integrating qualitative and quantitative data helps one consider student academic progress in a local context and culture. Quantitative findings (e.g., central tendency estimates, percentile rankings) are used to provide information about learning progress, while qualitative data provide valuable insights into the context and meaning of outcomes. This context-specific approach acknowledges that diverse cultures have different concerns. Consider, for example, that in U.S. juvenile correctional facilities, literacy instruction and outcomes are influenced by interactions among education and security personnel. Thus, behavioral concerns may take priority over instruction, thereby influencing our understanding of literacy outcomes. In contrast, in traditional public schools, literacy instruction may take priority over behavioral concerns. This example demonstrates that context matters in understanding students' academic outcomes with EBD. We will offer straightforward models that school psychologists can use to promote “mixed methods thinking.”

Effects of a Tier 2 Small Group Positive Psychology Intervention on Middle School Students' Subjective Well-Being

S. Suldo[1], S. Fefer[2], K. Shum[3], J. Ferron[1], S. Kiefer[1]

[1]University of South Florida, United States
[2]University of Massachusetts, United States
[3]University of Tennessee Knoxville, United States

Comprehensive school mental health services include evidence-based practices that monitor and promote students' subjective well-being (SWB). This paper presents results from a multi-site randomized controlled trial examining a preventative (Tier 2) positive psychology intervention—the Well-Being Promotion Program (WBPP; Suldo, 2016). WBPP sessions cultivate positive emotions about the past, present, and future; increase engagement through strengths use; and build relationships. Participants were enrolled in four annual cohorts from 15 middle schools. For each cohort, phases included: initial training of school mental health professionals (SMHPs) in positive psychology and WBPP; schoolwide screening of student SWB; implementation of WBPP with coaching support; and outcomes evaluation. Fifty-nine SMHPs completed initial training, and 7,183 students completed screeners of life satisfaction. Students in the bottom quartile with parent permission and youth assent to participate (N = 1035) were randomly assigned to intervention (N = 528) or control (N = 507). Students in intervention condition completed 10 weekly small group sessions, and 3-4 monthly follow-up sessions. Data collection involved repeat assessment of SWB, psychopathology, and academic engagement, reported by students, teachers, and parents. Data analysis is underway, using multilevel models for partially clustered designs to estimate intervention impact on each student outcome at post-intervention and follow-up.

Supervision, ethics & candidate burnout

16:30 - 16:50

Supervision in Israeli School Psychology – From Structured Regulation to Professional DNA

S. Alkalay[1], A. Roded[2]

[1]Max Stern Yezreel Valley Academic College, Israel
[2]The Academic College of Tel Aviv-Yaffo, Israel

This presentation examines three aspects of supervision in Israeli school psychology: workforce structure, its professional structure and workforce data; the rigorous regulatory training framework; and its role in shaping professional identity and ethics.
Serving 261 local municipalities, the field includes nearly 2,500 licensed experts and 2,300 interns. Practice focuses on system-level intervention, psychotherapy, and assessment, with supervision as the central developmental axis. Regulated by the Psychologists Act (1977), the mandatory internship requires 300 supervision hours, typically completed over four to five years, part-time. Notably, supervisor status is not automatic; it requires specialized certification and training following at least three years of practice as a credentialled school psychologist. Currently, 81.1% of practitioners receive regular weekly supervision.
Ultimately, supervision provides an essential reflective space for self-observation. Processing blind spots, biases, and transference within this space is crucial for maintaining high clinical standards and professional ethics, which contributes to the prevention of burnout and compassion fatigue. This process constitutes the "professional DNA" of the field, serving as the key mechanism that facilitates the practitioner's transition from a "technician" into a consolidated professional capable of navigating the complexities of the educational system.

Supervision in the 21st Century: Training for Ethical and Culturally Responsive Practice in Changing Educational Contexts

C. Perkins, Ph.D.[1], T. La Salle-Finley[1]

[1]Georgia State University, United States

This presentation examines evolving challenges and innovative practices in clinical supervision within school psychology, with particular attention to the influence of current sociopolitical climates on training and service delivery. Clinical supervision is a core competency in professional psychology that supports ethical practice, trainee development, and client welfare (Falender & Shafranske, 2004; Bernard & Goodyear, 2019). As policy shifts and public discourse increasingly shape issues such as mental health access, diversity and inclusion, and educational equity, supervisors must support trainees in navigating ethically complex environments.
Key issues addressed include ethical decision-making under policy constraints, maintaining culturally responsive and affirming practices, and supporting supervisees working with marginalized populations. Multicultural supervision models highlight the importance of addressing identity, power, and systemic inequities within the supervisory relationship (Phillips et al., 2016). The session will also explore how sociopolitical stressors may contribute to burnout, moral distress, and role ambiguity for both supervisors and trainees.
Drawing on current research and applied examples, participants will explore supervisory strategies that foster critical reflection, cultural humility, and professional resilience. Emphasis will be placed on creating a supervisory space that prioritizes insight, self-awareness, and thoughtful ethical decision making in complex educational contexts for both the supervisor and the supervisee.

A bioecological systems review of ethical practice in educational and school psychology

P. Prendeville[1], W. Kinsella[1]

[1]University College Dublin, Ireland

A narrative scoping review, using Arksey and O'Malley's framework and the PRISMA-ScR guidelines, examined ethical practices in educational and school psychology from a bioecological systems' perspective. A search of four databases yielded a total of 62 titles. Following screening of abstracts and removal of duplicates, 34 articles were included in the final narrative synthesis. Informed by Bronfenbrenner and Morris' bioecological systems theory, the ethical experiences of educational and school psychologists were analysed using the concepts of Process, Person, Context and Time (PPCT). The complexity, intensity and frequency of ethical dilemmas are reviewed in Process. The demand, resource, and force characteristics impacting on psychologists as Person are reviewed. Within Context, studies identified dilemmas arising that included assessment and administrative practices, concerns around digital working, issues from supporting clients on medication, and the ethical impact of rural working practices corresponding to the microsystem, mesosystem, exosystem, and macrosystem levels, respectively. In Time, microtime, mesotime, and macrotime are examined along with the implications of the Fourth Industrial Revolution on psychologists' ethical practice with the emergence of Artificial Intelligence. This paper demonstrates the synergies and the interrelated influences on psychologists' ethical practices arising from a systematic review of their experiences and their professional training needs.

Global Guidance and Growth: Exploring the Impact of International School Psychology Mentorship

H. Rose[1]

[1]University of Missouri-St. Louis, United States

Traditional school psychology graduate training predominately relies on local university and schooling partnerships to prepare students for the workforce. However, transformative mentorship opportunities exist far beyond regional time zones. This presentation explores the experiences of a school psychologist intern engaged in monthly mentorship meetings with an international practitioner. Paired with firsthand reflections, the session highlights international consultation's value in equipping school psychologists to serve in diverse educational landscapes. Moreover, global mentorship can foster a deepened commitment to professional ethics and culturally proficient, evidence-based practices. Aside from transcending geographical boundaries, global mentor-mentee partnerships yield reciprocal growth; mentors gain renewed energy and connection to emerging research and best practices, while mentees receive individualized guidance, field-based wisdom, and practical strategies.

Attendees will learn how to establish similar networking partnerships and discover how global mentorship strengthens both parties' professional identities, mental health and connectedness, and service delivery to diverse student populations. Given that minimal to no research has focused on international school psychology mentorship, this conversation could spark global dialogue around strategic cross-national training for students, early-career practitioners, and established professionals. Ultimately, this presentation offers valuable insights for internationally-driven mentors and mentees seeking to build productive partnerships that promote reciprocal professional growth and development.

Teacher Attachment and Burnout: Implications for Teacher–Student Relationships

S. Alkalay[1], T. Hamuda[1], A. Roded[2]

[1]Max Stern Yezreel Valley Academic College, Israel
[2]The Academic College of Tel Aviv-Yaffo, Israel

This study examines whether teachers' attachment styles are associated with differences in burnout levels, and whether burnout mediates the relationship between attachment and teacher–student relationship quality. Grounded in attachment theory, the study builds on evidence suggesting that teachers' internal working models shape both their interpersonal functioning and their ability to cope with occupational stress. While prior research has linked secure attachment to more positive teacher–student relationships and lower burnout, the mechanisms underlying these associations remain insufficiently understood.
The study employs a quantitative, cross-sectional design among more than 100 teachers from elementary and secondary schools in Israel, including both Arab and Jewish participants. Participants complete validated self-report measures assessing attachment (ECR), burnout (PROQOL), and teacher–student relationship quality (STRS). Mediation analyses will test whether burnout explains associations between attachment dimensions and relational outcomes.
Data collection is underway, and preliminary findings will be presented at the conference. Secure attachment is expected to be associated with lower burnout and higher-quality teacher–student relationships, whereas the opposite pattern is expected for insecure attachment. The findings may inform interventions promoting teacher well-being and relational effectiveness and contribute to theory-driven models of teacher functioning in educational contexts.

Online risk behaviours

16:30 - 16:50

Non-Consensual Sexting Among Adolescents from Ethnocultural Minorities: The Role of Self-Control and Sexual Preoccupation

D. Chasapis[1], T. Touloupis[1], A. Sofos[1]

[1]University of the Aegean, Greece

The non-consensual dissemination of sexually explicit electronic messages (non-consensual sexting) among adolescents of immigrant ethnocultural background constitutes an internationally under-researched field. Within this framework, the present study examined non-consensual sexting among adolescents from ethnocultural minority groups, while also investigating the predictive role of intrapersonal characteristics, namely self-control and sexual preoccupation. In total, 293 ninth-grade students (59% boys) attending Greek public intercultural schools or reception classes, and originating primarily from Albania and Bulgaria, completed in-person self-report scales related to the variables involved (non-consensual sexting, self-control, and sexual preoccupation). The findings indicated that boys, and particularly students of Albanian and Bulgarian origin, were involved in non-consensual sexting (as senders and/or recipients) to a statistically significantly higher extent. Furthermore, self-control emerged as a primary negative predictor, while sexual preoccupation functioned as a secondary positive predictor of involvement in non-consensual sexting (as senders and/or recipients). The results highlight the necessity for the design and/or intensification of preventive psychoeducational actions focusing on risky online sexual behaviors among adolescents from ethnocultural minority groups. Within this context, the parallel strengthening of adolescents' individual psychological mechanisms (e.g., self-control) is considered essential.

Adolescents' intention and willingness to engage in photo self-disclosure on SNS: the comparison of neutral and problematic photo disclosure

U. Paluckaitė[1], K. Žardeckaitė-Matulaitienė[1]

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Sharing photos online is a popular activity among adolescents on social networking sites (SNS), however, scholars lack knowledge concerning the theoretical explanations of such behavior in adolescence. Prototype Willingness Model (PWM) can well explain adolescents' disclosure on SNS. The aim of this study is to analyze how PWM can explain neutral and problematic adolescents' photo disclosure on SNS. To reach this aim, the quantitative study using random sampling was organized (N = 444; Mage = 14.65, SDage = 1.36; 56.9% female). Students were asked to fill in the questionnaire, assessing the factors of reasoned and reactive pathways of the PWM. SEM results of the hypothesized models showed an acceptable fit for neutral (χ^2= 588.85 (404), p<.001; RMSEA=.029 [.024; .034], CFI=.976, TLI=.971) and problematic (χ^2= 1127.63 (691), p<.001; RMSEA=.034 [.031; .038], CFI=.961, TLI=.956) photo disclosure. According to the results, adolescents' neutral photo disclosure on SNS is better explained by the factors of reasoned pathway (intention R^2=.45) than the reactive pathway (willingness R^2=.24); problematic photo disclosure on SNS is well explained by both, the factors of reasoned pathway (intention R^2=.61) and the reactive pathway (willingness R^2=.54). Thus, it is possible to state that adolescents' photo disclosure on SNS differs by its content.

Early Identification of Internet Gaming Disorder in Adolescents: Psychometric Properties of the Greek IGDS9-SF for Students' Mental Health Screening

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Excessive digital gaming has become an emerging concern for adolescent mental health and wellbeing, including psychological distress, diminished academic engagement, and social challenges. Internet Gaming Disorder (IGD)has been included in the DSM-5 and classified by WHO as a behavioral addiction. Schools represent a key context for early identification and prevention of problematic digital behaviors.
This study aimed to translate, culturally adapt, and examine the psychometric properties of the Greek version of Internet Gaming Disorder Scale–Short Form. A back-translation was implemented to ensure linguistic and conceptual equivalence. Data were collected from 241 adolescents through an online survey that included: demographic questions, the Greek version of the IGDS9-SF, and the Internet Addiction Test to assess convergent validity. Reliability analysis demonstrated excellent internal consistency for both instruments (Cronbach's $\alpha = .939$ for IGDS9-SF; $\alpha = .940$ for IAT), whilst Pearson correlation analysis revealed a significant positive relationship between IGDS9-SF and IAT scores ($r = .45$, $p < .001$), supporting the construct validity of the scale. Therefore, the Greek version of IGDS9-SF is a reliable and valid screening tool that could support school psychologists in early identification of gaming-related risks and inform school-based prevention strategies aimed at promoting adolescents' mental health and digital wellbeing.

Psychosocial impact of problematic online behaviors among youth: A systematic literature review

V. Sigre Leirós[1], E. Lacroix[1], J. Billieux[1], Z. Moody[1]

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Available data indicate that 95% of US adolescents have access to a smartphone, 45% of whom are connected to the Internet “almost constantly”. Although digital media provides a sense of connection and multiple benefits, excessive use can become “out of control” and have negative consequences for vulnerable users, including socio-emotional, functional, familial and educational difficulties. This paper is based on a systematic review providing a critical overview of the available literature on the psychosocial impact of problematic online behavior among adolescents aged between 12-20 years. This review is conducted in accordance with the PRISMA guidelines. The predefined eligibility criteria include published, peer-reviewed articles adopting a quantitative, longitudinal design. Key findings include the identification of specific online activities prevalent in adolescence and their psychosocial and mental health consequences. Potential mediators and moderators of the relationship between such behaviors and related outcomes, such as gender and digital literacy, are also identified. By critically synthesizing existing longitudinal data, the influence of problematic online behaviors on adolescents’ mental health and overall well-being can be assessed. Moreover, the results provide evidence-based insights into strategies for preventing and intervening in problematic digital use among youth, particularly informing the role of school psychologists in this respect.

Educator Well-Being Program

16:30 - 17:00

Preliminary Results from the Educator Well-being Program

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Educators experience high levels of work-related stress that negatively affect their mental health. The Educator Well-being Program (EWP) uses a participatory approach that engages educator teams in identifying and addressing sources of workplace stress to promote mental health. Using a stepped-wedge cluster randomized trial in elementary schools, we hypothesized that as compared to the control schools (n=10), educators in the intervention schools (n=3) implementing the EWP would experience improved mental health and work factors. An electronic survey assessing mental health and work factors was administered during the 2022–23 and 2023–24 school years. Paired t-tests examined pre/post changes among 424 educators. Across EWP schools, work overload and disruptive student behavior emerged as major stressors. Resulting workplace changes included enhanced behavioral support systems, improved communication, increased preparation time, and strengthened community-building efforts. Following program implementation, intervention schools demonstrated significant reductions in work stress (mean 7.36 to 6.81, p=0.017), anxiety (mean 7.66 to 6.55, p=0.030), and work-to-life conflict (mean 3.79 to 3.29, p=0.011) while control schools exhibited increased turnover intent. These early findings suggest that participatory strategies such as the EWP can effectively improve educator mental health. Continued evaluation is needed to determine the program’s long-term impact.

Development and Implementation of the Educator Well-being Program: A Participatory Approach to Educator Well-Being

A. Dugan[1], N. Charamut[2], E. Appleton[2], S. Trudel[3], M. Brennan[1], M. Miskovsky[2], A. Hiner[2], J. Cavallari[1]

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[2]University of Connecticut, United States
[3]Marist University, United States

Educator stress and turnover are persistent and widespread concerns, yet relatively few schools implement effective workplace programs to support health and well-being. Existing approaches are often top-down and focus on individual-level change. Research suggests that participatory models addressing both individual and organizational factors are more effective. The Total Teacher Health Project's Educator Well-being Program (EWP), adapted from the Healthy Workplace Participatory Program, was developed to improve educators' well-being through staff-driven change. The EWP engages school personnel through a facilitator-led participatory process that centers educator voice and shared decision-making. Implementation involves two core groups, an Educator Design Team (non-administrative staff) and an Administrator Team, who collaboratively use a Learn–Plan–Improve process to identify stressors, develop interventions, and implement and evaluate solutions. The EWP was iteratively refined and implemented across six public elementary schools in the northeastern USA. Implementation demonstrated feasibility and acceptability. Schools identified key well-being challenges and developed context-specific, sustainable solutions with administrative support. Iterative adaptations enhanced usability and alignment with school contexts. Findings support the value of participatory approaches to educator well-being. The finalized EWP toolkit offers a practical, evidence-informed method for school psychologists and other practitioners to promote sustainable improvements in educator health and workplace conditions.

An Educator Well-being Program Case Study

E.W. Appleton[1], A. Dugan[2], N. Charamut[1], M. Brennan[2], S. Trudel[3], A. Hiner[1], J. Cavallari[2]

[1]University of Connecticut, United States
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[3]Marist University, United States

This case study illustrates how one school operationalized the Educator Well-being Program (EWP) to address staff needs. During the 2023–2024 school year, School “A” analyzed internal data and identified strengths, including strong staff rapport and positive student relationships, alongside critical concerns such as understaffing, emotional exhaustion, and work overload. Work overload was prioritized, with root cause analysis identifying the demands of meeting diverse student needs as a primary contributing factor. To address this, School “A” established a Health, Safety, and Well-being goal focused on reducing educator stress by strengthening systems that support student behavioral needs while increasing opportunities for staff collaboration. In the 2024–2025 school year, School “A" implemented several solutions, including revising a Multi-Tiered System of Supports (MTSS) behavior flowchart, refining assessment and data collection protocols across tiers, developing an accessible repository of Tier 1 behavior strategies, and embedding dedicated time for school-wide social-emotional learning (SEL) meetings. In the 2025-2026 school year, School “A” is adapting the EWP to align with their school’s unique needs and workflow. This case demonstrates how the EWP can translate data into targeted action, offering a practical bridge between conceptual frameworks and scalable approaches to improving educator well-being across school contexts.

Augmented Social Play (ASP-Belong)

16:30 - 16:50

Co-Designing Across Cultures: Strengthening Validity and Reliability in Youth-Led School-Based Mental Health Interventions

N. Mokaya[1], A. Barnard[2], P. Brás[3], V.A. Coelho[3], G. Dale[4], M. Marchante[3], R. Martincová[5], A. Šašinková[5], T. Nmatsvai[6], G. Mittmann[7], K. Woodcock[8], V. Motta[9], P. Ribeiro Silva[3], R. Wylie[4]

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Youth mental health interventions increasingly adopt co-design approaches; however, limited meaningful involvement of young people and poor documentation of co-design and co-development processes remain critical methodological gaps. These limitations risk undermining the validity and reliability of school-based interventions, as young people are often engaged in constrained roles while decision-making remains researcher-led.

This study documents the co-design and co-development of Lina, a smartphone-enabled, classroom-based intervention promoting adolescent belonging and mental well-being. An interdisciplinary, participatory methodology was implemented through the cultural exchange programme within the ASPbelong project, involving young people (aged 12–15) across the United Kingdom, Czechia, and Portugal as implementation contexts to examine transferability, cultural adaptation, and fidelity. Adolescents participated as “creative associates,” working alongside psychologists, educators, theatre practitioners, and game designers, with school psychologists supporting implementation. Methods supported multi-modal participation aligned with young people’s preferred modes of expression.

Findings provide rich, contextualised insights consistent with ecological and content validity, while systematic documentation enhances transparency and reliability. Early implementation feedback across the UK, Portugal, and Czechia indicates positive end-user engagement.

This study offers a replicable, process-oriented approach to co-design and co-development, providing practical guidance for school psychologists implementing culturally responsive mental health interventions globally.

Analyzing mental health indicators for the student population across three European countries

V.A. Coelho[1], P. Brás[1], M. Marchante[1], A.C. Primot[1]

[1]Académico de Torres Vedras, Portugal

Early adolescence is a time of major social change; during this period strong challenges to mental health emerge. In Europe, initiatives such as Horizon Europe try to establish mental health as a top priority, However, although there is widespread acknowledgement of challenges in this area, there are relatively few studies comparing mental health indices for the student' general population between different European countries.

As part of the ASP-belong Project, and in preparation for an Augmented Reality intervention, 2355 students from Czechia (n=724); Portugal (n=760); and the Kingdom (n=871) filled out the WHO-5; SAS-A and the UCLA Loneliness scale.
Analyses of variance results show that there were significant differences between the youth from the three countries; Portuguese students displayer higher levels of mental well-being than students form Czechia and the United Kingdom, whereas students from the United Kingdom reported lower levels of social anxiety than Czech and Portuguese students. Also, Portuguese students reported lower level of loneliness than Czech students.

Taken together, the results from the current study show that there are differences between countries that have to be taken into account and highlight the need for accurate data and its due analysis before implementing mental health promotion. interventions.

Classroom Climate: Validation of an assessment tool for Portugal

M. Marchante[1], A.C. Primor[1], V.A. Coelho[1]

[1]Académico de Torres Vedras, Portugal

In Portugal, there has been an increased interest in intervention designed to promote a positive classroom. However, although there are several measures designed to assess school climate, there is a lack of assessment tools to assess classroom climate suitable for large-scale application in school populations.

This study aims to validate a Classroom Climate version of the Delaware School Climate Survey-Students. In this study, 811 Portuguese middle school students from grades 6 and 8 were assessed, Mage = 12.04, SD = 1.78, of which 50.3% were girls; 49.2% were low middle school students, and 50.8% were upper middle school students. The instrument's factorial structure was examined through Confirmatory Factor Analysis (CFA). The CFA results indicated the best fit was found for aa bi-factorial model composed of 20 items, that included five first-level factors—Teacher-Student Relationships, Student-Student Relationships, School Liking, School Safety and Fairness of Rules—. The goodness-of-fit indices for this version ranged from good to excellent and internal consistency for each factor was at least good.

This study establishes psychometric properties of the first instrument to assess classroom climate for a broad range of the Portuguese student population, making it a valuable tool for both practice and school-based research.

An analysis of LINA an augmented reality in intervention in Portugal

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[1]Académico de Torres Vedras, Portugal

Funded under the Horizons program, the ASP-Belong project is a project conceived to develop a digital mental health intervention format, Augmented Social Play (ASP). ASP-belong was meant to develop serious games for smartphones that promoted school connectedness and reduced social anxiety based on augmented reality. It is meant to be used for group psychotherapeutic interventions in educational settings. The first intervention developed was named LINA and it was implemented in Czechia, Portugal and the United Kingdom.

In Portugal, LINA was implemented in 19 interventions classes (n= 422 students), which were accompanied by 20 waiting list control classes (n=453 students). Altogether, 76 sessions using smartphone sets were delivered, and these were complemented by 38 analogue sessions

The current presentation will detail the implementation of LINA in Portugal, analyzing both the challenges and barriers encountered. It will also reflect upon the ASP-belong consortium and its role in implementation. Finally, the presentation will also discuss the future developments for LINA and the changes that will be implemented for the second wave of implementation.

Understanding Students' Needs Through Their Difficulties and Strengths: Looking Beyond IQ

16:30 - 16:50

Profiling Clinical Groups with the IDS-2: Cross-National Validation and Patterns in School-Relevant Disorders

M. Aßmann[1]

[1]Hogrefe Publishing, Germany

School psychologists frequently deal with students with heterogeneous clinical profiles, characterized by a complex interplay between intelligence, executive functions, and developmental skills. However, traditional assessment approaches often fail to capture this multidimensional nature, as they rely on single IQ scores rather than a comprehensive IQ profile and largely overlook executive functions and domains of general development. The present study examines the validity and clinical utility of the Intelligence and Development Scales–2 (IDS-2; Grob & Hagmann-von Arx, 2018) by analyzing cognitive and developmental profiles, using Latent Class Analysis (LCA) across clinically relevant subgroups in cross-national samples.
We compared IDS-2 profiles across clinical groups, including Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), and learning disorders. We expect ADHD groups show pronounced differences in executive functions, whereas ASD groups differ in social-emotional skills, and language-related disorders demonstrate marked weaknesses in verbal and scholastic domains despite more heterogeneous cognitive profiles. Preliminary findings indicate distinct and meaningful profile patterns across domains. Cross-national comparisons suggest robust and consistent patterns, supporting the association between IDS-2 and clinical diagnoses. These findings highlight the added value of multidomain assessment for differentiating student needs beyond global IQ scores and provide practical implications for more targeted, individualized school-based interventions.

Broadening the Lens: The Conceptual Foundations and International Validation of the IDS-2

A. Grob[1]

[1]University of Basel, Switzerland

This presentation introduces the IDS 2 as a comprehensive, modular assessment system designed to capture the multifaceted nature of child and adolescent development. After an overview of the test's history, the talk will describe the structure of the test battery: its cognitive domain providing intelligence scores based on the Cattell–Horn–Carroll (CHC) model of intelligence (Schneider & McGrew, 2012) as well as executive functions scores, and its development domain which explores psychomotor skills, social-emotional skills, academic skills, and motivation and attitude. The value of this comprehensive, evidence-based evaluation tool is the integration of cognitive and developmental data for more robust information to help with early identification of individual strengths and challenges, as well as targeted support strategies.
Key psychometric aspects will be presented, including concurrent validity with the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V; Wechsler, 2014). The presentation will also highlight emerging cross-cultural patterns observed in cognitive and developmental scores across countries where the IDS 2 has been adapted and standardized. Taken together, these elements demonstrate how the IDS 2 expands traditional assessment beyond intelligence to provide richer, more actionable information for educational decision-making.

The Value of Comprehensive School Assessment: An Illustration Using the IDS-2 and a Case Study

K. Terriot[1, 2]

[1]CNAM, France
[2]CRTD, France

School psychologists increasingly assess students whose needs span cognitive, executive, emotional, motivational, and developmental domains. However, many school assessments still rely primarily on global IQ scores, offering only a partial understanding of learning trajectories. Research shows that executive functions, motivation, and accumulated knowledge contribute substantially to academic achievement alongside intellectual abilities.
The IDS-2 provides a multidomain and modular framework designed to capture the whole child. Its Cognitive Domain offers intelligence scores based on the Cattell–Horn–Carroll model, including processes essential to knowledge acquisition and long-term learning that are not directly assessed in commonly used batteries such as the WISC-V. The IDS-2 also includes measures of executive functions, psychomotor skills, social-emotional competencies, scholastic skills, and motivation toward learning.
By integrating cognitive and developmental measures within a single battery, the IDS-2 offers incremental validity beyond IQ-centered assessments for understanding learning difficulties and academic functioning. This presentation illustrates the clinical value of this comprehensive approach through a case study, demonstrating how combining information from multiple domains supports more precise interpretation and better-targeted educational recommendations. This multidomain perspective aligns with contemporary developmental science, emphasizing interactions among cognitive, emotional, and contextual factors, and provides school psychologists with richer, more actionable information for guiding intervention planning effectively.

17:30 - 17:50

Bringing the IDS-2 to France: Adaptation, Standardization, and Predictive Validity

C. Tandetnik[1], C. Pannetier[1]

[1]Editions Hogrefe, France

This presentation describes the adaptation and standardization of the IDS 2 in France including linguistic translation and cultural adjustments, pilot testing, and large-scale data-collection conducted across metropolitan France.
The French standardization sample includes 1 300 children and adolescents across diverse geographic regions and sociocultural backgrounds to ensure representativeness. This extensive data collection effort was made possible through the active involvement of school psychologists, whose feedback also helped refine administration procedure.
In addition, we will present preliminary findings on the predictive validity of the IDS-2 cognitive, executive, and academic domains in relation to national assessment scores in French and mathematics in elementary school. The study will also consider the effect of parental education level, a key socioeconomic indicator known to influence academic trajectories.

Equity & Anti-Bullying Action Research

16:30 - 18:00

Healing, Equity, and Activism through Youth Participatory Action Research: Disrupting racialized bullying in schools

D. Scott[1], J. West[1], K. Daniel[1]

[1]Bowie State University, United States

Critical threats to health equity for minoritized communities persist in the area of fair access to quality education due to poverty, discrimination, and their consequences. This work envisions an equitable educational future by dismantling systemic support for racialized bullying and biased treatment of adolescents in middle and high school. Issues like toxic masculinity, cyberbullying and inter-group conflict among minoritized communities are creating high anxiety and depressive threats to the mental health of our youth. In recent years, we have seen a sharp rise in recreational drug use, self-harm, suicide, gun violence and physical aggression and altercations. Based upon the Nzima Model of Human Development, these adverse life stage outcomes are a direct result of the maladaptive identities that youth develop in reaction to the current stressors and readily available coping mechanisms modeled in their schools and communities. Furthermore, the inequity in school funding leads to great disparities in the quality of food, textbooks, and other resources, which adds to the potential health risks plaguing our schools today. This roundtable discussion will highlight a youth participatory action research (YPAR) initiative targeting the reduction and eradication of interpersonal bullying that targets minoritized students based upon their perceived race, ethnicity, or sexuality.

Designing Systemic Intervention Pathways Across Local Areas for Social, Emotional and Mental Health: A Pragmatic, Resource-Concious Framework

16:30 - 18:00

Designing Systemic Intervention Pathways Across Local Areas for Social, Emotional and Mental Health: A Pragmatic, Resource-Conscious Framework

A. Reynolds[1, 2]

[1]Tavistock and Portman NHS Foundation Trust, United Kingdom
[2]Peace; London Borough of Hounslow; DRPS, United Kingdom

Developing effective systemic intervention pathways is essential for addressing the increasing social, emotional, and mental health (SEMH) needs of children and young people (CYP), particularly within the constraints of public sector resources. At a local authority and systems level, this work is inherently complex, requiring professionals to navigate competing demands including workforce capacity, thresholds for support, equity, diversity and inclusion (EDI), and the distribution of power across services.

Aligned with the conference theme of empowering school psychologists for global mental health, this workshop presents a structured, practice-informed and pragmatic framework for designing and implementing systemic intervention pathways. Grounded in the graduated approach and informed by impactful ideas and principles, such as the Pareto Principle, the framework supports participants to prioritise high-impact interventions within limited resources while maintaining ethical and equitable practice.

The workshop is interactive, drawing on real-world examples of pathway development across systems. Participants will engage in structured reflection, small-group problem-solving, and applied design tasks to explore how intervention processes can be developed across individual, group, and whole-system levels.

Through these activities, participants will strengthen their ability to identify key facilitators and barriers, make ethically informed decisions, and balance cost–benefit considerations with safeguarding and equity.

The Anxious Brain: How Stress, Trauma and Anxiety Impacts Learning and Behavior

16:30 - 18:00

The Anxious Brain: How Stress, Trauma, and Anxiety Impacts Learning and Behavior

S. Feifer[1]

[1]Monocacy Neurodevelopmental Center, United States

Global anxiety disorders are surging, and now represent the most common type of mental health disorder in youth. Social media, climate anxiety, and the post-pandemic aftermath are just a few of the reasons why nearly 20% of youth report elevated levels of anxiety symptoms. Therefore, this presentation will discuss how anxiety impacts student academic performance and social behavior from a brain-based educational perspective. The essential features of almost all school-based anxiety conditions are avoidant behavior and catastrophic thinking, both of which can hinder academic functioning and school performance, and stunt social-emotional growth. A key focus will be on differentiating anxiety disorders from other learning conditions such as ADHD and specific learning disabilities. Numerous interventions and practical classroom interventions will be emphasized, along with specific assessment measures. In summary, schools can enhance emotional wellness through early prevention efforts, appropriate assessment and screening techniques, and an improved school climate to foster emotional growth for all children.

Consultation Frameworks and Models

16:30 - 18:00

Consultation Tools and the School Psychologists' Role in Turbulent Times

S. Maital[1]

[1]Israel Psychological Association, Israel

We are living in turbulent times in which students, schools, and their communities face rapid changes and ongoing crises. Seymour Sarason (1977/1996) noted nearly 50 years ago that coping with change is a difficult process. Even when change is desired and planned, schools tend to revert to familiar "existing regularities." When unexpected, forces demanding change can be disruptive and threaten regularities at all levels of the system.

This workshop provides consultation tools to help schools and communities cope proactively with the stress of threatening events and prevent more serious traumatic responses. Notably, Gerald Caplan developed his ideas about mental health consultation in earlier times of crisis following WWII (Caplan, 1970). Consultation that integrates a consultee-centered approach with a systems orientation enables school psychologists to promote more flexible adaptation and resilience, and to reach larger numbers of people in need, so that schools and communities can respond more effectively to unpredictable events.

Learning Outcomes:
Participants will acquire consultation tools for helping schools and communities cope with crises by:

1. Assessing needs and mapping available resources at various levels of the system.

2. Acquiring tools to help educational and community leaders work together to act proactively and respond flexibly.

Evidence-Based Methods in Intervention

16:30 - 18:00

Responding to Loss and Grief in School Communities

M. Böhmer[1]

[1]University of Luxembourg, Luxembourg

Schools are often not sufficiently prepared when a student, staff member, or parent dies, even though such events require an immediate, sensitive, and coordinated response. This workshop focuses on how school psychologists and other school professionals can respond when grief affects the school community. Drawing on Grief in Schools (Böhmer & Steffgen, 2022) and extending an earlier presentation on grief in the classroom at ISPA 2025 in Coimbra, it offers a practice-oriented perspective on communication, support, and school-based responses after a death.

The workshop will address common grief reactions in children and adolescents, principles of clear and age-appropriate communication after a death, ways of supporting grieving students in everyday school life, and the role of routines, rituals, memorial practices, and culturally sensitive support. It will also consider the emotional impact on teachers and the need for crisis-team structures and referral pathways when school-based support is not sufficient.

Participants will leave with practical ideas for the first hours and days after a death, greater confidence in responding to grief in schools, and suggestions for strengthening preparedness and compassionate support within school communities.

Promoting Positive Student Behavior - Acting Together: Five years of experience

16:30 - 18:00

Promoting Positive Student Behavior – Acting Together: Five years of experience with a framework to promote positive student behavior.

D.J. Schmidt[1, 2], M. Teichmann[1]

[1]Center for School Quality and Teacher Training, Germany
[2]European School Psychology Center for Training, Netherlands

Dealing with behavioral problems is among the most important stressors for teachers (Dicke et al. 2014). There are a number of elobarate programs like the PBIS approach (Sugai & Homer, 2006) to establish school wide activities that foster positive behavior. Unfortunately, psychological approaches are not easily realized by teachers and administrations for several practical und cultural reasons.
In the south of Germany a program based on the approaches of positive behavior and solution focused counseling has been collaboratively developed and established by educators, teachers, special education teachers and school psychologists.

During the workshop we present the main guiding principles and the fields of action that have been identified. Participants will explore selected principles and practice a strategy for translating challenging behavior into clear learning goals. Finally, we will discuss school-wide measures that help teachers to experience collective teacher efficacy (Hattie, 2015) and collaborative professionalism (Hargreaves & O`Connor 2018).

ISPA Committee Latin America Membership Committee

16:30 - 18:00

Latin America membership committee meeting

P. Sánchez Lizardi[1], C. Mels[2]

[1]San Diego State University, United States
[2]Universidad Católica de Uruguay, Uruguay

This meeting is organized by ISPA's Latin America membership committee. It seeks to provide a space for ISPA members to meet with other members from the region. The purpose is to exchange ideas about school psychology, identify common interests, promote collaborative projects, and gain an understanding of the strengths and needs of the practice of school psychology in the region, considering the specific cultural and linguistic background of Latin America. Since attendance and membership from Latin American countries have been inconsistent and typically small at ISPA, we invite participants from Latin America to get to know each other and share ideas on increasing membership. Because the use of English has been considered a factor in limited participation in ISPA, this meeting will be conducted flexibly in Spanish, Portuguese, and English to honor the languages of the region. The meeting is open to all interested ISPA members.

16:30 - 18:00 | DEM.210

Asian committee

16:30 - 18:00 | GRAND AMPHITHEATRE

European Committee

16:30 - 18:00 | DEM.306

ISPA Interest Group: School Psychologists and Allied Professionals in International Schools

16:30 - 18:00

ISPA Interest Group Meeting: School Psychologists and Allied Professionals in International Schools

A. Haddock[1], D. Diaków[2]

[1]Clark University, United States
[2]Akademeia High School, United States

Building on last year's roundtable, this session will move the work of the School Psychologists and Allied Professionals in International Schools Interest Group from reflection and priority-setting toward deeper collaboration, shared problem-solving, and action planning. The discussion will focus on several core areas identified as especially important in international schools: ethical decision-making in cross-cultural contexts, culturally responsive and inclusive student support, effective interdisciplinary collaboration, and the development of sustainable school-based mental health systems.

Participants will examine persistent and emerging challenges, including navigating differing cultural norms and expectations, addressing barriers to equitable support, and strengthening systems that promote student well-being. Through guided discussion, participants will share experiences, identify promising practices, and explore strategies that can be adapted across diverse international school contexts.

A central aim of the session is to define priorities for the coming year and translate them into concrete next steps related to advocacy, networking, professional learning, resource development, and cross-school collaboration.

Expected outcomes include a refined set of shared priorities and an updated roadmap to guide the group's efforts in strengthening professional practice and student mental health support across international schools.

Poster Session 1: Mental Health & Interventions

10:00 - 11:00

The Impact of Technical and Non-Technical Language on Teachers' Acceptability of School-Based Behavioral Interventions

M. Axelrod[1], P. von Mende[2], A. Fontanini-Axelrod[3]

[1]University of Wisconsin - Eau Claire, United States
[2]Widefield School District, United States
[3]University of Wisconsin - Stout, United States

Teachers often implement interventions for student behavior problems designed by school psychologists who may use technical language difficult for those unfamiliar with behavioral principles to understand. This study investigated the impact of language on teachers' acceptability of common school-based behavioral interventions.

Subjects included 160 US-based elementary school classroom teachers. They were randomly assigned to either a non-technical or technical language condition. Subjects read four brief vignettes describing four different behavioral interventions (Class Pass, time-out, contingency contract, Good Behavior Game) using either non-technical or technical language. After each vignette, subjects completed the 9-item Intervention Treatment Evaluation Inventory-Short Form (Kelly et al., 1989) to assess their acceptability of each intervention.

A 2x4 mixed ANOVA indicated no main effect of Condition ($p = .405$), but a significant main effect of Intervention ($p < .001$, $\eta p^2 = .175$). The Condition × Intervention interaction was also not statistically significant ($p = .057$). Post-hoc comparisons showed that time-out was rated significantly lower than the other three interventions. Findings suggest the language used to describe behavioral interventions described to with teachers had no effect on social acceptability. Teachers in both conditions generally agreed the four interventions were acceptable. Discussion addresses practical implications and directions for future research.

Evaluating a Psychoeducational Intervention to Promote Coping, Psychological Well-Being, and Resilience in Lebanese Children Exposed to Adversity

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Adverse childhood experiences are associated with poorer developmental and mental health outcomes and remain highly prevalent in low/middle-income countries, including Lebanon, highlighting the need for accessible, school-based interventions. This study evaluated the effectiveness of the Somoud teacher-delivered psychoeducational intervention in improving psychological well-being, coping strategies, and resilience among children (9–12 years) in a Beirut-based school. Perceived social support was examined as a moderator, and teacher perspectives on intervention delivery were explored.

A quasi-experimental pre-test/post-test control-group design was employed with 116 students. One teacher was trained to deliver the intervention and participated in a semi-structured interview after implementation.

Quantitative analyses indicated no statistically significant intervention effects on psychological well-being, coping, or resilience after controlling for adversity levels, and perceived social support did not significantly moderate these relationships.

Qualitative findings highlighted intervention strengths, including the culturally and contextually relevant skills-based activities, alongside observed engagement and indications of student learning. Implementation challenges included limited instructional time and large class sizes. Nevertheless, the teacher reported increased student engagement over time and described personal and professional benefits associated with intervention delivery.

Although statistically significant effects were not observed, the study offers insights for refining school-based, teacher-delivered interventions in high-adversity contexts informing research and practice.

Project ESSY: Expanding Student Screening to Support Youth Through Development of a Whole-Child, School-Based Screener

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Over the past four years, we developed the ESSY Whole Child Screener to address deficit-focused, siloed concerns in existing universal school-based screenings. Designed to efficiently integrate assessment of multiple domains within a single measure, the ESSY Whole Child Screener assesses youth across a range of within-child and contextual domains using a multiple-gated approach. Throughout the measure development process, we employed a 10-step mixed methods approach emphasizing evaluation of the consequences of testing: (1) reflecting on goals and consequences, (2) identifying constructs, (3) developing items, (4) gathering initial feedback, (5) cognitive pre-testing, (6) field testing, (7) using mixed methods data for refinement, (8) preparing administration guidelines, (9) conducting ongoing validation, and (10) updating implementation guidance. Data from invested parties—teachers, caregivers, administrators, and students—were used iteratively to develop the final measure assessing six domains: Academic Skills, Behavior, Physical Health, Social and Emotional Well-Being, Supports Outside of School, and Attendance. This poster aims to provide attendees with project takeaways, situating key findings within our 10-step framework. This work demonstrates how systematic development processes that center consequential validity can facilitate comprehensive, usable screening tools that support whole child assessment .

Bullying Victimization, Stress, and Internalizing Problems in Adolescents

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The existing literature highlights a significant association between higher levels of stress and bullying behaviors (Swearer et al., 2004), as well as the development of internalizing problems among adolescents (Lupien et al., 2009). However, there has been limited research examining the interplay between these three variables. This study investigated the moderating role of external stress in the relationship between bullying involvement and internalizing problems. Additionally, the study explored how different types of stress, such as home life stress (Gao et al., 2021pers), school performance stress (Horowitz & Graf, 2019; Jiang et al., 2021), and peer pressure stress (Bernasco et al., 2022; You & Bellmore, 2011), affect this relationship. Gender differences in these moderating effects were also examined, focusing on potential variations between males and females (Jiang et al., 2021; Salavera et al., 2019). Results revealed that overall stress significantly moderates the relationship between bullying victimization and internalizing problems. When stress was separated by subscale, only home life stress emerged as a significant moderator. Gender differences were observed in moderation patterns for peer pressure stress and home life stress. These findings highlight the importance of contextual and gender-sensitive approaches in addressing the psychological effects of bullying among adolescents.

Protective Experiences and Mental Health Risk in Adolescents

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The negative impacts of childhood adversity on mental health have been well documented since the landmark Adverse Childhood Experiences study. Yet, studies showing the reverse, the positive influence of protective childhood experiences (PE) on mental health, are relatively recent. The present study extends the literature by taking a nuanced look at the relationship between protective experiences and mental health risk in U.S. adolescents. Different types of protective experiences (e.g., support from family/caregivers versus from friends or teachers) and mental health risk (internalizing versus externalizing) are considered. Further, this study examines how the relationships between protective experiences and mental health risk may vary for youth of different demographic groups. The study sample comprised 692 students in grades 6-12 at a southeastern U.S. school. The sample was 63% White, 23.8% Black, 13.2% Hispanic, and equally divided across sex groups. Participants completed self-report surveys and data were analyzed using structural equation modeling. The relationships between types of protective experiences and types of mental health risk did not vary significantly between girls and boys or among Black, Hispanic/Latino, and White adolescents. However, there was a significant difference between middle and high schoolers in the relationship between intrapersonal protective experiences and externalizing risk.

Perfectionism and Test Anxiety in Adolescent Students

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Current literature has revealed many negative impacts of both perfectionism and test anxiety (TA). Perfectionism and TA have multiple domains that may be experienced differently by different student groups. Although this is well known, it has not yet been explored how multidimensional perfectionism and multidimensional TA are associated in the adolescent population. Thus, the present study aimed to clarify the relationships between these two variables and their respective domains, and to determine more specifically how students may be affected. Additionally, this study sought to explore potential moderators of these relationships by gender, race, and grade level. A sample of 975 middle (46.9%) and high (53.1%) school students from a single school in the Southeastern United States were included in the study. The sample was 49.2% male and 49.8% female and 58% identified as white, 20.2% Black, and 4.6% Hispanic. The study used a cross-sectional design. Self-oriented perfectionism was positively associated with cognitive TA, physiological TA, and social TA, while socially prescribed perfectionism was negatively associated with cognitive TA and positively associated with social TA. Gender moderated the relationship between perfectionism and TA, but race and grade did not. Finally, implications for theory, future research, and clinical practice are discussed.

The Resilience Spectrum: Assessing the Impact of Emotional Intelligence on College Students' Resiliency

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CSA (Childhood Sexual Abuse) affects emotional intelligence and academic resilience, which are two important parts of a college student's success and well-being. In past studies, researchers predominantly studied immediate psychological effects of CSA; that included depression and anxiety. Few studies looked at CSA’s long-term impact on areas, such as emotional intelligence, specifically in academic settings. This correlational study aimed to investigate the relationship between emotional intelligence and academic resilience with the moderating role of therapy. Thirty-one college students from Xavier University of Louisiana participated in the survey, which was obtained through convenience sampling. Measurements included: GPA, the Academic Resilience Scale (ARS-30), the Assessing Emotions Scale (AES), and experimenter-generated surveys on therapy. Pearson's correlation was conducted and the findings showed a positive association between emotional intelligence and academic resilience, but therapy did not have any significant moderating effects. Also, negative correlations were found with emotional intelligence and aspects of extracurricular activity involvement, and no relation with GPA. The results provide insight into how trauma-related deficits potentially translate into academic challenges. The absence of significant effects for therapy may point to the complexity of survivor outcomes. Future research can investigate interventions that help with building resiliency within academia.

Cyber Victimization as a Moderator: Linking Rumination and Depression to Cyberbullying Participant Roles

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Cyberbullying is a significant concern among school- and college-aged youth, with well-documented associations with adverse psychological outcomes. Although bystander roles in face-to-face bullying have been studied, less research has examined bystander behavior in cyberbullying contexts. Online, youth may assume various roles, including reinforcing the perpetrator, defending the victim, or remaining passive and uninvolved. The goal of the current study was to examine whether prior experiences of victimization were associated with cyberbystander roles and cyberbullying perpetration. Additionally, we investigated whether individual characteristics, specifically depression and rumination, were associated with cyberbystander roles above and beyond prior victimization. Finally, we examined whether cybervictimization moderated the associations between both depression and rumination and cyberbystander involvement. Data were collected through a Qualtrics survey with college students in the U.S. (N=434, 60.4% female). Overall, cybervictimization was positively associated with perpetration, defending, and reinforcing. Above and beyond victimization, rumination was positively associated with reinforcing behavior, while depression was negatively associated. Finally, there was a significant moderation of victimization with depression on the association between victimization and cyberbullying perpetration. Interventions to reduce cyberbullying should support previously victimized youth while targeting individual characteristics, such as depression and rumination, that may increase risk engaging in cyberbullying situations.

Navigating Challenges in School: Enhancing Engagement through Hope

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Students in Singapore's Normal (Academic) and Normal (Technical) streams are frequently classified as low-progress, a label that may impact their self-concept, motivation, and educational outcomes. Drawing on qualitative findings from a grounded theory study of 44 students (M = 14.02 years; 25 boys and 19 girls) across four secondary schools in Singapore, this poster examines how hope functions as a key motivational resource within a challenging educational context. Data analysis of 10 focus group discussions using Strauss and Corbin's grounded theory approach unveiled six themes and seven sub-themes across four categories. Although participants expressed Hopes for the Future, they also recognized the Relevance of Current Education in achieving these hopes, but perceived Obstacles to Goal Attainment. These conditions drove them to engage in Academic Goal Setting, leading to an increased Willingness to Make Sacrifices and Work Harder, as well as the development of Strategies to Avoid Feared Selves. When viewed through the lens of Hope Therapy, these findings highlight the significance of fostering hope among low-progress students to enhance agency and support goal-directed behaviors. Practical counseling implications for addressing the structural and psychological barriers that hinder engagement in this population are also discussed.

Stressful Childhood Environments Predict Adolescent Short-Form Video Addiction via Perceived Stress: The Moderating Role of Classroom Cultural Tightness

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Background: Short-form video addiction poses great risks to adolescent well-being, yet its developmental antecedents, including proximal and distal factors, are not well understood.
Methods: The study applied a three-wave longitudinal design and recruited 1,077 Chinese high school students (Mage = 15.92 ± 0.62, 56.9% girls). Using cross-lagged panel modelling, we examined whether stressful childhood environments (childhood unpredictability and harshness; T0) predicted perceived stress and short-form video addiction across waves (T1–T3), with perceived stress as a mediating mechanism. The moderating effect of classroom cultural tightness was also tested by multigroup analyses.
Results: Childhood unpredictability directly and indirectly (via perceived stress) predicted short-form video addiction, whereas childhood harshness operated exclusively through the stress-mediated pathway. Classroom cultural tightness strengthened the associations between childhood adversity and perceived stress, as well as the longitudinal stability of perceived stress and short-form video addiction.
Conclusions: These findings highlight a developmental chain from distal childhood environments to adolescent digital addiction through proximal stress perception, moderated by the classroom normative context. Interventions targeting stress management and classroom cultural tightness calibration may be particularly effective for at-risk adolescents.

A Systematic Review of Targeted Interventions for Bullied Students

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Bullying and peer victimization remain pervasive issues in schools and contribute to lasting social, emotional, and academic difficulties (Ajibewa et al., 2025; Fraguas et al., 2021). Although many schools implement bullying prevention programs within multi-tiered systems of support (MTSS) frameworks, these approaches are often insufficient for students who have already experienced victimization. Interventions specifically designed for bullied students remain limited (Annalaura et al., 2024; Bradshaw, 2015), particularly those targeting coping and social problem-solving skills.

Existing targeted interventions show promising outcomes, suggesting significant potential for Tier 2 approaches if more rigorously developed and evaluated. This systematic review synthesizes the literature on school-based targeted interventions for bullied youth. Studies will be identified through a comprehensive search of four databases: APA PsycInfo, Web of Science, SCOPUS, and ProQuest One Education. A preliminary search using terms related to bullying victimization (e.g., “bullying victims,” “bullied youth,” “cyberbullying”) yielded 303 articles, though an initial review suggests over half do not meet inclusion criteria.

The final review will synthesize intervention characteristics, targeted skill domains, outcome measures, and methodological quality. Findings will highlight strengths, limitations, and gaps in the current evidence base and inform future research and the development of responsive Tier 2 supports within school-based MTSS frameworks.

Power Up and Stay Connected: A Trauma-Informed SEL Framework for Adolescent Mental Health in Schools.

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Adolescents increasingly require support navigating stress, emotional dysregulation, and disconnection within school environments. Power Up and Stay Connected introduces a trauma-informed, school-based social-emotional learning (SEL) framework developed within school psychology practice to support adolescents in building emotional awareness, regulation, and meaningful connection in school settings. Grounded in a strength-based and connection-centered orientation, the framework uses two accessible metaphors: battery (emotional energy, capacity, and regulation) and Wi-Fi (connection to self, peers, and trusted adults) to help students recognize internal states, manage emotions, and strengthen supportive relationships.

The six-module framework includes guided counseling sessions incorporating reflection, psychoeducation, and skill practice aligned with the CASEL social-emotional learning competencies. Modules address emotional awareness, anxiety, depression, trauma responses, relational connectedness, and future-oriented resilience. The framework is intentionally flexible and can be implemented in individual counseling, small groups, or targeted mental health supports within a multi-tiered system of support (MTSS).

Preliminary implementation in school counseling sessions suggests strong student engagement and clear understanding of the framework's metaphors. Practitioners report that the structure supports rapport-building and facilitates trauma-informed conversations in developmentally appropriate ways.

This poster introduces the framework's structure, session flow, and guiding principles, and discusses implications for culturally responsive SEL and school-based mental health practice.

Teachers' Knowledge, Beliefs, and Skills in Identifying and Supporting Students with Eating Disorders in Greece

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Eating disorders (EDs) have a high rate of onset in children and adolescents, underscoring the need for early identification and intervention. Given that schools represent a central context for students' psychosocial development, teachers are in a key position to detect early warning signs and facilitate initial support. The present study examined teachers' knowledge and beliefs about EDs and their perceived capacity to recognize warning signs and respond effectively within the school setting. Primary and high school teachers from across Greece completed an anonymous questionnaire assessing knowledge, beliefs, and self-reported skills related to the identification and support of students with EDs. The findings suggest that participants demonstrated a satisfactory level of general knowledge regarding EDs and were able to identify several symptoms likely to be observable in the school environment. Greater understanding was observed among female teachers and those reporting personal familiarity with EDs through a friend or family member. However, participants reported more limited confidence and competence in communicating with and supporting students with EDs. Overall, these findings underline significant gaps in school-based preparedness and the need for targeted training programs aimed at strengthening teachers' knowledge, enhancing practical response skills, and fostering effective collaboration among schools, families, and clinicians.

Global Mental Health and the School Neuropsychology Assessment

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Global mental health is viewed as being extremely important in the world today. School neuropsychology is a field of study that is seeing rapid growth in institutions of higher learning, and subsequently in public and private schools. School neuropsychology assessments can be utilized as a valuable tool in promoting global mental health. School neuropsychology assessments are substantially more extensive than traditional psychoeducational assessments reports. The reports are discussed at the student's Individual Educational Plan (IEP) meeting and school educators and parents need to be present at the meeting. The purposes of this paper are to help educators and parents understand and interpret the information that comes from a school neuropsychology assessment report, and to apply that knowledge to assist in promoting global mental health.

Promoting Well-Being in Rural High Schools: A Feasibility Study of the Well-Being Promotion Program

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The Well-Being Promotion Program (WBPP) is an evidence-based Tier 2 intervention developed by Shannon Suldo's (2016) to promote students' mental health and well-being. The program consists of ten sessions aimed at increasing gratitude, use of character strengths, optimism, hopeful thinking, acts of kindness, and savoring. Group discussions, activities, handouts, and homework help students explore these constructs within groups of 6–8 participants.

Although WBPP has demonstrated effectiveness with middle school students, its feasibility with high school populations is less well understood. This poster will present findings on feasibility and preliminary effectiveness of WBPP implemented with a rural U.S. sample of high school students. Rural adolescents often face limited access to school-based mental health services, highlighting the need for scalable interventions that can support student well-being.

Pre- and post-intervention self-report data will be collected from eight students in grades 10–12 participating in WBPP. Measures assess life satisfaction, social-emotional health, and student engagement. Post-intervention qualitative feedback will assess acceptability. Feasibility will be evaluated through recruitment, retention, completion, and satisfaction indicators, while preliminary effectiveness will be explored through within-participant changes in survey scores. Findings will inform the feasibility of implementing WBPP with rural high school students and guide future school-based well-being interventions.

Problematic Internet Use and Substance Use Within the Dual Factor Model of Mental Health

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Late adolescents are at risk for problematic internet use (PIU) and substance use disorders (SUD), which are often studied separately, yet evidence suggests they may share underlying psychological mechanisms. The Dual Factor Model (DFM) conceptualizes mental health as the coexistence of psychological distress and subjective well-being, offering a framework for understanding diverse patterns of adolescent functioning.
This study aims to examine whether individuals with elevated internet and/or substance use demonstrate comparable patterns of psychological distress and life satisfaction. I hypothesize both behaviors will be associated with higher psychological distress, while variability in well-being may distinguish subgroups who report symptoms but maintain moderate or high life satisfaction.
Participants are 18-24 year old undergraduate students from a large public university in the United States who completed an online survey assessing PIU, SUD, psychological distress, and subjective well-being. Multivariable regression analyses will examine whether PIU and SUD differentially predict profiles of mental health. *Data collection is ongoing and the survey closes on 4/6/2026*
Findings may inform school psychologists' prevention and screening practices by emphasizing the importance of assessing both distress and well-being when addressing technology use and substance-related risks among late adolescents transitioning from secondary school to adulthood.

Comparison of Stress Coping Mechanisms Among Students with and Without Learning Disabilities

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Grounded in Lazarus and Folkman's (1984) transactional model and Yoo's (2019) theoretical extension, this study examined differential stress-coping mechanisms between students with and without learning disabilities (LD) in Taiwanese junior high schools. A total of 491 students without LD and 407 students with LD completed measures of social support, self-efficacy, coping strategies, negative life events, learning frustration, and psychological well-being. Multi-group structural equation modeling revealed distinct stress-coping pathways. For non-LD students, social support alleviated learning frustration, which in turn impaired self-efficacy; well-being was primarily predicted by self-efficacy and coping strategies. For LD students, social support did not buffer learning frustration but directly enhanced well-being; learning frustration impaired coping strategies without affecting self-efficacy, and negative life events directly reduced well-being. Path coefficient comparisons confirmed significant group differences in the learning frustration–self-efficacy pathway ($z = 3.22$, $p = .001$). These findings suggest that LD students may develop protective cognitive compartmentalization, separating academic difficulties from broader self-perceptions. Implications for school psychologists include designing differentiated interventions that directly target well-being, embedding explicit coping strategy instruction in resource rooms, and coordinating multi-ecological support systems for students with LD.

Protecting early adolescent wellbeing through improving experiences of friendship in the transition from primary to secondary school

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Background: Approximately half of all mental health disorders occur by age 14, yet research indicates that school wellbeing initiatives yield limited benefits. One suggested reason is that adolescent perspectives are neglected in wellbeing research. When included, adolescents tend to conceptualise wellbeing in terms of relationships. Having quality social relationships is also a well-documented protective factor for wellbeing.

For early adolescents, social experiences become more salient and friendships become a crucial for wellbeing. Unfortunately, for many early adolescents, the transition from primary to secondary school sees friendship networks become disrupted. Therefore, supporting friendships is highlighted as critical, particularly for groups that might find this challenging.

Aim: This PhD project aims to protect early adolescent wellbeing by co-designing supports to improve experiences of friendships in the transition between primary and secondary school.

Methodological approach: Through the inclusive lens of the ‘capabilities approach’ (Sen, 1994) this project will use qualitative methods to capture early adolescents experiences and their suggested support needs. Inductive, reflexive thematic analysis will be employed to stay close to participant experiences.

Findings: Data collection has begun to demonstrate components that may inform a school-based intervention and will be fed into co-designing solutions that improve experiences of friendship across the transition.

Sleep on It: Effects of Poor Sleep and Emotion Regulation Strategies on Suicidality in Autistic or Socially Anxious Young Adults

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Rationale: Individuals with autism spectrum disorder (also known as autism spectrum condition) and social anxiety disorder face disproportionately elevated suicide risk, yet research has primarily examined static risk factors rather than dynamic daily processes. Understanding how sleep quality and emotion regulation strategies interact to influence suicidal ideation across days could inform timely interventions.

Method: Eighty-nine young adults with autism (n=33), social anxiety (n=29), or no psychiatric diagnosis (n=27) completed twice-daily ecological momentary assessments for 24-36 weeks via MetricWire. Morning surveys assessed sleep quality, duration, and onset latency; evening surveys assessed emotion regulation strategy use (adaptive=cognitive reappraisal, acceptance, savoring, and/or temporal distancing; maladaptive=rumination, suppression, and/or self-blame) and suicidal ideation. Hierarchical linear modeling tested whether emotion regulation moderated within-person relationships between sleep and next-morning suicidal ideation, controlling for previous evening ideation levels.

Results: Data are presented regarding the temporal relationships between poor sleep factors, usage of adaptive and maladaptive emotional regulation strategies, and suicidal thoughts and behaviors on a day-to-day basis.

Implications: Results clarify how adaptive emotion regulation buffers against suicidal ideation following poor sleep. They also assess whether these protective effects differ across diagnostic groups. Findings may inform real-time intervention strategies targeting modifiable state-level (vs. trait-level) risk factors.

Vulnerable Lives, Resilient Communities: Examining Protective and Risk Factors of Human Trafficking in Uganda: A Qualitative Study

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The trauma of human trafficking can disrupt the developmental trajectory of a child's life, but unfortunately, that is the reality for millions of children and youth around the world (United Nations Office on Drugs and Crime, 2024). Risk of child trafficking is disproportionately high in Africa and Asia, yet limited research exists with these populations, especially on the topic of prevention. This study aimed to identify individual and community-level protective and risk factors associated with human trafficking in Uganda. To identify ways to prevent trafficking for others, we interviewed 22 youth human trafficking survivors and eight staff members from UYDEL, a rehabilitation center for youth survivors in Kampala. Using inductive content analysis, preliminary findings suggest that school engagement can be a powerful protective factor for youth against human trafficking. The longer that a student can stay in school, the less likely they are to be targeted for human trafficking, suggesting that schools can act as a place of resilience, connection, and protection for youth in Uganda. Accordingly, these findings can direct school-based strategies in Ugandan public schools aimed at increasing school engagement and retention as a strategy for protecting youth from human trafficking.

The Process of Returning to School in Families of Adolescents with School Refusal: A Dyadic Perspective

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This study aimed to investigate the process of change within families of adolescents with school refusal during their transition back to school. By adopting a dyadic perspective from both the adolescents and their parents, this research explored the dilemmas and interactive processes experienced by both parties. Utilizing interpretative phenomenology as the qualitative research orientation, data were analyzed through thematic analysis. The participants consisted of two dyads of adolescents who had successfully returned to school and their respective parents. The research findings identified two primary dilemmas experienced by adolescents with school refusal and their parents: first, the multifaceted challenges within the family and school systems; and second, the structural limitations of the educational system and counseling resources in addressing school refusal. The developmental trajectory from school refusal to re-entry is categorized into five stages: the latent, chaotic emergence, peak, preparation, and adjustment phases. Throughout these stages, interactions among family subsystems manifested as a dynamic process of structural reconfiguration aimed at achieving equilibrium. Ultimately, family resilience, systemic collaboration, and interdisciplinary professional interventions served as critical facilitators, fostering the repair of parent-child relationships and enabling successful return to school. Finally, based on these findings, the study provides discussions and suggestions for future research.

The Action Research on Integrating Board Games into Social Emotional Learning Group Counseling for School Dropouts

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This study adopted the action research approach to design the board games-integrated Social Emotional Learning (SEL) group counseling for school dropouts. The intervention consisted of five-day small groups. The objective was to examine the outcomes of the group counseling on the SEL competencies of the participants. The participants were eight male junior high school dropouts from the residential cooperative alternative school, divided into two groups, each led by two co-leaders. After each daily session, the leaders and the researcher conducted post-group supervision to discuss revisions of the group program and activities, ensuring the intervention met the actual needs of the members. Data collection included members' worksheets, leaders' journals, and records of pre-group training and meetings. Furthermore, two focus group interviews were conducted by interviewers after the final day’s group. Data were analyzed using reflexive thematic analysis. The results indicated that the participants were able to recognize and value their personal traits, abilities, and values; effectively perceive and manage their emotions; demonstrate empathy; and enhance social interactions and relational connections. Furthermore, they explored and decided to pursue personal career goals, reflecting an overall improvement in SEL competencies. Finally, based on these findings, the study provides discussions and suggestions for future research.

The Moderating Roles of College Involvement and Belonging in the Association Between Parental Neglect and College Student Mental Health

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Child maltreatment or adverse childhood experiences (ACEs) have been strongly associated with mental health outcomes (Felitti et al., 1998; WHO, 2024). Child neglect, compared to other forms of maltreatment, has the strongest associations with anxiety and depressive disorders (Norman et al., 2012). In contrast, social support is widely recognized as a protective factor that buffers against the negative impact of ACEs on mental health outcomes (Acoba, 2024). During the college years, involvement in campus and sense of belonging provide important new sources of social support (Strayhorn, 2018). The goal of the current study is to investigate the moderating roles of college involvement and sense of belonging in the association between parental neglect and depression and anxiety, and to investigate whether the association between college involvement and depression and anxiety varies at different levels of students' sense of belonging. Currently, no research has explored the three-way interaction between parental neglect, college involvement, and sense of belonging and its impact on depression and anxiety in college students. Data are currently being collected (planned completion by May 2026) with college students in a midwestern U.S. university. Students are completing an online survey that assesses parental neglect, anxiety, depression, college involvement, and belonging.

Beyond cut-offs: Examining linearity and threshold effects in the association between traditional victimisation and depression

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Research on traditional victimization (in-person) has used thresholds to distinguish victims and no-victims, primarily based on an exposure frequency proposed by Solberg & Olweus (2003). However, this threshold hypothesis still relies on a limited number of empirical results, while several studies have highlighted a linear relationship between traditional victimization and depressive symptoms. This calls into question the empirical relevance of using thresholds.
To examine the nature of the relationship between traditional victimisation and depressive symptoms, we will perform polynomial regressions. Then we will determine whether the relationship is linear or characterised by slope discontinuities, which would justify the use of a threshold. We recruited a sample of 6,000 teenagers aged 9 to 15. They reported the frequency of traditional victimization, and depressive symptoms.
The results allow us to determine if thresholds commonly used are empirically justify. The results will help us to rethink detection strategies. Indeed, if the relation is linear, we must integrate lower levels of exposure likely to be associated with psychological difficulties. In contrast, if we find a threshold effect, these results will support the relevance of approaches based on cut-off points to target intervention. We expect to find a linear relationship between victimization and depression.

Promoting Self-Disclosure and Reducing Psychological Distress via Role-Reversal Letter-Writing: A Study of Chinese International Students

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Chinese international students often encounter mental health issues but may hesitate to seek help due to cultural and psychological barriers to self-disclosure and help-seeking. This study examined the effects of Role-Reversal Letter-Writing (RRLW) on self-disclosure depth, help-seeking styles, and psychological distress within this population. Six participants completed a pre–post design using self-report measures, and three of them also participated in brief post-session interviews. Results indicated a moderate increase in self-disclosure depth ($\Delta = 0.37$). Help-seeking styles exhibited a differentiated pattern, with increased willingness to seek help and decreased preference for independent problem-solving, although overall change was minimal. Psychological distress, measured by the K10, decreased ($\Delta = -2.83$), with the scores of participants above the clinical cutoff decreased from one to zero. Experiential ratings were high across factors ($M > 5.5$), particularly regarding positive reflective thinking. Qualitative findings indicated enhanced cognitive organization, self-understanding, and problem awareness despite limited resolution. These preliminary findings suggest that RRLW may serve as a culturally congruent intervention that facilitates deeper self-disclosure and reflective processing. However, given the small sample size, results should be interpreted with caution. Further research with larger samples and longitudinal designs is required to establish generalizability and sustained efficacy.

Protective factors of student wellbeing

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Student wellbeing is a key predictor of mental health outcomes in young people and adulthood. Early identification of low wellbeing provides a critical opportunity for timely intervention, potentially preventing the onset or escalation of mental health difficulties.

The Breathe Wellbeing Census is an annual, large-scale assessment of self-reported student wellbeing conducted in Birmingham, UK. Each year, over 10,000 students aged 7–18 complete validated measures, including the Stirling Children's Wellbeing Scale and the Warwick-Edinburgh Mental Wellbeing Scale. Participating schools receive tailored data dashboards to support interpretation and action by school mental health leads, mental health support teams, and regional stakeholders.

In collaboration with students, we developed an extended version of the census to capture a broader range of protective factors associated with wellbeing. These include school connectedness, peer and family support, self-kindness, emotion regulation, diet, and sleep.

This study is the first to apply network analysis to examine and visualise the interrelationships between these protective factors and student wellbeing. Analyses also explore differences across key demographic groups, including gender, ethnicity, special educational needs status, eligibility for free school meals, and persistent absence. Findings identify key targets for preventative school-based interventions, supporting early intervention and reducing pressure on mental health services.

The virtuous circle of mindfulness-based interventions in school settings: findings from the research and development of the R·O·C program

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The school-based mindfulness program R·O·C (respirer, (s')observer, (se) calmer) is the outcome of a research-and-development process conducted in collaboration with educational stakeholders from both school and community settings. Designed as a turnkey program, it is delivered as a preventive and universal intervention at the secondary school level as well as in adult education. The program consists of ten workshops that can be facilitated in classrooms or small groups, particularly within the context of psychosocial interventions.

Qualitative studies conducted during the program's pilot implementation highlight positive self-reported effects among students (n = 36) and school staff members (n = 3). These effects are consistent with benefits documented in the scientific literature, particularly with regard to stress management and the development of emotional competencies (e.g., Souza & Smyth, 2025).

The findings suggest that when mindfulness-based interventions are practiced jointly by teachers and students, a virtuous circle emerges, positively influencing classroom climate as well as the well-being of both teachers and students.

A Healing Informed Group Curriculum for Secondary Students using a Multidisciplinary Approach

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A growing population of Chicana, Latina, and Indigenous (CLI) youth and their associated educational disparities underscores the need for gender-based culturally responsive counseling services in PK-12 settings to meet the educational needs of this student population. This pilot study is the first to examine the feasibility and effectiveness of Xinachtli, a gender-informed culturally sustaining counseling curriculum, on ethnic identity development and sense of belonging in CLI youth in PK-12 schools. Although the quantitative results revealed insignificant differences in participants' ethnic identity scores, the participants reported an increase in self-confidence, feelings of pride in their ethnic identity, and understanding of life and others, as indicated by the qualitative data. Hence, these preliminary findings indicate a potential for the Xinachtli program to positively impact CLI youth’s identity development, acquisition of life skills, and sense of belonging in schools. As scholars and school-based mental health professionals continue to challenge multiculturally insensitive educational environments, utilizing programs like Xinchatli may be one way to promote culturally responsive services to meet the changing demographics of the students they serve.

Time Perspective as a Risk or Protective Factor? Modulating the Impact of Trauma Symptoms on Students' Academic Resilience and Self-Efficacy

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[1]Villanova University, United States

This study examines whether students' time perspective (TP) functions as a risk or protective/promotive factor by moderating the relationship between trauma symptoms and academic resilience and self-efficacy. A cross-sectional survey design was used, combining preliminary variable-centered analyses with a planned person-centered approach. Latent Class Analysis (LCA) will identify TP profiles reflecting risk-enhancing versus protective patterns.

Participants are university students (Total:N = 300; Preliminary Analysis:N = 50). Measures: Adolescent and Adult Time Inventory (AATI), PTSD Checklist (PCL-5), Academic Resilience Scale (ARS-30), and Academic Self-Efficacy Scale (ASES).

Preliminary Analysis Results: Trauma symptoms predicted lower academic resilience (β = -.33), but not self-efficacy. Resilience negatively correlated with trauma (r = -.45) and negative time-attitudes (past-, present-, future-negative), which correlated with lower self-efficacy. Present- and future-positive attitudes were associated with higher resilience (r = .41; r = .39) and lower trauma symptoms. Past-focused time-orientation correlated with higher trauma and lower resilience. Disconnected time-relation correlated with negative time-attitudes, while balanced time-relation negatively correlated with past-negative time-attitude. GPA positively correlated with self-efficacy and negatively with past time-frequency.

Findings suggest TP may function as a risk/protective factor. Ongoing analyses (LCA, moderation) test TP profiles' role in buffering trauma's academic impact, suggesting implications for early-identification and time-focused interventions.

Mind-Body Health Intervention Strategies

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Mind-body health research-based activities will be reviewed. These include relaxation and guided imagery, mandalas, journaling, meditation, aroma therapy, nature/eco health, yoga, video self-modeling, virtual reality, meditation, standardized muscle relaxation, diet, and exercise. These techniques will be discussed across the lifespan. The role of the mind and its effects on subjective well-being (e.g., happiness, stress, depression, anxiety) and the physical body will be explored. In addition, the paper will present physical health outcomes such as cardiovascular disease, cancer, asthma, diabetes, gastrointestinal conditions, arthritis, and sleep difficulties. The history and current literature supporting the mind body connection, assessment, and intervention will be presented. Implications for understanding mind body health relative to quality of life will be emphasized.

Factor Structure, Measurement Invariance, and Grade-Related Differences in Covitality among Japanese High School Students

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This study examined the psychometric properties of the covitality scale and grade-related differences using integrated data from two Japanese high schools (N = 1,592). A confirmatory factor analysis supported a hierarchical four-factor model comprising self-belief, belief in others, emotional regulation, and engaged living (CFI ≈ .93). Measurement invariance across gender and grade levels was confirmed (ΔCFI = .001), indicating that comparisons across groups are appropriate.

Regarding group differences, no significant gender differences were found in overall covitality scores, although several subscales showed significant variation. In contrast, a one-way ANOVA revealed significant grade differences ($p < .001$), with first-year students scoring higher than second- and third-year students, suggesting a decline in covitality with grade progression.

For validity, covitality was negatively correlated with emotional symptoms, hyperactivity, peer problems, and total difficulties (e.g., $r \approx -.44$), and positively correlated with prosocial behavior ($r \approx .50$). These findings support the construct validity of the scale.

Overall, the results indicate that the covitality scale is structurally sound and applicable across groups, while highlighting meaningful developmental differences across grade levels.

Understanding the Numb: Examining the Relationship Between Community Violence Exposure and Emotional Desensitization Among Urban Secondary Students

S. Williams[1], D. Scott[1]

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The rate of homicide victimization for African Americans is more than six times higher than for Whites and more than four times higher than for Hispanics (Sharkey, 2018). Community violence exposure is a persistent ecological stressor for adolescents in urban secondary schools and may contribute to emotional desensitization, a trauma-related reduction in emotional responsiveness to violence, distress, and threat. This response may serve as an adaptive survival mechanism in unsafe environments while increasing risk for emotional disengagement, impaired help-seeking, and misinterpretation of student behavior within schools. The purpose of this study, grounded in Ecological Systems Theory and Trauma Theory, is to examine the relationship between community violence exposure and emotional desensitization among urban secondary students. Using a quantitative correlational design, the study will recruit 40 to 60 students in grades 9 through 12 enrolled in an urban public high school. Participants will complete the Survey of Exposure to Community Violence (SECV) (Richters & Saltzman, 1990) and measures of emotional desensitization, with disciplinary referrals, attendance, and school connectedness examined as secondary outcomes. Pearson’s correlation will be used to analyze the relationship between variables. Findings may help school psychologists strengthen trauma-informed assessment and healing-centered restorative supports for violence-exposed youth in urban schools.

Social-emotional learning programme

8:30 - 8:50

Evaluation of a 10-session program combined social and emotional skills and children’s fundamental rights: effects on students' motivation and well-being

L. Lenoir[1], E. Goffart[2], C. Neven[3], S. Rienzo[3], R. Turgon[1], S. Vermeulen Steyaert[2], R. Shankland[1,4], F. Darbellay[3], I. Vonèche-Cardia[5], Z. Moody[2]

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Amid increasing concerns about students’ mental health, creating inclusive school environments has become a challenge for school psychologists. Addressing students’ basic psychological needs, fostering the development of their social and emotional skills, and supporting their ability to exercise their rights are essential in promoting their mental health.

This presentation discusses a quasi-experimental study examining how meeting the basic psychological needs of students aged 9 to 11 can improve their well-being and academic engagement. Drawing on self-determination theory, the study examines the effects of a intervention combining children’s rights education and the development of social and emotional skills.

The program was implemented over ten 90-minute sessions in two experimental classes, and two control groups. The intervention aimed to improve the school climate, increase well-being, and enhance engagement in learning through participatory activities, reflection, and cooperative learning. Data were collected using validated self-assessment questionnaires administered before and after the intervention. Based on the theoretical framework and previous empirical findings, the hypothesis is that the intervention will improve teachers' consideration of students’ fundamental psychological needs, as well as students' well-being and academic engagement.

The presentation will address implications for school psychologists, particularly in the design of preventive interventions that promote inclusive learning environments.

Effectiveness of a Classroom-based Anger Management Program for Elementary School Children: A Multilevel Analysis of Child and Class Factors

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[3]Kwansei Gakuin University, Japan
[4]Teikyo University, Japan
[5]International University of Health and Welfare, Japan
[6]Kumamoto University, Japan

This study examined the effectiveness of a universal classroom-based anger management program for Japanese elementary school children, implemented in over 70 classes in 20 schools across Japan since 2019. The program consists of five sessions covering emotion recognition, anger regulation strategies, cognitive restructuring, and assertive communication. Data from approximately 1,000 children across 41 classes in 15 schools, with pre- and post-program data from both children and teachers, were analyzed using three-level multilevel modeling (school, class, and child).
Outcome variables included anger experience, school-related hostile cognition, destructive expression, positive coping, aggressive assertion, and meta-emotion about anger, assessed before and one month after implementation.
Results showed significant reductions in anger experience, improvements in positive coping, and more favorable meta-emotion about anger. Hostile cognition also increased significantly, though this pattern warrants further investigation. Moderation analyses revealed that children's subjective understanding of program content consistently moderated outcomes across most variables: greater understanding was associated with more favorable change. Implementer type (homeroom vs. other teacher) significantly moderated negative meta-emotion, with homeroom teachers showing stronger effects. Effects of follow-up coaching and class size showed variable patterns.
Implications for effective program delivery and teacher training will be discussed, along with a brief overview of the program.

Acceptance of a Short-Term Social Emotional Learning Intervention in Middle School Students

T. GKATSA[1]

[1]UNIVERSITY OF IOANNINA, Greece

The Short-Term Socio-Emotional Learning (SEL) intervention program constituted the second phase of a broader five-month project aimed at enhancing academic performance and psychological well-being among middle school students aged 12–15. The initial phase involved 524 students and examined relationships among self-perception (self-esteem, self-efficacy, and perceived physical appearance), personality traits, psychological well-being, and academic achievement. Subsequently, a short-term SEL intervention was implemented with a subset of 56 students, aiming to explore the acceptability and value of a brief socio-emotional program. The intervention qualitatively investigated students' experiences in relation to their personal development, focusing on core social-emotional competencies and self-perception dimensions. Grounded in the CASEL framework and incorporating the RULER approach, the program employed experiential activities, digital tools, storytelling, personal narratives, role modeling, and role-playing. Delivered over three 2-hour sessions, the intervention addressed (1) self-awareness and emotional regulation, (2) social awareness and interpersonal skills, and (3) responsible decision-making and reflection. For the qualitative evaluation, 42 students who completed all sessions were included. Findings indicated improvements in social-emotional skills, self-esteem, and self-efficacy, associated with more positive learning experiences and enhanced psychological well-being. Despite certain limitations, the study provides insights into the acceptability and impact of brief SEL interventions in middle school settings.

The third domain of Social Emotional Learning in the Primary School: Comparing Instructional Interventions to achieve maximum SEL concepts learning.

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The present study was of exploratory nature and aimed at investigating the effect of two different instructional methods on the acquisition of concept knowledge. The concepts selected derived from the area of Social Emotional Learning. The participants of the study were 100 students attending Grade 6 of Primary School and 9 classroom teachers. The intervention consisted of lesson plans prepared by the researchers, based on the principles of the Differential-Associative processing method (Hannon, 2010) and the Theory-Theory method (Nguyen, McCullough & Noble, 2011). The results were compared to a control group. The study aimed to explore: (a) which method is more effective in facilitating learning of concepts, (b) if the increase in concept knowledge affects the exhibition of positive social interactions and (c) whether attention difficulties, verbal fluency ability and the overall academic achievement of students act as moderators on the relationship between intervention and concept learning. The results indicated that the Differential-Associative method was the most effective in facilitating concept learning, while a significant increase in positive social interactions was also noted for this group of students. The moderation effect was found to be significant for verbal fluency ability only. The results will be further analyzed and discussed.

Refugee students & teachers

8:30 - 8:50

Examining Factors Influencing Belonging Amongst Immigrant Adolescents: A Scoping Review

R. Jain[1]

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Belonging, the sense of connection with others, is vital to adolescent development and wellbeing, contributing to lower depression and anxiety, higher academic achievement, and greater social integration. Using Bronfenbrenner's Ecological Systems Model, this scoping review examined individual (e.g., age, gender) and socio-ecological factors (e.g., family dynamics, peer relationships) influencing belonging among immigrant adolescents, identifying their interplay across family, school, and community contexts and the need for multi-level interventions. Using the Joanna Briggs Institute methodology, 25 studies met eligibility criteria. Findings indicated a range of individual-level factors influence belonging across school, family, and community contexts, such as heritage language proficiency enhancing ethnic identity belonging and gender influencing community belonging (with boys reporting weaker belonging). Additionally, socio-ecological factors at the micro, meso, exo, macro, and chrono levels, including family dynamics, peer relationships, school environment, community diversity, and historical context, were found to significantly impact belonging. This review emphasises the complex interplay of these factors and the need for multi-level interventions, such as school-based language support programs and community integration initiatives, to enhance social integration and reduce mental health risks among immigrant adolescents. Future research is recommended to explore belonging amongst Australian immigrant adolescents specifically and to develop comprehensive strategies for enhancing belonging.

The Impact of Extracurricular Education Programmes on the Integration of Children with a Migration Background: A Systematic Review

B. Iskakova[1]

[1]National Research University Higher School of Economics, Russia

The growth of international family migration calls for effective support for children with a migration background in host countries. Extracurricular education programmes offer valuable opportunities for integration through peer interaction, language practice, and cultural immersion. This article systematically examines the effects of extracurricular activities on the academic, sociocultural, and psychological integration of children with a migration background. Databases were searched for papers published in peer-reviewed journals between 2015 and 2024. A total of 838 articles were identified and screened, and 40 papers were included in this review. Findings demonstrate a variety of extracurricular education formats, including academic, sport, summer and arts-based programmes. The review revealed that in most cases extracurricular programmes yield positive effects in terms of academic performance, acquisition of the host country's language, increased confidence and sense of belonging, prosocial behaviour, development of a positive ethnocultural identity, and reduced anxiety, but the effects vary depending on contextual factors. The results of the review have both practical and policy implications.

Schools as Mental Health Ecologies: Integrating Ukrainian Educators and Mental Health Professionals in Polish Schools

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[3]Mosakowski Institute for Public Enterprise, United States

This presentation examines Poland's school-based response to Ukrainian refugee students and families through an embedded single-case study of workforce integration initiatives and student supports implemented between 2022 and 2025. Addressing global mental health challenges in school systems, the study asks: How does integrating Ukrainian educators and school mental health professionals influence school-level capacity to support refugee student adjustment, wellbeing, and academic functioning?

Conceptualizing the school as a mental health ecology, the analysis draws on Mental Health and Psychosocial Support (MHPSS), Global Mental Health, Ecological Systems Theory, and the School Mental Health Systems Framework. It examines four initiatives: intercultural assistants, the nostrification program, educator upskilling, and the integration of Ukrainian school mental health professionals. Publicly available policy documents and monitoring reports were analyzed using directed content analysis.

Findings highlight both the promise and limitations of this response. While policies emphasize workforce expansion, linguistic and cultural concordance, there is limited attention to measuring child mental health outcomes, teacher wellbeing, school climate, peer adaptation, and long-term sustainability.

By identifying what is prioritized, assumed, and left unmeasured, the study offers a framework for evaluating refugee-responsive school-based mental health initiatives and guiding needs assessment before adopting externally developed MHPSS models.

Refugee Student and Teacher Experiences in the Face of Current Prohibitions on Resettlement: Implications for Global School Consultation Promoting Healing

C. O'Neal[1], S. Zimmerman[1], C. Patriarca[1], E. Khoo[2], J.T. Ooi[2]

[1]University of Maryland, College Park, United States
[2]HELP University, Malaysia

Given global policies limiting refugee resettlement, most refugees are now trapped in countries which limit refugee access to education. For instance, Malaysia prohibits refugee education, and the refugee students are educated in informal learning centers run by refugees. The first half of the presentation will cover the qualitative findings from the two years of interviews (three time-points) with 30 secondary and post-secondary students in Malaysia (e.g., Rohingya refugees from Myanmar), including 8 post-secondary students who are teachers. The findings will be centered on the research question of what supports in the community, family, and schools promote healing and facilitate refugee students' completion of secondary school. In the second half, the presentation will discuss how the findings could be developed into a future healing-focused school consultation program. Discussion of the potential program will be guided by global school consultation models, steps, and skills. The presentation will also share existing healing-focused refugee school consultation programs in Malaysia, Ukraine, and the U.S. as examples which could inform future program development. The ultimate goal of this presentation is to contribute to the understanding of how trauma- and healing-informed consultation programs could be developed with refugee education communities abroad.

ADHD & neurodivergence

8:30 - 8:50

ADHD and girls: Factors influencing identification and implications for mental health and inclusive school support

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This systematic literature review examined factors influencing the identification of girls with ADHD, with a focus on implications for mental health and inclusive education. Delayed or missed identification restricts access to support during critical developmental stages and reflects an interaction between differences in symptom presentation and systemic biases within diagnostic and referral processes. Three main themes were identified: Barriers and Inequalities in Identification, Female Presentation, and Misdiagnosis and Comorbidity. Findings suggest that perceived sex differences in ADHD presentation may be shaped more by referral and sampling biases than biology, while developmental factors, including puberty, influence presentation. Girls are frequently understood through a mental health lens, with ADHD-related needs misinterpreted as anxiety, depression, or personality differences. This contributes to delayed identification and a lack of evidence-based support, despite evidence linking unmet neurodevelopmental needs to poorer long-term wellbeing, including low self-esteem, emotional dysregulation, and increased risk of self-harm. The review highlights the need for earlier recognition and school-based support that integrates neurodevelopmental and mental health perspectives. Educational Psychologists play a key role in promoting inclusive systems, challenging bias, and supporting schools to develop holistic, needs-led approaches for girls with ADHD

Predictors of Academic Achievement in Children and Young People with ADHD: A Systematic Review

D. Zhang[1], D. Hartas[1], V. Sideropoulos[2], O. Palikara[1]

[1]University of Warwick, United Kingdom
[2]University College London, United Kingdom

Lower academic achievement is common amongst neurodivergent populations. Yet, research is inconclusive about the exact predictors of academic achievement in children and young people (CYP) with attention deficit hyperactivity disorder (ADHD) and CYP with ADHD traits. We conducted a systematic review to identify what predictors explain the relationship between ADHD and academic achievement. Following PRISMA guidelines, 1363 items were identified through searches, and 100 studies were included in our analysis as they met our inclusion criteria: a) CYP with ADHD or with ADHD traits; b) focus on predictors; c) longitudinal or cross-sectional design; and d) measuring academic achievement outcomes. A narrative approach was used to synthesise the results. Predictors at person and context level, such as inattention, executive functions and parental involvement in education, foresaw CYP with ADHD's academic achievement. Limited research explored other context-level predictors, including study environment or support from parents and teachers. Future research should move beyond person-level predictors and explore how the environments we create such as our classrooms, expectations, and routines can amplify or buffer the academic outcomes of CYP with ADHD.

Parenting Styles and ADHD Symptoms in Lebanon: A Cross-Cultural Perspective

R. Chukri Balaa[1], M. Deeb[1]

[1]Haigazian University, Lebanon

This study examined the relationship between parenting styles and parent-reported attention-deficit/hyperactivity disorder (ADHD) symptoms among Lebanese children, with attention to cultural context and symptom domains. Although prior research has established links between parenting styles and ADHD, most evidence derives from Western contexts, where parenting norms and reporting practices may differ from those in non-Western societies.

A cross-sectional sample of 55 Lebanese parents of children aged 8–16 years with an ADHD diagnosis completed the Parenting Styles and Dimensions Questionnaire–Short Version and the Conners 3 Parent Rating Scale–Short Form. Multiple regression analyses assessed associations between parenting styles and ADHD symptom domains.

Results indicated that parenting styles accounted for significant variance in parent-reported inattention, but not hyperactivity/impulsivity. Contrary to commonly reported findings in Western samples, higher authoritative parenting was associated with higher parent-reported inattention. Exploratory analyses showed that authoritative parenting was associated with lower aggression, whereas authoritarian parenting was associated with higher aggression.

These findings suggest that parent-reported ADHD ratings may reflect culturally shaped expectations and reporting tendencies, particularly when standardized measures are applied outside their original contexts. The study highlights the importance of culturally informed interpretation of ADHD assessments, with implications for school psychologists in diverse settings.

Learning from neurodivergent students about their mental health and wellbeing during transition to secondary school: A Systematic Review

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[2]University College London, United Kingdom

The transition from primary to secondary schooling represents a critical developmental milestone, yet its effects on neurodivergent children remain insufficiently understood. Adopting a neurodiversity-informed perspective, we conducted a systematic review of empirical studies reporting neurodivergent children's own accounts of psychosocial and mental health outcomes across this transition. Following PRISMA guidelines, we identified 488 studies, of which only 11 met our inclusion criteria: longitudinal designs featuring comparison groups and data collected both before and after the move to secondary school.

Our findings suggest that the impact of the transition on mental health and psychosocial adjustment were highly variable and often inconclusive, reflecting significant methodological heterogeneity, small sample sizes, and limited reliance on child-reported measures. Our review underscores the need for more rigorous and inclusive research capable of capturing the lived experiences of neurodivergent students during this educational milestone. We outline key methodological priorities—such as improved longitudinal designs and greater attention to children's perspectives—and consider the theoretical and practical implications for developing robust, evidence-based interventions to support neurodivergent students as they navigate the transition to secondary education.

Consultation & teacher competency

8:30 - 8:50

Strengthening Consultation Through Relational Reflection: A Practice-Based Tool for Collaborative School Psychology

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[2]Greenwich Educational Psychology Service, United Kingdom

This presentation outlines a professional practice case study, exploring a novel reflective tool developed within the Relational Model of Consultation. Designed to stimulate reflection and dialogic interaction on the relational dynamics between consultee and consultant, the tool aims to support psychologists to strengthen collaborative problem-solving with families, practitioners, and communities. The rationale for its development stemmed from the need for structured, culturally responsive ways to explore the connection, containment and challenge that shapes consultation effectiveness in diverse settings.
Using a case study approach, the presentation draws on initial applications of the tool with teachers in multicultural classrooms in the United Kingdom. Data sources include completed tools, participant feedback and practitioner notes collected across the consultation cycle. Initial analysis shows that the tool may surface implicit relational assumptions and permit more conscious reflection on consultee affect, particularly in contexts where cultural diversity influences consultation dynamics.
Tentative findings suggest that embedding relational reflection throughout the problem-solving process may enhance trust and shared understanding. Implications such as the tool's potential to strengthen mental health initiatives by equipping school psychologists with an adaptable method to deepen collaborative consultation across diverse systems are shared, as well as critical reflections and limitations regarding its use.

ECHOES: a consultation framework based on principles of cultural sensitivity, safe space, psychological theory and understanding context

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[1]University of Manchester, United Kingdom
[2]Cheshire East Educational Psychology Service, United Kingdom
[3]Trafford Educational Psychology Service, United Kingdom

Consultation refers to collaborative, problem-solving conversations with adults who support children and young people. It recognises and values consultee expertise while aiming to build capacity and develop effective solutions. This applies whether consultation is conducted as a formal meeting or integrated within broader educational psychology practice.

Drawing on findings from a scoping review of educational psychology service consultation policy, and empirical research into prioritised consultation skills, the ECHOES framework was developed for trainee educational psychologists. At its centre are key skills including empathy, deep listening, collaborative working, honouring expertise, open inquiry, evaluation and follow-up, and synthesising and reformulating. These components are embedded in culturally sensitive practice, informed by psychological theory, and aligned with principles of psychological safety and contextual understanding.

The framework responds to recognised research gaps, particularly limited attention given to inclusive and culturally responsive consultation within existing documentation. Feedback from trainees applying ECHOES in practice indicates that it helps them to structure consultation, orient themselves within the process, and engage in collaborative problem-solving. Trainees also reported that further detail would helpfully support its practical application.

This paper outlines the development of the framework and its potential to enrich training and practice for both trainees and experienced colleagues.

The Role of School Psychologist in the School Ecosystem: Teachers' Expectations and the Need for Collaboration

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In recent years, the literature on school mental health has highlighted the importance of adopting a systemic perspective to promote well-being in educational settings. Within this framework, the school psychologist is considered a key figure not only in supporting students, but also in promoting teachers' well-being and improving organizational climate and collaborative practices (Jimerson et al., 2007; Weist et al., 2014). In the Italian context, several studies highlight the need to integrate the school psychologist into the school community permanently, with consultative and systemic support functions (Matteucci, 2025).
This qualitative study explores the experiences and expectations of 25 lower secondary school teachers through semi-structured interviews, focusing on the perceived usefulness of training interventions compared to the continuous presence of a school psychologist. The interview transcripts were analyzed using thematic analysis.
The findings revel that teachers describe contemporary schools as contexts characterized by growing complexity and vulnerability among students, families, and teachers. Against this contest, a clear preference emerges for the stable presence of a school psychologist, perceived as providing a consultative role that supports professional reflection and fosters teacher collaboration. The results underscore the importance of systematically integrating the school psychologist to foster a positive organizational climate.

9:30 - 9:50

The contribution of organizational and individual factors to primary school teachers' basic psychological need for competence

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[1]NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS, Greece
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Based on Self-Determination Theory (SDT), this study examined the contribution of organizational and individual factors to the satisfaction of the basic psychological need for competence among primary school teachers. Research has shown that the fulfillment of this need, together with autonomy and relatedness, enhances occupational well-being, strengthens teachers' professional identity, and helps prevent burnout. The study included 451 general education primary school teachers. Data were collected between May and June 2025 through cluster sampling of Primary Education schools across Greece. Participants completed a questionnaire consisting of several psychometric instruments: the Basic Psychological Needs Satisfaction at Work Scale, the Big Five Inventory-2, the Tripartite Occupational Well-Being Scale, the Teachers' Sense of Self-Efficacy Scale, and the Need Support at Work Scale. Multiple stepwise regression analysis revealed a seven-step predictive model that explained 47.5% of the variance in teachers' sense of competence. Significant predictors included a combination of individual characteristics, namely subjective vitality, lack of negative affectivity, behavioral engagement, extraversion, and self-efficacy for student involvement, as well as organizational factors, specifically colleague support and principal support for autonomy. These findings highlight the importance of fostering both individual resources and supportive, autonomy-enhancing school environments to strengthen teachers' sense of competence and promote professional well-being.

Social media, digital life & wellbeing

8:30 - 8:50

Scrolling Into Students' Worlds: A New Digital Frontier for Understanding Youth Mental Health

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[2]Indiana University of Pennsylvania, United States

Adolescent mental health concerns have increased worldwide alongside the rapid expansion of social media use. As digital platforms shape how young people communicate, express emotion, and seek connection, school psychologists must consider how students' online environments intersect with mental health and well-being. Despite growing interest in this topic, few studies have directly examined social media behavior among adolescents with verified clinical diagnoses.

This presentation describes findings from a study comparing Instagram use among adolescents aged 14–18 with diagnosed mood disorders and peers without diagnoses. Profiles were coded using a structured observational framework examining posting frequency, media type, face visibility, and engagement patterns. Findings indicated that adolescents with mood disorders posted more frequently, shared larger volumes of media, and were more likely to post selfies, whereas adolescents without diagnoses posted more group photographs. These patterns align with prior research suggesting depressive symptoms may influence digital self-presentation and online social engagement.

Implications for school psychologists internationally will be discussed, including how social media behavior may provide contextual information for mental health screening, family collaboration, and media literacy practices. Participants will explore strategies for integrating digital awareness into culturally responsive school-based mental health services.

Adolescents' Perceptions of Parenting and Parental Phubbing: The Moderating Role of Gender

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[2]University of Athens, Greece

Drawing on attachment theory and social learning theory, this study examined the association between adolescents' perceptions of parenting dimensions and parental phubbing, namely parents' tendency to ignore their child in favor of smartphone use. As digital technologies increasingly shape family interactions, identifying relational factors linked to parental phubbing is important. The sample consisted of 326 adolescents aged 12 to 16 years who completed the Egna Minnen Beträffande Uppfostran questionnaire and the Generic Scale of Being Phubbed, assessing maternal and paternal parenting dimensions and parental phubbing separately for each parent. Results showed that parental rejection and overprotection/control were positively associated with parental phubbing, whereas emotional warmth was associated with lower levels of both maternal and paternal phubbing. Gender differences emerged particularly in father–child relationships: boys reported that higher paternal controlling behavior was linked to greater paternal phubbing, whereas girls reported that higher paternal anxious rearing was linked to lower paternal phubbing. Gender also moderated associations between paternal behaviors and perceived paternal phubbing, with stronger effects observed among girls. The findings underscore the importance of parental emotional availability and suggest that interventions promoting mindful smartphone use may help reduce digital disengagement in parent–adolescent relationships.

Belonging, Norm Formation, and Polarisation in Digital Contexts: A Socio-Technical Model for School-Based Prevention

P. D'Elia[1], E. Deleo[1], S. Di Sano[1]

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Digital media environments are characterised by high levels of visibility and repetition of symbolic content, through which socially perceived norms and group boundaries are constructed among adolescents. Current research does not provide a systematic integration of platform dynamics, group processes, and school contexts within a coherent explanatory framework, limiting understanding of how digital exposure translates into identity-relevant belonging in adolescents.
This paper proposes a socio-technical model explaining how digitally mediated visibility and repetition contribute to the formation of perceived social norms. These processes enhance perceived community coherence (entitativity) and foster belonging, linking exposure to identity-relevant alignment. As belonging strengthens, norm adherence becomes more salient and may evolve into moralised group positions and polarised orientations.
The model situates these dynamics within the school environment, identifying school climate, relational belonging, and educational practices as key moderating factors. Supportive and inclusive school contexts may buffer rigid norm consolidation, whereas fragmented environments may increase susceptibility to polarisation dynamics. Schools disrupt unreflective norm internalisation, support reflective identity construction, and promote inclusive belonging, thereby reducing rigid norm consolidation and susceptibility to polarisation.
The framework informs school-based prevention strategies aimed at strengthening critical engagement, inclusive belonging, and students' resilience to divisive narratives in support of well-being.

The Educator as an Edu-influencer: A Netnographic Study of E-Professionalism and Digital Ethics in the Greek School Context

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[1]University of Macedonia, Greece

The emergence of educators on social media as “edu-influencers” facilitates professional networking but carries significant implications for the psychological well-being of school communities. Despite its importance, research in the Greek context regarding professional identity and resulting ethical considerations remains limited.

This study explores educators’ e-professionalism through a Netnographic approach, focusing on Instagram and Facebook to highlight emerging challenges and digital ethics. Following Kozinets’ (2020) framework and safeguarding users’ rights by strictly adhering to privacy guidelines, over 300 public posts from Greek educators with an active online presence were collected and thematically analyzed.

Findings reveal key themes related to professional self-presentation, the personal-professional identity balance, and ethical challenges concerning privacy and professional reputation. The study underscores the role of e-professionalism in preventing conflicts that could compromise the mental health and safety of students and educators. Furthermore, it highlights the urgent need for updated ethical guidelines and digital footprint awareness training. These findings offer transferable insights for school psychologists internationally, aiming to embed digital ethics into school-based mental health promotion and the cultivation of a secure digital school climate.

Ethical Standards for AI in Education

8:30 - 10:00

Title: The Add–Subtract Lens: A Self-Analysis Tool for Clear, Realistic Choices in Roles and Relationships

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This workshop introduces the Add–Subtract Lens, a structured self-analysis framework psychologists can use to evaluate their own roles and relationships and to teach students how to examine relationship and life choices. Participants identify what a role or relationship adds and subtracts across three domains: psychological (mood, self-worth, identity, stress), sociological (belonging, reciprocity, support, power dynamics), and practical/material (time, money, stability, opportunity). A core element is “energy accounting”: assessing whether a role reliably generates vitality, meaning, and positive self-regard—or whether it depletes capacity, increases sadness, and creates chronic tension.

The lens is dynamic rather than fixed: what counts as an “add” or “subtract” shifts with context and life stage. For example, as financial stability improves, monetary benefits may matter less than health, autonomy, or purpose.

The workshop emphasizes clarity, realism, and self-awareness. Through guided reflection, participants name and weight their personal factors, distinguish temporary effort from ongoing depletion, and identify values alignment or conflict. Small-group practice applies the lens to brief vignettes and role dilemmas, with attention to constraints and actionable next steps. The goal is not quick judgment, but grounded decision-making—sustain, renegotiate, set boundaries, or end a role or relationship—based on net impact and current capacity.

Suicide Risk Assessment in Schools

8:30 - 10:00

Using Motivational Interviewing to Improve Suicide Risk Assessment in Schools

J.R. Anderson[1], A.M. Smith[1]

[1]University of Northern Colorado, United States

Schools play a critical role in identifying and responding to youth suicide risk; however, many school-based professionals report limited training and confidence in conducting effective suicide risk assessments. These challenges are further complicated by cultural differences in communication, help-seeking behaviors, and stigma, which influence how students disclose distress across educational contexts.

This session integrates findings from multi-study research examining school-based suicide prevention readiness, including school personnel awareness and school psychologists' confidence in suicide risk assessment. Across more than 700 participants, results indicate gaps in training and preparedness. School psychologists reported generally low confidence when addressing sensitive topics such as suicidal intent.

Motivational interviewing (MI) is introduced as a practical, culturally responsive approach to strengthen suicide risk assessment. MI techniques enhance engagement, reduce defensiveness, and support open dialogue, allowing for more accurate assessment and collaborative safety planning. Because MI is grounded in respect for individual autonomy, cultural values, and lived experiences, it is particularly well-suited for culturally-diverse students, as it allows practitioners to adapt conversations in ways that honor students' cultural identities and perspectives rather than utilizing a one-size-fits-all approach. Implications emphasize the need for MI-informed training and improved preparation to support ethical, effective school-based suicide prevention across diverse global contexts.

The APA Safety of Schools Task Force: How we can make schools safer

8:30 - 8:50

Targeted Supports for School Safety: Prevention, Response, and Recovery

F. Crepeau-Hobson[1], D. Hulac[2]

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[2]University of Northern Colorado, United States

While Tier 1 supports are effective in preventing violence via fostering a positive school climate and building skills and resiliency, some students will continue to struggle and will need targeted supports. Tier 2 supports are aimed at identifying and addressing the needs of those individuals who struggle with behavioral control and continue to be at risk for engaging in unsafe behavior.
Tier 2 strategies include measures to detect and treat challenges early on to prevent further complications and improve outcomes. These include those aimed at prevention, response, and recovery.
Prevention involves early identification and interventions to stop the spread of violence and to improve coping and resilience. Responses to violence in the moment limit the event's impact. We reduce harm by reducing the duration of the event and reducing proximity – both physical and emotional - when possible. Recovery efforts aim to help individuals return to equilibrium. These strategies promote healing by identifying those affected and those at higher risk for poor psychosocial outcomes.
Finally, this presentation will highlight Tier 2 strategies to avoid, as they have the potential to cause more harm (i.e., increasing student vulnerability and decreasing psychological safety and resilience).

The APA Safety of Schools Taskforce: From Awareness to Action in Saving Our Children

E. Vazquez[1], D. Hulac[2]

[1]The University of Iowa, United States
[2]University of Northern Colorado, United States

As school psychologists, we promote the safety and well-being of children and youth in schools. Although schools remain among the safest environments for children, they are not safe enough. School shootings have eroded public trust, underscoring the need for more effective safety practices. Physical security solutions appealing to adults are emphasized, while scientifically grounded principles of violence prevention—those promoting both physical and psychological safety—are frequently overlooked. The APA Safety of Schools (SOS) Task Force was established to address the impact of these devastating events and refocus attention on evidence-based approaches.
This presentation highlights interventions school psychologists can use to restore and sustain safety by engaging schools, families, and communities. There are no simple solutions; rather, effective approaches must be proactive, multi-pronged, and collaboratively implemented. Coordinating classroom management, positive school-wide behavioral interventions, supervision practices, social–emotional learning, and data-informed threat assessment remains challenging in systems seeking quick fixes. We examine how community, family, school, and student factors can impede the adoption of scientific practices. Three intervention levels are presented: universal supports promoting population-level safety, targeted supports for at-risk students, and intensive interventions for students who have engaged in unsafe behaviors. Each level integrates the science of violence prevention, response, and recovery.

Trauma-informed classroom management practices to make schools safer.

D. Hulac[1]

[1]University of Northern Colorado, United States

This presentation examines universal supports that enhance school safety through prevention, response, and recovery strategies. At the core is Tier 1 intervention, which creates environments encouraging self-regulation for most students through supervision, clear rules, structured instruction, and reinforcement of desirable behavior. The goal is to motivate prosocial behavior, reduce triggers for problematic actions, and ensure adults are prepared to intervene during aggression. Most students benefit from these preventative measures, contributing to safer school climates.

Prevention strategies reduce the frequency of violent incidents. By fostering feelings of safety and building positive relationships, these approaches increase predictability and reduce behavioral escalation. Students not responding to universal prevention efforts likely need additional supports.

When violence occurs, immediate responses aim to minimize impact by reducing the duration and proximity of violent events, limiting exposure and protecting the school community.

Recovery strategies assist students and staff in returning to equilibrium after a violent event. These efforts identify those affected and provide support to individuals at higher risk for negative psychosocial outcomes, promoting healing and long-term well-being.

Finally, this presentation highlights the importance of avoiding harmful interventions that may increase vulnerability or hinder resilience, underscoring the need for trauma-informed approaches to ensure lasting school safety.

9:30 - 9:50

How to support students engaging in unsafe behaviors.

T. Hughes[1], D. Hulac[2]

[1]Duquesne University, United States
[2]University of Northern Colorado, United States

Students engaging in unsafe behaviors require intensive, Tier 3 support to succeed academically and socially. These interventions focus on minimizing negative effects, preventing relapse, and restoring high-level functioning. Because learning requires physical and psychological safety, prioritizing a child's sense of security and their connection to a trusted adult is essential—especially when behaviors stem from trauma.
Interventions must be highly individualized, targeting internal emotional and cognitive processes to make behavioral change possible. However, the efficacy of these programs depends heavily on the adults within the school system. Through psychoeducation and consultation, school teams must adopt a "prevention mindset," recognizing that these students require a different, more robust level of support than the general population.
Practical adult actions include:
• Reducing work output demands.
• Providing higher levels of reinforcement.
• Investing significantly more time in the student.
Finally, staff must be equipped with crisis protocols to manage potential violence. This ensures they can mitigate immediate risks and restore systemic balance for both the individual student and the broader school community.

Cultural adaption of Tier 1 Class-wide positive behavior support in Taiwan—Positive interaction in classroom

8:30 - 8:50

Cultural adaption of Tier 1 CWPBS in Taiwanese inclusive education: Positive interaction in classroom

L. Hung[1], H. Wang[1]

[1]National Taiwan Normal University, Taiwan

Tier 1 Class-Wide Positive Behavior Support (CWPBS) is an established, evidence-based strategy. Specific interventions, such as behavior-specific praise and Class-Wide Function-related Intervention Teams (CW-FIT), have been successfully replicated in Taiwan's inclusive classrooms to improve student engagement and reduce disruptive behavior. However, TALIS 2018 data revealed that the high density of students with disabilities in general education (GE) classes has created an urgent demand for professional development in classroom management.
In response to national concerns—including teacher stress, a perceived loss of authority, and the challenges of aligning positive discipline and the implementation of UN-mandated children's rights—a culturally adapted Tier 1 CWPBS model, PIC, was developed. This session details the five-year journey of adapting and implementing the PIC model to address the specific needs of Taiwanese GE teachers.

NOTE: This is the presentation of symposium submission code: 89FD47

8:50 - 9:10

Go extra mile: the innovation model of teachers' professional development of classroom management

S. Lin[1], F. Liao[1]

[1]NTNU, Taiwan

The 2018 TALIS survey indicated that Taiwanese teachers spend approximately 15% of instructional time managing student misbehavior, while simultaneously experiencing stress and exhaustion from implementing democratic discipline. This study aims to explore the transformation of teacher-student interaction and classroom climate through the implementation of Positive Interaction in Classroom (PIC) and the critical factors for sustaining implementation for PIC. Utilizing the mixed methods approach with survey and interview, we provided one-day workshop for 60 teachers in northern Taiwan and 9 among them participated the followed online video coach training, and completed survey after each training section. Six teachers were invited with follow-up interview. Results revealed 93% trainees benefited from the one-day training and all nine teachers reported that on-line coach is essential for implementation fidelity of PIC. Findings indicate that PIC established a reciprocal reinforcement loop between students' engagement in expected behaviors and teachers' praises, fostering a positive teacher–student relationships and classroom climate. Notably, teachers' emotions are positively regulated as they transitioned from a reactive to a proactive behavioral focus. The study suggests the 2-section training is efficient for PIC implementation and GEM is feasible for novice teachers' professional development.

An Innovative Model Integrating CWPBS and Emotional Literacy, and Teacher Authority Beliefs

O. Szu-Hsien[1], H. Wang[1]

[1]NTNU (https://ror.org/059dkdx38), Taiwan

Prior research has shown that teacher professional development training integrating class-wide positive behavior support (CWPBS) and emotional literacy (EL) can benefit both teachers' well-being and students' learning outcomes. However, implementing CWPBS and EL in Mandarin-speaking contexts inevitably intertwines with traditions and issues regarding traditional teacher authority. This study aimed to evaluate a training model integrating CWPBS and EL within this cultural landscape. Fifty in-service K-12 teachers participated in a 6-hour workshop. Measures included knowledge and perceptions of CWPBS, EL, PANAS, and teacher authority beliefs developed based on Chien et al. (2022), designed to capture the dual dimensions of reverence and fear. Results showed significant gains in CWPBS, EL, and Positive Affect. Notably, while the overall teacher authority score showed significant change, decomposing this construct into two dimensions revealed underlying patterns. The "Reverence" belief significantly improved, whereas the "Fear" belief remained unchanged. This contrast highlights the importance of adopting dual-dimension perspective when navigating traditional authority. It suggests that short-term workshops effectively cultivate constructive reverence expectations; however, mitigating deeply rooted fear-based beliefs likely requires longer-term interventions and opportunities for classroom practices. These findings provide an empirical foundation for refining in-service teacher training programs by leveraging constructive cultural beliefs.

Behavior Coach: A Three-Phase Training Model to Enhance Implementing Class-wide Positive Interaction in Inclusive Classrooms

F. Liao[1], L. Hung[1]

[1]National Taiwan Normal University, Taiwan

To sustain the implementation of cultural adaptive class-wide positive behavior support, the three-phase training program was developed. This mixed-methods study examined this innovative professional development model to prepare school supportive staff (special education teachers and guidance teachers) to implementing Positive Classroom Relationships (PIC) coaching. The model consists of three phases: “Learning with hand-on experience,” “Friendly-context practicum,” and “On-site Implementation.”
The study was conducted in a city in northern Taiwan. The participants were school teachers voluntarily and were informed to complete each training phase before advancing. In total, 38 special education or guidance teachers joined in Phase 1, 14 continued to Phase 2, and 7 entered Phase 3, ultimately resulting in 4 certified PIC coaches and 2 extending-training, almost 50% pass rate for each. These coaches provided PIC coaching to general education teachers in their own schools and help teachers to implement PIC accurately and consistently. They also provided online coach to 9 novice teachers in other schools to implement PIC. Quantitative data from a researcher-developed coaching fidelity checklist and social validity questionnaires examined implementation precision and satisfaction. Findings indicate that this three-stage model is a promising professional development approach for preparing school-based PIC coaches in inclusive education settings.

Developing Evidence-Based Teacher Training for Teacher-Parent Partnerships: Mixed-Methods Insights from Slovakia

8:30 - 8:50

Quantitative Insights into Teacher–Parent Relationships in Slovakia

M. Bacikova-Sleskova[1]

[1]Pavol Jozef Safarik University in Kosice, Slovakia

The aim of this presentation is to report key quantitative findings from a survey conducted among primary school teachers in Slovakia, which informed the development of an intervention focused on enhancing teacher - parent relationships (TPR). A total of 632 teachers (M_age = 46.8; 92% female) from 34 schools completed an online questionnaire. Multilevel analyses revealed that 8.5% of the variance in TPR could be attributed to the school context, while the remaining variance was explained at the individual level. Significantly more positive TPR were reported by lower primary school teachers (pupils'age 6 to 10). Uninvolved parents were identified as the most frequent type of challenging parents, whereas the highest levels of stress were associated with interactions with defensive parents. Overprotective parents were perceived as the least stressful. TPR was positively predicted by teachers' perceived communication competence and overall teaching self-efficacy. Conversely, the frequency of parental contact outside working hours regarding a child's academic performance ($t = -2.23$, $p = 0.026$) and hostile peer interactions ($t = -2.20$, $p = 0.028$) negatively predicted TPR.
These findings suggest that enhancing teachers' communication competencies, strengthening self-efficacy, and establishing clear boundaries should be included in intervention program to improve teacher–parent relationships.

Teachers' perceptions of their relationships with parents in Slovakia

M. Skvarova[1]

[1]University Pavol Jozef Safarik, Slovakia

Teachers’ relationship with parents represents an important factor influencing teachers’ well-being. Previous research showed that problematic parent behaviour and their challenging communication can contribute to teachers‘ stress, frustration and burnout. Delving into teachers' experiences with parents, 23 semi-structured interviews were analysed using reflexive thematic analysis. With the goal of creating a better understanding of teachers‘ perceptions of their relationships with parents, six themes were generated. First theme is about nature and quality of T-P interactions, including expressions of cooperation, trust, respect and empathy; but also conflict,disregard and questioning of teacher’s authority. Second theme involves parenting tendencies, for example, idealisation of child, overprotectiveness, high expectations and control over child. Third theme focuses on challenging parent behaviour, such as excessive contact, boundary violations, inappropriate language and addressing trivial issues. Fourth theme includes various factors relating to teachers that shape communication with parents. Mentioned were e.g., years of experience, communication preferences, workload and the ability to set boundaries and maintain work–life balance. Fifth theme is about teachers‘ perceived well-being linked to communication with parents, such as stress, exhaustion, burnout, spill-over effect and somatic forms of stress. Sixth theme describes channels and content of communication between T-P, including the perceived (dis)advantages of EduPage.

Potential Training Targets for Teacher Self-Efficacy and Well-Being Based on Network Analysis of Teacher-Parent Relationship Indicators

G. Banik[1]

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Identifying high-impact intervention targets within complex teacher-parent dynamics remains a challenge. This study utilizes network analysis to identify central indicators that could serve as primary targets for professional development. The sample included 638 teachers (mean age = 47; mean practice = 20.5 years). Data were collected using scales such as the Parent-Teacher Conversation Competence Scale, Teacher Self-Efficacy Scale, and WHO-5 Well-Being Index. Four regularized partial correlation networks were estimated to evaluate conditional independence relationships and centrality indices of indicators. Results identified key bridge and central nodes. Within conversation competence, stating conclusions and summarizing solutions showed the strongest influence, while objectivity emerged as a highly independent communication anchor. Regarding challenging parenting, a significant negative pathway linked parental disrespect to lower teacher trust. Teacher self-efficacy was strongly linked to the ability to provide educational advice. Notably, teacher well-being was directly connected to self-efficacy and negatively impacted by defensive and overprotective parenting styles, with parental defensiveness exhibiting high centrality. Findings suggest that teacher training should move beyond general communication to focus on high-centrality targets: concluding difficult meetings, maintaining objectivity, and managing defensive parent behavior. Strengthening self-efficacy in these specific areas offers a strategic pathway for enhancing teacher well-being and stabilizing the teacher-parent ecosystem.

EMPA Teach: An Intervention Program Enhancing Teacher–Parent Interaction through Empathy, Motivations, Perspectives, and Alliance

O. Kalina[1], A. Janovska[1], M. Bacikova-Sleskova[1]

[1]Pavol Jozef Safarik University in Kosice, Slovakia

The EMPA Teach program was developed using a systematic, multi-phase mixed-methods design integrating qualitative, quantitative, and evidence-based inputs to ensure both relevance and effectiveness. In Phase 1, qualitative semi-structured interviews with 23 teachers explored their experiences with parent–teacher communication, including interactions with demanding or intensive parents, as well as aspects of teacher well-being. Data were analyzed using thematic coding, which identified key needs and candidate intervention topics. In Phase 2, quantitative data were collected from Slovak teachers (N = 638) and an international sample (N = 1024). Network analysis was employed to examine associations among selected variables, and centrality indices were used to identify and prioritize the most influential targets for intervention. In Phase 3, a systematic literature review of teacher training programs focusing on communication skills was conducted, followed by a content analysis to extract effective components and delivery formats. The integration of findings across all phases formed the development of a CBT-based training program targeting cognitive (psychoeducation), emotional (self-awareness), and behavioral (practical skills training, including role-play, scripts, and strategies) domains. The program was piloted with pre-service teachers, and subsequent refinements were made based on pilot feedback to optimize its applicability and impact.

Covitality, Positive Psychology and Well-being: Symposium 1

8:30 - 9:00

A pilot study of a tool designed to assess school climate, classroom climate, and students' emotional well-being

A. Ito[1], Y. Kubota[2], Y. Shimoda[3], M. Kurokawa[1], K. Aoki[4]

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[2]The University of Tokyo, Japan
[3]Kansei Gakuin University, Japan
[4]Shirayuri Research Institute for Psychology and Social Work, Japan

In these challenging times, maintaining a positive school environment is crucial for children’s healthy development. In this study, we developed assessment tool for individual, class and school emotional health, and implemented it in three junior high schools. For the students, the CARES (Comprehensive Assessment of Resilience and Emotional Index, Furlong et al., 2025) to measure distress, life satisfaction, connection to school and strengths from the SEHS (Social Emotional Health Survey), and the Classroom Climate Inventory (Ito & Usami, 2017) were administered. For the teachers, the School Community Resilience Scale and the Georgia School Climate Survey were administered. Results from 699 students and 51 teachers showed that perceptions of a positive classroom climate correlated with emotional strengths; in particular, Belief in Others and Engaged Living were strongly associated with positive climate perceptions (r = .44, .46). Furthermore, positive classroom climate perception was correlated with distress, life satisfaction, and school connectedness (r = -.24, .50, .56). In schools where teachers perceived positive school climate, students’ average scores of classroom climate, trust in others, and school connectedness were higher than others. This suggests that a positive environment for teachers fosters a positive classroom climate and serves as a protective factor for students.

Applying CoVitality, the CARES survey and Positive Psychology in schools in the Netherlands and Europe.

M. von Bönninghausen tot Herinkhave[1]

[1]Covitaal, Netherlands

Abstract
The objective of positive psychology is that students can optimally develop their talents and strengths and to enhance their well-being. The Covitality model is subdivided in 4 Domains: Belief- in-self, Belief-in-Others, Emotional Competence and Engaged Living including 12 social-emotional strengths such as self-efficacy, school support, empathy and optimism. The CARES survey is composed of the California Student Welness Index, School Connected Scale and the Social Emotional Health Survey-Short From.
We have developed the program ‘Talents, Strengths & Happiness’ based on positive psychology, the Talent Development Mega-model and the Covitality model. A teacher’s guideline and templates for students have been developed. We have translated the CARES survey and adapted to the Dutch education situation
The presentation will report about our experiences of lessons and workshops we have carried out with teachers and students, the way the program fits in the curriculum of the schools. We will share our experiences with implementing the CARES survey in schools and the way have adapted the survey to the specific situation of the schools. The presentation will also report about the training activities from the PROWELL project in Slovakia, Spain and the Czech Republic.

Keywords: Strenghts, covitality, talent development, well-being, students, intervention in schools.

Translation and Cultural Adaptation of the CARES Assessment of Adolescent Well-Being in Montenegro

S. Fodor[1], L. Scekic[1]

[1]Eötvös Loránd University, Budapest, Hungary

The promotion of adolescents' psychological well-being and resilience has become an important priority in both educational and public health contexts. The Comprehensive Assessment of Resilience and Emotional Strength (CARES, Furlong et al., 2024) provides an integrated framework for assessing adolescents' well-being, resilience, and school connectedness through multiple validated instruments.
The present study aims to translate and culturally adapt the CARES assessment battery for adolescents in Montenegro and examine its psychometric properties in a large school-based sample. Data were collected from more than 800 students aged 12–18 years. In addition to the CARES components - comprising the California Student Wellness Index (CSWI), the Social Emotional Health Survey - Secondary (SEHS-S), and the School Connectedness Scale - the survey battery included a demographic questionnaire, the Rosenberg Self-Esteem Scale (Rosenberg, 1965), the EPOCH Measure of Adolescent Well-being (Kern et al., 2015), and the Strengths and Difficulties Questionnaire (Goodman, 1997).
Statistical analyses will include descriptive statistics, gender and age-group comparisons, and psychometric evaluation of the instruments, including internal consistency, reliability indices, factor analysis, and convergent validity with related well-being and adjustment measures.
This study provides the first comprehensive strengths-based assessment of adolescent well-being in Montenegro and represents an initial step toward the systematic measurement of student mental health. It also contributes to the cross-cultural validation of strengths-based mental health assessment and supports future international comparisons of adolescent well-being.

Supporting Multilingual Learners

8:30 - 10:00

Towards an International Understanding of School Psychologists' Work with Multilingual Learners: Development and Pilot Testing of a Survey

T. Kahl[1], A. Sohn McCormick[2], P. Sánchez Lizardi[3], R. Serrão[4]

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School populations are becoming increasingly diverse worldwide. Therefore, Multilingual Learners (MLs) are an important focus in school psychology. Supporting these students requires culturally and linguistically responsive assessment, intervention, and consultation practices. Yet little is known about how professional support for working with MLs is structured and how it varies across countries. This project aims to better understand school psychologists' practices, experiences, and perceived challenges when working with MLs across different national contexts. The findings are intended to provide a basis for learning from diverse school psychological approaches and identifying promising practices across educational systems. This roundtable builds on an international initiative within the International School Psychology Association (ISPA) launched two years ago. Over the past year, the research team has developed and refined an international survey to be administered to school psychologists worldwide, examining assessment practices, intervention strategies, collaboration with families and teachers, and professional training and resources. Ethical approval is currently being sought, and pilot testing of the questionnaire is underway. The roundtable will present the survey and overall project design and invite discussion on how support for MLs is structured across countries. Participants will also gain insight into the development of cross-national research in school psychology.

Southbridge CARES: Building a Comprehensive School-Based Mental Health System

8:30 - 10:00

Southbridge CARES: Building a Comprehensive School-Based Mental Health System

N. Ward[1], A. Haddock[1]

[1]Clark University, United States

Abstract: This presentation will describe the Southbridge CARES (Coordinated Academic Resiliency and Emotional Success) Project, a five-year, grant-funded partnership between Southbridge Public Schools and Clark University. The project aims to address students' academic, social-emotional, and college and career readiness needs through the development of a comprehensive school-based mental health system. The presentation will outline the intervention model guiding implementation. One component is the MAAX (Maximizing Adolescent Academic eXcellence) program, a Tier 1 social development curriculum designed to foster positive mindsets, strengthen school engagement, build social and emotional skills, and increase college and career awareness. Additional components include the MI PEACE mobile application, a HIPAA- and FERPA-compliant platform that supports educational and mental health professionals in coordinating care, implementing action plans, monitoring student mental health, and facilitating school- and community-based mental health services. The Sensory Immersion Room is another key component, incorporating state-of-the-art technology and clinical interventions to help students with behavioral health concerns regulate emotions and re-engage in learning. Preliminary outcomes indicate improved student engagement, enhanced coordination of mental health services, and expanded access to social-emotional supports. This presentation will share key lessons learned and discuss implications for schools seeking to implement comprehensive mental health systems.

8:30 - 10:00 | DEM.221

School Psychologists and Allied Professionals in International Schools (Interest Group)

8:30 - 10:00 | DEM.220

International Crisis Response Network (ICRN)

8:30 - 10:00 | DEM.206

Using AI to Engage Students and Embrace Neurodiversity

8:30 - 10:00

Using AI to Engage Students and Embrace Neurodiversity

R. Branstetter[1]

[1]Thriving Students Collective, United States

AI is rapidly entering schools, often without clear guidance for mental health, disability supports, or ethical use. In this hands-on workshop, school psychologists will learn practical ways to use AI tools to strengthen supports for student well-being and neurodiversity-affirming practice, while protecting privacy and avoiding common pitfalls (bias, overreliance, and inappropriate data use).

Participants will explore ready-to-use workflows for: (a) differentiating instruction and accommodations, (b) supporting executive functioning (planning, initiation, organization, and follow-through), (c) building student self-advocacy through strengths-based scripting and goal-setting, and (d) improving engagement and communication across ages (early childhood through adolescence/young adulthood).

The session includes a “safe sandbox” where attendees practice prompts, evaluate AI outputs for accuracy and cultural responsiveness, and adapt tool use for school policies and consent boundaries. Participants will leave with a vetted prompt toolkit, decision rules for when not to use AI, and a menu of applications that can be implemented immediately in their practice.

International Crisis Response Network (ICRN)

8:30 - 10:00

Busy people, help, it is a crisis!

A. Mertens[1], O. Momcilovic[2]

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[2]---, Netherlands

Individual school crises, armed conflicts, forced displacement and chronic violence are increasingly affecting children, young people, parents, and school staff worldwide. During and after a crisis, school staff, parents, and children expect school psychologists to be among the first professionals to provide psychosocial support. Can every school psychologist do that?
Since its establishment in 2001, the International Crisis Response Network has sought to build a global network of representatives connecting schools affected by crises with highly trained school psychologists specialised in crisis response.
This roundtable provides an opportunity to reflect on the ICRN's mission and define priorities for future international collaboration with concrete practical implications.
We invite participants to engage in discussion on the following key themes:
1. Expanding the network by recruiting additional representatives to strengthen support for school psychologists worldwide
2. Sharing resources and expertise across borders: How can professional experience, training modules, materials and tools be shared more effectively?
3. Which crisis management tools—including the ISPA Position Statement “Against All Wars”—can be translated into meaningful and practical forms of cooperation? What role can the network play in contexts of prolonged conflict and war affecting children and schools?

Keynote 2

14:30 - 15:30

Improving student mental health: The role of social and emotional competences

R. Shankland[1]

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Social and emotional competences, identified by the World Health Organisation as important resources for adaptation and resilience, promote mental health, well-being and academic success in children and adolescents. This is why they are now included in national education programmes and teacher training are become more widespread. This conference will present the effectiveness of teacher trainings and school-based interventions aimed at developing social and emotional competences in terms of mental health, school climate, quality of relationships and engagement in learning, as well as the conditions conducive to the development of these competences in school contexts.

Poster Session 3: Systems, Schools & Communities

15:30 - 16:30

The Effectiveness of Parent-Teacher Communication Skill Online Training Using Simulated Situational Videos

S. TU[1], H. Hsueh-Wen[2], T. Shiou_Ling[1]

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Previously, an online class-"Teacher Tu's Parent-Teacher Communication Skill Online Class," aimed to train teachers the teacher-parent communication skills based on iceberg theory and 10 counseling skills was developed. The class has also incorporated various teaching methods such as simulated situational scenarios, deliberate practice, and distance learning. The current study intends to investigate the effectiveness on improving teachers' parent-teacher communication skills and self-efficacy. To measure the effectiveness of the class, a teacher self-efficacy scale and attitude scale on teacher-parent communication skill were adopted. There were 85 elementary and junior high school teachers or interns had signed up for this training. However, only approximately 40 teachers completed the training on all ten parent-teacher communication skills. With regard to the teacher's self-efficacy teacher-parent communication skills, the results indicated the participants have significantly increased their self-efficacy in communication skills, attitudes, and mindfulness in communication, while the communication stress sub-scale showed a downward trend. The participants reported positive attitudes and satisfaction toward this online training class using a seven-point scale. Most participants valued the importance of learning parent-teacher communication skills and considered the online learning experience interesting and valuable and were willing to spend more time in learning.

The Development of “Teacher Tu’s” Parent-teacher Communication Skill Training Online Class for Homeroom Teachers

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Teachers reported lacking training and short of time and resources for enhancing their communication skills with parents. Thus, an online class aimed to provide trainings for parent-teacher communication skills was developed. The development of this technology-based online class involved five components: (1) 16 simulated parent-teacher communication scenarios. An online survey was adopted to collect difficult communication scenarios from teachers and approximately 50 scenarios were collected. Sixteen scenarios suitable for both elementary and junior high school settings were selected and then produced into two minutes’ videos, serving as database for further deliberate practice videos. (2) 10 communication skills. Based on literature review, we decided to use Satir's iceberg theory and 10 key counselling skills as training targets. the participants’ learning experience were surveyed and found the participants scored mostly between 3.50 to 3.95, indicating the skills were somewhat difficult to learn. (3) teaching guide. A teaching brief included a 5 minutes’ skill demonstration and guide for practicing tasks for each skill was produced. (4) Ongoing surveys. The class has incorporated several measures to investigate the participating teachers’ skill’s learning experience. (5) AI assisted feedback and model teacher demonstration served as immediate feedback and references for participating teachers to learn.

A systematic literature review exploring the features of effective joint working between children's helping professionals and parents

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Ineffective collaboration between helping professionals and parents can undermine the quality of support offered to children and families, yet limited research explores what strengthens these collaborative processes. This review synthesised existing evidence on key features of effective joint working between children's helping professionals and parents, with the aim of informing practice.
Following PRISMA guidelines, search terms combined variations of 'collaboration', 'parent', and 'change' across three databases. Studies were included, parents seeking support from a helping professional regarding a child-related difficulty. Eight qualitative papers met criteria and were critically appraised; thematic synthesis generated three analytical themes.

Theme 1- Being Person-Centred and Humanistic, highlighted the importance of professionals creating safe, trusting relationships and involving parents in decision-making. Such inclusive practice empowers parents, builds confidence, and supports them to feel valued.
Theme 2- Developing Effective Working Relationships, emphasised the balance of professionalism and relational warmth, including strong interpersonal communication, curiosity, and congruence. These qualities foster shared responsibility and parental empowerment.
Theme 3- Supporting Parents to Address the Problem, highlighted the need for change at a manageable pace, clear goal-setting, and both individual and group support.

Overall, the review identifies factors that enable parents to make meaningful changes and contribute to effective multi-agency working.

How Teacher Well-Being May Be Supported in the Changing Cultural Climate?

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Teaching is a deeply social profession characterised by potentially intense emotional involvement of numerous stakeholders, such as pupils, parents, and other members of both the school and the larger community. In the past, the effects of those interactions on teacher well-being had been in part buffered by a social distance stemming from a relatively high status of the teaching profession. However, over the last several decades, significant cultural changes have occurred, including an expanding conception of children's rights, a rise in parents' educational levels, and a shift towards viewing education as a service to be provided efficiently and accountably. These changes reduced the status of the teaching profession and, coupled with the decreasing economic attractiveness of the profession, resulted in significant decreases in teacher well-being. In the present paper, I will approach this situation as a result of an irreversible cultural change, requiring qualitatively different adjustments in educational systems to support teacher well-being and maintain the attractiveness of the profession. I will focus on several key suggestions, including changes in teacher recruitment and training, formulation of school rules governing interactions between teachers, pupils, and parents, reduction of paperwork, and availability of specialized counseling services for teachers.

A Preliminary Analysis of Co-Constructive Professional Education for Culturally Safe Collaborative Care in Multicultural Settings

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Professional education for health and mental health practitioners increasingly emphasizes culturally responsive and collaborative care; however, formal school-based and professional training programs often remain dominated by standardized knowledge transmission with limited engagement from care recipients, families, and communities. These conditions raise questions about how professional identity, ethical responsiveness, and collaborative competence are cultivated in multicultural care contexts. A preliminary analysis was conducted to inform the development of a co-constructive professional education framework. This included mapping professional training curricula across multiple institutions to examine how cultural safety, collaborative practice, and professional preparation are addressed, together with exploratory interviews with practitioners and care recipients. Preliminary findings suggest that while cultural responsiveness is widely acknowledged in professional discourse, opportunities for participatory, relational, and co-constructive learning remain limited in current training practices. These insights provide initial empirical grounding for identifying educational gaps and informing innovative professional education design aimed at strengthening culturally responsive collaboration, professional identity development, and culturally safe care competence across school, training, and health service contexts.

Keywords: professional identity, cultural safety, co-construction, professional training, multicultural health, participatory pedagogy

A Study on School Counselors' Experiences with Using the Interpersonal Process Approach in Individual Counseling

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This study explored school counselors' experiences using the Interpersonal Process approach in individual counseling. Five junior high school counselors who identified with this orientation participated in 1.5-2-hour semi-structured interviews. Data was analyzed using Consensual Qualitative Research. First, the results show: Why do they adopt this approach? (1) encountering counseling impasses; (2) the centrality of the therapeutic relationship;(3) clients' difficulties originate from interpersonal interactions; and (4) the re-enactment of maladaptive relational patterns within counseling. Second, Core techniques:(1) process comments in the here-and-now interaction;(2) facilitate awareness of interpersonal patterns ;(3) link early attachment experiences to current relationships. (4) honoring clients' resistance as meaningful communication; and (5) providing corrective emotional experiences. Third, Application of attachment theory in Parent–Teacher Consultation:(1) reflecting attachment needs to increase understanding of children's behaviors; (2) highlighting the influence of parents' and teachers' attachment styles; and (3) adjusting consultation strategies accordingly. Fourth, Effectiveness of the Interpersonal Process approach: (1) facilitated the development of working alliance;(2) promoted clients' internal focus and self-awareness; and (3) generalized changes achieved in counseling to classroom and family contexts. Fifth, Impact on counselors:(1) fostering a containing and self-supportive stance in their counseling; and (2) increasing awareness of their own interpersonal coping strategies.

Study on Relational Development in Adoptive Families with Older Children During the Pre-Adoptive Placement Period: Implications of Family Play Therapy

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This study aims to explore the relational development and coping processes of adoptive families with older children during the pre-adoption placement period. Three families (parents aged 34–57; children aged 3–7) received 8–16 two-hour sessions of family play therapy combined with parent consultation. Sessions were video-recorded, and data included therapy records and post-intervention semi-structured interviews. Data were analyzed using Consensual Qualitative Research. First, the results show that early parenting challenges: (1)how to balance attachment and discipline, (2) anxiety about children's special needs, (3) fear of community misunderstanding as child abuse during severe tantrums, (4) difficulty addressing separation anxiety, and (5) uncertainty in setting limits. Second, family interactions in therapy: (1) parents showed different bonding styles and inconsistent discipline, (2) children often formed closer attachments to one caregiver, contributing to triangulation. Third, the process of relational change: (1) Adoptive parents shifted from a "pleasing" stance toward a more relaxed and authentic one, (2) Parents became more responsive to the child's attachment needs and emotions, (3) children shifted from aggressive, control-seeking behaviors to greater attachment, cooperation, and tolerance of failure. Fourth, gains from therapy and consultation:(1) improved coping strategies, (2) awareness of family dynamics, and (3) more consistent co-parenting.

Install, Implement, and Sustain an Integrated MTSS Model in Early Childhood Settings: A Closer Look at Implementation Strategies

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Early childhood settings face significant challenges in implementing Multi-Tiered Systems of Support (MTSS) with fidelity, particularly when models lack the structured guidance and ongoing support necessary for sustained, high-quality implementation. This project addresses these challenges through the development of a comprehensive implementation support package, called RIGHTstart, designed to facilitate the installation, implementation, and sustainment of a blended MTSS model across social emotional, oral language, and early literacy domains. The implementation support package consists of four core strategies. First, self-directed eLearning modules provide teachers with foundational and domain-specific knowledge of MTSS practices. Second, a digital data management and expert decision-making platform supports teachers in collecting, organizing, and acting on screening and progress monitoring data. Third, practice-based and capacity-building coaching connects professional learning to classroom implementation. Fourth, an MTSS implementation handbook offers practical tools including checklists, meeting agendas, resource audits, and flowcharts to guide teams through each stage of the implementation process. RIGHTstart is a set of scalable and adaptable supports designed to build teacher knowledge and skills, promote implementation fidelity, and ultimately improve preschoolers' social emotional, oral language, and early literacy outcomes.

Positive Solitude and Loneliness: Divergent Social Media Pathways to Fear of Missing Out among Young Adults during the Digital Era

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The COVID-19 pandemic intensified young adults' reliance on digital communication while reshaping experiences of being alone. This study differentiates positive solitude and loneliness as distinct forms of aloneness and examines their associations with fear of missing out (FoMO) through social media experiences. Using a cross-sectional survey, 429 young adults completed the Positive Solitude Scale, UCLA Loneliness Scale, Fear of Missing Out Scale, and measures of positive and negative social media experiences. Mediation effects were tested using regression-based bootstrapping analyses. Results revealed divergent psychological pathways. Positive solitude was associated with lower FoMO and indirectly linked to reduced FoMO through fewer negative social media experiences. In contrast, loneliness predicted higher FoMO both directly and indirectly through increased negative social media experiences. Positive social media experiences were also positively related to FoMO, suggesting that FoMO may involve motivational or curiosity-driven components beyond anxiety. Additional analyses indicated that the loneliness–FoMO association may be non-linear, implying potential threshold effects. These findings highlight the need to distinguish constructive solitude from social disconnection when addressing FoMO in the digital era and provide directions for digital well-being interventions and longitudinal research.

Global Comparison of School Psychology: Workforce Capacity, Professional Roles, and Structural Challenges in Supporting Students

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Globally, mental health concerns among youth continue to rise, which has implications for future psychopathology and maladjustment (Heizomi et al., 2015). Given students spend the majority of their time in school, school psychologists are well-positioned to support youth mental health and well-being. The profession of school psychology has been previously identified in 83 of the 192 Member States of the United Nations (Jimerson et al., 2008). The present study identified and invited country experts, collecting data from nearly 50 countries to provide information about professionals responsible for psychological and educational assessment, diagnosis, and intervention strategies with children experiencing academic, social, and emotional problems at school. Data were analyzed using descriptive statistics, including frequencies, percentages, and means, to summarize school psychology workforce characteristics, service delivery practices, training structures, and professional challenges across countries. These findings highlight the importance of the field's internationalization to strengthen professional infrastructure, training, and policy to support school psychologists in the delivery of school-based mental health services.

Effects of a Classroom Management Training Program on Preservice Teachers' Efficacy: RCT and Single-Group Pre-Post Designs Across Multiple Cohorts

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This study examined the effects of a classroom management training program delivered within a teacher education course, on preservice teachers' efficacy across multiple cohorts (2019–2025). A randomized controlled trial with a wait-list control group (training n = 26, control n = 20) and a single-group pre-post design (n = 98) were used. The five-session training covered the concept of proactive approach, setting classroom rules and routines, antecedent strategies, reinforcement, correction, and secondary strategies (e.g., group contingency, behavioral momentum, check-in check-out). Teacher efficacy was measured using translated items from the TSES (Tschannen-Moran & Hoy, 2001) and CSS-T (Reddy et al., 2015). In the RCT, ANCOVA revealed no significant main effect of group; however, medium effect sizes were observed across subscales (partial η^2 = .038–.084). Interaction effects were found for Prevention Management and Corrective Feedback subscales, indicating training effects were more pronounced for students with higher baseline efficacy. In the single-group analyses, all subscales showed significant pre-post gains (d = 0.63–1.26). Hierarchical regression analyses showed that self-rated comprehension of the proactive classroom management concept significantly predicted gains in both Prevention Management and Corrective Feedback efficacy, while self-rated comprehension of setting classroom rules and routines predicted Prevention Management gains.

Japanese Elementary School Principals' Perceptions of the Establishment and Operation of In-School Support Systems

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The systems for considering support for children in Japan include special needs education, student guidance, and educational counseling. Nowadays, children's difficulties often overlap and diversify. Within this context, Japanese elementary school principals must establish school-based support systems to provide children with appropriate support.
The authors conducted this study to clarify the circumstances under which Japanese elementary school principals establish and operate school-based support systems, as well as their perceptions of these systems. The study involved semi-structured interviews with 18 Japanese elementary school principals. Analysis was conducted using the constant comparison method (Glaser & Strauss, 1967) based on verbatim transcripts of the interviews. The results yielded 13 subcategories: “Promptness”, “Information Sharing”, “Organizational Response”, “Appropriate Meeting Arrangements”, “Collaborative Culture”, “External Collaboration”, “Enhancing Teacher Expertise”, “Assigning Specialist Teachers”, “Assigning Specialists”, “Strengthening Personnel Capabilities for Diverse Children”, “Learning Environments that Embrace Diverse Children”, “Comprehensive and Appropriate Support for Children”, “Support for Parents”, and four major categories: “Responsive Organization”, “Ensuring School-Based Expertise”, “Ensuring Inclusive Learning Environments”, and “Appropriate Support for Children and Parents”. This presentation will report on the perceptions Japanese elementary school principals consider when building school support systems and examine the current situation and challenges in Japan.

From Marginal Support to Legitimate Learning Space: A Longitudinal Qualitative Study of School-Based Support Rooms

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School refusal is an increasing global concern, leading to the rapid expansion of alternative learning spaces within schools. However, little is known about how these spaces become recognized as legitimate educational environments. This study examines the process through which school-based support rooms gain institutional legitimacy.
A longitudinal qualitative design was employed across four schools. Semi-structured interviews were conducted with eight teachers at three time points over one academic year. Data were analyzed using qualitative content analysis informed by grounded theory, combined with temporal matrix analysis to trace changes in teachers' meaning-making over time.
The findings reveal a four-stage developmental process: (1) classroom-dominant structure, (2) destabilization triggered by crisis or increased use, (3) emergence of a parallel legitimacy structure, and (4) institutional integration. The study identifies a "parallel legitimacy model," in which support rooms are redefined as educationally equivalent to classrooms.
These findings suggest that support rooms function not only as student support services but also as organizational mechanisms that renegotiate the legitimacy of multiple learning environments, contributing to inclusive education and systemic school development.

Unpacking the Dual Role of Empathy in Teacher Burnout:A JD-R Model Study in School-Based Support Rooms

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School-based support rooms have increasingly been established to support students experiencing school refusal; however, the psychological mechanisms underlying teacher burnout in these settings remain insufficiently understood. This study examines the dual role of empathy in shaping burnout through work meaningfulness and perceived burden.
Questionnaire data were collected from teachers working in school-based support rooms. Correlation and multiple regression analyses were conducted, followed by path analysis within the Job Demands–Resources (JD-R) framework.
The results indicated that perspective taking and imaginative empathy were positively associated with work meaningfulness, whereas self-oriented emotional reactions were associated with higher perceived burden. Path analysis further demonstrated that instructional difficulties and self-oriented empathy increased perceived burden, which in turn predicted higher levels of burnout. In contrast, work meaningfulness functioned as a psychological resource but did not directly reduce burnout.
These findings highlight the dual function of empathy as both a resource and a demand, suggesting that reducing perceived burden and fostering adaptive forms of empathy are critical for sustaining teachers and enhancing the effectiveness of school-based support systems.

Negative Teaching Behavior Is Associated With Higher Psychological Stress Among Japanese Teachers

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Teachers experience high levels of psychological stress, and many are forced to take leave or resign. While previous research has focused on social environmental factors such as working hours and social support, student instruction has also been identified as a major source of burden. The present study examined the association between teaching behavior and psychological stress among teachers in Japan. An online survey was conducted with 281 full-time junior high and high school teachers (mean age = 44.39 years; 202 males). A hierarchical multiple regression analysis was conducted with psychological stress responses as the dependent variable. In Step 1, social variables (e.g., gender, experience, working hours, and social support) were controlled. In Step 2, three dimensions of teaching behavior (instructional, socio-emotional, and negative teaching behaviors) were entered. Teaching behavior significantly increased explained variance ($\Delta R^2 = .11$, $p < .01$), and negative teaching behavior was positively associated with psychological stress ($\beta = .34$, $p < .01$). These findings suggest that negative teaching behavior is related to greater psychological stress and that promoting skills to manage student instruction without relying on such behaviors may help reduce stress. However, causal interpretations remain limited due to the cross-sectional design, and longitudinal research is needed.

The Pilot Study of Virtual Class to Facilitate Teacher-training on Positive Preventing Conflicts

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In Taiwan, over 90% of students with disabilities are placed in inclusive classrooms, leading to frequent complaints regarding behavioral challenges. The 2018 TALIS report highlighted a significant discrepancy between pre-service training and on-site implementation. To bridge this gap, "Positive Preventing Conflicts" (PPC-VR) was developed using GoPro MAX and Unity3D.
This study involved 32 pre-service teachers: 16 specializing in Special Education (SET) and 16 in General Education (GET). After completing a baseline survey on classroom conflict experiences, participants were randomly assigned to either VR headset or iPad interfaces. Notably, two participants were reassigned from headsets to iPads due to motion sickness. During the 15-minute simulation, participants engaged in 3 to 9 scenarios based on their pedagogical choices. Post-session data were collected via the iGroup Presence Questionnaire (IPQ), System Usability Scale (SUS), and a PPC attitude survey, supplemented by qualitative feedback. While IPQ and SUS results showed no significant differences between the SET and GET groups, the SET group exhibited a more positive attitude toward PPC-VR and reported fewer conflicts during the simulation. The qualitative feedback provided more detail information and suggestions for the PPC-VR.

Preparing Teachers for Inclusive Schools: The IDEATE Model for Diversity, Equity, and Culturally Responsive Practice

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This poster presents IDEATE (Inclusive Digital Education and Teacher Empowerment Academy), an Erasmus+ Teacher Academies initiative aimed at strengthening teacher education for inclusive and digitally responsive schooling across Europe. The project is grounded in the need to better equip pre-service and in-service teachers to address learner diversity, with particular attention to neurodivergent students, while enhancing digital competence, mobility, and professional wellbeing. Methodologically, IDEATE is structured through a human-centred design thinking framework implemented across five pillars: curriculum and digital tool development, piloting, full-scale implementation, the European dimension, and scalability and sustainability. The project combines accredited training modules, practical workshops, cross-campus collaboration, virtual and physical mobility, and the creation of an innovative digital platform. Key outputs include national accreditation pathways for continuing professional development, curricular integration in initial teacher education, training for at least 700 pre-service teachers and 1,000 in-service teachers, a digital tool targeting 1,700 subscribed users, and improvements in teachers' self-efficacy and wellbeing. The project's significance lies in its potential to generate a transferable European model for inclusive and digitally enhanced teacher education, informing institutional practice, cross-national cooperation, and policy development in teacher professional learning. It also supports open educational resources and communities of practice across participating institutions and contexts.

Behavior Intervention Plan Implementation: Secondary Special Educators' Perspectives

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Behavioral issues are continually on the rise in secondary education settings, especially among the special education (SPED) population. Research shows that students with disabilities are disciplined at disproportionate rates. For that reason, legal protections are enacted to support these students, such as the mandating of Functional Behavior Analyses (FBAs) and Behavior Intervention Plans (BIPs), as outlined by the Individuals with Disabilities Education Act (IDEA, 2004).
This study focuses on the specific helping and hindering factors involved in BIP implementation from the perspective of secondary special educators. BIPs often appear effective on paper, but real-world implementation frequently falls short of the plan. Additionally, research shows that function-based behavioral interventions elicit more positive student outcomes, but a paucity of research exists regarding the external factors involved during the implementation of behavioral plans.
To examine this research question, this study utilizes the Critical Incident Technique (CIT), a qualitative methodology that focuses on the lived experiences of participants, through the use of semi-structured interviews. In this study, participants will comprise 15 secondary SPED teachers from two school districts. Researchers will extract and categorize critical incidents, including helping, hindering, and wish-list items, to further understand BIP implementation from the perspective of secondary special educators.

Measuring School Climate Across Cultures: A Systematic Review of the Delaware School Climate Survey–Student

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This study examines the cross-cultural validity and reliability of the Delaware School Climate Survey-Student (DSCS-S), a widely used measure of students' perceptions of school climate. Because of the important role school climate plays in educational outcomes around the world, it is essential to ensure that the tools used to measure it are valid and reliable across diverse cultural settings. Since the DSCS-S was originally developed in the United States, this study aimed to evaluate its cross-cultural applicability.
A systematic review was conducted to identify and evaluate peer-reviewed studies that utilized or assessed the psychometric properties of the DSCS-S. A database search yielded five peer-reviewed studies conducted in the United States, Brazil, Portugal, China, and Serbia. These studies were reviewed for sample characteristics, methodological approaches, traditional psychometric properties (e.g., internal consistency, factor validity), and justice-oriented, antiracist validity evidence.
Findings indicated that the DSCS-S demonstrates generally strong internal consistency and supported factor structure across settings. However, evidence for test-retest reliability, discriminant validity, and predictive validity was limited. Additionally, few studies addressed cultural adaptation or equity considerations. These findings suggest that while the DSCS-S shows promise for international use, further research is needed to strengthen its psychometric rigor and ensure culturally responsive application.

Leveraging Collaboration to Address Barriers in Recruiting Rural School Mental Health Providers: Lessons from a Midwestern Demonstration Grant Initiative

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In an era of intensifying global stressors, schools have become essential settings for mental health support, yet school psychologists often work in professional isolation with limited opportunities for integrated collaboration. To address this, we established a multidisciplinary collaborative to mitigate behavioral health workforce shortages in a rural Midwestern region of the United States. Supported by federal funding, this multiyear initiative prepares 64 scholars, including school psychologists, counselors, social workers, and public health professionals, to serve in rural K–12 systems.

Programmatic successes include discipline-specific coursework, cross-disciplinary professional development, and clinical training tailored to rural sociocultural and geographic needs. Scholars report that cross-disciplinary exposure strengthens their ability to leverage complementary competencies, helping school psychologists shift from isolated practitioners to contributors within coordinated mental health teams. This approach enhances community engaged practice, attention to social determinants of mental health, and school–family–community partnerships.

Despite these gains, program data highlight persistent challenges in recruiting scholars to underserved rural regions. Even with robust training and financial support, students hesitate to accept placements in areas with limited provider density, constrained resources, and minimal opportunities for peer consultation. These barriers reflect longstanding workforce patterns. This presentation analyzes these factors and their implications for workforce capacity in rural settings.

How schoolchildren perceive others‘ behaviour: social norms of unsafe road behaviour

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Before schoolchildren begin driving themselves, they acquire information by observing others on the road. They learn to judge what is appropriate behaviour and tend to follow these models when they start driving. The aim of this presentation is to introduce the descriptive norms of driving behaviour among parents, friends and other drivers in society as perceived by high school students.
890 high school students (61 percent of girls, mean age – 16.24 years) participated in s cross-sectional study. Along with the sociodemographic questionnaire, participants answered questions regarding social norms related to risky driving as perceived from friends, parents, and society.
Students perceived their parents’ road behaviour as the least risky when compared with friend and other drivers in society. Driving behaviour of other drivers in society was perceived as most risky from all the groups. Boys reported higher risky behaviour of their friends than girls. Students with previous driving experience perceived their friends as taking more risk on the road.
Educators should question the friends and other drivers in society as role models for appropriate driving behaviour. Those students who start driving early might have friends exhibiting riskier behaviour on the road; therefore, they might follow friends driving pattern.

School leadership that facilitates a whole school approach to mental health and wellbeing: A systematic literature review

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The purpose of this systematic literature review was to explore how leadership can facilitate a whole school approach to mental health and wellbeing. This review followed PRISMA guidelines; in July 2025 database searches of British Education Index, ERIC and PsychINFO, and reference harvesting were undertaken. Eight studies fulfilled inclusion criteria and were assessed for quality. Inclusion criteria focused on a multi component whole school approach to mental health and wellbeing; type of data; and empirical research published after 2014. A thematic synthesis of the papers generated nine descriptive themes: be aware of own values and beliefs, embrace the symbiosis of education and mental health and wellbeing, persevere, clarify the vision, clarify your team's role in the vision, build mutual trust, build a learning culture, build interschool relationships and network creatively. Themes were stratified across three organisational domains: leading the self, leading the school and leading beyond the school. Findings suggest that engaging in reflexive practice, especially exploration of personal values and beliefs, and embracing the symbiosis between education and mental health and wellbeing, is essential for leading a whole school approach to mental health and wellbeing. Limitations and suggestions for policy, practice and future research are detailed.

Novice Group Leaders' Impasse Experiences and Coping Strategies When Leading Children's Group-Counseling Sessions

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This study explores the impasse experiences and coping strategies of novice group leaders of children's group-counseling sessions. Research on group impasses has focused on adult and adolescent groups, with limited attention to children's groups. However, children's unique developmental characteristics present distinct impasse challenges for group leaders, warranting systematic investigation. Study participants were 18 undergraduate-level novice group leaders, who co-led 9 children's counseling groups. Data collected through group-session records and journals were analyzed using Consensual Qualitative Research. Five major types of impasse experiences among children's groups were identified: (1) "Low member participation willingness"; (2) "Conflicts among members"; (3) "Members' inability to focus on the group"; (4) "Individual members' exceptional situations"; and (5) "Ineffective activity outcomes."
Leaders employed different coping strategies for different types of impasses: problem-solving strategies to help members find alternatives when facing low participation willingness; blocking inappropriate behaviors, empathizing with members' emotions, and teaching appropriate perspectives when addressing conflicts; blocking, challenging, structuring, and supporting when members could not focus; blocking combined with clarifying, challenging, and focusing on the here-and-now when dealing with individual members' exceptional situations; and supporting, modeling, and adjustive problem-solving when facing ineffective activity outcomes. Implications for children's group-counseling practice and novice group leader training are discussed.

Developing the social and emotional competencies of future teachers to foster inclusive teaching

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Research on inclusive education frequently highlights the complexity of its implementation; however, few studies directly examine issues related to teachers' attitudes, despite their central role in the success of inclusive practices (UNESCO, 2020). Specific social and emotional competencies appear to support a professional stance characterized by openness to student diversity. For example, the ability to recognize personal biases may foster greater empathy, while emotional regulation contributes to flexibility and adaptability in classroom practice (Espinosa et al., 2023). Yet, these competencies remain insufficiently addressed in many initial teacher education programs (e.g., Beaumont & Garcia, 2020).

This presentation outlines the problem statement of a Canadian qualitative descriptive doctoral study grounded in a comparative design between New Brunswick and Quebec. While acknowledging the challenges associated with inclusive education, this paper aims to reaffirm the importance of inclusion in a context where growing learner diversity increasingly complicates the teacher's role (Bovey et al., 2025), and where rising levels of discrimination in schools are reported worldwide (Almanssori, 2025). The presentation further seeks to encourage reflection on the role of affectivity in teaching—considered here as a foundational prerequisite for implementing inclusive practices that meaningfully address student diversity and promote community living.

Teachers As Partners: A longitudinal Study of Kinder Training in Taiwan

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Kinder Training (White et al., 2000), an Adlerian play-based teacher intervention model, has shown positive outcomes on young children's social-emotional and academic development, teacher-child relationship, and teachers' classroom management skills. The current study explored the acceptability and effectiveness of kinder training in Taiwan. Longitudinal mixed-method research was employed with ten elementary teachers. Ten participants completed the pre- and post-intervention Teacher Report Form and focus group and four participants completed a 3-month follow-up individual interview. Quantitative results indicated positive changes in children's classroom behavior after the completion of kinder training. Qualitative findings revealed five major themes reflecting the sustained effects of Kinder Training: (a) enhanced trust and sense of safety in teacher–child relationships, causing improved interactional attunement; (b) continued generalization of play therapy skills into classroom management, contributing to a more positive classroom climate, (c) ongoing changes observed in target children, including improved emotional regulation and self-control, (d) increased teacher self-awareness in attitude and understanding toward children, and (e) the need to balance instructional demands and administrative responsibilities, resulting in time constraints. Overall, the outcomes support the cultural adaptability and potential enduring benefits of Kinder Training in Taiwan. Considerations for culturally affirming implications and future research recommendations are discussed.

An Exploratory Study of the Impact of School Counselor Interventions in Parent Interviews on Parents

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Objectives:
Parent interviews conducted by school counselors in Japanese schools play a crucial role in supporting children's school adjustment. This study aimed to explore parents' response to school counselor interventions, and changes experienced through parent interviews. The study seeks to provide insights for enhancing school counseling support systems and school–parent collaboration.

Methods:
Three mothers with experience of school counselor interviews were recruited from a support group for parents of school-refusing children. Following a preliminary online survey, qualitative data were collected through face-to-face semi-structured interviews.

Results and Discussion:
The analysis revealed that parents experienced "learning" and "realizations" that influenced their understanding of and interactions with their children. It also illustrated a process in which parents overcame initial hesitation toward interviews and recognized the functions of school counselors. Key findings included: (1) the coexistence of multiple, complex roles for parents during sessions; (2) the school counselor's accepting and empathic attitude was positively evaluated, even without a direct problem resolution; (3) positive changes in parents' attitudes and in their ways of interacting with their children; and (4) the recognition that school counselors not only provide expertise but also empower parents.

The effect of Good Behavior Game on teacher practices and collective efficacy: results from a pragmatic cluster-randomized controlled trial

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Good Behavior Game (GBG) is a frequently studied intervention in the realm of classroom management. Although there is substantial literature concerning the effect of GBG on student behavior, less is known about how it influences teacher practices and attitudes. This study investigates the effects of GBG-training on teacher behavior management practices and collective efficacy. Five schools with K–3 students were recruited. Three schools received training in GBG and two schools continued with business-as-usual (BAU). The full sample contained 43 classrooms. Teachers rated behavior management practices and collective efficacy at two timepoints, at pre-intervention and 9-month follow-up. General praise, behavior-specific praise, and reprimands were rated by blinded observers outside game sessions in a randomized subset of 20 classrooms at three timepoints, at pre-intervention, 3-month, and 9-month follow-up. Response rate was 100% and results were analyzed using Bayesian mixed models. Whith the exception of teacher collective efficacy, other outcomes were not clearly trending in the expected direction, and all outcomes were imprecise due to overlapping highest posterior density intervals. Results tentatively suggest that GBG may potentially increase teacher collective efficacy but doesn't necessarily increase use of general behavioral management practices under naturalistic conditions.

Bridging Health Care and Classrooms: Physician Perspectives on School-Based Specialist Outreach Programs

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Children and youth with complex needs often face fragmented, poorly organised, and delayed access to healthcare services (Kuo et al., 2022). School-based specialist outreach (SBSO) programs place specialist physicians, such as child psychiatrists and paediatricians, within school settings to provide coordinated support for students' health and learning needs. SBSO may strengthen collaboration between school and healthcare systems while reducing barriers to specialist care. Despite growing interest in school-based health partnerships, little empirical research has examined SBSO programs. Given current shortages and system-level constraints, physicians' perspectives are essential to understanding how SBSO programs can be incorporated into existing clinical responsibilities. This presentation will outline the conceptual design and planned methodology of a qualitative study examining physicians' perspectives on SBSO implementation, collaboration, and impact and invite input on the study's framework and approach. Approximately fifteen specialist physicians with SBSO experience will be recruited. Data will be collected through semi-structured interviews and analysed using reflexive thematic analysis (Braun & Clarke, 2006). It is anticipated that physicians will describe SBSO as improving access through shorter waits, reduced travel barriers, and better communication, while supporting more collaboration with school staff. Expected contributions include informing the development of school–health partnerships, collaboration protocols, and integrated care policy.

COVID-19 and Global Teacher Wellbeing: A Systematic Literature Review

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Studies documented rising rates of burnout, anxiety, and emotional exhaustion among teachers following the COVID-19 pandemic. The global scope, quality, and conceptual coherence of this evidence remain unclear. This systematic literature review (SLR) synthesizes the empirical research to understand the psychological wellbeing and mental health status of in-service primary and secondary school teachers globally between January 2020 and July 2023. Following PRISMA 2020 guidelines, 3,635 articles were reviewed through a multi-stage process, resulting in 308 total articles included for extraction. Inter-rater reliability (IRR) within screening groups was consistently high (IRR range = .953-.977) as well as cross-dyad and intergroup reliability (IRR range = .840-.982). Results indicated that many regions of the world were underrepresented in the research, with North America and Western Europe representing 46% of articles. Most articles were cross-sectional (77.3%) and utilized quantitative designs (61.7%). Regardless of geographic location, studies consistently documented teachers' elevated levels of anxiety, depression, burnout, stress, and other mental health concerns. Results underscore the need for explicit, theoretically grounded definitions of wellbeing, as well as the need to embed teacher wellbeing supports into broader school mental health frameworks rather than treating it as an individual concern. Additional implications for future directions will be discussed.

The Influence of Parental Relationship Quality on Students' School Involvement and Academic Achievement

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The quality of parent–child relationships plays a significant role in the development of children's and adolescents' social and academic competencies. Higher levels of parental involvement and support throughout students' educational trajectories are consistently associated with better academic outcomes. The Let's Care project seeks to provide a comprehensive understanding of, and to enhance, the caring dimension of educational inclusion and school success. Within this framework, the present study aims to examine the impact of parent–child relationship quality on students' school engagement and academic achievement. Data are currently being collected across several Portuguese schools using both online and paper-and-pencil questionnaires, with collection expected to conclude in May 2026. The instrument, developed by the research team, gathers information on multiple domains, including sociodemographic characteristics, family context, interpersonal relationships (e.g., mother/father-child; student-teacher; student-peers), educational experiences, and academic performance. It is anticipated that the findings will align with previous research, indicating that family relational variables—particularly parental involvement and attachment—play a crucial role in shaping students' school engagement and academic achievement.

Early Interventions and the Role of School Psychologists in Delaware

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Early intervention is a critical period for cognition, social, and emotional development, and provides support for children at learning or developmental risks to enhance developmental benefits. This study explores the role of school psychologists in supporting early interventions for students with autism spectrum disorders (ASD) in Delaware. A survey was sent to 20 school psychologists working across various educational settings, from early childhood to high school, including those on autism teams. Follow-up interviews with six respondents further examined their roles, challenges, training needs, and ideal support systems. Findings from the survey reveal a shortage of school psychologists, a high caseload burden, and limited availability of trained personnel to provide adequate early intervention for students with ASD. Interview participants emphasized the importance of a collaborative, team-based approach involving specialists such as Board-Certified Behavior Analysts (BCBAs) and speech therapists, navigating administrative constraints, as well as a need for ongoing professional development in autism-specific interventions. Recommendations for improving early intervention services include increasing training opportunities for school psychologists, enhancing collaboration with external specialists, and developing state-wide intervention programs. This study highlights the crucial need for expanded resources, training, and support systems to improve outcomes for students with ASD in Delaware’s schools.

Developing a Teachers' Collective Efficacy Scale: Examination of Reliability and Validity

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Children’s maladjustment to school in Japan has been increasing, leading to greater emphasis on school-based preventive education. We have implemented peer support programs in several schools for over 10 years and examined their effectiveness. Findings indicate that school-wide preventive education improves students’ interpersonal relationships, social bonds, sense of security, school adjustment, and classroom climate. Teacher interviews revealed improvements in collegial relationships and staffroom climate, while student interviews suggested enhanced teacher–student interactions in the class. These findings imply that peer support practices may also enhance teachers’ individual and collective efficacy. The present study aimed to develop a scale for measuring teachers’ collective efficacy and to examine its reliability and validity. A questionnaire survey was conducted with 600 teachers from elementary, junior high, and high schools. Relationships among teachers’ collective efficacy, individual efficacy, school organizational climate, social support, and mental health were analyzed. Additionally, teachers from schools implementing peer support programs (N = 30) were compared with those from non-implementing schools. Results demonstrated that school-wide preventive education is associated with higher levels of teachers’ collective efficacy.

Teachers' Perspectives on Classroom Errors: The Role of Causal Attributions and Student Gender

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Teachers play a crucial role in creating a classroom environment that supports learning from errors by implementing adaptive and supportive learning environments. However, little is known about the factors that influence teachers' reactions to students' errors.
The present project aims to examine the role of teachers' causal attributions for students' errors and student gender in how they react to students' errors.
A total of 327 Italian pre-service teachers (Mage = 22.14, SD = 4.81; 91.10% women) participated in a vignette-based experimental study employing a 2 (cause of error) × 2 (student gender) between-subjects design. Participants completed measures of adaptive and non-adaptive error management strategies, error beliefs, and gender stereotypes.
Results showed a small but significant main effect of the cause of error on non-adaptive error management strategies. Error beliefs significantly predicted both adaptive and non-adaptive strategies, whereas gender stereotypes were associated only with non-adaptive strategies.
Findings suggest that causal attributions play a more relevant role than student gender in shaping pre-service teachers' responses to errors. The small effect sizes may reflect the limited classroom experience of pre-service teachers in primary education. This research may help school psychologists support teachers in creating supportive classes and optimal learning conditions in diverse classrooms.

Understanding teacher self-efficacy: A structural equation model of occupational stress, job satisfaction and social support

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There has been a growing scientific interest in teacher self-efficacy, particularly within the framework of the three-dimensional model, which includes efficacy in student engagement, instructional strategies, and classroom management. Previous research has consistently showed that teachers' occupational stress is associated with lower levels of self-efficacy and job satisfaction. However, the directionality of these relationships remains insufficiently explored. The present study aimed to investigate both the direct and mediating effects among teachers' occupational stress, job satisfaction, social support, and self-efficacy. A quantitative research design was employed, with a sample of 613 special and mainstream school teachers. Participants completed the Occupational Stress Scale for teachers, the Teacher Job Satisfaction Scale, the Teachers' Sense of Efficacy Scale, and the Copenhagen Psychosocial Questionnaire. Structural equation modeling analyses revealed significant associations between job satisfaction and self-efficacy across both groups of teachers. Furthermore, job satisfaction was found to mediate the relationship between occupational stress and self-efficacy. The findings contribute to the expanding body of literature in school psychology, emphasizing the importance of psychosocial factors in teacher development and underlining the need for targeted interventions aimed at enhancing working conditions and promoting positive school climate.

Psychological and Emotional Well-Being of Autistic Children, Adolescents and Emerging adults with an Immigrant Background: A Mixed-Method Systematic Review

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This mixed-method systematic review synthesizes evidence on the psychological and emotional well-being of autistic youth from immigrant backgrounds, evaluating the unique intersections of neurodiversity and the immigrant experience. Following PRISMA standards, seven multidisciplinary databases (including Google Scholar, PubMed, ProQuest, PsycINFO, ERIC, DOAJ and SCOPUS) were systematically queried for literature published up to January 30, 2025. While the original review spanned all ages, this analysis focuses exclusively on children, adolescents and emerging adults (under 25 years old). Five studies met the inclusion criteria (four quantitative and one qualitative). Findings indicate that autistic immigrant youth encounter significant psychosocial burdens—including social marginalization and higher rates of psychiatric emergency department visits—compared to both non-autistic immigrant and non-immigrant autistic peers. Conversely, autistic immigrants may experience lower levels of acculturation stress than their non-autistic counterparts. Despite the identified strengths of this dual identity, the existing literature remains sparse; therefore, these results should be interpreted as preliminary, highlighting an urgent need for further research.

Group Intervention Programmes and School Inclusion in Preschool Children with Autism Spectrum Disorder

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Autism spectrum disorder (ASD) is a neurodevelopmental condition affecting social interaction, communication, and behaviour. Preschool children with ASD often experience difficulties in understanding social cues, forming friendships, and participating in peer groups, which may hinder their school adjustment and inclusion. Therefore, structured individual and group interventions are commonly implemented to enhance social competence. The present qualitative study explored the long-term effects of individual and group therapeutic programmes on children's social skills and school inclusion. The sample consisted of two groups of parents and teachers of preschool children with ASD. The experimental group included five parents whose children had participated in both individual and group social skills interventions, along with their five preschool teachers. The control group included five parents whose children had attended only individual interventions and their corresponding teachers. Data were collected through semi-structured interviews and analyzed thematically. Findings indicated that children who had participated in both individual and group programmes demonstrated stronger social skills, better school adjustment, and higher levels of peer acceptance compared to those who had received only individual support. The study underscores the contribution of group interventions to inclusive educational practice.

Empowering Educational Psychology Services: Leadership, Resilience, and Professional Identity in an Era of Permanent Austerity

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Leaders in the UK public sector work in a state of "permanent austerity." This requires them to manage tight budgets and political demands while upholding their professional ethics (balancing professionalism with managerialism). This research investigates how Principal Educational Psychologists (PEPs) keep their teams united and resilient during organisational changes. The study consists of two parts. First, a scoping review of nine papers was conducted using the framework by Arksey and O'Malley (2005). This review found that successful leaders protect their staff from political uncertainty by using emotional intelligence to build trust. Second, a qualitative study used interviews with four PEPs to explore their personal experiences of leadership. The data were analysed using reflexive thematic analysis. Early findings suggest that PEPs prioritise psychological safety and shared professional values to maintain team unity. A key theme is the tension PEPs feel between their identity as a professional psychologist and their role as a manager focused on efficiency. The research concludes that building collective resilience and trust is essential for leaders to navigate financial challenges and improve the outcomes of the services they provide.

Allocation, Utilization, and Outcomes: A Multilevel Study of School Counseling in Japan

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School counselors (SCs) in Japan are frequently employed part-time, and their allocation varies substantially across prefectures. International studies suggest that lower student-to-counselor ratios are associated with improved academic and behavioral outcomes; however, the mechanisms underlying this relationship remain unclear. This study examines whether the association between SC allocation density and school-level outcomes operates through school utilization systems and counselor involvement.

Multilevel mediation analyses (schools nested within prefectures) were conducted using nationwide school-level data from 1,941 public junior high schools across 41 of 47 prefectures (school size range: 1–1,183 students; M = 312, SD = 227). Allocation density (log of students per full-time equivalent SC) was modeled as the independent variable. School-level utilization systems were tested as mediators, followed by counselors' activity levels. Outcomes included improvements in absenteeism, bullying, violence-related incidents, and special educational needs, and perceived reductions in staff burden.

Results indicate that the allocation density alone does not directly predict improvement outcomes. Instead, utilization systems significantly mediate the association between allocation density and counselor activity, which in turn predicts improved school-level outcomes. These findings highlight the importance of organizational utilization systems in translating counselor allocation into effective school-based support.

Targeted & emotional-literacy support

16:30 - 16:50

Exploring children and young people’s experiences of receiving a targeted school-based mental health intervention.

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This thesis sought to develop an understanding of CYP’s views of targeted school-based interventions. Paper 1 aimed to do this through exploring CYP’s evaluations within the existing literature. Paper 2 aimed to explore CYP’s perspectives after completing a targeted intervention. In Paper 1 an evaluative systematic literature review was conducted to explore CYP’s views and the perceived barriers and facilitators of a TSBI. In Paper 2 an exploratory qualitative study was conducted of 9 CYP’s experiences of an intervention. In Paper 1, thematic synthesis was used to analyse the data. Themes emerged around CYP viewing the interventions positively, noticing benefits from their involvement and the space provided. Barriers and facilitators were noted from the quality of the relationship, how person-centred the intervention was and practical considerations. In Paper 2, conventional content analysis identified that CYP viewed MHST intervention positively, specifically voicing the importance of a positive relationship in facilitating their engagement. CYP identified that this was developed through attunement, trust and psychological safety. Implications for practitioners are discussed, particularly the importance of the therapeutic relationship in facilitating meaningful engagement. Suggestions are provided around key components that CYP have identified, alongside how educational psychologists can offer support.

The Enactment and Evolution of the Standards Framework for the Emotional Literacy Support Assistant (ELSA) intervention

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The Emotional Literacy Support Assistant (ELSA) intervention is a school-based programme used to support pupils with social, emotional and mental health needs. Delivered by trained teaching assistants or pastoral staff over approximately 8–12 weeks and supervised by educational psychologists, the intervention is guided by a standards framework developed by the ELSA Network. However, the empirical evidence underpinning these standards and their enactment in practice remains unclear.

Paper One presents a systematic literature review of empirical ELSA studies. Data were extracted and mapped onto the ELSA Standards to evaluate the extent to which existing literature confirms, extends, or suggests additions to the framework. Findings indicate uneven empirical support across the standards, with limited explicit reference to the framework in published studies and notable gaps in evidence, particularly in relation to supervision.

Paper Two presents a case study within an educational psychology service in England involving educational psychologists supervising ELSAs, and ELSAs themselves. Qualitative content analysis identified themes relating to awareness and communication of the standards, variability in implementation, barriers to fidelity, and refinement suggestions.

The findings highlight implications for how the ELSA Standards are maintained and operationalised, with recommendations on consistency, governance, and framework refinement, supporting effective delivery of the intervention.

Promoting Well-Being and Resilience in Multicultural Schools: A Positive CBT Approach and Toolkit for Teachers and Students

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Global challenges including the COVID-19 pandemic, wars, poverty, and natural disasters have accelerated an international shift toward prioritizing well-being in education. The Fortaleza Declaration (UNESCO, 2024) reflects this momentum, explicitly committing to integrated mental health support, teachers' well-being, crisis resilience, and socio-emotional learning as core educational building blocks. Within this global context, school psychologists are called daily to build intervention programs that promote positive school climate, psychological well-being, and resilience for both teachers and students, across both everyday routines and times of crisis and heightened stress.

One promising framework for meeting these demands is Positive Cognitive Behavioral Therapy (Positive CBT). Integrating research from Positive Psychology (PP) and Solution-Focused Brief Therapy (SFBT) within a CBT structure, it offers motivational, cognitive, and behavioral tools grounded in a strengths-based approach to improving well-being and resilience. A practical, structured program implemented in a multicultural high school is described, demonstrating how Positive CBT activities can be adapted to both routine and crisis contexts across diverse cultural settings. Emphasis is placed on culturally responsive implementation, supporting personal capabilities such as self-regulation, social-emotional intelligence, and decision-making. The paper concludes with evidence-based implications for scaling this approach across varied educational environments internationally.

The Interplay of Communication Skills, Emotional Intelligence, and Self-Esteem on School Engagement among Adolescents Aged 14-18 Years: A Moderated-Moderation Model

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Previous studies have indicated that children lower on school engagement represent a vulnerable population that is at an increased risk of poor mental health and academic outcomes. Therefore, understanding the processes underlying school engagement is an issue of importance requiring research. In this context, this study aimed to examine the relationship between the communication skills and school engagement and whether this relationship varied as a function of different conditions of emotional intelligence and self-esteem. A community sample of 423 (50.8% females) adolescents, who are aged 14-18 years and attend a high school, completed a series of standardized self-report questionnaires to assess communication skills, emotional intelligence, self-esteem, and school engagement, as well as a demographic form. The findings demonstrated that communication skill was positively associated with school engagement. In addition, the findings verified the three-way interaction effect of communication skill, emotional intelligence, and self-esteem on school engagement, such that the positive relationship between communication skill and school engagement was strongest at high levels of emotional intelligence and self-esteem. In conclusion, the present results promise a useful framework for understanding the underlying mechanisms of school engagement and designing clinical or nonclinical prevention and intervention attempts aimed at promoting adolescent students' school engagement.

Migration: academic integration & careers

16:30 - 16:50

The Connection Between Perceived Acceptance and Rejection by the Class Teacher and Academic Performance in Children with a Migration Background

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In the present study, a sample of 8,707 students from 319 schools in two regions of Russia was used to examine the relationship between their perceived attitude toward their class teacher (including components of acceptance and rejection) and their academic performance. Structural equation modeling (SEM) was used, including a multigroup approach, and Mann-Whitney test. The results of the study showed a significant relationship between the factors of «Accessibility and Acceptance» and «Rejection» with grades in mathematics and literature in the sample of all students. At the same time, migrant students rate «Accessibility and Acceptance» of the class teacher significantly lower than local students, however, the moderating nature of migration status was not confirmed. The findings and limitations of the study are discussed.

Teaching Through Adversity: Impact of Positive Emotions in the Work of Refugee Teachers in Malaysia

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Refugees in Malaysia only receive an informal education typically led by young teachers who are refugees. These refugee teachers face multiple challenges such as lack of resources and inadequate training, while also coping with unique difficulties related to their refugee status. Considering the context in which they live and work, refugee teachers can be subject to stress and burn-out. Simultaneously, these individuals find motivation in their work through the growth of their students; the positive feeling related to giving back to the community; and their experiences with awe. Often, these positive emotions give meaning to their work, subsequently benefiting the educational and emotional outcomes of their refugee students. This paper presentation has the objectives of (a) identifying the role of positive emotions on young refugee teachers' motivation; and (b) addressing the potential application to those who provide support to refugee students. The method relies on data collected from the Refugee Resilience in Secondary Education (RISE) project, which included semi-structured interviews with 14 refugee teachers in Malaysia across three time points. The data will be analyzed using reflexive thematic analysis. The lessons learned from this presentation have implications for school mental health providers that serve marginalized communities globally.

Who and What Matters? Examining Context-Specific Career Support and Self-Concept Clarity in Career Adaptability Among Chinese Rural-to-Urban Migrant Students

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Rural-to-urban migrant students in China are facing various career development challenges due to the unique Hukou-based residency management system in China. Understanding the factors that promote career adaptability among these youth is essential for developing effective support systems. Drawing on Social Cognitive Career Theory (SCCT), this study examined how context-specific support (i.e., career-related parental support, career-related teacher support, and schoolwide career guidance) and self-concept clarity related to career adaptability both directly and indirectly through career decision-making self-efficacy. A quantitative survey with was conducted with 689 rural-to-urban migrant adolescents (Male = 314, Female = 375, Mean age = 15.30 years, SD = 1.53) recruited from five secondary schools in Shenzhen, China. Structural equation modeling showed that career-related parental support showed the strongest total positive effect on career adaptability, with both significant direct and indirect effects through self-efficacy. Career-related teacher support and self-concept clarity also significantly positively predicted career adaptability, partially mediated by self-efficacy. However, schoolwide career guidance had no significant direct or indirect relationship with either self-efficacy or career adaptability. Findings highlight the need for interventions that strengthen parental informational support, prepare teachers to provide career mentorship, and reform school guidance to address the structural realities migrant youth face.

School Psychology Training in the U.S.- Mexico Borderlands

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The U.S.-Mexico borderlands, a 1954 mile region covering 4 US states, is a bilingual and bicultural region that provides unique challenges for public education. Schools support the students who are impacted by immigration policy, are developing skills in a second language, and are often part of transborder families. Graduate training in the region should prepare future school psychologists to support the academic and socioemotional needs of this population. Six American universities within 100 miles of the Mexican border offer graduate level training in school psychology. Of the 8 programs offered, 5 are NASP accredited and both doctoral programs are APA accredited. A content analysis of publicly available program information, including websites and handbooks, was conducted to determine the extent to which future school psychologists are equipped to serve schools in the region through coursework and research opportunities. While there are general discussions and coursework around supporting culturally and linguistically diverse students, there is limited inclusion of topics unique to the borderlands. Recommendations for strengthening programs will be provided, including how trainers can learn these topics and how to prepare future school psychologists to serve the region. Implications for training in other international border regions will also be shared.

Inclusive education & support

16:30 - 16:50

Supporting Inclusive Education and Mental Health in Schools Through Facility Service Dogs

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Canadian school systems tend toward inclusive education models that promote the achievement of full potential (Rousseau et al., 2015) and the recognition of diversity (Ramel et al., 2016). Among emerging approaches, facility service dogs have gained attention, although they have been primarily studied in judicial contexts (Rock & Gately, 2024). In school settings, facility service dogs may support students' socio-emotional needs and contribute to a positive learning climate (Jalongo, 2023). These benefits align with research on service dogs, particularly for children on the autism spectrum, who show reduced stress and anxiety, including lower cortisol levels in the presence of the animal (Viau & Champagne, 2017).

This descriptive qualitative study (Savoie-Zajc, 2018), conducted with the Mira Foundation, explored the use, benefits, and limitations of facility service dogs in school-based contexts. Semi-structured interviews were conducted with school professionals and Mira representatives. Data were analyzed using qualitative content analysis (Paillé & Mucchielli, 2021) with NVivo. Findings highlight benefits for social and emotional regulation, student needs, classroom climate, and universal support (RTI model), with perceived impacts extending to the broader school community. Challenges include workload, administrative support, costs related to the animal, as well as preparation and training for staff responsible for the dog.

Examining Interprofessional Collaboration in Inclusive Education: Insights from a School-Based Support Team in New Brunswick (Canada)

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Within New Brunswick's (Canada) inclusive education system, which welcomes all students in regular classrooms (Minister of Education and Early Childhood Development [EECD], 2013), school teams must adapt their support services in response to rising mental health needs (Gaudreau, 2024) and growing cultural and linguistic diversity (Korotkov, 2021; Statistics Canada, 2023). However, ambiguities surrounding professional roles and responsibilities continue to limit the effectiveness of support (EECD, 2021), highlighting the need to better understand how interprofessional collaboration operates within school-based support teams (Gadbois et al., 2024) to inform improvements in inclusive practices.

Grounded in a qualitative case study methodology (Creswell & Poth, 2025), this study examines how interprofessional collaboration is organized within support services in an urban primary school selected for its diverse student population. Data was collected through focus groups with school principals and resource teachers. Thematic analysis (Fortin & Gagnon, 2022) identified collaborative practices that mobilize complementary professional expertise to address diverse student needs.

While these practices contribute to more coherent interventions, findings also reveal persistent challenges, particularly the limited availability of specialized professionals placing increased demands on resource teachers. Overall, the results point to promising directions for strengthening interprofessional collaboration and collective capacity within school-based support teams.

Sharing Autism Diagnoses with Children and Young people

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The responsibility for sharing autism diagnoses with children and young people (CYP) typically falls on parents and carers. Whilst guidance resources exist, the voices of autistic CYP people are often absent. This research aims to address the gap in literature and practice by developing evidence-based guidance informed by autistic experts, and experts in autism.

Paper One is a systematic scoping review of the grey literature on this topic. A grey literature search strategy was used which aligned with Godin et al.'s four-step model (2015).

Paper Two utilised action research using the RADIO Model (Timmins et al., 2003). Phase one was focus groups with expert working groups (professionals working with autistic CYP; autistic people; parents/carers of autistic people). Phase two involved semi-structured interviews with autistic CYP. Phase three utilised focus groups with the expert working group to develop guidance.

In Paper One, data were analysed using a content analysis approach (Bengtsson, 2016). Codes were applied to generate themes, eventually developing into the 'AAUUTTIISSMM' framework.

In Paper Two, a mixture of content analysis (phases 1 and 3) and reflexive thematic analysis (phase 2) were used.

Findings were used to develop an evidence-based resource to support parents/carers when sharing autism diagnoses with CYP.

Bullying Experiences and Comorbid Emotional Disorders in Children with Medical or Neurodevelopmental Disorders

C.Y. Chen[1]

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Chronic medical conditions and neurodevelopmental disorders can significantly affect school-aged children, influencing their academic performance, social development, and emotional health (Carter-Pokras et al., 2021). Socially, they may experience peer rejection or isolation; emotionally, they are at increased risk for developing anxiety and depression (Cristofani et al., 2023). Further, they are prone to bullying or peer victimization (Turner et al., 2024). However, little is known about the mechanisms involved in the development of comorbid emotional disorders in children with medical conditions or neurodevelopmental disorders. Using data from the 2023 National Survey of Children's Health (NSCH), this study examined the relationships between medical and neurodevelopmental diagnoses, bullying experiences, academic performance, and emotional disorders. Furthermore, this study explored the mediating effect of bullying experiences on academic performance and emotional disorders. Results indicate that compared to chronic medical conditions, neurodevelopmental disorders were associated with higher rates of comorbid emotional disorders. In particular, children with ADHD exhibited the highest rates of behavioral difficulty, anxiety, and depression. Results of mediation analyses suggest that bullying experiences partially mediated the effect of diagnosis type on academic performance (b = 0.02, CI [0.01, 0.03]), anxiety (b = 0.08, CI [0.06, 0.10], and depression (b = 0.08, CI [0.06, 0.10]).

The school psychologist's role, access & workforce

16:30 - 16:50

Integrating motivational interviewing across educational psychology practice: a model for professional learning

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Motivational interviewing (MI) is an evidence-based, person-centred conversational approach that supports individuals to consider and make decisions about change. Although MI has traditionally been used by educational psychologists (EPs) in therapeutic work with children and young people, recent developments conceptualise MI as a flexible communication style that can be integrated across all areas of EP practice. This paper outlines the core elements of MI - its spirit, tasks and skills - and explores how these can enhance consultation, assessment, intervention, supervision and wider systemic work in schools.

Drawing on contemporary MI theory and applied examples, the paper illustrates how embodying the MI spirit of partnership, acceptance, compassion and empowerment can strengthen helping relationships. The MI tasks of engaging, focusing, evoking and planning are discussed in relation to collaborative problem-solving with adults and young people. The OARS (open-ended questions, affirmations, reflections and summaries) micro-skills are presented as opportunities for fostering autonomy, motivation and behaviour change.

A model for applied professional learning is proposed, emphasising that MI is learnable through self-directed learning, feedback and communities of practice. The paper highlights current research gaps, particularly the limited evidence on MI within consultation, and offers recommendations for integrating MI into training and practice.

Bridging the Gap Between Need and Access: Students' Perspectives on School Psychology Services in Italy

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School Psychology Services (SPS) are increasingly recognized as essential for promoting students' well-being, yet their use remains limited, particularly in fragmented systems such as Italy.
Drawing on the help-seeking framework (Rickwood et al., 2005) and data from the Italian PRIN2022 project (2022F3KA2N), this study examines access, utilization, and barriers to SPS.

A cross-sectional survey was administered to 1,703 students from lower and upper secondary schools across three Italian regions.
Only 24% reported having interacted with a school psychologist, highlighting a gap between perceived importance and actual use. Access patterns varied across school levels: group activities were more common in lower secondary schools, while individual consultations were more frequent in upper secondary education. Differences also emerged by school track, with vocational students reporting more contact than those in academic and technical tracks.

Students mainly sought support for emotional distress, peer difficulties, and academic concerns (Gibson et al., 2016). However, non-use was associated with low perceived need, uncertainty about access, and discomfort, with about half of students unaware of how to access.

Findings highlight a misalignment between service availability and student engagement, suggesting the need for more visible, accessible SPS models, with implications for other contexts with emerging or fragmented SPS.

Deployment of Assistant Educational Psychologists: an evolving landscape

A. Sutton[1]

[1]University of Manchester, United Kingdom

The deployment of Assistant Educational Psychologists (AsEP) is a growing practice within Educational Psychology Services (EPSs) in the England and Wales; the AsEP role has two main functions - supporting the offer of EPSs to service users and giving AsEPs more experience ready for the initial doctoral training to become an EP. This presentation is split into two: the first part gives a brief overview how the AsEP role has developed over the past 50 years, how it has been situated within the structure of EPSs, and in relation to initial professional training for the EP profession. The second part presents a guidance document created during two focus group based on the experiences of six EPSs within the North of England. The aim of the document being to give EPs understanding of where the AsEP role fits with the current training model for EPs, give additional confidence to EPSs on how they can deploy AsEPs with their services and acts to support EPSs to create and develop the role with the service. The session offers practical information for practitioners seeking to work alongside AsEPs and encourages reflection on how this role can support with a range of services.

International Teacher Perspectives on the Role and Function of School Psychologists in Diverse Educational Systems

J. Anderson[1], J. Gonzalez[2], F. Usero Gonzalez[3], A.M. Smith[1], K. Lynn[1]

[1]University of Northern Colorado, United States
[2]Trinity College, United States
[3]Sam Houston State University, United States

Increased international mobility among educators has expanded cross-cultural interactions within school systems, shaping how professional roles are understood and enacted. The role of school psychologists varies widely across countries in scope, training, and service delivery. In many contexts, services are centralized or primarily assessment-focused, with limited emphasis on consultation, prevention, or integrated mental health supports. These systemic differences influence how internationally trained teachers conceptualize school psychologists' roles when entering new educational systems.

This presentation examines international teacher perspectives on the scope, accessibility, and collaborative functions of school psychologists across diverse educational contexts. Teachers transitioning into comprehensive service delivery models often initially view school psychologists as primarily responsible for psychoeducational assessment and special education eligibility. Over time, and with increased interdisciplinary collaboration, their understanding expands to include consultation, multi-tiered systems of support, crisis response, and culturally responsive intervention. Differences in professional expectations, authority structures, and communication norms further shape teacher–psychologist collaboration across countries.

Findings highlight the importance of role clarity and culturally responsive collaboration within globally diverse school systems. Implications include the need for structured orientation for international educators, explicit communication of school psychologist roles, and training in culturally responsive consultation practices to enhance interdisciplinary collaboration and student support worldwide.

Should Schools be Positioned as the “Hubs” of Community?: Diverging Perspectives and Practices in an Evolving Educational Landscape

É. Fernández[1], A.G. James[1]

[1]Miami University - Ohio, United States

School model effectiveness is a contested issue in educational research. This is accentuated by the neoliberal implications that have created a burgeoning school-choice landscape and market (Duarte, 2023). As school-choice continues to expand and as students and families attend schools beyond their neighborhood, questions around what constitutes the community have been raised, as well as the role the school has within the community. Historically, schools have served as the “hubs” of the community offering both a physical space for community gatherings and social services to and for the community (Cummings et.al., 2011; Dryfoos, 1994). Models, like full-service community schools (FSCS), which intentionally center schools as the “hub” of the community have been shown to improve educational opportunities for students (Galindo & Sanders, 2019) and provide necessary resources and services to their families and the broader community. FSCS models have promise (Cleveland, 2023), but this paper argues for a critical examination of how different school contexts—especially those shaped by expanding school choice—require different conceptualizations and practical implementations for positioning schools as community “hubs”. We aim to uncover the adaptations and potential tensions required for various models to truly serve diverse student and family needs in an evolving educational landscape.

Technology-enabled interventions

16:30 - 16:50

A Structured Decision-Making Framework for Clinicians Evaluating Mental Health Apps

A. Haddock[1], R. Yu[2]

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[2]Brightline Psychological Services, United States

The rapid growth of mobile mental health applications has created new opportunities for expanding access to behavioral health support, yet it has also introduced significant challenges related to app quality, clinical relevance, usability, and data privacy. Mental health professionals are increasingly asked to evaluate or recommend digital tools despite limited guidance on how to determine whether an app is credible, evidence-informed, or appropriate for a given client. This presentation presents a structured decision-making framework to support clinicians in systematically evaluating mental health apps for potential integration into care. The framework outlines clear steps for identifying client needs, generating and narrowing app options, assessing clinical and technical quality, and implementing selected tools in a patient-centered manner. It also highlights considerations related to user experience, safety, cultural appropriateness, and privacy. By offering a practical and adaptable model, this framework aims to enhance clinicians' confidence in navigating the evolving digital health landscape and to promote more consistent, informed, and ethical app selection practices. Implications for technology-enabled behavioral health, clinical decision support, and the integration of digital tools into routine practice are discussed.

Yu, R., Haddock, A. A Structured Decision-Making Framework for Clinicians Evaluating Mental Health Apps. J. technol. behav. sci. (2026).

Blended digital programmes for children's social and emotional learning: A systematic review

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Context: Increased use of digital technologies by children raises the question of whether these technologies can support the development of social and emotional learning (SEL) programmes to promote children's well-being and empowerment in their learning environment and other contexts.
Objective: This presentation summarizes the results of a systematic review analyzing how blended interventions, combining in-person and digital activities, support SEL.
Method: The review followed the PRISMA guidelines. The inclusion criteria were participants aged between 9 and 12, blended SEL programmes with at least one digital component and studies published since 2000 in English or French.
Results: 12 peer-reviewed studies were included. The results showed that blended programmes employed diverse digital components including games, augmented reality tools, short-film animations and interactive digital tools. Despite this heterogeneity, studies reported positive or partially positive effects on SEL and well-being. Programmes incorporating participatory elements (e.g., student and parents' involvement, collaborative activities) and experiential learning often demonstrated greater engagement.
Implications: Blended programmes seem beneficial to develop children's SEL, but future research should assess whether certain specific digital components are more effective than others for the development of specific SEL skills. Programmes should prioritize stakeholders' collaboration in research and content design to improve engagement and empowerment.

Beyond the App: School-Based Enactment of Gamified Sustainability Learning in European Secondary Education

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[1]University "G. d'Annunzio" of Chieti-Pescara, Italy
[2]University of Wuppertal, Germany

Digital tools are increasingly used to support sustainability education, yet their impact in school settings remains uneven. This study examines how a gamified mobile application for sustainability learning was used by lower-secondary students across Italy, Spain, and Portugal, focusing on differences between school-based and home-based use.
Using mixed-methods data from 114 students and partner-level reports, we analysed usability, perceived learning, and expected behaviour change. Overall, students reported high engagement and perceived learning. However, outcomes varied significantly depending on context of use. Students who used the app in teacher-supported school settings reported significantly higher perceived learning and more positive evaluations than those using it independently at home. These findings suggest that digital tools do not function as standalone interventions. Their educational value depends on how they are integrated into classroom practices and supported by teacher mediation.
The study contributes to school psychology by shifting attention from tool effectiveness to how digital activities are enacted in school contexts, highlighting the role of teacher support in shaping students' engagement, meaning-making, and behavioural intentions.

The Impact of Daily Check-In Text Messages on Attendance Rates Among Chronically Absent High School Students.

C. Thompson[1], D. Scott[1]

[1]Bowie State University, United States

Absenteeism is a persistent barrier to student success globally. During the 2024–2025 school year, approximately 11.6 million students in the United States were identified as students experiencing chronic absenteeism, defined as missing 10% or more of enrolled school days (U.S. Department of Education, 2025). Students experiencing high rates of absence are more likely to demonstrate lower academic achievement and reduced engagement with school. Research also indicates that school connectedness and perceived adult support function as protective factors that promote attendance and motivation. Guided by Social Cognitive Theory, this study examines whether daily supportive text messages can improve attendance among high school students experiencing chronic absenteeism. Using a repeated-measures quasi-experimental design, 50 high school students identified as experiencing chronic absenteeism will receive one personalized check-in text message each school day for five weeks. Attendance during the intervention will be compared with attendance data from the five weeks prior to the intervention period, and surveys will assess changes in motivation, self-efficacy, and perceived support. Findings would inform school psychologists, educators, and policymakers seeking scalable strategies to strengthen school connectedness and support students experiencing attendance challenges.

Safeguarding Children in the Age of AI: Developing Ethical Standards and Systemic Principles for Practice in Child Facing AI Systems

16:30 - 18:00

Safeguarding Children in the Age of AI: Developing Ethical Standards and Systemic Principles for Practice in Child Facing AI Systems

A. Reynolds[1, 2]

[1]Peace, United Kingdom
[2]Tavistock and Portman NHS Foundation Trust; LB of Hounslow; DRPS, United Kingdom

The rapid integration of artificial intelligence (AI) into education, mental health support, entertainment and wider services presents both significant opportunities and emerging risks for children and young people (CYP). While AI-enabled tools have the potential to enhance intervention, access, efficiency, and personalisation, they raise complex safeguarding concerns, including data privacy, bias, misinformation, inappropriate reliance, and the shifting locus of responsibility.

Aligned with the conference theme of empowering school psychologists for global mental health, this workshop provides an opportunity for professionals to learn about the safeguarding and ethical risks of AI use with CYP and to collaborate on developing coherent, ethically grounded standards and principles to safeguard CYP within AI-enabled systems. It introduces a structured, practice-informed framework to support the development of safeguarding approaches that are responsive to technological change while remaining rooted in core psychological, ethical, and child-centred principles.

The interactive workshop draws on emerging practice, policy considerations, and real-world scenarios. Participants will engage in structured activities including risk mapping, scenario-based ethical decision-making, and collaborative development of safeguarding principles. These activities will support participants to critically examine issues such as power, equity, accountability, and the balance between innovation and protection.

Promoting the emotional wellbeing of autistic young people: Psychoeducation as an intervention

16:30 - 18:00

Promoting the emotional wellbeing of autistic young people: psychoeducation as an intervention

E. Misheva[1]

[1]The Open University and London Borough of Hounslow, United Kingdom

The workshop will explore a variety of resources that psychologists can utilise to effectively assess the needs and promote the emotional wellbeing of autistic young people in educational settings. It will emphasise the importance of understanding the unique and individual profile of each autistic young person, recognising that no single approach fits all. A key highlight will be the presentation of new post-diagnostic guides developed specifically for autistic young people, parents and professionals by the facilitator. These will be made freely available to all attendees.

The workshop will also explore the critical role of post-diagnostic support and the contributions that Educational Psychologists can make in this process. It will critically examine why some widely used emotional literacy and regulation interventions may not be appropriate for autistic young people, despite their popularity. Through examples, the session will demonstrate how these resources can serve as effective assessment-intervention tools. Additionally, the importance of fostering a positive autistic identity and encouraging a nuanced understanding of autism, beyond simplistic models, will be discussed to ensure a more neuroaffirmative approach to emotional literacy, psychoeducation and needs assessment.

From Assessment to Intervention: Integrative, Evidence-Based Pathways in Specific Learning Difficulties

16:30 - 17:00

Beyond Cognition: A Psychosocial Perspective on Learning Difficulties

I. Pachiti[1], P. Dimitropoulou[1]

[1]University of Crete, Greece

Learning difficulties are often approached primarily in terms of cognitive deficits, with emphasis on linguistic and neurocognitive processes. However, research increasingly shows that learning is not determined by cognitive factors alone, but is shaped by the interaction among cognitive, emotional, and contextual processes.

This presentation focuses on understanding learning difficulties through this interaction, proposing an integrative framework that brings together cognitive and psychosocial dimensions of learning.

Drawing on recent theoretical and empirical work, it examines how cognitive processes such as working memory, executive functions, and learning strategies are closely connected with academic emotions, motivation, and aspects of the school environment. It also considers how these relationships develop across the school years and influence students' learning experiences.

Within this perspective, learning difficulties are viewed as the outcome of multiple interacting factors rather than isolated cognitive weaknesses. Psychosocial processes, including students' emotional experiences, motivation, and sense of belonging, are closely linked to both engagement and the effective use of cognitive resources.

This approach supports a more comprehensive understanding of learning difficulties and highlights the importance of integrating cognitive and psychosocial dimensions in school psychology practice, informing more holistic assessment and intervention approaches that respond to students' diverse learning needs across contexts.

Predicting Specific Learning Disabilities During the First Two Years of Primary School: A Multifactorial Approach

D. Chatzoudi[1, 2], T. Papadopoulos[2]

[1]Educational Psychology Service, Cyprus Ministry of Education, Sport and Youth, Cyprus
[2]Department of Psychology & Center for Applied Neuroscience, University of Cyprus, Cyprus

This study aimed to identify the most significant predictors of reading difficulties (RD) and math difficulties (MD) and to examine how their interactions contribute to the manifestation of specific learning disabilities (SLD) in 6-7-year-old children. We followed a randomly selected cohort of 115 children (mean age = 6:6) over two consecutive school years. Participants were assessed using a range of linguistic and cognitive measures. Their parents and teachers completed questionnaires on children's behavior and aspects of the family/school environment. We employed multiple regression analysis to identify the critical predictors of RD and MD, and regression commonality analysis to examine the unique and shared contributions to learning difficulties in Grades 1 and 2. The analyses revealed both common and distinct predictors of RD and MD. Phonological awareness and teacher-reported behavioral control emerged as shared predictors. In contrast, parenting styles were uniquely associated with RD, whereas teaching-related stress uniquely predicted MD. Developmental changes were observed in both the unique and shared contributions of these factors across grades. The findings are discussed in the context of clinical practice, supporting a multifactorial assessment approach that includes both socioemotional and cognitive components in the evaluation of SLD in young children.

Bridging Assessment and Practice: Supporting Parents Through Counselling in Learning Disorders

E. Katsimicha[1]

[1]University of Limassol, Cyprus

Parents of children with specific learning disorders (SLD) often experience significant stress as they navigate their child's academic demands and respond to diverse cognitive and emotional needs (Finardi et al., 2022). Providing structured support to these parents is essential in helping them cope with ongoing stressors and the daily challenges associated with learning difficulties (Fernández-Alcántara et al., 2017).
This presentation adopts a practice-informed perspective on strengthening parental knowledge and skills through structured, case-based engagement. Drawing on case studies, it illustrates how targeted psychoeducation, collaborative problem-solving, and ongoing consultation can enhance parents' understanding of their child's learning profile and promote the implementation of evidence-informed strategies in the home environment. Particular emphasis is placed on the role of the school psychologist in translating assessment data into accessible and actionable guidance, while also addressing emotional and contextual factors that influence parental involvement.
The presented cases highlight challenges, including misconceptions about learning disorders, elevated parental stress, and inconsistencies between home and school practices. Findings suggest that when parents are actively supported and empowered, there is greater consistency in intervention implementation, stronger home–school collaboration, and improved student outcomes.

How Do Teachers Perceive the Conditions of their School's Workplace?

16:30 - 17:00

The Development and Intended Use of the School Workplace Conditions Survey (SWCS)

B. Ansley[1]

[1]Central Michigan University, United States

Teachers' workplace conditions are closely linked to practitioner wellbeing, retention, and job performance. Research highlights that supportive conditions — such as positive collegial relationships, effective leadership, manageable workloads, and adequate resources — are associated with greater teacher self-efficacy, job satisfaction, and retention. Conversely, unfavorable conditions contribute to burnout, dissatisfaction, and high turnover. Yet despite growing recognition of their importance, few psychometrically validated instruments exist to assess these conditions comprehensively across diverse school settings.

The School Workplace Conditions Survey (SWCS) was developed to address this gap. Originally piloted in a single urban school in the United States, the SWCS underwent significant revision to focus exclusively on teacher satisfaction with school workplace conditions. The resulting 30-item instrument, rated on a four-point Likert scale, includes items addressing conditions such as workplace relationships, parent/guardian engagement, job design, student-specific conditions, and organizational policy and resources. Now part of the worldwide Teacher Wellbeing Project, the SWCS is being validated across multiple national contexts. The goal is to provide researchers, school leaders, and policymakers a reliable, adaptable tool for assessing and improving the conditions under which teachers work.

Assessing the Validity of the School Workplace Conditions Survey Using Data from English Teachers

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[1]The University of Warwick, United Kingdom
[2]Georgia State University, United States
[3]Tulane University, United States
[4]Central Michigan University, United States

Teachers' working conditions play a critical role in shaping educator well-being, professional commitment, and effectiveness. Yet, despite broad acknowledgement of their significance, the field still lacks robust, psychometrically validated tools capable of capturing these conditions in a comprehensive manner. This study investigates the psychometric properties of the School Workplace Conditions Survey (SWCS), a 30-item measure developed to assess educators' perceptions of key dimensions of their professional environment. Drawing on responses from 826 teachers in England, principal components analysis and exploratory factor analysis identified a coherent five-factor structure encompassing workplace relationships, parent/guardian involvement, job design, student-related conditions, and organizational policies and resources. A confirmatory factor analysis conducted on a refined 23-item version yielded marginally acceptable fit indices (CFI = .89, RMSEA = .077), with the majority of items loading above .50. The instrument demonstrated high internal consistency (α = .925). Overall, the SWCS shows considerable promise as a reliable and valid instrument for examining teacher workplace conditions in both research and applied settings. The paper concludes with recommendations for further validation and for extending its use across varied educational contexts.

Teachers' Mental Health, Well-Being and Resilience in Greek School Contexts: An International Qualitative Study Focused on Interventions

A. Matsopoulos[1, 2], V. Chatziefthymiou[3, 3]

[1]University of Crete, Greece
[2]Hellenic Association of School Psychology (HASP), Greece
[3]SCHOOL PSYCHOLOGY LAB/RESEARCH UNIT, Greece

Extensive research on teachers' well-being and resilience is available in many international studies, yet Greek research studies remain limited. The present study employs an international research protocol by Nastasi & Borja (2016) combining focus groups and ecomaps and examines individual, social and environmental influences of Greek school teachers' mental health, resilience and well-being.
The initial dataset included three focus group discussions with 21 secondary school teachers from public schools in Heraklion and Rethymno, Crete, Greece, in 2024-25. All data were analyzed using a qualitative approach and involved deductive and inductive reasoning. The coding scheme was based on the Teacher Well-Being Project Qualitative Codebook (TWB, 2023), developed from Nastasi et al. (1998) and refined by the Promoting Psychological Well-Being Globally Project (Nastasi &Borja, 2016).
Findings highlight the critical role of school climate, administrative practices and systemic reforms (particularly teachers' evaluation), as key stressors influencing teachers' well-being, stress and anxiety linked to interactions among family and community were also reported, while informal peer support emerged as a protective factor.
Additionally, a second dataset involving 21 primary school teachers from three public schools in Rethymno has been collected and coded in 2024-2025, while further analysis is currently underway within the international research team.

Trauma-Informed Practices: Promises and Pitfalls in Policy

16:30 - 16:50

The Role of Poverty, Racism, Social and Structural Determinants of Health in Trauma Informed Practices

E. Vazquez[1], F. Crepeau-Hobson[2]

[1]The University of Iowa, United States
[2]University of Colorado Denver, United States

Social determinants of health are everyday conditions in which individuals are born, grow, and live, while structural determinants encompass broader systems, policies, and economic structures that shape access to education, housing, and employment. Structural racism functions as a chronic, systemic stressor (e.g., segregation, wealth gaps, unequal health access) that causes intergenerational, accumulative trauma, particularly for youth of color. Heightened vigilance and sensitivity to threat can intensify stress responses, compounding the impact of trauma in daily life, creating chronic, compounding stressors that erode well-being. Prolonged exposure to adversity can become toxic, particularly in the absence of protective factors/coping mechanisms. For students of color, racial discrimination adds another layer of traumatic stress due to identity-related harm and the pervasive nature of racism. While trauma activates the brain's threat-response system in all individuals, ongoing exposure to discrimination can result in a sustained state of hyperarousal for individuals of color, leading to cumulative physiological wear and tear. The intersection of racism and poverty further compounds these effects, increasing risk for long-term health concerns.
This presentation examines the traumatic experiences that youth of color face, their interaction with ACEs, and the role of protective cultural factors in supporting resilience and mental health due to trauma.

16:50 - 17:10

Putting policy into action

D. Hulac[1], F. Crepeau-Hobson[2]

[1]University of Northern Colorado, United States
[2]University of Colorado Denver, United States

There are a number of factors involved with training educators to implement trauma-informed practices. These include helping educators to understand the factors related to trauma-informed practices. However, a theoretical understanding of these practices does not help educators to implement these practices. This presentation will provide hands-on suggestions related to working with students who have been chronically traumatized, applying science of safety, working with traumatized systems, and implementing trauma-informed practices into teaching and learning.

The science of adversity.

T. Hughes[1], F. Crepeau-Hobson[2]

[1]Duquesne University, United States
[2]University of Colorado Denver, United States

During a trauma response, the brain’s survival instinct completely hijacks rational thought. The autonomic nervous system takes over, triggering fight-or-flight or freeze cycles that happen almost instantly, often before we’re even aware of a threat. Neuroimaging shows that while emotional centers like the amygdala become hyper-active, blood flow to the prefrontal cortex—the part of the brain responsible for logic and planning—actually drops.
This creates a state-dependent reality: when a child feels alarmed, their thinking brain is essentially offline. They can’t weigh future consequences or follow complex instructions because those neural pathways aren’t accessible. Instead, they react impulsively. Over time, this can leave the brain in a constant state of "threat readiness," where even neutral situations feel dangerous.
Trauma also disrupts the typical survival sequence. While most people move from freezing to fleeing and only then to fighting, a trauma-sensitized brain often jumps straight to a fight response. Additionally, dissociation can cause memories to fragment, leading to confusing flashbacks or periods of zoning out. Ultimately, trauma isn't just a memory; it’s a physical recalibration of the stress-response system that changes how a person perceives and moves through the world.

The Science of Safety

F. Crepeau-Hobson[1]

[1]University of Colorado Denver, United States

This presentation explores the essential role of psychological safety in supporting student learning, particularly for children with a history of trauma or adverse childhood experiences. While physical safety is a foundational expectation in schools, it is insufficient on its own. Students must also believe they are safe to access the cognitive resources required for learning. For many children, trauma disrupts this internal sense of safety, leaving them in a persistent state of alarm that undermines attention, emotional regulation, and executive functioning. Trauma-informed educational practices recognize this neurobiological reality and prioritize creating environments where students experience consistent, supportive relationships that help regulate the stress response.
Psychological safety is not a “soft” add-on to academic instruction; it is a prerequisite for it. Classrooms that intentionally cultivate trust, predictability, and connection enable children to move out of survival mode and into a state where they can flourish.

Learning Objectives:
1. Understand how trauma and ACEs affect students’ sense of safety and capacity for learning.
2. Identify the components of psychological safety and their relevance to school settings.
3. Explore trauma-informed strategies that strengthen relationships and support regulation.
4. Recognize the importance of attending to the educator's well-being as part of a whole-school approach.

Covitality, Positive Psychology and Well-being: Symposium 2

16:30 - 16:50

Advancing Student Well-Being Through the Covitality Model: A Comprehensive Framework for Schools

S. Albertova[1]

[1]Barry University, United States

This presentation examines a comprehensive framework grounded in positive psychology, focusing on well-being and social-emotional health through the Covitality model. It highlights four key domains of social-emotional competencies: belief in self, belief in others, emotional competence, and engaged living. Building on these constructs, the presentation integrates existing theories of mental health and well-being into a unified framework designed to support positive student development. Emphasis is placed on how these interconnected domains contribute to resilience, engagement, and overall functioning in school settings. The session also explores the application of this framework within educational systems, demonstrating how positive psychology principles can inform practices that foster inclusive, supportive, and growth-oriented learning environments.

Reciprocal Relationships Between Strengths and Stress Among Japanese Adolescents: A Longitudinal Study Using the SEHS-S

C. Handa[1], J. IIDA[1], T. Izumi[2]

[1]University of Tsukuba, Japan
[2]Okayama University, Japan

Strengths play a key role in promoting adolescents' well-being and preventing mental health problems. While their importance is well recognized, longitudinal evidence on how strengths interact with stress in the school environment has been little examined empirically. This study investigated reciprocal relationships between strengths and stress among 463 Japanese middle school students across two time points. Participants completed the Social-Emotional Health Survey (SEHS-S), assessing four domains of strengths(belief-in-self, belief-in-others, emotional competence, and engaged living)alongside a stress questionnaire. Data were collected at intervals of five to ten months, and structural equation modeling (SEM) was used to analyze temporal associations. Results showed significant stability for all variables over time. Stress at the first assessment negatively predicted subsequent strengths, while certain strengths predicted decreases in later stress and increases in life satisfaction. These findings highlight the importance of psychological support in schools that focuses not only on coping with stress but also on fostering students' strengths. Emphasizing strengths may buffer stress and contribute to more effective, holistic strategies to support adolescent well-being in schools.

Bullying Prevention as a Catalyst for Whole-School Wellbeing: An Eco-systemic Approach

A. Loutsiou[1], C. Demetriou[1, 2], O. Solomontos- Kountouri[3]

[1]University of Cyprus, Cyprus
[2]American University of Beirut -Mediterraneo, Cyprus
[3]Theological School, Church of Cyprus, Cyprus

Schools often address bullying at the level of individual student behavior; however, grounded in an ecological framework, bullying is better understood as a social phenomenon that arises within and impacts the broader school environment. Growing evidence highlights its implications not only for victims and bullies, but also for bystanders and school staff wellbeing.

This paper presents findings from a feasibility study (4 middle schools in Cyprus; N = 1,873 students in Grades 7–9; N = 294 teachers) examining the implementation of the Viennese Social Competence Program (ViSC), adapted in Greek within the “Standing Together Against Bullying” Tier 1 national initiative. The program is implemented as a whole-school intervention targeting relational, emotional, and organizational dimensions of school life.

The ViSC-Greek model engages teachers, students, leadership, and parents through a cascaded training approach and coordinated practices. It promotes students’ social-emotional competencies, responsibility, and capacity to act, aiming to shift passive bystanders into active contributors to a positive peer culture, while strengthening teacher collaboration, consistency, and wellbeing.
Preliminary mixed-method findings indicate improvements in school climate, teacher empowerment, and responses to bullying incidents, positioning bullying prevention as a lever for whole-school wellbeing. Implications for school psychologists’ practice will be discussed.

Teachers' Self-Efficacy and Classroom Management: Does a Course on Classroom Management Make a Difference?

A. Schults[1]

[1]Tallinn University, Estonia

Both teachers' self-efficacy and their classroom management practices have been shown to contribute to students' well-being and academic achievement. At the same time, research indicates that teachers working with classes that have a high proportion of students with special educational needs tend to report lower levels of self-efficacy compared to colleagues teaching classes with fewer such students. In Estonia, teachers frequently express a need for continuous professional development focused on classroom management in classrooms that include a high percentage of these student groups.
To address this need, we developed an online course that provides teachers with evidence-based information about classroom management practices shown to support positive student behavior, engagement, and academic achievement. Additionally, teachers can choose to access targeted materials on managing classrooms that include students experiencing specific difficulties, such as anxiety or attention deficit and hyperactivity disorder. The course is self-paced and teachers may explore as many topics as they find relevant.
Teachers are asked to complete questionnaires on self-efficacy and classroom management practices at the start of the course and again when they decide to conclude their participation. Our aim is to examine whether teachers' responses change after participating in the course on classroom management.

Caplan's Legacy & Global Consultation

16:30 - 18:00

Mental health consultation for the global 21st century – Gerald Caplan's legacy and future international research collaborations

E. NiChinneide[1], S. Maital[2], S. Mendes[3]

[1]Tavistock & Portman NHS Foundation Trust, United Kingdom
[2]Israel School Psychology, Israel
[3]University of Porto, Portugal

Mental health consultation in the 21st century is profoundly shaped by Gerald Caplan's pioneering legacy, where his ecological vision continues to guide psychologists working with families, schools and communities. Caplan's approach to consultation as a collaborative endeavour remains vital for contemporary mental health promotion. His emphasis on strengthening the consultee's capacities provides a powerful framework to address our global challenges.

Roundtable aims are to:

a. Provide listening spaces for participants to share their current approaches to consultation in mental health promotion and intervention

b. Explore ways that consultation as a collaborative endeavour can connect systems across home, school and neighbourhoods

c. Continue to build connections in the consultation community across national and international boundaries.

As with all consultation taskforce roundtables, participants will have opportunities to share local innovations and concerns through engaging in group discussion. They will be encouraged to share reflections and think about the future potential of further collaboration, with an emphasis on identifying practical steps to build links across countries.

Intended outcomes:

a. Enhanced capacity to identify effective consultation approaches in mental health

b. Opportunities to converse with colleagues from different countries about consultation practice in mental health

c. Explore future collaborative research networks.

16:30 - 18:00 | DEM.015

Affiliate Committee Round Table Focus Topic- School Psychologist Wellbeing All welcome!

16:30 - 18:00 | DEM.120

Parent education and family resilience (Interest Group)

16:30 - 18:00

Empowering School Psychologists for Promoting Global Mental Health and Well-Being of Parents & Caregivers. (INTEREST GROUP OPEN TO ALL MEETING)

A. Matsopoulos[1,2], P. RUSU[3]

[1]University of Crete, Greece
[2]HELLENIC ASSOCIATION OF SCHOOL PSYCHOLOGY (HASP), Greece
[3]San Stefan Cel Mare University at Suceava,, Romania

The present interest group “PARENT EDUCATION & FAMILY RESILIENCE", which was established in 2017, is a vibrant community that allows school psychologists and researchers in the field of parent education and family dynamics to work together and exchange best practices in the challenging contemporary times.

More specifically, the goal of our interest group meeting at the Lyon conference is:
a. To identify practitioners and researchers interested in joining a new global research project called «Parental Burnout & Family Resilience: Global Perspectives.”

b. To promote an international platform for school psychologists, researchers and other related professionals to collaborate cross-nationally and to exchange knowledge and resources from around the world about parent education and family resilience.

c. To promote collaboration for international research and practice on evidence based parenting practices as they relate to children’s’ well being, resilience and prevention of psychopathology (i.e. behavioral problems).

d. To bring together researchers and practitioners from around the world in order to create a community of scholars who can attract research funds and share advanced knowledge on parent training and education based on clinical and research experience.
e. To identify training needs of school psychologists within an empowerment, home-school-community collaboration framework.

War, displacement & collective trauma

8:30 - 8:50

Community, Culture, and Crisis: Lessons for Inclusive School-Based Mental Health From Arab Counselors Working During War

S. Awwad-Tabry[1], S. Abu Ras[1]

[1]Oranim Academic College of Education, Israel

Wars place extraordinary demands on school systems, challenging their capacity to provide inclusive, equitable, and culturally responsive mental-health support. This qualitative phenomenological study examined how Arab educational counselors working in schools experienced their professional roles during such conditions, with attention to systemic inclusion, access to support, and community and cultural resources.

Data were collected through semi-structured, in-depth interviews with 23 Arab female counselors from Muslim, Christian, and Druze communities employed in schools throughout the crisis. Interviews were conducted in Arabic and translated into English with verification procedures to ensure accuracy and preservation of meaning. Thematic analysis revealed strain on inclusive school-based practice, including emotional overload, blurred professional boundaries, and tensions between institutional expectations and counselors' community realities. Experiences varied across groups: Muslim and Christian counselors described feelings of exclusion, social isolation, and limited access to professional support within school systems, whereas Druze counselors reported strong communal backing alongside heightened expectations for sustained professional performance.

Participants described both vulnerability and resilience, emphasizing collective, spiritual, and community-based resources as essential supports when formal systems were insufficient. Inclusive school-based mental-health frameworks should integrate cultural context, community partnerships, and equitable professional support, with relevance for school psychologists and educators working in diverse, crisis-affected settings.

8:50 - 9:10

Narrative Awareness: Coping Tool for Dealing with Stress and Trauma to Maintain Wellbeing

N. Rakevich[1]

[1]Lesley / VELA, United States

When approached with awareness, the stories we create and share can be transformative. This qualitative phenomenological study explored how Ukrainian educators in non-occupied areas make sense of and navigate wartime trauma through narrative awareness while supporting their students. A total of 163 surveys and 12 interviews, conducted from winter to spring 2024, explored how educators experiencing trauma use mindfulness and storytelling to sustain well-being. The findings provide practical examples and insights into how these strategies support coping with trauma. Analyzing data on mindfulness and storytelling as coping mechanisms in this empirical research led to the development of a new conceptual term: narrative awareness. Narrative awareness occurs when people understand and observe their patterns of thinking, along with the origins of their thoughts and emotions, while remaining open to modifying them if necessary. The shared global realities of war and violence impact educators, everyone in helping professions, adults and children, disrupting learning, development, overall health, and quality of life. While not generalizable, these Ukrainian educators' experiences highlight how mindfulness and storytelling can help manage stress and trauma in ways relevant to many educators. The implications for theory, practice, and future research are of global interest to educators and psychologists.

School-Based Supports for Military-Connected Students: A Global Systematic Review

A.M. Smith[1], J.R. Anderson[1]

[1]University of Northern Colorado, United States

Military-connected students experience unique academic and social-emotional challenges associated with parental deployment, relocation, and family stress across diverse global contexts. In the context of increasing geopolitical instability, the number of students impacted by military service is likely to rise (currently ~3.44million), underscoring the need for effective, culturally-responsive school-based supports This study presents a systematic review examining school-based academic and social-emotional supports for military-connected students across multiple international contexts.

A comprehensive literature search was conducted using databases (e.g., PsycINFO and ERIC) with key terms including “military-connected,” “school-based,” “academic,” and “social-emotional.” Studies represented research from the international community, allowing for cross-national comparison of educational systems and support practices. Exclusion criteria included studies focused on children of military veterans, postsecondary populations, non–school-based interventions, and articles before 2016.

Findings revealed consistent global gaps in training and preparedness among school personnel, as well as limited empirical evaluation of school-based interventions across countries. While military-connected youth demonstrated similar academic and social-emotional challenges internationally, few studies identified culturally responsive, evidence-based strategies to address these needs.

There is a critical global gap in effective school-based supports. Implications include the need for internationally informed training frameworks and the development of culturally responsive, evidence-based interventions for school psychologists.

9:30 - 9:50

Moving from cascading collective-trauma toward cascading collective-healing: Leveraging school/community partnerships

É. Fernández[1], A.G. James[1]

[1]Miami University - Ohio, United States

Erikson (1976) conceptualizes collective trauma as “a blow to the basic tissues of social life that damages bonds attaching people together and impairs prevailing sense of communality” (p. 154). This framing signals a loss of community and a long-term residual impact on a collective, however recent educational psychologists have conceptualized collective trauma as an experience that is cascading (or compounding) in nature. Thus, cascading collective traumas – compounding traumatic events that are historic and concurrent (Patton, 2025; Silver et.al., 2021) – result in strong emotional responses from students and families impacting their learning and engagement with schooling. For instance, marginalized communities are contending with historical and contemporary exclusionary and criminalizing policies and rhetoric. This positions schools as venues of cascading trauma, or, as we suggest in this study, collective-healing. More specifically, we will explore the current cascading collective traumas being experienced by marginalized students and families. We then build on previous work that (re)centers schools as sites of collective-healing (Castrellón et. al., 2021) to imagine how schools and community partnerships can be leveraged to foster cascading collective-healing. We hope this work shifts pathologizing narratives about trauma to ones that center healing as a collaborative partnership between schools and community organizations.

Multilingual learners & culturally responsive practice

8:30 - 8:50

Advocating for Multilingual Education and Interventions for children with ASD

M.N. Flores[1], A.S. McCormick[1], K. Montemayor[1], M. Hughes[1], N. Vallarta[1]

[1]Texas A&M University - College Station, United States

The prevalence of students with autism spectrum disorder (ASD) has increased exponentially within school settings. Many of these individuals are multilingual students, exposed to more than one language within their home and school environment. This convergence presents important challenges for educators in providing appropriate and effective educational services to students with ASD who are either bilingual or multilingual. Because ASD is characterized by differences in language, communication, and social interaction, bilingualism may interact with students' communicative development, academic learning, and social engagement in complex ways. Recent literature has continued to indicate that fostering multilingualism in children with ASD has significant advantages. However, there has been limited literature that provides information on how teachers, therapists and other professionals working with these children can practically support bilingualism within schools or intervention settings. Our findings were obtained using peer-reviewed articles from online databases. This narrative review will examine most current literature associated with multilingual education and ASD, as well as evidence-based practices for inclusion of bilingualism. Synthesized findings of the literature will be analyzed to provide practical recommendations for practice within educational and clinical contexts.

Empowering Students with Special Educational Needs in a Multilingual Learning Context: Practices, and the Central Role of School Psychologists

A.B. Toure[1]

[1]Service national de l'education inclusive, Luxembourg

In multilingual educational systems, supporting students with special educational needs (SEN) requires a nuanced and multidimensional approach. This presentation examines the evolution of the decision for special arrangement implemented since 2020 presenting diverse learning, developmental, and emotional difficulties. Using quantitative data collected over the last six years, we illustrate the prevalence of specific pathologies. We will highlight the role of school psychologists in assessing students' needs t. Beyond standardized assessments, psychologists collaborate closely with teachers and families to establish a Diagnosis of needs that captures the cognitive, linguistic, emotional, and environmental factors influencing learning. This collaborative model ensures that support measures—are tailored, evidence-based, and pedagogically meaningful.

Because educational needs may change as students develop new competencies or encounter new academic challenges, all measures are subject to annual review. This process reinforces the importance of the school psychologists, ensuring that interventions remain aligned with students' evolving learning trajectories and linguistic profiles.

Finally, the presentation explores the long-term role of school psychologists in guiding students and their families throughout their educational journey.

Dynamic Assessment of Decoding and Language Learning Disabilities: Innovation That Reduces Test Bias and Saves Time

T. Spencer[1], D. Petersen[2], A. Konishi-Therkildsen[3]

[1]Juniper Gardens Children's Project, University of Kansas, United States
[2]Baylor University, United States
[3]University of Alaska Anchorage, United States

Accurately identifying decoding and language learning disabilities in diverse student populations remains a persistent challenge, particularly when traditional static assessments fail to distinguish true learning disabilities from differences rooted in language background, cultural experience, or limited instructional opportunity. This paper introduces the DYMOND (DYnamic Measures of Narrative language and Decoding), an innovative norm-referenced, standardized instrument designed to address these longstanding limitations by embedding a mediated learning experience within the assessment process itself. Unlike conventional measures that capture only what a student currently knows, the DYMOND evaluates a student's responsiveness to targeted instruction, providing examiners with a more equitable and diagnostically meaningful picture of learning potential. By measuring how readily a student acquires and applies new decoding and language knowledge within a structured, scaffolded interaction, the DYMOND significantly reduces bias associated with prior knowledge and linguistic diversity. In addition to its equity advantages, DYMOND takes a fraction of the time to administer (~20 minutes) and can be used as a universal screener of dyslexia and DLD or in eligibility evaluations to identify learning disabilities, with sensitivity and specificity over 90% for all students, including multilingual students and racial and ethnic minority students.

From Immersion to Impact: Short-Term Study Abroad in Queretaro, MX and the Development of Culturally Responsive School Psychologists

J. Gonzalez[1], D. Kenny[1], A.S. McCormick[2]

[1]Trinity University, United States
[2]Texas A&M University, United States

Short-term study abroad programs offer valuable opportunities for advancing culturally responsive practice in school psychology. This mixed-methods study will examine pre- to post-program changes in graduate student cultural sensitivity and assessment practice outcomes following a three-week program in Querétaro, Mexico, developed in partnership with the Centro Intercultural de Querétaro. Participants will have completed coursework in Multicultural Issues in School Psychology, Spanish language instruction and school-based placements as well as cultural immersion activities. The quantitative component includes pre- and post-program surveys assessing language proficiency, intercultural competence, self-efficacy, flexibility, adaptability, open-mindedness, and personal capital. The qualitative component consists of semi-structured interviews exploring students' perceptions of personal and professional growth. Semi-structured interview transcripts will be analyzed using thematic analysis following the six-phase framework developed by Braun and Clarke. This systematic approach involves familiarization with the data, generating initial codes, constructing and reviewing themes, and defining final thematic structures. The analysis will be conducted reflexively, with themes actively developed to capture meaningful patterns across participants' experiences. Data collection is complete; results for both components are pending analysis. Findings will help clarify whether intensive, short-term international experiences yield meaningful changes in competencies essential to school psychology practice.

Digital Training & Blended Modalities

8:30 - 8:50

A Medical-Model Lens for Efficient Psychoeducational Assessment: Start Targeted, Then Step Up

r. goodale[1], r. goodale[1]

[1]University of Mass/Boston, Northeastern University, Bay Path/Cambridge College, United States

Psychoeducational evaluations are too often expanded into full psychological/academic batteries—and sometimes neuropsychological testing—when the referral concern is narrow or recent. This presentation argues for matching assessment intensity to the presenting problem. Clinicians do not order whole-body scans for a broken foot; they start with a focused exam and targeted imaging, broadening only if recovery stalls or new symptoms emerge.

Applied to schools, the first step should be a question-driven evaluation grounded in developmental expectations and context, emphasizing close observation and targeted interviews. Teams should document the duration and pattern of the concern, identify when it began, and examine what changed in the child's environment (routines, classroom demands, transitions, sleep, health, stressors, peer dynamics, and adult responses).

For example, if a 5-year-old with a long history of warm relationships suddenly becomes oppositional, teams should begin with structured observations across settings, interviews with caregivers and educators, and referral-specific screening—rather than speculating about diagnoses. The evaluation should recommend targeted interventions, set measurable goals, define a timeline, and monitor progress with clear decision rules. If the child does not respond, concerns generalize, or multiple domains show persistent red flags, the evaluation can expand. This stepped approach conserves resources, reduces stigma, and improves actionable recommendations.

Meta-analysis of Grade Retention Research: Examining the Empirical Evidence from the United States in the 21st Century

A. Mittelstet[1], S. Jimerson[2]

[1]California State University, Channel Islands, United States
[2]University of California, Santa Barbara, United States

Grade retention remains a commonly used educational intervention in the United States despite more than a century of research failing to support its effectiveness. The most recent comprehensive U.S. meta-analysis was published over two decades ago, synthesizing studies through 1999. Given substantial policy changes and the expansion of state-level mandatory retention laws since that time, an updated synthesis of contemporary research is warranted. The present meta-analysis examined 45 peer-reviewed studies published between 2000 and 2023, yielding 801 effect sizes across academic achievement and social-emotional adjustment outcomes. Using inverse-variance weighting procedures to calculate Hedges' g, results indicated an overall mean effect size of .00, demonstrating no statistically significant benefit of grade retention. Similarly, analyses of academic achievement (g = .01) and social-emotional outcomes (g = –.01) revealed no meaningful effects. These findings are consistent with prior meta-analytic conclusions and suggest that grade retention does not improve student outcomes. Given the substantial financial costs, elevated risk for school dropout, and disproportionate impact on historically marginalized populations, continued reliance on grade retention raises important policy and ethical concerns. Implications for practice emphasize the de-implementation of ineffective retention practices and the prioritization of evidence-based, targeted academic and behavioral interventions to support struggling students.

Rethinking School Climate: Dimensional Ambiguities and the Need for Child-Centered Co-Construction

S. Zerika[1], Z. Moody[2], F. Darbellay[1]

[1]University of Geneva's Centre for Children's Rights Studies, Switzerland
[2]University of Lausanne, Switzerland

School climate is a widely used concept in educational and school psychology research, often associated with students' well-being, academic outcomes, and overall school functioning. However, despite its popularity, the concept remains theoretically broad and encompasses multiple dimensions that vary across studies and measurement tools. This raises important questions about what is actually being assessed and how the concept is operationalized in both research and practice.

This contribution examines the conceptual ambiguity of school climate by highlighting the diversity of its dimensions and measurement instruments in the literature. While many studies rely on students' self-reports to assess school climate, fewer investigations explore children's own understandings of the concept itself. Drawing on a qualitative doctoral research conducted with children across three small private schools using active and participatory pedagogies in French-speaking Switzerland, the analysis builds on empirical insights from this research. It emphasizes the importance of moving toward co-construction with school actors, including children, and advocates for a more participatory and context-sensitive approach that acknowledges both the complexity of school climate and the situated nature of school experiences. Such an approach may open new avenues to rethink how school climate is understood and addressed in practice.

9:30 - 9:50

Subtle but Significant: Neurodevelopmental and Educational Outcomes in Moderate and Late Preterm Infants

J. Zarabba[1]

[1]Widener University Institute for Graduate Clinical Psychology, United States

Moderate and late preterm (MLPT; 32–36 weeks gestation) infants comprise the majority of preterm births and are at increased risk for subtle but meaningful neurodevelopmental, academic, and socioemotional difficulties relative to full-term peers. Despite these risks, research suggests that educators, including school psychologists, often have limited knowledge of the long-term effects of MLPT birth on learning, attention, executive functioning, and social-emotional development. Unlike very preterm children, MLPT infants often do not receive ongoing developmental follow-up in early childhood, increasing the likelihood that subtle difficulties will not be identified before the transition to school-age programming.

This professional practice presentation will synthesize current research on the neurodevelopmental and educational profile of MLPT children, with emphasis on executive functioning, attention, learning vulnerabilities, and social-emotional adjustment. The role of family context, including parental stress and protective caregiving factors, will also be discussed. Practice implications will emphasize integrating birth and developmental history into psychoeducational case conceptualization, collaborating with families and teachers to interpret mild but persistent concerns, and using consultation to guide early identification and targeted school-based support.

Implementation & service delivery at scale

8:30 - 8:50

Virtual MTSS: Lessons Learned Implementing a Comprehensive Program

A. Grande[1], C. Leone[1], L. Black[1]

[1]Indiana University of Pennsylvania, United States

Multi-Tiered Systems of Support (MTSS) has been a critical development in education centered around preventatively identifying a student's strengths and needs and intervening quickly to provide support (Hollis-Sims et al., 2023; Kovaleski et al., 2013). The theorized benefits of MTSS are that by early identification of needs, and targeted support, outcomes will be improved for students (DeBoer et al., 2022; Green et al., 2012; Hollis-Sims et al., 2023; Kovaleski et al., 2013; Smith, 2025). While the literature on MTSS and outcome data is robust for in-person education, significantly less is available for a fully virtual modality of instruction.

The researchers have attempted to explore the benefits of a comprehensive MTSS program for students attending a virtual model of instruction. This multi-year effort was completed by a moderately-sized virtual school with a partnership formed with a school psychology program at a local state university. Explored within this project is the utilization of a “Diamond-Shape” model of MTSS and focuses on major areas of support relative to academics (including enrichment and tiers 1-3), social-emotional learning & functional behaviors, and attendance. Collaborative efforts were then completed with the university program that focused on the data collection, analyses, and areas of continuous development.

Beyond Adoption: Structural Barriers to Evidence-Based Implementation in School-Based Practice

T. Beers[1], D. Scott[1], N. Truss[1]

[1]Bowie State University, United States

Despite expanding research on family engagement, restorative practices, and trauma-informed approaches, implementation remains inconsistent and often lacks fidelity, disproportionately impacting marginalized students. Data from the Programme for International Student Assessment (PISA) 2022, encompassing 81 countries and economies, demonstrate associations between school belonging, teacher support, family support, and student performance and well-being. However, several of these key relational factors have declined across systems within the Organisation for Economic Co-operation and Development (OECD). This integrative literature review synthesizes peer-reviewed evidence, including systematic reviews, meta-analyses, and international datasets, to examine why schools struggle to move beyond adopting relational language toward establishing the necessary conditions for effective implementation. The same structural barriers recur globally: professional training silos, compliance-driven accountability prioritizing metrics over meaningful engagement, and inconsistent operational definitions. Although frameworks exist to address these challenges, the sustained support and shared accountability needed to implement them with fidelity remain limited. These barriers increase exclusion, with the greatest impact on students most in need of connection. For school and educational psychologists navigating these barriers, this review examines global research on relational practices, consultation with educators and families, and advocacy for structural conditions that enable sustained implementation, with attention to what makes each effective across diverse contexts.

9:10 - 9:30

Using Qualitative Analysis to Build Multiplex Network Maps to Improve Reach, Inclusion, and Effectiveness of Universal School Mental Health

A. Garbacz[1]

[1]University of Wisconsin-Madison, United States

Network analysis in school mental health research often reduces human relationships to binary data points, limiting understanding of the relational complexity within multi-layered systems. This paper introduces Multiplex Network Maps (MNM), a qualitative methodology that treats networks as heuristics for analyzing the complexity of implementation settings across families, school professionals, and community mental health partners. MNM advances both social network analysis and qualitative mediation by shifting from linear processes to structural ecologies and capturing concordance and discordance across system layers. Three data collection methods inform MNM construction: semi-structured relational interviews, participatory network mapping, and ethnographic observation. Analysis proceeds through inductive layer discovery, narrative-informed relational ties, and structural discordance mapping. We apply MNM to an IES-funded development and innovation project focused on family-school collaboration in Tier 1 school mental health. Preliminary data reveal fragments, points of exclusion, and leverage points for strengthening collaboration across a multi-system framework. For practitioners, MNM offers a structured approach to identifying where communication, trust, and collaboration break down, guiding targeted action to improve family engagement and service delivery. We present the method, a project demonstration, and a practical toolkit including relational interview protocols, network mapping instructions, and coding guidance.

School violence, safety & crisis response

8:30 - 8:50

Exploring how mass shooters describe trauma

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[2]Georgia State University, United States

Mass shootings are an urgent, global concern (Kane et al., 2023; Turanovic et al., 2022). Extensive research has been conducted to better understand how to prevent mass shootings in public settings, including schools (Borum & Rowe, 2021; Vossekuil et al., 2004). While progress has been made toward identifying the behavioral and experiential factors that facilitate a pathway to violence for mass shooters (e.g., National Threat Assessment Center, 2023), there is currently a lack of research that explicitly examines how trauma impacts perpetrators. A thematic analysis (Braun & Clarke, 2022) of mass shooters (N = 12) manifestos, journals, diaries, letters, and social media postings is employed to analyze how male perpetrators aged 26 years old or younger 1) describe life events or circumstances in relation to their behavior and plans to carry out a violent attack and; 2) how those descriptions align with current conceptions of trauma. Results from this dissertation will provide a deeper understanding of the role of trauma in the lives of those who carry out acts of mass violence and will also aid in further specifying the role schools and school psychologists play in prevention efforts.

School Administrator Mental Health and Safety Concerns Relate to Turnover: A Missing Element to School Mental Health Promotion

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[1]Rutgers University, United States
[2]Ohio State University, United States

Violence against school personnel is a public health problem in the U.S., yet the impact of violence against school administrators on their mental health risks and retention intentions remain underexplored. This study examined whether student, parent and colleague-directed violence towards administrators impacts their anxiety and psychological distress and intentions to transfer and quit schools. The sample includes 371 PreK-12 grade school administrators that participated in the 2023 American Psychological Association (APA) Task Force national survey, representing a convenience sample. School administrators reported a range of verbal/threatening, physical and property damage from their students, parents, and colleagues. Specifically, parent violence rates (85.1%) and student violence rates (83.4%) were substantially higher than colleague violence (38.3%) across violence categories. Path analysis revealed that student and parent directed violence positively associated with anxiety and school transfer intentions among administrators. Student directed violence was positively associated with quit intentions; as more administrators were victimized by their students, the more likely they were to want to quit the profession. Findings highlight school administrator mental health and safety risks are a critical pathway to understanding workforce instability and wellbeing in schools. Findings will be used to propose a new framework for promoting administrator wellbeing and safety (restoration).

Supporting the Supporters: School Psychologist Support for Teachers in Early Childhood Bullying Prevention

O. Achingale[1]

[1]University of Nebraska-Lincoln, United States

Bullying behaviors can appear as early as preschool and kindergarten (Alasaker & Valkanover, 2001; Kirves & Sajaniemi, 2014; Kochenderfer & Ladd, 1996). Research indicates that introducing preventative strategies during these early years can help prevent the escalation of such behaviors over time (Levine & Tamburino, 2014). However, there is still limited research exploring the challenges educators encounter as these young students are just beginning to regulate their emotions, interact with peers, and develop foundational social skills, as well as how school psychologists can support them in this process.

This qualitative case study explored the challenges teachers face when implementing bullying prevention strategies in kindergarten in a Midwestern public elementary school in the USA. Semi-structured interviews were conducted with five participants: three kindergarten teachers, one school counselor, and one administrator.

Using thematic analysis, findings indicated key challenges, including the developmental limitations of young learners and a lack of early childhood-specific training for staff. By addressing these challenges, school psychologists can help create positive school climates, support early intervention, and prevent bullying behaviors before they escalate. Detailed teacher challenges (in quotes) will be shared with the audience, as well as recommendations and implications for both U.S. and international educational contexts.
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9:30 - 9:50

Emergency Response Planning in Schools: The Berlin Guidelines for Crisis Management and Intervention

D. Sankowski[1]

[1]Senate Department for Education, Youth and Family (Berlin), Germany

Berlin’s specialized "School Psychologists for Emergencies and Crises" have developed comprehensive guidelines ("Emergency Response Plans") for the city's 900+ schools to ensure that schools are able to respond effectively to critical incidents. In this framework, school-based emergencies encompass not only major incidents such as school shootings, acts of violence, or fatalities, but also threats to students' physical and mental health, including suicidal tendencies, self-harming behavior and drug use.
The presentation highlights the emergency response plan for suicidal behavior as an example. Schools are frequently confronted with a spectrum of challenges, including suicidal ideation, attempts (both on and off-campus), and completed suicides. For each of these scenarios, specific protocols for crisis management and intervention are provided. Furthermore, the guidelines offer evidence-based insights into risk factors, communication strategies for engaging with suicidal students and the prevention of "copycat" effects.
To ensure these guidelines are lived practices rather than just shelf documents, the Berlin emergency psychology team offers ongoing professional development and training. In the event of a real crisis, this same team provides immediate on-site support. The established personal professional relationships between schools and their assigned emergency school psychologists ensure a high standard of care and seamless coordination during high-pressure situations.

Implementation of Evidence-Based Methods

8:30 - 10:00

Evidence-based methods in school and educational psychology, an implementation workshop

E. Schad[1], D. Bergsten[1, 2]

[1]Lund University, Sweden
[2]Lidköping Municipality, Sweden

Evidence-based methods are central to school and educational psychology, yet implementation often falls short of intended impact. The common refrain: “we tried that method, it didn’t work here”, typically reflects challenges in applying interventions rather than flaws in the methods themselves. This half-day workshop introduces school psychologists to key principles of implementation science, highlighting common misunderstandings and practical pitfalls when translating evidence into everyday school practice.

The workshop will focus on how evidence-based method fits the school context, distinguish core components from adaptable elements, and plan purposeful adaptations.

Through structured group work, and guided reflection, participants will learn a six-step implementation framework: clarifying the problem, defining meaningful outcomes, anticipating potential failure scenarios, conducting a brief needs and context analysis, comparing current and desired states, and planning follow-up and evaluation. Emphasis is placed on selecting outcomes that are meaningful for students, staff, and the organization.

Participants are invited to think ahead about what to bring from their workplace to make exercises relevant. Participants will gain practical skills in context-sensitive implementation, as well as concrete takeaways, such as a curated list of open-access articles and the opportunity to participate in a book lottery, supporting continued learning and application beyond the session.

Therapeutic & Collaborative Assessment

8:30 - 10:00

Therapeutic and Collaborative Assessment for early intervention in mental health - a contemporary use of projective techniques

A. Reynolds[1], E. Ni Chinneide[1], Z. Ahmed[1]

[1]Tavistock and Portman NHS Foundation Trust, United Kingdom

This workshop will provide participants with a contemporary update to projective techniques embedded within the Therapeutic Assessment/Collaborative Assessment (TA/CA) paradigm. TA/CA is a person-centred approach where psychological assessment itself becomes a brief therapeutic intervention, strengthening children and young people's engagement and insight, as well as building shared understandings between them and their systems of concern. TA/CA has significant potential for educational and school psychologists to support early identification and intervention in mental health, empowering students to participate actively in their own wellbeing.

The workshop will include interactive use of the Content+Dialogue approach to projective techniques in the context of a TA/CA framework, one where emotional attunement is drawn upon to foster collaborative meaning making between student and psychologist. Participants will receive brief didactic teaching on TA/CA principles and the Content + Dialogue approach, followed by experiential practice applying these methods with case material. Through guided exercises, participants will be introduced to the use of projective material to elicit student narratives, co develop hypotheses, and integrate findings into supportive feedback conversations with them, their families, and school teams.

Comparative Educational Systems

8:30 - 8:50

Cross-cultural insights from Finnish and U.S. educational systems on educating students with disabilities: Context, collaboration, and correctional system considerations

J.C. Gagnon[1], D. Houchins[2]

[1]Florida Atlantic University, United States
[2]Georgia State University, United States

This section describes the system-level context for providing education to students with disabilities in juvenile corrections facilities (JCF) within the U.S. educational system, highlighting structural and instructional differences. Comparisons will be made between Finnish and American approaches. The U.S. emphasizes formal disability classification and Multi-Tiered System of Support, whereas Finland adjusts instruction based on student need.

While the U.S. relies on the juvenile justice system and JCF to address youth law violations. Finland primarily utilizes the child welfare system and reform schools. Both systems face concerns regarding teacher quality (Mason Williams & Gagnon, 2017; Talaslampi et al., 2019). In the U.S., approaches to instruction are greatly affected by the facility context (Gagnon et al., in review). Limited research exists on Finnish correctional education, thus the focuses here is on the U.S.

Although information is unavailable for Finland, in the U.S., incarcerated students are more likely to have a mental disorder (e.g., ADHD) than students in the general population (Baglivio & Epps, 2016). Yet, these students rarely receive adequate services (Gagnon & Barber, 2019), and training of facility professionals is limited. Practical strategies will be provided on how school professionals can collaboratively meet the mental health and literacy needs of students.

Challenges and possibilities of literacy instruction in juvenile corrections: Lessons learned across 20 years of research

D. HOUCHINS[1]

[1]GEORGIA STATE UNIVERSITY, United States

This section focuses on why the provision of literacy instruction in juvenile correctional facilities (JCF) is so daunting (Houchins et al., 2024). The JCF student population is transitory and overrepresented by those with educational and behavioral disabilities from a wide-range of ages and grades (Gagnon & Ross Benedict, 2021). Furthermore, JCF personnel are often underprepared to address the literacy needs of students (Gagnon & Swank, 2017).

Discussion will highlight the challenges and possibilities of meeting the literacy needs of incarcerated students by highlighting three instructional approaches (i.e., packet instruction, Direct Instruction, and blended learning instruction) observed across 20 years of JCF research (Institute of Education Sciences; R324A080006, R324A190145). Consideration will be given to how context and philosophical approaches to rehabilitation, safety, and child welfare influence each literacy instructional approach.

Additionally, while there are limited direct JCF parallels between Finnish and American educational systems, comparisons will be made taking into consideration lessons learned while examining the three instructional systems noted above given both countries often struggle to effectively address the literacy needs of a similar population of students. Emphasis will be on how collaboration across disciplines (e.g., corrections, school psychology, special education) is an essential element of effective literacy instruction.

9:10 - 9:30

An Overview of Finland's Special Education System: Cultural and System-level Factors Shaping our Understanding of Mental disorders in Education

J. Honkasilta[1]

[1]University Of Helsinki, Finland

This section outlines the broader system-level context for providing pedagogical support to students with disabilities in the Finnish comprehensive education system. The focus will be on the various contexts that shape our understanding of mental disorders within education, using ADHD as an example.
The rate of ADHD diagnoses among school-aged children in Finland has significantly increased, with prevalence rates for boys ranging regionally from 5% to 20% (Vuori et al., 2025). Younger children are more likely to be diagnosed and medicated compared to their peers in the same age group, a phenomenon known as the relative age effect (Koutsoklenis et al., 2020). These trends occur within a cultural climate characterized by the popularization and normalization of neuropsychiatric terminology and discourse in Finnish education and society (Honkasilta et al., 2025). Thus, despite Finland's unique approach to providing support in schools without requiring formal diagnoses, it reflects global trends in education.
An emphasis will be on how to adopting a cultural psychological perspective on mental disorders (Brinkmann, 2016). A discussion will be provided on how ADHD is a cultural meaning-making process that takes on various forms and functions in individual lives (Honkasilta & Koutsoklenis, 2022) with emphasis on collaboration across child-welfare systems.

9:30 - 9:50

Adult and student interviews in juvenile correctional facilities addressing the importance of culture, school climate and relationships

K. Varjas[1], D. Houchin[1], R. Rodriguez[1], H. Samba[1]

[1]Georgia State University, United States

We will present data from adult and student interviews conducted in juvenile correctional facilities (JCFs) during a multi-year and multi-site literacy intervention grant-funded project. Interviews were conducted at two different times during the project. Our participants emphasized the importance of culture, school climate and relationships within these settings. Positive school climate and adult-student and peer relationships enhanced wellbeing for teachers, administrators and students and increased student engagement and achievement. Students discussed their strategies to interact with adults and peers to support their learning and to reduce conflict within the classroom. Adults discussed strategies that they employed to support students and to develop positive student-teacher relationships. We will discuss how school psychologists can consult with teachers and administrators in JCFs to develop classroom and facility policies, practices and strategies to develop adult-student relationships that address school culture and school climate. We also will present strategies that school psychologists can use with students in JCFs to increase engagement, student achievement and school climate.

Universal Mental Health Screening

8:30 - 10:00

Universal Mental Health Screening: Linking Results to Prevention and Intervention

S. Kilgus[1], K. Eklund[1]

[1]University of Wisconsin-Madison, United States

Recent surveys indicate that 30-50% of schools in the United States are universally screening for student mental health concerns. Growth in practice mirrors what has been observed in other countries where screening is common. Universal screening's is popular for multiple reasons, including (a) identifying students in need of additional support, (b) informing the allocation of resources to contexts (e.g., certain grades or classrooms) exhibiting greater need, and (c) evaluating a school or district's performance in addressing student needs. Research has informed the development of best-practice guidelines, including who should screen, how to train them, which screening tools are defensible, and when and how often screening should be conducted. Yet, despite expansion and increased understanding of best practices, additional research has revealed shortcomings. Although many educators feel comfortable administering screening, they report difficulty interpreting and using data. The purpose of this roundtable discussion is to better understand how universal screening, including drivers that support implementation in schools and barriers that hinder it. We will pose questions to attendees regarding how and why they collect screening data and how data are used to inform decision-making. Attendees will receive an implementation guide to help structure screening practices.

Collaborative Practice & Ecomaps

8:30 - 10:00

Expanding Collaborative Practice in Schools: Utilizing Ecomaps to Assess Ecological Stressors

L. King[1], A. Kernin[2], K. Varjas[1], B. Nastasi[2], H. Fatima[2]

[1]Georgia State University, United States
[2]Tulane University, United States

This roundtable explores the expanding role of ecomaps as an ecological, visual assessment and data collection tool in school psychology. Traditionally used to map relationships and environmental systems, ecomaps are now leveraged as mixed-method tools to capture context-rich data for assessment, counseling, and intervention. Using ecological systems theory and emerging research, this approach supports understanding of the interplay among workplace and school demands, social supports, and systemic stressors shaping teacher and student well-being.

The session aims to (1) examine applications of ecomaps globally, including assessing well-being and support networks; (2) discuss methodological considerations for integrating ecomaps into mixed-method data collection and decision-making, including structured coding; and (3) identify opportunities for research, training, and implementation. A key feature of the ecomap tool is a systematic coding process with a decision-making formula to flag individuals needing support, enabling timely intervention and creating a pre-post counseling assessment measure.

Expected outcomes include generating shared insights on best practices, identifying gaps warranting further inquiry, and encouraging dialogue on ecomaps as collaboration among faculty, students, families, and communities. Attendees will leave equipped with perspectives on using ecomaps as data-collection tools in their professional contexts.

Adapted from: Nastasi, B. K., Borja, A. P, & Summerville, M. (2018)

Beyond Referral: Building Collaborative Pathways for Student Support

8:30 - 10:00

Beyond Referral: Building Collaborative Pathways for Student Support

K. Cheung[1], V. Ventura[2]

[1]Columbia University, United States
[2]The School at Columbia, United States

Across diverse educational contexts, school psychologists are often positioned within a referral-to-intervention pathway in which teachers identify concerns, psychologists assess and diagnose, and interventions are prescribed for implementation. Although widely used, this model can inadvertently contribute to the overpathologizing of student behavior, obscure contextual influences, and limit teacher agency, family partnership, and the scalability of school-based supports.

This session emphasizes a collaborative consultation framework that reimagines the referral pathway as a process of shared inquiry among psychologists, teachers, and families rather than expert-driven decision-making. Grounded in systems thinking and consultation practice, the session highlights integration of complementary expertise: psychologists contribute knowledge of development and mental health, while teachers and families contribute critical insight into students' daily functioning and contexts.

Participants will engage in applied activities demonstrating how key points in the referral-to-intervention process can be redesigned to strengthen collaboration, improve communication with families, and support classroom-based responses. Emphasis will be placed on brief, scalable consultation practices that promote teacher-led adaptation and shared problem-solving across school and home contexts.

This approach offers a sustainable pathway for expanding the impact of school psychology through meaningful collaboration and early, context-responsive consultation.

CBT Tools for Well-Being and Resilience in Schools

8:30 - 10:00

Promoting Well-Being and Resilience in Multicultural Schools: A Positive CBT Approach and Toolkit for Teachers and Students

D. Alony[1]

[1]The College of Law & Business, Israel

Global challenges including poverty, pandemics, wars, and ongoing crises have intensified the demand for school psychologists to support well-being and resilience in diverse educational settings. This 90-minute interactive workshop introduces Positive Cognitive Behavioral Therapy (Positive CBT), an integrative strengths-based framework combining Positive Psychology, Solution-Focused Brief Therapy, and CBT, applicable across routine and crisis contexts in multicultural schools.
The workshop combines brief didactic presentation with hands-on experiential learning. Participants will be introduced to the theoretical foundations of Positive CBT and the PERMAH well-being framework, then engage directly with practical tools drawn from an implemented school program. Skills and knowledge covered include strengths identification using strengths cards, solution-focused techniques such as scaling questions, exception-finding, and competency questions, as well as positive emotion-building exercises including gratitude, mindfulness, optimistic thinking, and "best possible self." Particular attention is given to creating psychological safety and fostering intrinsic motivation throughout the process. The toolkit also features culturally adaptable icebreakers and movement breaks suitable for both teacher and student groups.
By the end of the workshop, participants will have expanded their professional toolkit, gained hands-on experience with culturally responsive Positive CBT activities, and acquired practical strategies immediately applicable in their schools, in times of both routine and crisis.

Developing Counseling Competence Through Structured Peer Consultation in School Psychology Training

8:30 - 10:00

Developing Counseling Competence Through Structured Peer Consultation in School Psychology Training

K. Simmons[1], D. Martinez[1], K. Davis[1]

[1]University of Texas San Antonio, United States

As school psychology expands its role in supporting student mental health, training programs must identify feasible approaches to developing counseling competence in settings where faculty capacity for direct clinical training and supervision is limited. This workshop presents a structured peer consultation model developed within a new counseling arm of an established university-based psychological assessment and consultation center.

The model emerged as two doctoral trainees collaborated to build counseling infrastructure and engaged in a peer consultation process to support counseling practice. Core components included pre-session planning, live session observation, and reflective post-session debriefing. The model is grounded in core elements of evidence-based supervision, including observation, reflection, feedback, and intentional skill development, adapted for peer-to-peer use in a training setting.

Participants will examine the structure and core components of the peer consultation model, engage with examples of pre- and post-session consultation exchanges and narrated clinical decision points, and participate in structured discussion about how the model might be adapted to their own program, cultural, and resource contexts. Attendees will leave with an actionable peer consultation protocol and a reflective debriefing framework to support counseling skill development.

Bridging Literacy & Mental Health via Self-Monitoring

8:30 - 10:00

FROM TEACHER PROMPTING TO SELF-MONITORING: BRIDGING LITERACY AND MENTAL HEALTH THROUGH SELF-EFFICACY AND SYSTEMATIC REINFORCEMENT FOR DIVERSE LEARNERS

Z. Abu-Haydar[1], L. Pelios[2, 3]

[1]Florida Institute of Technology, United States
[2]The American College of Greece, Greece
[3]Dynamai, Greece

Executive functioning is a critical prerequisite for global mental health; students struggling with self-regulation often face barriers to academic achievement and a positive self-concept. This workshop presents an evidence-based, small-group intervention empowering educators with tangible tools for early intervention. Originally designed for literacy, the protocol yielded significant emergent gains in student self-regulation and self-efficacy, demonstrating the link between academic mastery and psychological resilience.

The primary outcome was a transformative shift from task-avoidance to autonomous engagement. By pairing a Token Economy with Differential Reinforcement of Diminishing Rates (DRD), the intervention reduced prompting while increasing task completion and independence. This success, rooted in enhanced self-efficacy, allowed for rapid generalization across social-emotional and academic domains. The students' newfound confidence demonstrates how targeted behavioral tools build the foundation for students to transition from adult-dependency to autonomous self-monitoring and generalized independence.

Participants will gain practical skills through case study analysis to: (1) design Token Economies that build efficacy; (2) implement DRD schedules to reduce interfering behaviors; (3) apply prompt-fading to foster a resilient "learner identity"; and (4) identify implications for generalization. Attendees will leave equipped to replicate these culturally responsive practices to support the mental health and agency of diverse learners globally.

[CANCELED] Mental Health Practices in France

8:30 - 10:00

School Psychologists in France: Practice-Based Approaches for Student Mental Health Promotion

M. Descamps[1], A. Béchet[2], V. Le Mézec[1]

[1]Education nationale, France
[2]Association Nationale des Psychologues de l'Enseignement Catholique, France

Schools are increasingly recognized as key settings for promoting youth mental health. In France, school psychologists play a central yet evolving role within national and European strategies aimed at improving students' well-being. This round table explores how French school psychologists contribute to mental health promotion through practice-based initiatives grounded in the Health-Promoting School framework and aligned with the One Health perspective promoted by the United Nations, emphasizing links between individual health, social systems, and environments.
For the second consecutive year, France has designated mental health as a National Priority, supporting coordinated prevention programs, school-based well-being actions, and collaboration between education, health, and social services. School psychologists work with school teams, collaborate with families, contribute to early identification processes, and support collective initiatives that promote inclusive practices, positive school climates, and student engagement. At the European level, cross-national projects foster professional exchange, shared frameworks, and innovation in school mental health.
This round table shares field-based experiences from France, examines how policy orientations shape professional roles, and encourages international dialogue on transferable practices to strengthen the contribution of school psychologists to global mental health promotion.

Poster Session 4: Profession, Innovation, & Global Future

10:00 - 11:00

What Dominates: Do specific math skills predict end-of-year performance?

M. Douge[1], K. Maki[1]

[1]University of Florida, United States

Early math proficiency has been shown to predict later math performance. Thus, assessing elementary students' math subskills may be a useful approach to identify early math difficulties, and math subskills measures could be used to inform instructional practices. The purpose of this study, therefore, was to explore the extent to which specific math subskills differentially and collectively predicted student performance on an end-of-year benchmark assessment at different time points during the academic year. The study employed a longitudinal design, with three administration sessions during the 2024-2025 school year. Seventy-nine fourth-grade student participants completed four math probes each session, including: multiplication mastery measurement (MM), division MM, fraction computation MM, and a general outcome measurement (GOM).

Results showed varied predictive utility among all four measures across the three timepoints. GOMs resulted in higher predictive utility as a tool to screen for students at-risk for failing the end-of-year benchmark compared to SSMMs. However, screening students by combining SSMMs with the GOM provided valuable information for screening students at risk of failing the end-of-year benchmark assessment. Among the MMs, division MM and multiplication MM scores demonstrated the strongest association with benchmark performance.

Strengthening Professional Identity: Rethinking Supervision for Trauma Informed School Psychologists and Counsellors

M. Brown[1, 2]

[1]Queensland University of Technology, Australia
[2]Australian Psychologists and Counsellors in Schools, Australia

School psychologists and counsellors play a critical role in supporting trauma-impacted students. However, far less attention has been given to the professional support required to sustain this work. This qualitative study, drawn from an Australian research project, examines the supports available to school psychologists and counsellors while leading and implementing trauma-informed practices. Guided by Proctor's Model of Supervision and informed by SAMHSA's principles of trauma-informed practice, the study explores how supervision is experienced in this context. Eleven school psychologists and counsellors participated in semi-structured interviews, which were analysed using reflexive thematic analysis. Interpreted through Proctor's Model of Supervision, findings revealed a consistent disconnect between the recognised importance of supervision and participants' lived supervisory experiences. Supervision was often described as limited, operationally focused, and insufficiently responsive to the emotional, ethical, and professional demands of trauma-informed practice. Participants highlighted the significance of the supervisory relationship, restrictions on autonomy in choosing supervisors, and limited access to supervisors with trauma-informed expertise. The findings position supervision as a central yet underdeveloped support structure influencing professional identity, wellbeing, and ethical practice. Implications are discussed for strengthening trauma-informed supervisory practices to better support school psychologists and counsellors and to promote sustainable trauma-informed practice in schools.

American mental health professional development in juvenile justice facilities

J.C. Gagnon[1]

[1]Florida Atlantic University, United States

A national study of clinical directors examined professional development (PD) focused on mental health provided to
professionals in juvenile justice facilities for adjudicated youth. A total of 85 clinical directors responded to a mail survey
(45% return rate). The survey questions related to (a) topics of staff training and the basis for choosing topics, (b) which
professionals participated in each PD topic, (c) training format and frequency of PD, (d) recommended attributes of PD, (e)
methods of evaluating PD, and (f) adequacy of PD and how can it be improved. For each topic, PD was typically provided
once per year and face to face, rather than online. PD participation rates were commonly in the 30% and 40% ranges for
professionals other than clinical directors and counselors, with teachers, correctional officers, administrators, and teaching
assistants receiving PD the least. Rarely did PD include recommended attributes of PD, and it was commonly viewed as
ineffective. Implications for research and practice related to PD and its relationship to youth reentry from juvenile justice
facilities are discussed.

Family abuse and trauma management

K. Antonopoulou[1], I. Kritikou[1], G. Tsitsas[1], S. Kouvava[1]

[1]Harokopio University of Athens, Greece

This study examines the relationship between paternal typology, early trauma, and emotional regulation capacity in adulthood. Its aim is to explore how family experiences, particularly father–child relationships, are associated with emotional regulation strategies and exposure to abusive experiences during childhood, as well as to investigate the father as a potential perpetrator of abuse. The sample consisted of 200 adults aged 18–60 years (47 men, 143 women) who completed the Greek Father Typology Scale, the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA), and the Early Trauma Inventory Self-Report Short Form (ETI-SR-SF). The findings revealed a high prevalence of traumatic experiences involving physical, emotional, or sexual abuse, with the father most frequently reported as the primary perpetrator. Correlation analyses showed that supportive and permissive fathers were positively associated with adaptive emotional regulation strategies such as cognitive reappraisal, whereas strict and authoritarian fathers were positively associated with expressive suppression. Furthermore, supportive paternal behavior was negatively associated with all forms of trauma, while authoritarian and strict paternal styles were positively related to early traumatic experiences. The findings highlight the important role of paternal behavior in children's psycho-emotional development and underline the need for further research within the Greek population.

Unsolicited Sexting and Emotional Burden: Implications for School Psychology

M. Böhmer[1], A. Lang[1]

[1]University of Luxembourg, Luxembourg

Sexting in adolescence is often discussed either as a normative part of romantic development or as a general online risk behavior. For school psychology, however, the more relevant question is under which conditions sexting becomes emotionally burdensome and may require prevention or support in schools. This study examined sexting experiences in 340 secondary school students aged 12–20 years, focusing on sender context, emotional reactions, and implications for school-based support.
Participants completed an anonymous online survey assessing sext receipt and sending, sender characteristics, emotional reactions, and sociodemographic variables. Overall, 56% reported having received a sext and 21% had sent one, with no significant gender differences in prevalence. Comparative and multivariable analyses focusing on sext recipients indicated that emotional burden was linked less to sexting prevalence itself than to the context in which sexts were received. Girls more often reported unknown senders, whereas boys more often reported romantic partners; similarly, girls more often reported discomfort, embarrassment, and fear, whereas boys more often reported positive reactions.
The findings highlight the role of school psychologists in early identification, student support, and prevention addressing consent, digital boundaries, and unwanted sexual communication.

Global Engagement in School Psychology: Perspectives, Experiences, and Training Implications

A. Brownell[1], M. McClain[1], E. N. Srisarajivakul[2], H. Ormiston[1], E. Tack[1]

[1]Indiana University Bloomington, United States
[2]University of Memphis, United States

Global engagement is increasingly recognized as an important component of school psychology training and practice; however, little is known about the extent to which faculty and graduate students engage with and perceive global initiatives. This study examines perspectives on and involvement in global school psychology efforts among faculty and graduate students in the United States. Data collection is ongoing. Participants include faculty and graduate students enrolled in APA-accredited and/or NASP-approved programs. Participants complete a demographic survey, questions about their involvement in and perspectives on global school psychology, the Global Perspectives Inventory (GPI), the Intercultural Sensitivity Scale (ISS), the Awareness, Knowledge, Skills-General (ASK-G) cultural competency measure, and the Brief State Humility Scale. Analyses will examine students' global experiences and how such experiences have impacted their professional and personal goals, values, and interest in global engagement. We will also examine perceived barriers and facilitators to global collaborations and how individuals perceive the importance of global engagement in the context of school psychology. Additionally, we will explore relations between global engagement and intercultural sensitivity, cultural humility, cultural competence, and global learning. Findings are expected to provide insight into global engagement within school psychology training and inform future training and practice.

Exploring U.S. Graduate Students' Perspectives and Engagement in Global School Psychology

E. Tack[1], A. Brownell[1], E. Srisarajivakul[2], M. McClain[1], H. Ormiston[1]

[1]Indiana University, United States
[2]The University of Memphis, United States

Introduction: Little is known about graduate students' perceptions of global school psychology. We address this research gap by investigating how school psychology graduate student perspectives about, and engagement in, global school psychology efforts.

Methods: We are currently recruiting school psychology faculty and graduate students from APA-accredited and/or NASP approved programs in the United States (US). Participants complete a 30-45 minute semi-structured virtual interview about their experiences in and perspectives about global school psychology efforts with a member of the research team. We will analyze responses by conducting a thematic analysis of interview transcripts.

Results: Findings will provide insight into how school psychology graduate students in the US understand global school psychology and the necessary skills needed to participate in an increasingly globalized field as it relates to research, practice, and training.

Discussion: Our findings can also support ideas about how we can improve aspects of school psychology research, practice, and training as informed by global perspectives within the field.

Initial Psychometric Validation of the Cultural Humility Scale for Teachers: Early Evidence from a U.S. Sample

E. Srisarajivakul[1], A. Miles[1], K. Hardy[1], K. Thornton[1], M. Washington[1], A. Meyer[2]

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As classrooms become increasingly culturally diverse, cultural humility—an interpersonal stance marked by self-reflection and openness and acceptance of others' cultural identities—may reduce disparities such as disciplinary disproportionality among minoritized students. However, there remains a need for psychometrically sound tools to assess teachers' culturally humble practices. As such, this study provides initial validation of the Cultural Humility Scale for Teachers.

A nationally representative sample of 545 U.S. teachers completed measures of multicultural teaching competencies and two cultural humility scales adapted for educators. Confirmatory factor analyses, reliability, and validity analyses were conducted. Results indicated that the adapted Foronda Cultural Humility Scale demonstrated strong model fit (CFI = .97, RMSEA = .05) with a three-factor structure: Context for Difference in Perspective, Self-attributes, and Outcomes of Cultural Humility. Reliability was high across factors (ω = .78–.87), and moderate correlations with multicultural teaching competency (r = .47–.57) supported divergent validity without redundancy.

Findings support the scale's utility across educational contexts. Internationally, this tool may be applied to educational systems in which people in power represent a majority cultural group but serve minoritized students and provide a framework for evaluating and strengthening culturally responsive practices, promoting equitable learning environments for all.

The role of volunteers in supporting non-Japanese elementary school students

M. Habazaki[1]

[1]R Professional University of Rehabilitation, Japan

In recent years, the number of foreign children has been increasing in Japanese elementary schools. There is a need for meticulous support in learning and daily life aspects not only from schools but also from the local community. Among these supports in community, volunteers have a significant role in providing learning support. The role of volunteers in supporting the learning of foreign children includes providing learning assistance to help them understand textbook content, thereby creating an environment where children can feel satisfaction at school. Furthermore, providing individual support to each child also contributes to their psychological well-being.
In September 2025 and in January 2026, the author organized a learning support program for foreign students at a Elementary School in Tsuchiura City, near Tokyo. Through these activities, it became clear that students who can hold everyday Japanese conversations may have problems such as not being able to understand the background of textbook sentences or not being able to visualize the meaning of words due to a lack of experience. To improve their understanding and expression in Japanese as a learning language, volunteer should providing a sense of psychological security, teaching students one-on-one and bridging the gap between school and home.

Examining the Validity Evidence of the SSIS SEL Brief Scales in Greece and Romania

M. Yost[1], C. Anthony[1], A. Colomeischi[2], M. Poulou[3]

[1]University of Florida, United States
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[3]University of Patras, Greece

As SEL programs have become more common in European schools, the demand for assessments that are both psychometrically sound and effective across different cultural contexts has grown. Yet relatively little research has examined whether widely used SEL measures perform similarly across diverse European populations. This study tested the convergent validity of the Social Skills Improvement System—Social and Emotional Learning Brief Scales (SSIS SELb) in Greek and Romanian students (N = 588), using the Strengths and Difficulties Questionnaire (SDQ) and the Trait Emotional Intelligence Questionnaire (TEIQue) as comparison measures.

Pearson correlations were used to assess convergent validity, and hierarchical multiple regression examined whether country, gender, and grade level moderated the relationships between SSIS SELb scores and the criterion measures. A sensitivity analysis using a grade-matched subsample (grades 5–6; N = 269) was also conducted to evaluate the consistency of findings.

The SSIS SELb showed moderate-to-strong convergent validity with both criterion measures. Most moderation effects were non-significant after correction, though some country-level differences emerged in specific subscale relationships. This study provides fairly strong evidence for the validity of SSIS SELb scores across two culturally distinct European contexts, contributing to a still-developing body of research on SEL assessment in the region.

Assessing the Application of the Project ECHO Model for Advancing School Behavioral Health: A Scoping Review

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When schools implement evidence-based school behavioral health (SBH) services within a multi-tiered system of supports (MTSS), students demonstrate improved help-seeking, engagement and academic outcomes. However, SBH implementation remains inconsistent across schools. Project ECHO (Extension for Community Healthcare Outcomes) is a promising strategy to address implementation challenges. ECHO is a telementoring model that builds workforce capacity through structured, case-based learning. Originally developed in healthcare, it enhances provider knowledge, self-efficacy, access to evidence-based practices, and professional networks. More recently, ECHO has been applied in education and youth behavioral health settings, with emerging findings suggesting improved implementation fidelity, cross-system collaboration, and sustained professional learning, key components for advancing SBH within MTSS.

This scoping review synthesizes literature on the use of the ECHO model in education and youth mental/behavioral health settings, focusing on collaboration, shared learning, and implementation fidelity. The review follows PRISMA-ScR guidelines. Articles were identified through PsycINFO, Web of Science, and Educational Research Index, supplemented by backwards citation searches. Of 57 articles screened, 24 underwent full-text review, and 18 met inclusion criteria. Findings indicate that ECHO is associated with increased collaboration, improved knowledge of youth mental health services, and greater self-efficacy for quality improvement in implementation and service delivery.

Socialization Difficulties Scale for Portuguese students: A short form

V. Sucena Sousa[1], V.A. Coelho[2], A. Marques-Pinto[1]

[1]CICPSI - Research Center for Psychological Science, Portugal
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Mental health promotion demand within school settings has gained significant traction, highlighting the need for reliable indicators such as measures of social withdrawal and social anxiety, essential for assessing risk factors, evaluating intervention impact, and advancing research. There is an increasing demand for brief, reliable, and gender-appropriate instruments suitable for large-scale school populations. This study aims to develop a short version of the Socialization Difficulties Scale, originally part of the Social and Emotional Competencies Evaluation Questionnaire. In Study I, 663 Portuguese students from grades 4 to 9 participated, Mage = 12.00, SD = 1.76, 52.2% boys. The instrument's factorial structure was examined through Confirmatory Factor Analysis (CFA). In Study II, 788 students participated, Mage = 10.91, SD = 1.89, 52.0% girls; multigroup invariance analyses across gender and school cycles were conducted. CFA results indicated a good fit for a two-factor model—Social Withdrawal and Social Anxiety—with goodness-of-fit indices ranging from good to excellent and acceptable internal consistency for each factor. Results supported measurement invariance across gender and school cycles. This study establishes the adequacy of the psychometric properties of this instrument for the Portuguese student population, making it a valuable tool for practice and school-based research.

Does the Presence of Support Specialists Matter? Evaluating Academic Outcomes in the Estonian General Education System

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The proposed multi-phase study examines the relationship between students' academic achievement and the provision of school-based support services by psychologists in Estonia. Previous research from Chile has shown that active involvement of support specialists in schools correlates negatively with student dropout rates and positively with academic performance (Lopez et al., 2021).

In the first phase we describe the involvement of psychologists in the Estonian education system in parallel with Estonian students' PISA test and 9th-grade state examinations results. In the second phase of the study, we aim to conduct a systematic analysis of the centrally collected data available to us and determine which of these datasets should be included in our model.

The aim of the study is to identify the existence and nature of the relationship between the presence of school psychologists and students' academic achievement, thereby highlighting the importance of school psychological services. As the first study of its kind in Estonia, it may provide valuable insights into the significance of psychologists' availability and the role of their work within the school environment. Future research could expand on these findings by moving beyond structural service availability to examine the specific content, quality, and effectiveness of professional interventions.

The Relationship Between Social Camouflaging, Autistic Traits, and Mental Health Problems in University Students

S. Okada[1]

[1]Hokkaido University, Japan

The present study examined whether social camouflaging mediates the association between autistic traits and mental health problems among Japanese university students, and whether this mediating structure differs by the level of autistic traits. A questionnaire survey was conducted with 1,221 university students using the Japanese version of the Comprehensive Autistic Trait Inventory (CATI-J) and the Kessler Psychological Distress Scale (K10). Mediation models were tested using multi-group structural equation modeling. The results indicated that, only in the high autistic trait group, difficulties in social interaction, communication, repetitive behaviors, and cognitive flexibility were associated with increased psychological distress through social camouflaging. In contrast, no such mediating effects were observed in the low autistic trait group. Sensory sensitivity had a direct effect on psychological distress independent of social camouflaging in both groups. These findings suggest that the psychological impact of camouflaging differs qualitatively depending on the degree of autistic traits, and highlight the importance of considering the psychological costs associated with camouflaging in supporting university students.

Therapeutic alliance and the significance of parental involvement

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A Pilot Study of Parents' Perspectives on Therapeutic Alliance Across Child Interventions in Greece

Children's participation in therapeutic interventions has increased in recent years, alongside a growing emphasis on parental involvement. However, limited research has explored parents' perspectives on the therapeutic alliance across intervention contexts, particularly in Greece. This pilot qualitative study examines how parents perceive the therapeutic alliance with their child's therapists and understand their role within the therapeutic process.Participants were 47 parents aged 25–55, whose children were receiving various therapeutic services, including psychotherapy, speech and language therapy, occupational therapy, and special education. Data collection included an online questionnaire (Therapeutic Alliance Scale for Caregivers and Parents – TASC-P) to provide contextual insight, and a semi-structured focus group with four parents.Data were analysed using deductive, theory-driven thematic analysis, informed by frameworks of therapeutic alliance and parental involvement. Parents generally perceived the therapeutic alliance as strong and identified key relational factors supporting it, such as communication, adequate time, active involvement, and professional guidance. Participants also emphasized the importance of interdisciplinary collaboration. Overall, findings conceptualize the therapeutic alliance as a dynamic, co-constructed process, highlighting the active role of parents as partners in intervention.

Keywords: Therapeutic alliance, parental involvement, child therapy

Beliefs in a Just World and Bullying Perpetration Among Japanese Junior High School Students

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Bullying remains a serious problem in Japanese schools, with reported cases among junior high school students continuing to increase. Previous research has shown that bullying is associated with negative outcomes such as depression, stress responses, and self-harm, with effects that may persist over time. Recently, beliefs in a just world have been discussed as a potential factor related to bullying perpetration; however, findings have been inconsistent.

This study examined the relationship between beliefs in a just world and bullying perpetration among Japanese junior high school students, controlling for empathy. Participants were 590 students who completed a questionnaire survey. A binary logistic regression analysis was conducted, with bullying perpetration (yes = 1, no = 0) as the dependent variable.

The results showed that belief in an unjust world significantly and positively predicted bullying perpetration, even after controlling for empathy. In contrast, immanent and ultimate beliefs in a just world were not significantly associated with bullying perpetration. As belief in an unjust world reflects a tendency to view the world as unfair and negative, such perceptions may contribute to negative attitudes toward others and aggressive behavior.

Words Matter: Profiles of Spelling and Reading

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Spelling is a critical component of literacy that contributes to writing and reading performance. Students in in juvenile correctional facilities (JCFs) demonstrate literacy challenges compared to age based expectations. However, few studies have examined the spelling abilities of students in JCF (e.g., Grigorenko et al., 2016). This study provides a descriptive profile of the spelling performance of 171 students assessed at entry across three long term JCFs (2 male JCF, 1 female JCF). AIMSweb 6th grade spelling probes (Pearson, 2022) were administered. Spelling performance analyses will include total correct words correct, correct letter sequences, and spelling patterns (i.e., prefixes, suffixes, double consonants, vowel usage, multisyllabic words, consonant clusters/blends, comparative endings). Spelling performance data will be contrasted to the students' grade level, age, disability status, and reading comprehension abilities. Implications for school psychologists will be provided on how spelling screening intake data can be used as part of an efficient data source within a comprehensive JCF literacy Multi-Tiered System of Supports approach. Consideration will be given to how profile data can be used to inform classroom progress monitoring and evidence-based instructional programming.

Assess and Deliver: Supporting Private Schools Through School-Wide Assessment

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Amid a global surge in adolescent mental health concerns, private schools possess the operational flexibility to implement innovative, mission-driven solutions. Educating over 350 million students worldwide, these institutions can uniquely tailor wellness initiatives through strategic resource allocation. This poster session addresses the need for scalable frameworks that move beyond fragmented services toward a comprehensive, ecological Health and Wellness (H&W) model.

Methodology: The model utilized a mixed-methods developmental approach. Key components included:

- Leadership: Appointment of a H&W Director and an interdisciplinary Mental Health Task Force.
- Evidence: Review of NASP and CASEL benchmarks regarding student connectedness.
- Data: Quantitative student surveys (grades 6–12) assessing stress and self-efficacy, paired with qualitative stakeholder focus groups.
- Data Synthesis: Collaborating with a top-tier university, we triangulated longitudinal behavioral metrics to identify systemic wellness gaps.

Key Findings: Data identified institutional belonging as the primary wellness protective factor. However, gaps in "invisible" stressors—including sleep hygiene and neurodiversity—necessitated a transition from reactive counseling toward proactive, systemic support structures led by school psychologists and counselors.

Implications: This session empowers school psychologists and counselors to act as systemic change agents. Practitioners will gain practical strategies for stakeholder collaboration and data-driven metrics to sustain "whole child" wellness models.

Project “Positive Attitude”: Main results from 20 years of implementation of a Social and Emotional Learning project

A.C. Primor[1], M.I. Marchante[1], V. Sousa[1], V.A. Coelho[1]

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Project “Positive Attitude” is a project developed in Portugal that promotes social and emotional learning (SEL) in elementary and middle school students (from grade 4 to 9). The project is currently finishing its 21st year of implementation and has had programs replicated nationally. It has also been identified as a blueprint project in independent studies (Cristovão et al., 2017; Fernández-Martín, 2021).

Among other activities, Positive Attitude currently encompasses three SEL programs; for elementary school students (4th grade); for lower middle school students (5th – 6th grade) SEL program; and for upper middle school students (7th - 9th grade), as well as two school adjustment programs; Positive Transition, supporting the transition from elementary to lower middle school transition (4th to 5th grade) and Transition3, supporting the transition from lower to upper middle school (6th to 7th grade).

So far, more than 14.000 students have participated in at least one of the programs. The programs developed have had consistent positive results throughout these twenty years, both in teachers’ and self-reports. “Positive Transition” has also been effective in reducing school absenteeism and retention.

The current poster presents a summary of the results of the project, and of the lessons learned so far.

Integrating Psychological Insights into a Zero-Year Physics Course: Supporting STEM Students' University Transition

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The transition from high school to university is a critical period marked by increased demands for autonomy and self-regulated learning. Many students enter university with underdeveloped learning and coping skills, which language barriers or other personal stressors may compound. In Slovakia, this is further complicated by a lack of formal pedagogical training among university lecturers, who often focus strictly on subject content. This paper presents a "zero-year" physics course designed as part of a project to implement findings from educational psychology and neuroscience into the teaching of STEM subjects. The course is based on topics from the high school physics curriculum but prioritizes metacognitive awareness, growth mindset and executive functions. We specifically discuss scaffolding affect, addressing recruitment, contingency management and frustration control. Scaffolding methods include feedback, feedforward, modeling and questioning.
Student report satisfaction with this course, noting the benefits in preparing for their first year of university studies, especially in developing their minds, learning strategies and overall well-being. This interdisciplinary approach represents an innovative model for supporting successful university transitions and reducing dropout risks.

The paper was supported: EU NextGenerationEU through the Recovery and Resilience Plan for Slovakia - No. 09I03-03-V04-00093.

Keywords: university transition, education, scaffolding, executive functions, self-regulated learning

How Much Do Others Matter? Diagnostic Conformity Following Case Consultation

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Consultation with colleagues is a cornerstone of case conceptualization in school psychology and is widely encouraged among both practitioners and trainees. Although generally considered a best practice, consultation may also introduce vulnerabilities to cognitive bias, conformity pressures, and groupthink, which can influence professional judgment. The present study examined the extent to which trainees in psychology and social work altered their initial diagnostic impressions after exposure to others' case conceptualizations. Using a simulated case scenario, trainees first generated and recorded an independent diagnosis and then received scripted diagnostic opinions and feedback from other group members.

Results indicated substantially lower rates of conformity than those reported in prior research with other health professionals. In the current sample, approximately 13% of trainees changed their initial diagnosis to align with others, compared to considerably higher conformity rates reported elsewhere (e.g., Beran et al., 2023). This poster focuses on design features that may have contributed to reduced conformity, particularly the requirement to formulate and document an initial diagnostic judgment prior to consultation. Implications for training and consultation practices are discussed, with attention to how structured consultation processes may support independent clinical reasoning while mitigating unintentional bias.

The casuistic mini-portfolio as an educational tool for skill development in School Psychology

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Slovak graduate psychology students often report lack of skill-oriented educational opportunities and feel uneasy about their experiences in working with children and adolescents. To address these needs, we used experience-based learning approach to implement a new educational tool into a School Psychology course.

Casuistic mini-portfolio is a written document, consisting of four semi-structured reflections and a closing reflection. Each reflection is based on a specific seminar, with a predefined structure explained beforehand. Therefore, four model case scenarios and final debriefing were scheduled. First, students were introduced to a model case study. After that, a specific counselling technique was presented and analyzed in the model case study context. Finally, a role-play activity, based on the model case and selected technique, was performed. After each session, students were assigned to write a reflection, filling in a semi-structured worksheet, on a weekly basis. The last section of the worksheet was dedicated to open questions, that were addressed during the final debriefing.

By implementing context-based thinking and focusing on open-ended questions, we aimed to promote students' skill development, reflective abilities and a deeper insight into school psychology individual counselling sessions.

Keywords: Casuistic mini-portfolio; School psychology; Experience-based learning, Context-based thinking

Intervention Focused on Eliminating School Bullying Victimization: How Far Can an App Reduce School Bullying?

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This study examined the effectiveness of an application-based intervention designed to identify and eliminate school bullying hotspots. Previous studies have mainly focused on changing students' skills, such as help-seeking. In contrast, this study adopted a rapid-response approach that identifies when and where school bullying occurs and intervenes directly in those contexts.

Participants were 517 students (Grade 7: 177; Grade 8: 167; Grade 9: 173) from a public junior high school in Japan. Surveys were conducted monthly across ten waves. Based on the results, locations and time periods with frequent school bullying were identified. Teachers increased their presence in these hotspots and actively interacted with students, including greeting and engaging with potential perpetrators.
Victimization rates decreased from 8.6% to 3.0% in Grade 7, from 4.2% to 0% in Grade 8, and from 1.8% to 0% in Grade 9. Teacher–student contact increased, and help-seeking improved from under 30% at T1 to 80.0% at T10. School absenteeism tendencies also declined.
These findings suggest that immediate, context-focused intervention emphasizing teacher presence and elimination of hotspots may effectively reduce school bullying.

Grieving in Silence: Adolescent Boys, Loss, and Peer Support in Schools

J. Stevenson[1], H. Cheng[1], M. Drefs[1]

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Adolescent grief is socially constructed, with systems of power shaping whose grief is expressed, recognized, and validated (Doka, 2017). Masculinity norms discourage emotional vulnerability, leading bereaved boys to suppress grief and cope in potentially harmful ways (Creighton et al., 2016; Oliffe et al., 2018; Zylla, 2017). Consequently, many boys experience a paradox in which personal loss coincides with limited support in classrooms (Dutil, 2019; Gross, 2024; Pabon & Basile, 2022). Peer support may help grieving individuals through emotional validation, quiet connection, and a sense of belonging (Geradine, 2024). However, peer dynamics may encourage harmful behaviours to manage grief, but practices like risk taking or substance use can also create chances for emotional connection and shared coping (Creighton et al., 2016; Oliffe et al., 2018). Existing research rarely centres boys' own accounts of grief and peer support in school settings, overlooking implicit, everyday peer practices and their potential to be both protective and risky. This early-stage study addresses this gap through semi-structured interviews with young males, reflecting on losses that occur during high school and early university, with attention to how peer support shapes grief experiences in educational contexts. Data collection is scheduled to begin September 2026.

Keynote 3

11:00 - 12:00

School mental health from the perspective of teachers' well-being

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Teachers' professional well-being is closely related to the quality of their work, consequently contributing to students' academic achievement and the development of a positive school climate. This relationship is reciprocal: a supportive, positive school climate also strengthens teachers' mental health and overall well-being.

Empirical evidence indicates that promoting teacher well-being requires both individualized support and whole-system approaches. This keynote will highlight the role of school psychologists in supporting teacher well-being for better student outcomes.

Workplace & Clinical Solidarities

14:00 - 14:20

Teacher Well-Being and Burnout in Alternative School Settings: A JD-R Based Longitudinal Study of Work Meaningfulness and Contextual Resources

S. Maeda[1], R. Koizumi[1], D. Akamatsu[2]

[1]KINDAI University, Japan
[2]KYOTO University of Education, Japan

School-based support rooms have been increasingly implemented to support students experiencing school refusal; however, the psychological mechanisms underlying teacher well-being and burnout in these alternative school settings remain insufficiently understood.
Grounded in the Job Demands–Resources (JD-R) model, this study examined how work meaningfulness and perceived burden relate to teacher well-being. Specifically, the study aimed to (a) develop a context-specific measure of work meaningfulness, and (b) investigate its relationships with perceived burden, collegiality, self-growth, and contextual resources over time.
A three-wave longitudinal survey was conducted with Japanese teachers (N = 406 at Time 1). Factor analyses supported a unidimensional structure of both work meaningfulness and perceived burden. Correlation analyses indicated that work meaningfulness was negatively associated with perceived burden and positively associated with collegiality, self-growth, and key contextual resources, particularly perceived student growth and organizational support.
No significant changes were observed across time, suggesting relative stability across school terms. This study provides one of the first longitudinal examinations in this context and highlights the critical role of psychological and contextual resources in sustaining teacher well-being and preventing burnout, with clear implications for designing supportive school systems and teacher support practices.

Professional Solidarity in Emotionally Demanding Environments: Lessons from the Child Protection Ecosystem for School Psychology

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Background: School psychologists and child protection professionals both navigate emotionally demanding environments to support vulnerable students. Analyzing child protection workforce dynamics highlights protective mechanisms—specifically group solidarity and social support—that are directly translatable to school psychology practice within Multi-Tiered Systems of Support (MTSS).
Objectives: This study maps identity, support, and resilience profiles of front-line workers to provide evidence-based strategies for professional identity-building and collaboration. The aim is to translate these findings into the school psychology context.
Methods: A mixed-methods study surveyed 90 professionals using the Multidimensional Group Identity Scale, Multidimensional Scale of Perceived Social Support, PERMA-Profiler, and Connor-Davidson Resilience Scale, analyzed via K-means clustering. The qualitative phase included thematic analysis of 15 interviews exploring professional socialization.
Results: Analysis revealed three identity profiles: 1) Embedded and Collaborative (62.2%), buffered by peer solidarity; 2) Isolated strugglers (32.2%), facing support vacuums and high field-exit risk; 3) Supported outsiders (5.6%). Robust professional solidarity was the strongest protective factor for commitment.
Conclusions: Beyond individual resilience, in-group solidarity drives retention. Aligning with National Association of School Psychologists (NASP) standards, these findings provide a Multi-Tiered Systems of Support (MTSS) Tier 1 framework for school psychologists to strengthen collective identity through teacher-training.
Keywords: MTSS, Identity, Solidarity, Social support, Resilience

Teacher wellbeing & consultation efficacy

14:00 - 14:20

Understanding Teachers' Well-Being Through School Relationships: A Qualitative Study

C. Neven[1], S. Rienzo[1], E. Goffart[2], S. Vermeulen Steyaert[2], R. Turgon[3], L. Lenoir[3], I. Vonèche Cardia[4], R. Shankland[3], F. Darbellay[1], Z. Moody[2]

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[2]University of Lausanne, Switzerland
[3]Université Lumière Lyon 2, France
[4]EPFL, Switzerland

According to the Self-Determination Theory, well-being depends on the satisfaction of three fundamental psychological needs, including the need for relatedness (Ryan & Deci, 2000). In school settings, the quality of teacher-student relationships directly impacts professional satisfaction, while support from school leadership helps prevent teacher burnout (Janosz et al., 2004). However, teachers' well-being is threatened by the growing imbalance between available resources and professional demands (Bakker et al., 2023). Understanding the quality of relationships within schools and their influence on teachers' well-being is essential to leveraging them as a resource.
This study aims to examine how teachers perceive school relationships and their impact on teacher well-being. As part of the interdisciplinary Seel4Schools project focused on promoting socioemotional skills and children's human rights education (CHRE), interviews were conducted with 38 teachers of students aged 8 and 12 in French-speaking Switzerland. Findings underline the importance of colleagues support and the key role of teacher-student relationships in teachers' well-being. Additionally, the relationships with parents influence these outcomes. These findings allow for a better understanding of how to act on well-being through interpersonal relationships improvement, using socio-emotional skills or CHRE development (Graham et al., 2022; Jennings & Greenberg, 2009).

Understanding Teacher Well-Being Through School Climate: The Role of Strengths Use

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[2]Eötvös Lóránd University, Hungary

The study of teacher well-being has received increasing attention in recent years (Hascher & Waber, 2021). Research indicates that teacher well-being is associated with increased work performance (Dreer, 2023) and positively impacts student well-being (McCallum & Price, 2010) and achievement (Briner & Dewberry, 2007). Supporting teacher well-being at both the individual and organisational levels is vital (McCallum et al., 2017). Therefore, this study aims to explore the organisational factors that contribute to teachers' workplace well-being.

A total of 183 teachers (M = 47.67; SD = 12.41) participated in an online survey. Measures included the Workplace Well-being Questionnaire (Kun et al., 2017), the School Organisational Health Questionnaire (Hart et al., 2000) and the Strengths Use and Deficit Correction questionnaire (SUDCO; van Woerkom et al., 2016).

Results revealed moderate to strong positive correlations between workplace well-being and organisational climate factors (rs=0.40–0.58). Linear regression showed that Professional Interaction (β = 0.28), Role Clarity (β = 0.28), and Morale (β = 0.28) significantly predicted well-being (R^2 = 0.49). Mediation analysis indicated that Role Clarity had a positive, indirect effect on well-being via increased strengths use (β = 0.32). Findings highlight the crucial role of school climate in supporting teacher well-being.

Empowering Interdisciplinary Teams: Predictors of Consultation Self-Efficacy in School-Based Support Services

E. Panagiotidou[1], A. Psalti[1]

[1]University of Macedonia, Greece

As global challenges intensify the need for robust youth mental health support, school-based practitioners must transition from traditional assessment-oriented roles toward collaborative, systemic consultation. This study investigates Consultation Self-Efficacy (CSE) among 197 practitioners -including psychologists, social workers, and teachers from general and special education - working within Greece's national framework of regional diagnostic centers and school-based interdisciplinary support teams.
Using a culturally adapted version of the Consultation Self-Efficacy Scale (CSES), the research evaluated perceived competence across eight domains, including multicultural sensitivity and collaborative problem-solving. Findings indicate that while professionals generally report high self-efficacy, significant differences exist between specialties. Crucially, hierarchical regression analysis revealed that consultation-related training is a robust predictor of higher CSE, significantly outweighing the influence of professional longevity or age. These results suggest that empowering the school-based workforce requires more than accumulated years of experience; it necessitates targeted, experiential professional development. By prioritizing consultation-specific training, educational systems can move toward proactive, prevention-oriented models. Such a shift is essential for bridging the research-to-practice gap and ensuring that interdisciplinary teams are equipped to foster resilience and psychological thriving for all students in a complex global landscape.

Preparing & sustaining the teaching workforce

14:00 - 14:20

From university classrooms to caring schools: Strengthening educators' capacity for benevolence

A. Dupuis[1], S. Langis[1]

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Numerous studies report high levels of psychological distress among teaching staff (e.g. Couturier & Hurteau, 2018). In response, the literature highlights the importance of developing teachers' social and emotional competencies (Beaumont & Garcia, 2020). Despite this recognition, most initiatives remain reactive to mental health difficulties, to the detriment of preventive approaches aimed at fostering benevolence and well-being (Driscoll et al., 2020), and pay limited attention to the processes through which these outcomes occur.
At a Canadian university, graduate-level courses on the Promotion of Benevolence and Mental Health (PBMH) are offered to students who are also practicing teachers. These courses aim to enhance participants' understanding of mental health and benevolence, as well as the conditions that support them. In the first phase of the research, a qualitative case study (Yin, 2018) involving 37 students was conducted. Data were collected through planning documents, reflective assignments, and individual interviews with key actors, including the instructor and students. Data were analyzed using thematic analysis and condensed matrices to document participants' trajectories over time.
Preliminary results highlight key course components and perceived impacts on participants and their work environments. The discussion proposes recommendations to implement PBMH courses in universities, promoting teacher well-being in schools.

Institutional Barriers, Supports, and Mental Health in Diverse Future Educators: A Mixed-Methods Study

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[1]Université de Moncton, Canada

In increasingly diverse inclusive school systems, teaching workforce's diversity remains unrepresentative of that observed in schools (Carter Andrews et al., 2019). This gap raises important concerns for future teachers' well-being and mental health (Gallais et al., 2025). A descriptive mixed method descriptive study (Cresswell & Poth, 2018) was conducted with participants from diverse backgrounds who are either enrolled in a Bachelor of Education program or teaching in Canada. The objective was to better understand their experiences to identify facilitators and barriers encountered throughout their trajectories (Abat-Roy et al., 2026). Data collection occurred in two phases: (1) a mixed method survey (Likert scales and open-ended questions), and (2) individual semi-structured interviews. Data were analyzed using both content and thematic analysis (Fortin & Gagnon, 2022).

Findings highlight key protective factors (e.g., relational support, representation, sense of belonging) and risk factors (e.g., institutional rigidity, lack of culturally responsive practices, mental health stigma) that either mitigate or amplify psychological distress. Barriers were primarily institutional, whereas facilitators were mainly personal and relational. Three action pathways are proposed for higher education institutions: strengthening accessible and stable support systems, enhancing culturally responsive and anti-stigmatizing practices, and fostering empowerment-oriented environments that sustain diverse future educators.

Job Satisfaction Among Preschool Teachers: The Role of Life Satisfaction, Social–Emotional Competence, and Work Experience

Š. Magelinskaitė-Legkauskienė[1], J. Razgulin[1], D. Antinienė[1], L. Dulksnienė[1], G. Širvinskienė[1]

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Early childhood education plays a crucial role in children's development. As in many countries worldwide, Lithuania faces increasing challenges related to teacher shortages and workforce turnover. This study examined the role of life satisfaction, social–emotional competence, and work experience in preschool teachers' job satisfaction in Lithuania.

The study involved 89 preschool teachers from ten early childhood education and care (ECEC) institutions in different regions of Lithuania. Teachers' job satisfaction was measured using the OECD Job Satisfaction scale (Viac & Fraser, 2020). Social–emotional competencies were assessed using the Multidimensional Assessment of Teacher Social-Emotional Competence (MATSEC) (Lee et al., 2025).

Regression analysis indicated that the model was statistically significant, $F(8, 78) = 3.77$, $p < 0.001$, explaining 20.5% of the variance in job satisfaction (adjusted $R^2 = 0.205$). Life satisfaction ($\beta = 0.322$, $p = 0.002$) and relationship skills ($\beta = .316$, $p = 0.018$) were significant positive predictors of teachers' job satisfaction.

The findings highlight the importance of teachers' personal well-being and interpersonal competencies for job satisfaction. Strengthening these resources may support teacher well-being and help address teacher shortages in early childhood education.

This research (No. P-EDU-23-22) is part of the EU-funded project Educational Research Breakthrough (No. 10-044-P-0001).

Professional Recruitment & Early Childhood Support

14:00 - 14:20

Factors Influencing Black School Psychologists' Career Entry and Retention: An Examination of Risk and Protective Factors

N. Truss[1], D. Scott[1]

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Black school psychologists comprise only 3.9% of the profession in the United States (NASP, 2020). As the student population becomes more diverse, school communities need to recruit more practitioners of color and school psychologists from marginalized backgrounds. This mixed-methods study aims to identify factors influencing Black school psychologists' entry into and retention within the field. Using Spencer's (1995, 2006) Phenomenological Variant of Ecological Systems Theory (PVEST), participants will complete an adapted version of Howes and Goodman-Delahunty's (2014) validated career decisions survey. Using snowball sampling, 50 to 100 current and former school psychologists who identify as Black will be recruited through the Black School Psychologist Network. The current study will explore how risk (experiences with workplace isolation, microaggressions, and systemic racism) and protective factors (professional community, mentors, supportive families/friends) affected study participants' decisions to enter and remain in school psychology. Descriptive statistics, regression, and thematic analysis will be used to understand how these factors impact career persistence among these participants. These findings will contribute to globally relevant, evidence-based strategies for graduate education and educational systems aimed at recruiting and retaining marginalized school psychologists, while highlighting the role of professional networks as critical protective factors.

What Strategies are Most Effective in Reducing Verbal Aggression Against Educators and School Personnel: Implications for Intervention

S.D. McMahon[1], T. Swenski[1], S. Yanagii[1], J. Hunt[1], R. Garcia[1]

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Violence and aggression against educators and school personnel are public health concerns of global scale. Evidence-based interventions to address educator victimization are urgently needed, but there is scant research on this topic. This study examined school personnel perspectives regarding the effectiveness of various strategies to reduce school violence. Longitudinal surveys were completed by 1,156 teachers, administrators, mental health providers (i.e., school psychologists, counselors, and social workers), and other school staff in the United States during the 2021-2022 and 2022-2023 academic years. Participants reported their experiences with verbal aggression (e.g., threats, bullying, intimidation, obscene remarks or slurs), effectiveness of prevention strategies, and student-level moderating factors. Intervention- and classroom-based strategy effectiveness ratings significantly predicted lower levels of verbal victimization over time. For instance, intervention strategies, such as restorative justice practices, trauma-informed practices, and de-escalation strategies, significantly predicted lower levels of verbal victimization. The relationship between several types of strategy effectiveness and verbal victimization over time was also significantly moderated by student-level factors, and relations were strongest when participants reported more positive student behavior and engagement These findings inform the development of interventions to reduce violence against school personnel and create safe school environments for school personnel and students alike to flourish.

Determining the Knowledge about Conduct Problems and Related Support Needs of Turkish Teachers

B. Ozturk[1], N. Derby[2], C.E. Temcheff[2], N. Karasu[1]

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[2]McGill University, Canada

Conduct problems, involving aggression, lying, and opposition to authority (APA, 2022), can lead to school dropout (Lau et al., 2023), internalizing problems (Boutin et al., 2020), and increased use of school-based mental health services (Déry et al., 2023). Early identification of conduct problems by teachers requires accurate knowledge calibration. Grounded in the Dunning-Kruger effect, this study examines teachers' perceived versus actual knowledge regarding conduct problems and their professional development needs. A cross-sectional survey was conducted with 197 teachers in Türkiye, predominantly female (85.8%, n=169) and elementary level (85.8%, n=169), using a DSM-based symptom identification test and self-evaluation items. Calibration was assessed via cross-tabulation following a median split.
Results indicated that while 33.5% of teachers were "true experts" (high actual and perceived knowledge), a critical 30.9% exhibited a significant overconfidence bias, overestimating their competence despite scoring in the low actual knowledge category. Despite this gap, 95.3% of participants expressed a need for support, and 77.4% showed high interest in relevant training.
In conclusion, teachers' overconfidence poses serious risks to early intervention and classroom management. However, their strong demand for support highlights the urgent need for comprehensive professional development programs in Türkiye that incorporate objective calibration checks to foster realistic self-assessment.

School-family climate dynamics

14:00 - 14:15

Student Voice and School Climate: High School Perceptions of Immigration and ICE Policies

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Emerging research indicates that immigration enforcement policies can affect students' psychological well-being, academic engagement, and attendance – particularly for students from immigrant families. While schools are positioned as protective spaces, limited research centers students' voices in understanding how national immigration discourse and ICE policies shape their daily school experiences. This gap highlights the need for localized, student-informed data. Concerns about this issue rose from student and staff conversations noting heightened anxiety and classroom tensions during periods of intensified immigration enforcement news, especially with the constantly changing environment. These dynamics impact participation, peer relationships, and overall school climate. Addressing the issue could strengthen culturally responsive supports and promote informed civic dialogue. This study explores high school students' (grades 9 to 12) perceptions of immigration and ICE policies and the impact on school environment and motivation, along with student input on how school psychologists and school support can create a safe school climate. Students from a science focused public school were surveyed using an anonymous survey. Preliminary findings from the survey indicated creating more awareness in schools and having trusted adults and a stronger support system in school, including the importance of having open and honest conversations.

Conflict in Family-School Relations in Chile: A Study of Teachers' and Parents' Subjective Theories

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[4]Universidad de Málaga, Chile

Data from the Chilean Superintendency of Education (2023) report an increase in complaints regarding discrimination and mistreatment among families and teachers . This research aims to understand the reasons for its prevalence and identify the factors involved. The aim of this communication is to share the preliminary results of a larger research project (Fondecyt No. 1250042) that analyzed the subjective theories of parents and teachers oregarding the formation of conflict and collaboration within the family-school relationship and its connection to school coexistence.
Studies on school coexistence tend to focus more on problems between peer or teacher-student relationships than those stemming from family-school relationships (Ascorra, López & Urbina, 2016; Cuadra et al., 2021). A multiple case study design (Stake, 2013) in schools located in one of the regions with the highest levels of income poverty in Chile (CASEN, 2024) was used. Explanatory commonalities and specificities between both actors are presented, relating to conceptions of parenthood, the role of families in children's schooling, the communication strategies used by the school, teachers' expectations of parental involvement, and the conflict situations students face at school. The implications for the school, school psychologists, and policies promoting collaboration between families and schools are discussed.

Family-Centered Support During the Transition to Primary School: Engagement, Parenting, and Child Outcomes

A. Garbacz[1]

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The Family Check-Up (FCU) is a brief, school-based, family-centered intervention grounded in motivational interviewing that aims to promote positive parenting, home-school partnerships, and reduce children's emotional and behavior challenges. This presentation synthesizes findings from a randomized controlled trial of the FCU initiated during kindergarten across five primary schools (N = 365 children; four Title I schools). The FCU reduced teacher- and parent-reported emotional and behavior problems from kindergarten to second grade (d = .20), with stronger effects for children with elevated pretest concerns, and improvements in parenting skills mediated these effects (d = .24; indirect effect β = −.04, 95% CI [−.085, −.005]). The FCU also enhanced family-school engagement and proactive parenting through third grade, with parental self-efficacy at second grade emerging as a significant mediating pathway. Parents experiencing both high stress and elevated child hyperactivity concerns were less likely to initiate participation (OR = 0.77), but those who did engage participated more intensively (M = 161 min total treatment time); motivation to change mediated treatment intensity (B = 1.07, 95% CI [0.02, 2.93]). Implications for equitable family-school engagement, motivational interviewing for promoting family-school engagement, and parental self-efficacy as a pathway to sustained parenting gains are discussed.

School-family climate dynamics

14:00 - 14:15

School Resilience in Context: A Dyadic Perspective on Family Stress and Well-Being

P. RUSU[1], I. Bogdan[2], C. Ilciuc[2, 3], A. Colomeischi[4]

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Children's resilience in school contexts is strongly shaped by family dynamics, although the role of parental stress and dyadic processes has received limited empirical attention. This study examines how family stress, including parental stress and work–family conflict, shapes family processes relevant to children's adjustment and resilience, using a dyadic perspective. The focus is on parents' emotional warmth, negative communication, and emotional distress (i.e., depressive and anxiety symptoms) as mechanisms linking family stress to well-being.
Study 1 included 1,054 dual-earner parents (527 couples) and tested associations between work–family conflict (WFC), emotional distress, and well-being using Actor–Partner Interdependence Mediation Models (APIMeM). Results showed that higher WFC predicted increased emotional distress and lower well-being, with actor and partner effects, indicating spillover and crossover processes.
Study 2 included 302 couples (N = 604 parents), with a longitudinal subsample (N = 102), and examined parental stress, emotional warmth, negative communication, and well-being. Higher parental stress predicted lower emotional warmth, more negative communication, and reduced well-being, with mediation and longitudinal effects.
Findings highlight family processes as mechanisms through which family stress may influence children's school resilience. Implications align with the systemic perspective of the FLOURISH Erasmus Mundus Joint Master's in Resilience in Education.

Strengthening Families to Prevent Bullying: The Protective Role of Family Resilience Following Childhood Adversity

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Prior research shows that children who experience adversity are at higher risk for bullying perpetration. Despite this evidence, less is known about protective factors that might reduce these risks, particularly within the family. The present study investigates whether family resilience moderates the association between Adverse Childhood Experiences (ACEs) and bullying perpetration in a large, representative sample of U.S. children.

Data were drawn from the National Survey of Children's Health (N = 51,375). ACE indicators included parental incarceration and witnessing domestic violence. Bullying perpetration was measured as the frequency with which a child bullied, picked on, or excluded peers. Family resilience was assessed based on how often families talk about what to do when facing problems. Race/ethnicity and socioeconomic status (SES) were examined as moderators.

Preliminary findings indicated that family resilience significantly buffered the association between ACEs and bullying. Higher levels of family resilience weakened the relationship between parental incarceration ($\beta = -0.08$, $p < .0001$) and exposure to domestic violence ($\beta = -0.04$, $p = .01$) and bullying behaviors. This protective effect was consistent across SES and racial/ethnic groups but was strongest for multiracial youth. Findings highlight family communication as a target for bullying prevention among youth with ACEs.

The Role of Parental Involvement in Academic Emotions and Motivation among Adolescent Students

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Previous research has highlighted the significant relationship between parental involvement and students' academic emotions and motivation. According to Pekrun's Control-Value Theory and Deci and Ryan's Self-Determination Theory, students' motivation, as well as their achievement or avoidance goals, influence their academic emotions, while environmental factors also shape both their goals and emotions.
The present study aims to examine the effect of parental involvement on students' motivation and academic emotions. The sample consisted of 234 adolescents attending junior high schools in Athens (mean age: 13,2 mths), including 158 typically developing students and 76 students with learning disabilities. Data were collected through four self-report questionnaires: the Academic Emotions Questionnaire (Bieleke et al., 2021), the Academic Motivation Questionnaire (Lepper et al., 2006), the Parents' Involvement in Children's Learning Scale (Cheung & Pomerantz, 2011), and the Inventory of Parental Influence (Campbell, 1994). Path analysis was employed to address the research questions. The findings underscore the significant positive impact of parental support on the academic emotions and motivation of adolescent students, both directly and indirectly through parental engagement in learning. These findings have important implications for educational practice and intervention, particularly in designing school–family collaboration programs that support adolescents' emotional and motivational development.

From reflexivity to solidarity: navigating bias and emotional demands in schools

14:00 - 14:15

From Awareness to Action: Building Cultural Humility in Adolescents Through Universal SEL

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The U.S. Center for Disease Control found that one in three high school students experience an incident of racism in schools (2023). Incidents of racism disproportionately affect students of color, leading to poor mental health outcomes, increased suicide risk, and substance use. Social and Emotional Learning (SEL) curriculums are designed to provide students with skills to enhance mental wellbeing and academic development; however, curriculums may not adequately address the unique experiences of minoritized youth. This presentation will highlight content and skills learned in four lessons of a SEL curriculum that focus on developing cultural humility, while providing actionable skills to identify and respond to microaggressions. This curriculum was delivered to eleventh grade students in a highly socioeconomically and racially diverse high school in California. Early findings reveal that 64.44% enjoyed the lessons, 68.49% of students learned something new, and 81.71% believed the content is useful for other high school students (n=3259). A response to the final lesson, “(Microaggressions) aren’t done on purpose, but can be very damaging to a person. You should not be embarrassed because of your culture and background. Stand up for it.” We will expand upon preliminary quantitative and qualitative responses to the curriculum and key findings.

Centering Caregiver Voice: Asian American Caregivers' Perspectives on Social-Emotional Learning Competencies

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Social-Emotional Learning (SEL) programs in schools have been found to be an effective tool for promoting students' social, emotional, and behavioral health (Durlak et al., 2022). However, current commercially available universal SEL programs often do not include or address the needs of diverse student populations, such as Asian Americans (AA; Cipriano et al., 2022; Lim et al., 2024). Utilizing a qualitative design grounded in the phenomenological approach, this study explored AA caregivers' perceptions of SEL as the first step toward culturally adapting existing SEL programs for AA families. Twenty AA caregivers participated in a semi-structured interview to share their thoughts on SEL. Guided by the Emotion Socialization in Cultural Context Framework and reflexive thematic analysis, three themes were formed: (1) broad but nuanced alignment with the CASEL framework, (2) the values of SEL skills, and (3) building SEL competencies starts from self. The findings of this study provide important context to inform the cultural adaptation of SEL programming for AA families, including how AA caregivers conceptualize each of the CASEL five competencies.

Being Reflexive in School Psychology

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For this presentation, reflexivity is defined as an individual's considered response to an immediate context and making choices for further direction. (D' Cruz, Gillingham & Melendez, 2007, p.75).
This presentation will draw on the research literature as well as examples from school psychology to highlight how reflexivity may be applied by school psychologists. In addition, the application of reflexivity to qualitative research will be illustrated in this presentation. Specifically, the presentation will address the following issues:
1. the role and purpose of reflexivity in the professional practice of school psychologists;
2. Questioning assumptions, stereotypes and possible bias;
3. Various reflexive practices that can be adopted by school psychologists to engage in ethical and reflexive professional practice;
4. Qualitative researchers engage in reflexivity to account for how subjectivity shapes their inquiry (Olmos-Vega,, Stalmeijer, Varpio, & Kahlke, 2023, p. 241).Notably, reflexivity has been defined as 'a form of critical thinking which aims to articulate the contexts that shape the processes of doing research and subsequently the knowledge produced' (Lazard & McAvoy, 2020, p. 160). This presentation will be concluded with an overview of strategies that school psychologists can adopt to ensure that their engagement in research is reflexive.

School climate & belonging

14:00 - 14:20

Understanding the Implementation of a Classroom-Based Guide to Support School Climate: A Multi-Actor Perspective

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In Switzerland, recent surveys highlight growing concerns regarding students' well-being, experiences of violence, and sense of belonging at school. In this context, school climate has emerged as a key factor influencing both educational outcomes and mental health. A positive school climate is associated with improved well-being and engagement, while a negative climate increases risks of victimization and psychological difficulties. In response to these challenges, various programmes and interventions have been developed and adopted in schools.

This study examines the implementation of a classroom-based guide for teachers designed to support socio-emotional and learning-related classroom practices. The guide is currently being piloted in two lower secondary schools in French-speaking Switzerland, involving students (aged 12–15), teachers, and school leaders. The study explores how the guide is received by different actors within the schools.

A mixed-methods approach combines questionnaires and qualitative data (interviews and focus groups) to capture participants' engagement with the guide and their perceptions of changes in school climate. Data collection will take place at the end of the 2025–2026 school year. The presentation will share preliminary insights into the conditions that support or hinder implementation, and how such initiatives may contribute to school climate and student well-being.

Creation and Analysis of a Classroom Management Survey

K. Aspiranti[1], D. Hulac[2]

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[2]University of Northern Colorado, United States

Effective classroom management strategies are essential for both behavioral and academic student success within the classroom. Effective classroom management has been shown to increase student achievement, decrease disruptive behaviors, increase on-task behaviors, and increase student social emotional functioning (Aspiranti, 2022). However, many teacher education programs do not teach evidence-based classroom management strategies (Hammerness, 2011). There have been few explorations in specific classroom management strategy use of teachers, particularly using cross-national comparisons (Gillette, 2022).

Participants will learn about the development of a survey and pilot study on use and barriers to effective classroom management strategies. First, the survey was created through domain identification and a systematic literature search. Next, content validity was determined by sending the survey to international experts on classroom management with results examined through Scale Content Validity Index. The survey was amended based on expert feedback then sent to a sample of American school teachers from preschool through grade 12. Data from the pilot survey will be discussed, including descriptive statistics, factor analysis and test-retest reliability. This study will identify differences in the uses of classroom management strategies, understand some possible barriers for its implementation, and provide international audiences with an opportunity to participate in international translational research.

Creating Supportive Schools: School Climate, Wellbeing, and Resilience in the Romanian Context

A.A. Colomeischi[1], T. Colomeischi[1]

[1]"Stefan cel Mare" University of Suceava, Romania

Safe school environments play a critical role in buffering the effects of adversity and promoting positive student adaptation. This study examines how perceived school climate contributes to resilience and wellbeing among Romanian students and explores whether wellbeing functions as a mediating mechanism between school climate and resilience. Using a cross-sectional design, data were collected from 529 students aged 8 to 19 years across primary, lower secondary, and upper secondary education. Measures included the Child and Youth Resilience Measure–Revised (CYRM-R), selected dimensions of What's Happening In This School? (WHITS), and the Stirling Children's Wellbeing Scale (SCWBS). Pearson correlations, ANOVA, multiple regression, and mediation analyses were conducted. Results indicate that positive perceptions of school climate are significantly associated with higher resilience and wellbeing. Teacher support and peer connectedness emerged as significant predictors of resilience, whereas teacher support, peer connectedness, and reporting and seeking help predicted wellbeing. Wellbeing also partially mediated the relationship between school climate and resilience. The study highlights the importance of supportive relationships, belonging, and accessible help-seeking structures in building safe school environments. It argues for trauma-informed and resilience-oriented educational policies that position school climate as a central protective factor in students' development and adjustment.

Absenteeism, dropout & academic burnout

14:00 - 14:20

Anchored or Unravelled: Rethinking Persistent Absenteeism Through School Belonging

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Persistent absenteeism is a growing global concern with implications for young people's mental health, wellbeing, and engagement in education. Yet attendance practices often overlook relational and psychological mechanisms that shape whether young people feel able to attend school. This research examines how school belonging functions as a key mediating factor in attendance and why it must sit at the heart of efforts to support youth mental health.

Study 1, a scoping review of 73 studies, identified a fragmented evidence base with limited causal analysis and youth voice. Belonging emerged as a construct shaped by relational, individual, and systemic influences. A conceptual model was developed to show how belonging mediates attendance across systems, highlighting its protective potential.

Study 2 engaged persistently absent young people in semi-structured interviews exploring how they experience belonging and attendance at school. Their perspectives supported the model and identified areas for refinement, emphasising teacher relationships, school policies, and negative peer interactions.

Together, these studies demonstrate that improving attendance cannot be achieved through monitoring or compliance alone. Belonging is central to psychological safety and engagement. This work highlights the importance of fostering environments where young people feel valued, seen, and connected to support attendance.

14:20 - 14:40

Understanding High School Dropout and Support Systems: A Mixed Methods International Analysis

J. Brown[1], S. Pather[2], K. Brann[1], K. Sussman-Dawson[1]

[1]University of Missouri Saint Louis, United States
[2]University of Western Cape, South Africa

This international comparison project explores the aspects of school dropout rates. Using information gathered from local surveys on dropout risk factors, school support systems, and identification processes, this study examines the causes of dropout and ways to reduce student risk. The partners in the study include professionals from the University of Missouri-Saint Louis, interviewing high school administrators, teachers, and students of Saint Louis Public Schools, and Professor Sulchini Pather, who is conducting similar work in South Africa. The presentation will compare findings from Missouri and South Africa to identify implications for practice, policy, and future research.

Gifted & twice-exceptional students

14:00 - 14:20

CHILDREN'S REPRESENTATIONS OF PEERS IDENTIFIED AS GIFTED

F. Brodard[1], A. Nsanzimana[1], F. Batista[1], V. Quartier[1]

[1]University of Lausanne, Switzerland

Giftedness is associated with diverse social representations that may influence peer relationships and school inclusion. Research has predominantly examined adults' beliefs, leaving children's perspectives insufficiently documented. This study investigated how children evaluate the intelligence, likeability, and boredom of peers described as gifted, considering target gender, type of information (emotional vs. behavioral), and gifted profile characteristics. Participants were 88 children aged 8–12 years recruited during a public science outreach event. Each child evaluated four vignette-based scenarios, yielding a total of 352 peer evaluations and increasing statistical power. Using an anonymous questionnaire, participants rated hypothetical peers presented through short descriptions. Results indicated that target gender significantly influenced perceived likeability, whereas informational framing had limited effects. Moreover, children differentiated between gifted profiles when judging boredom, suggesting nuanced representations rather than a single stereotype. These findings highlight the role of gender-related expectations and profile-specific cues in shaping peer perceptions of giftedness. By centering children's viewpoints, this study extends current literature and provides implications for school psychology practices aimed at fostering inclusive peer dynamics and reducing stereotype-based biases.

Emotional Wellbeing of Accelerated Students: A Student–Teacher Perspectives

E. Young[1]

[1]BYU, United States

This presentation explores the emotional wellbeing of academically accelerated secondary students from student and teacher perspectives. Research highlights that accelerated students experience high levels of stress, pressure, and perfectionism. However, extant research has not explored student and teacher perspectives on what contributes to emotional wellbeing.

Fourteen accelerated students and 15 teachers were interviewed to explore what helps and what hinders students' emotional wellbeing. Students highlighted the importance of strong, authentic relationships with teachers, flexibility with deadlines and grading, and engaging instruction. In contrast, rigid policies, poor teaching practices, and feeling dismissed had a negative impact.

Teachers emphasized the importance of building trusting relationships, validating student emotions, and helping students develop balanced perspectives on failure and success. Teachers also described challenges such as students' perfectionism, pressure to earn high grades, and limited ability to influence students' perfectionism and related pressures.

Both groups pointed to the need for flexibility in deadlines and grading, stronger relationships, and better support systems that address emotional needs. Teachers also expressed a desire for more training, alignment with other stakeholders (e.g., counselors and parents), and additional ways to meet the needs of advanced learners. Overall, supporting these students requires balancing high expectations with genuine care and responsiveness.

Insects, the Stage, and the Self: A Longitudinal Case Study of a Twice-Exceptional Adolescent's Journey of Self-Determination in Taiwan

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[2]Taipei Municipal Tian-Mu Junior High School, Taiwan
[3]Association of Self-Directed Learning Development and Advancement, Taiwan

This longitudinal qualitative case study extends prior research conducted four years ago, examining the learning adaptation, emotional regulation, and identity development of a twice-exceptional (2E) adolescent in Taiwan from senior high school through university. The participant presented with mild emotional functioning impairment (ICF: b152.1; ICD-10: F39) alongside exceptional abilities in performing arts.
Data were collected through semi-structured interviews with the participant and his drama teachers, supplemented by learning portfolios and creative works. Narrative inquiry (Clandinin & Connelly, 2000) was employed to reconstruct the participant's longitudinal developmental trajectory and meaning-making processes through cross-temporal comparisons.
Four themes emerged: (1) a strength-based drama environment functioned as a natural support system without formal special education services; (2) dual interests in entomology and dramatic creation internalized emotional regulation toward self-regulation; (3) poor person–environment fit at university triggered self-awareness and agentic decision-making to reorient toward a drama degree; and (4) entomology teaching fostered metacognitive understanding of the participant's neurodiversity.
Findings highlight implications for school psychologists and special educators, including cross-stage continuity of support, teacher empowerment, strength-based individualized planning, and respect for 2E students' self-determination.
Keywords: twice-exceptional, strength-based approach, emotional disorder, drama education, narrative inquiry, school psychology

Measurement, trauma & phenomenological resilience

14:00 - 14:20

Covitality in Filipino College Students: Psychometric Evaluation of the Social-Emotional Health Survey- Higher Education

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Among vulnerable populations, college students represent a group at heightened risk for psychological distress while at the same time experiencing opportunities for growth and thriving (Arnett, 2024), underscoring the urgency of addressing this issue through comprehensive and accessible mental health support. services. Hence, the need for a holistic understanding of mental health requires collecting information on both the emotional distress and psychological strengths and well-being in students. Compared to measures of emotional distress, there are very few validated tools assessing social-emotional strengths of Filipino college students. This study reports the Filipino validation of the Social-Emotional Health Survey- Higher Education Version (SEHS-HE), a measure of psychological strengths and resilience in college students. The SEHS-HE is a 36-item measuring latent constructs (belief in self, belief in others, emotional competence, and engaged living) as well as overall covitality (Furlong et al., 2017). Results of the CFA indicated support for the internal structure of the SEHS-HE in Filipino college students and consistent with previous studies conducted in other countries. Moreover, higher SEHS-HE scores have adequate reliability and were associated with higher mental well-being and lower psychological distress. Discussion will focus on the use of SEHS-HE for university-based mental health screening and further research.

Advancing Trauma-Informed Care in Schools Through Hospital-School Partnerships

V. Perez[1], A. d'Abreu[1], J. Blas[1], S. Modir[1], K. Moffa[1], C. Min[1]

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In the United States, approximately one in five high school students has experienced five or more adverse childhood experiences (ACEs), which are associated with significant impacts on brain development, emotional well-being, and physical health. Schools are uniquely positioned to address these challenges by providing both universal and targeted supports that mitigate the effects of trauma. This presentation highlights a collaborative partnership between a children's hospital and multiple school sites to implement a comprehensive, trauma-informed framework of care across three tiers. At Tier 1, supports include professional development focused on expanding trauma-informed knowledge and the installation of a Wellness Space, a biophilic-designed environment that promotes self-regulation. At Tier 2, students with elevated needs participate in Cognitive Behavioral Intervention for Trauma in Schools (CBITS) group interventions. At Tier 3, individualized therapeutic services are delivered by School-Based clinicians. To date, 76 Wellness Spaces have been implemented in schools across the county and 11 CBITS groups delivered. Within the current academic year, 7 trauma-related presentations have been delivered with a total of approximately 300 staff attendees. Data will highlight pre- and post- partnership surveys from schools, pre- and post-trauma symptom change with CBITS intervention, and qualitative responses from students and staff.

Resilience Development of Adolescents With Emotional / Behavioral Disorders : Special Education Support From a Capability Approach Perspective

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[2]National Taiwan Normal University/ Department of Special Education, Taiwan

Introduction
Adolescents with Emotional/Behavioral Disorders (EBD) often encounter multiple challenges in their education which affect their social participation, self-identity and educational trajectories. Resilience is viewed as a dynamic developmental process rather than stable traits. Through the Capability Approach, this study examines how special education support enables the development of agency and resilience.
Methods
A multiple-case study was conducted with three participants, young adults who had received special education services for EBD during adolescence. They paired with parents, teachers, three parents, and four teachers who had provided educational support. Data were collected through in-depth interviews and analyzed through systematic coding and interpretive procedures with NVivo (15) program.
Results
Findings indicate that:
(1) resilience develops through the activation of agency and capabilities;
(2) resilience follows a dynamic and non-linear trajectory with fluctuation, and reactivation;
(3) resource transformation depends on personal and social conversion factors;
(4) special education provides protective, buffering, and enabling support for capability development.
Conclusion
Resilience among adolescents with EBD depends on the interaction between agency and supportive environments. Special education functions as a key social conversion factor that promotes empowerment, well-being and social participation.

Consultee-Centered Consultation Task Force

Supporting the Ones that Support Everyone Else: Exploring School Psychologist Wellbeing and Working Conditions Across the Globe

Supporting the Ones that Support Everyone Else: Exploring School Psychologist Wellbeing and Working Conditions Across the Globe

B. Ansley[1], C. Lorig[2]

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[2]Georgia State University, United States

The aims and objectives of the proposed roundtable session are: (1) to create a space for school psychologists from around the world to share their perspectives and experiences related to wellbeing; (2) to explore how wellbeing concerns, working conditions, and professional needs compare and contrast across countries and contexts; and (3) to facilitate discovery and mutual learning through conversations with practitioners about their lived experiences.

School psychologists are routinely called upon to support the mental health of students, consult with teachers and administrators, and at times serve as a wellbeing resource for personnel in their school communities. Yet a critical question remains underexplored: how are the school psychologists doing?

Discussion will be organized around three guiding questions: (1) How are school psychologists faring in their countries, and what are their primary wellbeing concerns? (2) What are their working conditions — including workload and job demands — and how do these affect their wellbeing? (3) What supports are needed at the individual, school, and systems levels to better promote school psychologists' wellbeing?

The expected outcomes include identifying shared global concerns, increasing awareness of cross-national similarities and differences, and fostering a collegial exchange among practitioners worldwide. All conference attendees are invited.

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