

ISPA

Latvia 2024



**45th Annual Conference of the International
School Psychology Association**

3 – 6 July 2024

ABSTRACTS



10:00 - 13:00 Pre-conference workshops & Leadership workshop

Workshop 3 (morning): Title: Running in Place: Keeping Up with New Technology in Providing School Services - Room: 201 aud.

Workshop 4 (morning) Title: Navigating the Digital World: Promoting Youth Mental Health in the Age of Technology - Room: 204 aud.

Leadership Workshop (10:00-13:00) - Room: 801 aud.

13:00 - 14:00 LUNCH BREAK

14:00 - 17:00 Pre-conference workshops

Workshop 1 (afternoon): Title: From Gifted Education to Talent Development: A Change in Conceptualization and Implications for Practice - Room: 201 aud.

Workshop 2 (afternoon): Title: The Art of Adaptation: Tailoring CBT for Diverse School Populations - Room: 204 aud.

Workshop 5 (afternoon): Title: Crisis Management in Schools: Tasks, Methods, and the Care for Yourself - Room: 203 aud

17:00 - 17:30 COFFEE BREAK

17:30 - 19:00 Opening Ceremony

Room: Alfa Auditorium

19:00 - 21:15 Welcome and get-together party

Room: Atrium

8:30 - 10:10 Thematic session 1

Building teams I

Room: Alfa aud.

8:30 Collaborative teaming to support teachers in problem solving of student academic and behavioral challenges

Dorota Celinska

Abstract: This presentation discusses the frameworks and implementation strategies for effective teaming to support teachers in problem solving of student academic and behavioral challenges. The model draws from contemporary frameworks with evidence of improving student outcomes including Problem Solving, Response to Intervention, Multi-Tiered Systems of Supports, and Professional Learning Communities. The model empathizes collaborative teaming, structured problem solving process, and consistent implementation of assessment and intervention practices. The major features of collaborative teaming include: (1) teaming at the leadership, grade, consultant/specialist, and individual student levels, (2) structured/specific tasks assigned to each team, (3) clearly defined roles and accountability of team members, (4) communication system to document progress/completion of the tasks and student outcomes, and (5) student enter and exit criteria for each level of problem solving/student needs. As a field-based, practitioner-designed model that engages teachers, school psychologist, interventionists/specialists, and principal, the model has a potential to both inform practitioners in an authentic manner and prove attainable in the context of practical constrains on school practice. Capturing the author's decades of teaming experiences and leadership, the participants will learn how to integrate school-wide resources and practices at each teaming level and specific strategies to address the needs of groups and individual students.

8:45 Building national and international teams to support students, teachers, and families: The Portuguese case in a national professional organization

Raquel Raimundo, Sofia Ramalho

Abstract: The development of effective and collaborative teams among organizations, and professionals at national and international levels can contribute to cope with adversities and support school communities worldwide. This paper presents the benefits, to school communities and society, of national and transnational collaboration in Portugal. How can a National Professional Organization of Psychology have a bigger impact as leaderships on supporting students, teachers, and families? At a national level by valuing and recognizing educational psychologists investment in life training, professional experience, and other elements, by certifying specialists in Educational Psychology and also advanced specializations. In addition, by influencing national legislation, to have educational psychologists integrating/coordinating, the Multidisciplinary Team of Inclusive Education, in schools. Also, producing the Educational Psychologist profile and technical guidelines, to frame psychologists activity in educational contexts, and by promoting access to actions of professional valorization. Additionally, by producing materials (campaigns, documents, videos, webinars, podcasts) aimed to raise society levels of mental health literacy, as well as, by creating a national contest, to reward schools with good practices regarding psychological health, well-being, educational success and inclusion. At an international level efforts are being made, to create the specialist EuroPsy Certificate on Educational Psychology through the SC PiE of EFPA.

9:00 Redefining school psychology in Italy: School needs and service delivery models.

Maria Cristina Matteucci, Sophia Corridore, CONSUELO MAMELI, Patrizia Selleri, Pina Marsico, Monica Mollo, Sergio Di Sano

Abstract: Despite recognizing the importance of psychological services, particularly highlighted during the COVID-19 pandemic, a comprehensive understanding of Italian school psychologists' roles and service delivery models remains elusive. Additionally, school psychology services have yet to be provided through a well-defined model, as well as guidelines for service provision are still lacking. Consequently, there is an urgent need for current information to inform policy, attract governmental attention, and shape professional training of Italian school psychologists. To address these gaps, this research (funded by the Italian Ministry of University, 2022F3KA2N; PRIN program- Call 2022) aims to investigate current service delivery practices in three Italian regions (i.e., Emilia Romagna, Abruzzo, and Campania) and stakeholders' needs through a mixed-method study. Anticipated outcomes mapping past interventions, include identifying school needs, and developing guidelines for a comprehensive service-delivery model, drawing upon both research findings and international guidelines. Preliminary survey data will be presented and discussed as they can inform policy, drive needs assessments, and direct resources for professional school psychology training, ultimately strengthening the profession and enhancing support for students and teachers.

9:15 **How much School Psychology service is needed in the schools?**

Elizabeth Haycock

Abstract: The United Kingdom's Association of Educational Psychologists recently commissioned The University of Manchester to research how much school psychology (SP) workforce may be needed across local authorities (districts) in England, with the aim of creating a workforce planning model. I will first present a scoping review providing an analysis of 30 literature sources (1968-2023) relating to SP workforce sufficiency. I will next present a mixed methods approach to investigate SP delivery within specialist schools, including focus groups with staff from four special schools to ascertain how much SP time would be commissioned should there be no funding restrictions. I will first present the two most frequently referred to measurements for SP workforce sufficiency: 'meeting statutory demand' and 'demand from services'. The most recent sources, and those commissioned by the federal/state government to analyse SP workforce, measure SP sufficiency by SP vacancies. Specialist school staff across all the schools indicated that they would, without funding constraints, commission significantly more SP time. It is recommended that workforce planning modelling would offer a coherent approach to conceptualising the SP workforce. This research aims to support creating a national workforce planning tool for SP services, that may be applicable to other jurisdictions internationally.

9:30 **Building school teams to promote family-school partnerships**

Andy Garbacz

Abstract: Ongoing calls for aligning and integrating family-school partnerships in school systems and practices have not yielded a transformative approach for schools partnering with families. However, research findings suggest that when schools are able to integrate family-school partnerships, students experience more positive academic, social, emotional, and behavioral outcomes. School teams are a primary catalyst for school wide transformation and thus may be a primary vehicle for integrating family-school partnership in schools. The purpose of this session is to describe a systematic approach based on a series of research studies for using a school team to integrate family-school partnerships in school systems and practices. The Family-School Partnership for Mental Health Framework is a scoped and sequenced approach for integrating family-school partnerships in schools through a school wide team to promote youth mental and behavioral health. Key domains of the framework include teaming systems, data systems, and collaborative systems that together advance a partnership-centered systems and practices in schools.

Learning I

Room: 301 aud

8:30 **A Three-Year study into Cognitive Skills, Emotional Regulation, Autonomous learning, and Psychosocial Adaptation in Greek Primary School Settings**

Georgia Penekeli, Vicky Giannouli

Abstract: The present study aims to elucidate the longitudinal association between executive functions (EFs) and specific learning disorders (SLDs), with particular focus on deficits in emotion regulation (ER), self-regulated/autonomous learning (SRL), and psychosocial adaptation. Despite the known link between SLDs and executive dysfunctions, the precise nature of these deficits remains inadequately understood. Conducted as a comprehensive three-year longitudinal study encompassing three distinct time phases, the research involves biannual assessments of participating students, spanning from the 4th to the 6th grade of Greek primary education. Approximately 120 students are recruited for the study, comprising 50 individuals with SLDs and 70 students without SLDs. The assessment of the variables under investigation is conducted through the utilization of specialized research tools. Descriptive analyses are conducted to compare the performance of students with and without SLDs across initial, intermediate, and final assessments. Anticipated findings include observable discrepancies between the two student groups across all evaluated factors. The outcomes of this study will be disseminated during ISPA conference, with subsequent discussions revolving around the clinical and educational implications of the findings. Additionally, avenues for further research will be delineated, aiming to advance understanding and intervention strategies in the realm of SLDs and associated executive dysfunctions.

8:45 **An Evaluation of Minnesota Principal Characteristics Needed for Effective Implementation of School-Based Problem-Solving and Intervention Processes**

Lisa Whitney

Abstract: Serving students in their quest to learn and succeed in life are basic goals of public education (Honig, 2016). The simplified purpose for public education, then, is to provide equal opportunity for all children to learn the basic skills needed to be self-sufficient adults and productive citizens in an ever-evolving society (Darling-Hammond et al., 2019). Early acquisition of basic academic skills are considered essential to completing this goal. Booth and Rowsell (2007) maintain that effective leadership is key to achieving process change and for improving learning outcomes for all students. Research shows that when it comes to implementing interventions, leadership is essential (Shinn & Walker, 2010). While there is scarce research focused on leadership qualities related to the implementation of interventions, most findings have established that the role of the principal is important in obtaining a successful outcome (Bean & Lillenstein, 2012). The purpose of the mixed-method study was to identify leadership qualities needed for successful academic intervention implementation with struggling students. The study used both qualitative and quantitative methods and the researcher designed the research questions based on literature review. Study results indicated that principals in Minnesota identified several leadership qualities needed for effective implementation of intervention processes.

9:00 **Myths About Motivation and How to Combat Them**

Frank Worrell, Wendy Grolnick, Benjamin Heddy

Abstract: Motivation is a critical construct for learning and achievement and plays an important role in educational contexts. Self-determination theory, expectancy-value theory, attribution theory, self-efficacy theory, and self-regulation theory are but a few frameworks that guide the behavior of students, teachers, and parents. However, motivation is often misunderstood and many people, including school psychologists, are not familiar with the broad landscape of motivational constructs that affect students' levels of motivation and the behaviors that teachers and parents use to increase motivation. Moreover, researchers (e.g., Grolnick et al., 2022) have reported there are many common myths about motivation, and believing these myths result in less than optimal motivation outcomes. Some of these myths include "Some people are motivated whereas others are not," "Structure decreases motivation," and "Motivation alone will result in successful outcomes." In this presentation, the author will review these and several other common motivation myths and the psychological science that refutes the myths. He will also provide suggestions about ways to combat these myths from *Motivation Myth Busters*, a forthcoming book by Grolnick et al. (in press), with the goal of helping psychologists and other educators help students increase their levels of motivation and create contexts that facilitate motivated behavior.

9:15 **Four-Partite Theory of Internal Motivation for Learning – Implications for School Psychology Practice**

Visvaldas Legkauskas

Abstract: Current perspectives on learning motivation emphasize the superiority of internal motivation over external. However, what exactly constitutes 'doing activity for its' own sake' remains quite obscure. The best guidance to date has been presented by Ryan and Deci's Self-Determination Theory (SDT) proposing that internal motivation is based on satisfaction of three needs - autonomy, competence, and relatedness. However, a closer examination of extant research on motivation allows for the identification of additional sources of internal motivation, not covered by the SDT. The present paper is an attempt to formulate an extended Four-Partite Theory of Internal Motivation (FPTIM). It is suggested, that along with self-determination needs, further three important and distinct sources of internal motivation may be identified - the biological need for new stimulation, personality traits, and identity. In a nutshell, the FPTIM suggests, that pupils will feel internally motivated to learn when the process of learning contributes not only to satisfaction of the their self-determination needs and their need for new stimulation but also to the expression of their dominant personality traits and identities. The implication of this theory to school psychology practice will be discussed.

9:30 **Is it worth the price? Different aspects of perceived cost and their outcomes when learning high-school math**

Lauryna Rakickienė, Saulė Raižienė, Dovilė Butkienė

Abstract: The importance of perceived cost in shaping student motivation was first acknowledged decades ago within expectancy-value theory (Eccles, 1983), however, it's still not clear what aspects of cost can be reliably postulated and how they relate to academic outcomes. Therefore, we aimed to explore dimensionality of perceived cost of studying math in sample of Lithuanian adolescents and to link cost dimensions with outcomes such as engagement and emotions. 1500 ninth-graders (55.1% females; mean age 14.88 years) from 24 schools completed a questionnaire comprising 18-item cost scale and measures of engagement and emotions in math class. CFA results confirmed the existence of general cost factor along with 4 cost sub-dimensions (effort, opportunity, emotional and ego cost). Ego cost loaded mostly on respective sub-factor in the bifactorial model, while loadings on general factor were weak or nonsignificant, suggesting unique behavioral implications of ego cost. Indeed, while all cost dimensions were related to more negative emotions during math lessons, only ego cost was associated to better engagement. We discuss how although the threat of potential failure on students' self-worth may seem to be of motivating value, one must be mindful of the price students pay in terms of feelings of anxiety and shame.

Mental health I

Room: 203 aud

8:30 **Unveiling Microaggressions Through A Cross-Cultural Qualitative Methodology: Secondary Education Teachers' Experiences and Strategies in Poland and Greece**

Lito E. Michalopoulou, *Diana M. Diaków*, Bernadetta Słapek, Anastasia Tzimagiorgi

Abstract: Minoritized youth often encounter discrimination, including microaggressions, in educational contexts (Burleigh & Wilson, 2021; Fu et al., 2024). There is a significant research gap in understanding these experiences, particularly in culturally diverse youth populations in non-US contexts (Banks et al., 2020). This ongoing qualitative study investigates microaggressions through the perspectives of secondary education teachers in Poland and Greece, who work in culturally diverse classrooms. Educator narratives are expected to provide an in-depth account of microaggressions and serve as a needs-assessment component in their respective schools. Drawing from Newman and Clare's (2016) assertion that "school psychology is a relational enterprise," this presentation aims to shed light on qualitative methodologies, i.e., thematic analysis, that are best suited in cross-cultural settings. Guided by self-reflection, a key feature of qualitative studies (Arora et al., 2022), this presentation will delineate challenges and collaborative opportunities between practitioners and researchers within and across countries faced throughout the research project stages. Additionally, it will provide a critical overview of trustworthiness-enhancing techniques, such as researcher reflective journals, to further promote qualitative methods among school psychology scholars and practitioners (Newman & Clare, 2016). Overall, this presentation bridges the gap between research and practice, fostering inclusive educational environments for all students.

8:45 **Bullying as a means of social control: How social psychological perspective on bullying can inform school psychology practice**

Visvaldas Legkauskas, Šarūnė Magelinskaitė-Legkauskienė

Abstract: Bullying is uniformly viewed as an unacceptable form of behavior - in school and elsewhere. But how come this behavior is so persistent even being explicitly unacceptable? In the present paper, we will present a social psychological perspective on bullying as a means of social control. We will argue, that while serving various psychological functions for both bullies and observers, bullying is also enabled by implicit social norms prevalent within relevant social groups, including classroom, school, and the wider community, and serves to signal and maintain those social norms. In this paper, we will look at how such implicit social norms may be identified and explicitly deconstructed to reduce school bullying. We will also examine how this perspective informs the work of school psychologists with victims, bullies, and the wider school community.

9:00 **Factors Contributing to Ostracism During the Latency Stage: an invitation for a Paradigm Shift.**

RINAT HALABI, HANNA FISHER-GRAFY

Abstract: Ostracism is prevalent during the latency stage. The prevailing approach views ostracism as indicative of a moral failure among children who socially reject their peers. This perspective is predominant among education and treatment professionals, influencing the nature of interventions employed in schools when ostracism situations arise. At times, such an approach proves ineffective and may even exacerbate the situation. An innovative study (Fisher-Grafy, 2020) suggests that ostracism is development related. Children who do not cooperate or "flow" with their group are perceived as endangering its cohesion and are therefore ostracized. Thus, children do not ostracize others to harm them, but to protect the group from them. Education and care professionals find it challenging to accept this concept, despite interventions derived from it being tested in numerous Israeli schools and proven effective in strengthening class cohesion and preventing ostracism. The present study investigated a structured group training process, which was based on an intervention method called TILS - Touch Internal Life Stories (Halabi, 2023). TILS helps participants to identify relevant episodes from their personal life stories and reconceptualize them through novel perspectives. In our presentation we will focus on its contribution to the perceptual transformation that manifested among ten teachers' students.

9:15 **Decreasing Off-Task Behaviors in Secondary Classrooms using a Class-Wide Behavioral Management System**

Kathleen Aspiranti

Abstract: To increase student prosocial behavior and academic engagement, teachers often implement classroom management behavioral strategies that promote academic and social-emotional skills (Kratochwill et al., 2009). However, 89% of secondary school teachers report having behavior problems in their classroom (Roberts et al., 2007). The Color Wheel System (CWS) is a class-wide positive behavioral support system that addresses unclear classroom expectations by using multiple sets of rules (Skinner et al., 2007). These rule sets correspond with classroom activities and provide behavioral expectations for students. A visual cue indicates which rule set is in effect. The CWS has mainly been implemented in primary schools; few studies have used it in secondary classrooms. A multiple baseline across classrooms single-case design was used to examine the impact of the CWS on inappropriate vocalizations in 6th grade secondary school classrooms. Daily data collection occurred using momentary time-sampling procedures during baseline and intervention procedures. Visual analysis of time-series graphs and Tau-BC effect size measures were used to analyze the effects of the intervention. Results showed decreases in inappropriate vocalizations across all three classrooms. Tau-BC values were 1.00, indicating a large effect size. The teachers report enjoying the intervention and wanting to use it again in the future.

9:30 **Bullying in Schools: Legislation, Litigation, and Liability**

Amanda Ratigan, Philip Lazarus

Abstract: Bullying remains a pervasive issue in educational settings, significantly impacting the well-being and academic success of students. This article provides an analysis of both United States federal and state-specific legislation aimed at combating bullying in schools, offering a nuanced understanding of the legal framework under which schools and districts can be sued. Private rights to action for bullying claims under federal civil rights law are explored extensively. In addition to legislative insights, the article examines universal proactive strategies and evidence-based interventions for preventing bullying in schools. Recognizing the importance of a multi-faceted approach and need for practical strategies, it explores the role of mental health professionals in fostering a safe and inclusive school environment. By combining both legal perspectives with actionable insights, it provides a valuable resource for school-based professionals committed to creating schools where every student can thrive free from the specter of bullying.

Digital I

Room: 207 aud.

8:30 **Exploring the Impact of Sound Design in Video Games on Emotions: A Study Investigating Pediatric Audience under Auditory and Audiovisual Conditions**

Georgia Penekeli, Maria Matsiola

Abstract: The significance of sound within an interactive environment is a crucial aspect worthy of scholarly investigation. The absence of sound can markedly alter the overall experiential quality. In most games, sound design plays second fiddle to the visuals. The effects of videogames in terms of emotions are gaining attention, but haven't received systematic in-depth analysis in literature. The objective of this study is to scrutinize the sound design intricacies within videogames and their consequent influence on the emotional responses of a pediatric demographic of 50 greek children, under conditions that encompass both auditory and audiovisual stimuli. The questionnaire devised was grounded in the Circumplex Model of Affect, as proposed by Russell, utilizing four affective concepts arranged in a circular order. Children participating in the study were exposed to auditory excerpts from famous videogames, followed by the presentation of the same excerpts accompanied by visual and auditory stimuli, subsequently providing responses regarding their emotional experiences. Quantitative analysis is carried out and results will be presented during ISPA conference. The task confronting educational and psychological intervention lies in effectively harnessing the emotional and affective capabilities inherent in the auditory design of videogames, as delineated by the findings of this investigation.

8:45 **Ethical Considerations in Psychological Report Writing in the AI Era**

Esther Stavrou

Abstract: Psychological reports are important in translating test and other data into a description of a child's strengths and weaknesses that can inform meaningful recommendations. However, a common criticism of psychological reports is the use of language that is too difficult for most consumers to understand. Since parents are generally recipients of these reports, writing clear and easy to understand reports is important to encourage their informed participation in decision making for their child. Writing clear reports is also an ethical issue as the ISPA, NASP and APA ethical codes require psychologists to guard against misinterpretation of test data and to present test results and interpretations in clear understandable terms. Writing clear reports with limited jargon requires more time and care. One way to reduce the time needed to generate more readable reports is through AI platforms such as ChatGPT. These platforms can be used to quickly organize background information, interpret test scores, and generate recommendations (Lockwood et al., 2024). However, this raises additional ethical issues including student privacy, competence, and potential bias. These issues will be discussed as will the findings of a study comparing a traditional psychoeducational report, a version using limited jargon, and a report generated using ChatGPT.

9:00 **Using Minecraft™ to interview children with Autism to help us better understand their special provision**

Teresa Thornton

Abstract: With increasing international perspectives on the rights of children's voices there is an emphasis on developing appropriate techniques for facilitating conversations to overcome potential methodological challenges when working with and interviewing children with Autism, due to potential social and communicative difficulties. This presentation explores the use of Minecraft™ as a tool for eliciting the views of young people with Autism. The findings showcase a new approach, the Minecraft Mediated Semi-Structured Interview (MMSSI) which I have developed to explore the views and experiences of young people with Autism in relation to their educational provision in an Autism class. It reaffirms the importance of eliciting the voice of the child and the important role that young people have in their education. It also gives insight into how children with Autism experience their special class placement and how their voice can bring about change in their daily classroom lives. It outlines four areas found to be essential to the children's classroom experience, namely the physical classroom setting, classroom ethos, attributes of others and the school curriculum. The paper concludes by exploring the implications for educational psychologists in their daily work.

9:15 **Generative Artificial Intelligence: Ethical Implications for School Psychologists in Higher Education**

Mary (Rina) M, Chittooran

Abstract: The use of artificial intelligence is growing rapidly in higher education, including among school psychologists. The development of generative artificial intelligence (GenAI) applications, that is, tools that learn from massive datasets based on human reasoning, mimic human functioning, and generate new content, has raised ethical concerns among school psychologists in higher education. GenAI brings with it both benefits and challenges; for example, such tools can help school psychologists work more efficiently, save time, and increase productivity. However, they can also lead to an over-reliance on technology, plagiarism, and an inadequate vetting of GenAI output (often illogical, that includes "hallucinations," and reflects biases of their developers). While embracing new technologies in this digital age is important, it is also important to understand what GenAI is, what it can and cannot do, and most importantly, how to use it ethically. This presentation will examine the ethical use of GenAI by school psychologists in higher education, use case scenarios to promote discussion, and offer participants a framework for the ethical use of GenAI. In this way, school psychologists in higher education will be better equipped to use GenAI to assist them in their work in a thoughtful and ethical manner.

9:30 **Child ViReal Support Program: An intervention integrating parent training, child training, and virtual reality to address attention deficits in children**

Iouliani Pachiti, Panagiota Dimitropoulou

Abstract: Attention deficits are common among school-aged children and pose significant challenges impacting their academic, social, and emotional well-being. Additionally, parents of children with attention deficits often experience heightened levels of parenting stress and a decreased sense of parental competence, resulting in disruptions in family functioning. Therefore, it is essential for children and their parents to receive supportive services to cope with the cognitive, behavioral, and emotional difficulties they face. While pharmacotherapy and psychosocial interventions have shown effectiveness in managing these challenges, there remains a need for innovative interventions that produce both short-term and long-term benefits. In response to this need, the "Child ViReal Support Program" was developed as a multi-modal intervention program integrating parent and child training, utilizing immersive virtual reality (iVR) technology to enhance attentional skills in children. A randomized controlled trial study was implemented to assess the efficacy of this intervention program with the participation of 16 children 9-12 years old diagnosed with ADHD and their parents. Following their participation in the intervention program, parents reported reduced parenting stress, enhanced parental self-efficacy, and increased use of democratic parenting practices, while children demonstrated decreased levels of inattention and impulsivity/hyperactivity, enhanced performance in cognitive tasks, and reduced behavioral problems.

10:10 - 11:00 **Keynote 1**
Room: Alfa auditorium

Evaldas Kazlauskas

Vilnius University, Vilnius, Lithuania

Title: Complex effects of life-stressors and trauma on mental health across the lifespan

11:00 - 11:30 **COFFEE BREAK**

11:30 - 13:00 **Thematic Session 2**

Building teams II

Room: Alfa aud.

11:30 **Parents' perspectives on the school climate in Italy**

Sergio Di Sano

Abstract: In this study, we investigated the perception of school climate in Italy through a survey conducted with parents from students at 4 schools, amounting to 92 participants in total. The findings highlighted a higher positive perception in the areas of Safety (3.19) and Institutional Environment (3.21), indicating a school environment characterized by well-being and appreciation of the institutional environment. However, Teaching and Learning (3.02) and Parent Involvement (3.02) emerged as areas requiring further improvement. These results suggest that, although Italian schools are perceived as safe and welcoming environments, there is a need to enhance educational practices and promote greater active participation of parents in school life. The research underscores the importance of adopting holistic approaches to improve the school climate, emphasizing the interaction among all members of the educational community and recognizing the cultural specificities that characterize the Italian school context.

11:50 **Parental Perspectives on School Climate and Engagement with Schools in Malta**

Milosh Raykov, Victor Martinelli, Louis Camilleri

Abstract: Parental Perspectives on School Climate and Engagement with Schools in Malta Victor Martinelli, University of Malta This research employed the Georgia School Climate Survey (GSCS) to explore parental perspectives regarding school climate and their engagement with schools. The study involved 794 parents whose children were enrolled in five primary and secondary schools in Malta. The findings reveal a predominant level of satisfaction among parents concerning teaching and learning, school safety, and interpersonal relationships within their children's schools. However, the study also found a slightly lower level of satisfaction among parents regarding the institutional environment within schools. The research unveiled a relatively strong significant correlation between parents' attendance of school meetings and several key school climate components: firstly, a positive perception of the clarity of school rules; secondly, an observation of well-organized classrooms; and thirdly, parents' comfort levels in communicating with teachers. Furthermore, the study highlighted a moderately significant correlation between parents' active engagement in activities within their children's school and perceived school climate: firstly, a positive perception of teachers' communication with parents; secondly, a sense of fairness in the treatment of children within the school environment; and thirdly, the acknowledgment of children's good behaviour.

12:10 **Portuguese parents completed the Georgia Parent School Climate Survey**

Sofia Mendes

Abstract: A cohort of 5,427 Portuguese parents completed the Georgia Parent School Climate Survey (GPSCS). Confirmatory factor analysis results, with an RMSEA of .041 and CFI and TLI values exceeding .970, indicate a robust fit of the survey model to the data. In the Portuguese dataset, the GPSCS yielded a Cronbach's alpha of .91, indicating high reliability. In the GPSCS subscale analysis, Interpersonal Relationships exhibited the highest reliability at $\alpha=.86$, closely followed by Teaching & Learning and School Safety, each scoring $\alpha=.85$. Parent Involvement also showed robust reliability at $\alpha=.76$, whereas Institutional Environment indicated a need for improvement with a lower score of $\alpha=.59$. The overall average rating for the school climate was 3.28. Parental ratings identified Relationships as the highest-rated aspect, with a mean of 3.42, followed by Safety and Institutional Environment, each with a mean of 3.37. Teaching and Learning scored 3.25, while Parent Involvement received the lowest score, with a mean of 2.73, indicating areas for further improvement.

12:30 **Parental perceptions of school climate in Slovakia**
Silvia Majercakva Albertova

Abstract: In this symposium, an investigation of psychometric properties of the Slovak adaptation of the Parent/Family Georgia School Climate Survey (GSCS) will be presented. The study sample from 4 elementary and middle schools consisted of 695 participants, 497 females and 187 males. The measure demonstrated overall good reliability, with moderate to satisfactory reliability coefficients across the sub scales. Findings from confirmatory factor analysis supported the five-factor structure of the measure. The results provide satisfactory evidence for the Slovak version of the Parent/Family GSCS. This investigation has important implications for school climate research initiatives at national and cross-cultural levels.

11:30 - 13:00 **Support/training - Symposium: The Futures of School Psychology
 Conference: An International Perspective**
 Room: 301 aud.

David Hulac, Shane Jimerson

Mental health II
 Room: 203 aud.

11:30 **Fostering teacher self-compassion and well-being. A meta-analysis**
Angelica Moè, Monica Bolognesi, Francesca Lanciano

Abstract: Teachers play an essential role in student lives by favouring or hampering resources and achievement. In order to be supportive, teachers at first need to experience well-being (Madigan & Kim, 2021). A way to reach this goal is through self-compassion promotion. Defined as a caring attitude towards oneself characterised by self-kindness, mindfulness and the perception of failure as normal in humans, self-compassion strongly relates with well-being and reduced ill-being (Neff, 2023). While considered as a stable characteristic, self-compassion can be improved through specific interventions and programs (Ferrari et al., 2019). This presentation will focus on the results of a meta-analysis of all the retrieved researches aimed at verifying the positive outcomes of a self-compassion intervention targeted to teachers. After registration in PROSPERO (CRD42023467589), 1,706 eligible studies were retrieved and screened. Of them 10 met the inclusion criteria: teacher participants, self-compassion assessed, a self-compassion intervention delivered. The results confirmed the effectiveness of the interventions ($d=.55$). Moreover, also stress decreased ($d=.95$), but not emotional exhaustion ($d=.27$). Finally, a range of cognitive (e.g., executive functions) and emotional aspects (e.g., positive affect) improved and psychological symptoms decreased (e.g., depression, rumination). Implications for school psychologists' and principals' adoption of preventive and promotion programs are outlined.

11:45 **The influence of emotional intelligence, test anxiety, and basic psychological needs satisfaction on undergraduate students' academic performance**
AIKATERINI VASIOU, ELENI VASILAKI

Abstract: Our study aimed to explore factors with the potential to exert facilitative and debilitating influence on university students' academic performance. We designed a research project where we put together Emotional Intelligence, Test Anxiety and Self-Determination Theory as three pillars that can adequately explain performance in educational contexts. 250 students from the Department of Primary Education at University of Crete completed the Emotional Intelligence Scale, the Cognitive Test Anxiety Scale-Revised, the Self-Determination Theory Scale, and agreed to have their responses paired with their grade point average (GPA) of all passed courses. A series of correlational analyses was conducted to explore the relationships among the above-mentioned variables. Increased worry was associated with decreases in GPA, while increased EI and BPNS was associated with increases in GPA. In order to determine the relevant contribution of these variables on GPA, hierarchical multiple regression analysis was performed. On both Step 2 and Step 3 only worry, utilization of emotions in problem solving and autonomy were significant predictors of students' academic performance. The results shed light on the impact these factors have on student's academic outcomes and highlight the importance of developing a multifaceted intervention model that supports emotional intelligence skill development and autonomy.

12:15 **Empowering Educators: Exploring the relationship between the character strengths and well-being of teachers**

Szilvia Fodor, Adrienn Molnár

Abstract: Numerous investigations have underscored the challenges of the teaching profession (Haydon et al., 2018), yet little attention has been devoted to the impact of personal strengths and resources (Toropova et al., 2020). To address this gap, our research looks into what character strengths are the most typical of educators, what is their relationship to workplace well-being, and what well-being patterns can be identified. Our results can serve as a basis for intervention initiatives targeting enhanced well-being. 264 educators from primary and secondary schools participated in this investigation, where the Workplace Well-Being Questionnaire (Kun et al., 2017) assessing workplace well-being based on the PERMA well-being model, and the VIA-IS-M questionnaire measuring 24 character strengths (McGrath, 2019) were applied. Results evinced Honesty ($M=4.54$) and Love of Learning ($M=4.52$) as the most prevalent character strengths among teachers. As anticipated, nearly all character strengths exhibited a positive association with workplace well-being, with Hope ($r_s= 0.36-0.73$) and Vitality ($r_s= 0.26-0.6$) manifesting notable correlations. Profiling subjects based on well-being subscales delineated four distinct clusters, revealing significant inter-cluster differences in character strength levels. Our findings underscore the relevance of character strengths in shaping well-being and the imperative of facilitating the identification and application of individual strengths among educators.

12:30 **Title: Psychotropic Drugs in Schools: Research on Compliance and Monitoring, Challenges, and the Pivotal Role of School Psychologists**

ronda goodale, ronda goodale

Abstract: Psychotropic drugs are being administered to approximately 5 percent of the school-age population world-wide, more than 8 percent in the United States. There are a multitude of issues that are associated with administering psychotropic drugs. Some of these include funding, cultural perceptions, access, the lack of choices, , compliance (complicated by sporadic communication with healthcare professionals, and insufficient professional development in the field), monitoring, and short and long-term developmental effects, . This roundtable discussion aims to explore the multifaceted roles, concerns challenges, and frustrations faced by school psychologists in an often overlooked area.

Crisis/trauma I

Room: 207 aud.

11:30 **"Cultivating a feeling of homeliness" - A Psychotherapeutic approach for a displaced child**

RINAT HALABI, Dan Polak

Abstract: The research deals with a 8-years-old child who was evacuated due to armed conflict in his area of residence. The study focuses on two main questions: How did the psychological treatment the child received affected his perception of home? And more broadly, how did the treatment contributed to the child's mental well-being and ability to cope? Home represents more than just a physical structure; it encompasses the individual's connection to themselves and the world (Matri, 2005). Thus, a child's perception of home can provide insight into his condition and mental well - being. Touching Internal Life Stories (TILS) is an intervention method that gradually guides patients to pass from an external story or picture to their inner life stories, reflecting their perspective on their life. Thus, patients reconceptualize their inner stories and develop mental resilience (Halabi, 2023). In the present study, we employed TILS and Art making in Art Therapy sessions, to explore the child's perception of home, which was undermined by the evacuation. Subsequently, he was guided to view the situation through perspectives enabling adaptation and effective coping. The findings will illustrate the changes in the child's ability to cope in the absence of a physical home.

11:45 **Parenting Young Children Prior to and During COVID-19: What Changed?**

Andrea M Iacampo, Barbara Mowder, K. Mark Sossin

Abstract: Capturing parents' values and attitudes regarding their parenting behaviors can be difficult. Not long ago, the COVID-19 pandemic created unprecedented demands on parents of young children, as governments worldwide imposed social restrictions to curb the spread of the disease. This doctoral research project, using a quasi-experimental design, analyzed two extant data sets, one pre-COVID-19 and another with data collected in middle of the pandemic to glean in what ways parents' views of the importance of positive and negative parenting behaviors may have shifted during the pandemic. A total of 2,215 parents were surveyed across the combined time periods. A two-way factorial ANOVA was utilized to compare mean differences in importance ratings across time periods and child age (i.e., infant/toddler and preschooler). Analyses indicate significant mean differences in importance ratings of positive and negative parenting behaviors, likely due to the pandemic. More specifically, the mean valuations of positive parenting behaviors were significantly lower or unchanged in the pandemic group compared to the pre-pandemic group, while mean valuations of negative parenting behaviors were higher. Moreover, parent stress, marital status, working from home, and additional adult caregivers emerged as significant contributors to negative parenting behavior importance ratings in the pandemic cohort.

12:00 **The Ongoing Impact of Pandemic-Related Social and Locality Restrictions on Children's Play**
DR Emma Harding, *Aidan Fielding*

Abstract: The COVID-19 pandemic changed the ways in which people could go about their daily lives and enact their human rights. Restrictions in place at this time limited how and where children could play, a right defined by the United Nations Convention on the Rights of the Child. This presentation summarises research that explored the ways in which children's play changed during the pandemic, and the ways in which it remained different after restrictions had been lifted. First, a systematic literature review of international research conducted while restrictions were in place shows how children's play had been impacted, with three analytical themes emerging: foundations of play; children's pursuits and losses; and factors interacting with play. Then, an empirical study using mixed-methods survey data collected from caregivers in the UK between January and April of 2023 shows that, while some types of play had returned to pre-pandemic levels, many changes remained. This included reduced levels of adult-child play and outside play, and increased device play, with similar qualitative themes emerging.

12:15 **Post-flooding approach to promote resilience and school community connections**

Chryse Hatzichristou, Aikaterini Lampropoulou, Theodora Yfanti, Danai Athanasiou, Vasiliki Nikolopoulou

Abstract: A multilevel approach to support school communities during adversities and particularly following natural disasters (flooding) will be presented. The conceptual framework of the approach, the actions developed to support schools after a flood in Central Greece and the design of the assessment and evaluation process will be described. The actions developed by the Laboratory of School Psychology (Department of Psychology, National and Kapodistrian University of Athens, Greece) included: the development and dissemination of educational material, stakeholder collaboration, webinars and in-service training, development and implementation of an intervention program to promote resilience, as well as connectedness between school communities. Evaluation results will be presented highlighting the importance of interdisciplinary collaboration between stakeholders, schools and the University and the need for multifaceted support of school communities in times of adversity.

Roundtable: ISPA Inclusion Committee

Room: 201 aud.

11:30 **Striving to promote diversity, social justice and inclusion: Round table of the ISPA Inclusion Committee**

Paul Bartolo

Abstract: Many school psychologists are engaged in research and practice that promotes the tenth ISPA mission statement: 'Promote structures that prevent and protect all children from discrimination based on race, ethnicity, religion, age, gender, ability, sexual orientation, disability, or socio-economic status, and advocate for the inclusion and participation of all children in education and society.' Substantial progress has been made in policy declarations for social justice and inclusion in most countries. At the same time, however, there are many individuals and groups in the wider society and in educational institutions that continue to suffer discrimination and exclusion. As resilient psychologists we continue to strive for change towards the development of more equitable education systems at national, regional, school and classroom levels. This round table will provide an opportunity for meeting colleagues from around the world committed to the respect for diversity and promotion of social justice and inclusion at different educational levels and in a variety of communities. Attendees will have the opportunity to share initiatives, projects, research and training programmes, discuss strategies, and build international networks for inclusion.

Workshop

Room: 204 aud.

- 11:30 **Educational Psychologists experiences in multi-disciplinary teams supporting social, emotional and mental health needs: Processes, collaboration and containment.**
Zahra Ahmed, Emma Ni Chinnéide, Aaron Reynolds

Abstract: Multi-Disciplinary Teams (MDTs) can be mobilised when children and young peoples' (CYPs) or families' social, emotional and mental health (SEMH) needs are complex and multi-faceted. These needs are often impacted by the disparate ways power may affect individuals in the system, which is further influenced by intersections of identity linked to privilege and oppression. MDTs consider factors that may be affecting CYP: from specific 'individual-level' mental health needs (e.g., traumatic brain injury) through to more 'systems-level' factors impacting on health/well-being (e.g., institutional racism, austerity etc.). Pooling together professionals' distinctive expertise provides a space for integrating psychological lenses, which can support a personalised approach to assessment/intervention for these cases. Such complex casework often evokes strong emotions in practitioners, which can add, often overlooked, complications to MDT working. In this workshop, experiences of working in MDTs will be explored, specifically when working with complex SEMH needs. We will reflect on factors that influence effective collaboration, and build attendees knowledge on what could support practitioners to manage the emotional discomfort associated with complexity. Through reflecting on their own and others experiences of MDT working, attendees will develop skills in identifying facilitators/barriers to collaboration and become aware of the impact of power in systems.

Workshop

Room: 401 aud.

- 11:30 **Mindfulness-Based Stress Reduction: Cultivating the Practice**
Ali Turfe

Abstract: Jon Kabat-Zinn, Ph.D., is the author of Mindfulness-Based Stress Reduction (MBSR). He defines mindful awareness as the awareness that arises from paying attention, on purpose, in the present moment, non-judgmentally...since the present moment is the only time anyone ever has for perceiving, learning, growing, and transforming. MBSR was developed as a public health initiative, and with modifications, the curriculum entered the field of education with the same self-care objectives. Its strategies offer potential benefits in the educational setting. They range from increased practitioner sense of well-being, attention, awareness, stress regulation, and social connectedness. Research also demonstrates strengthening of the prefrontal cortex. Mindfulness must be experienced to be known, thus experiential and inquiry-based learning are foundational in MBSR curriculum. Participants will learn mindfulness meditation practices that develop awareness of body, heart, and mind. In this self-care skills presentation, school psychologists will (a) review MBSR literature, (b) experience three formal mindfulness practices and inquiry, and (c) learn two mindfulness practices to reduce stress during communication. Research demonstrates that MBSR empowers school psychologists with increased presence, awareness, and connectivity which results in workplace stress reduction.

13:00 - 14:00 LUNCH / Interaction groups

13:00 - 14:00 Interaction Groups

Group C: Room 203

Group E: Room 205

14:00 - 15:30 Thematic Session 3

Mental health III - Symposium: Teacher Well-Being Global Project
Phase II: Qualitative Research Findings from Italy, Portugal, and
Slovakia

Room: Alfa aud.

- 14:00 **Global Perspective's on Teachers' Wellbeing and mental health following the COVID-19. Qualitative data from Italy**
Maria Cristina Matteucci, Sophia Corridore, Annalisa Soncini, Mariagrazia Zuccarini, Giovanni Maria Vecchio, Paola Perucchini, Antonietta Russo, Carolina Facci, Enrica Ciucci
- Abstract: During the spring of 2023, the Italian research team conducted a qualitative study within the scope of the international research project "Global Perspectives on teachers' wellbeing and mental health following the COVID-19". This study involved the collection of data from three Italian regions (i.e., Emilia Romagna, Lazio, and Tuscany) through the organization of six focus groups (2 in each region), distributed between primary and secondary schools, resulting in a total of over 40 teachers involved and as many ecomaps collected. Some of the focus groups were conducted with teachers from the same school, while others involved teachers from different schools, aiming to maximize the diversity of perspectives. The coding/analysis of qualitative data is currently in progress through a deductive-inductive process in which we apply an initial coding scheme (derived from theory and prior research) using a broad or general set of codes, integrated with a set of sub-codes (derived from the data) as an interpretive step tailored to the Italian data. The results will contribute (1) to the understandings of psychological well-being and mental health held by teachers, and (2) to the understandings/definitions of psychologically healthy environment/ecology held by teachers in the context of COVID-19 pandemic.
- 14:20 **Teacher Well-Being Global Project Phase II: Qualitative Research Findings from Portugal**
Sofia Mendes, Rosário Serrão, Pedro Dias, Madalena Melo, Sofia Major, Sofia Marques
- Abstract: The mental well-being of teachers has garnered attention, especially post-COVID-19, highlighting the need for a socio-cultural exploration of their mental health across various nations. This study delves into the factors that influence and bolster teachers' mental health through an international initiative. Conducting 3 focus groups in Portugal, the research engaged primary, middle, and secondary teachers. Utilizing an interview guide, discussions revolved around psychological health, its challenges and supports. Furthermore, participants developed Ecomaps to visualize supportive and stressful relationships, events and places. This presentation will outline the initial findings from the focus group discussions and ecomap analysis within the Portuguese context.
- 14:40 **Determinants of well-being in teachers following the COVID-19 pandemic: Evidence from Slovakia**
Olga Orosova, Silvia Majercakova Albertova, Janka Nováková, Beáta Gajdošová, Anna Janovská, Eva Gajdošová
- Abstract: Background: The COVID-19 pandemic has affected teachers' well-being. The perceived stress associated with COVID-19 was similar among the age groups and no relationship was found between teachers' age and their COVID-19 stress. Aim: To explore the in/direct associations between teachers' age and well-being, the serial mediation role of perceived stress and general job satisfaction on this association, following the COVID-19 pandemic. Methods: The participants of this study consisted of 2636 teachers (mean age 42.27, 88.1 % female). The online survey administered in March 2023, as a part of an international study, consisted of the Teacher Subjective Wellbeing Questionnaire, the overall job satisfaction question, and the perceived overall stress question. The serial mediation model was analyzed using the PROCESS macro Model 6 for SPSS 25. Results: The data supported a long-way serial mediation (age → perceived stress → job satisfaction → well-being), and one shortcut mediation (age → perceived stress → well-being). A direct positive association between teachers' age and well-being was found. Conclusions: This study contributes to encouraging school (psychologists) researchers to help teachers, especially beginning teachers, reduce perceived stress causes and alleviate the effect of stress on their health following the COVID-19 pandemic.

Building teams III - Symposium: Promoting well-being in schools through partnerships with different stakeholders
 Room: 301 aud.

- 14:00 **The European policy framework of a whole-school approach to promoting well-being in educational settings**
Baiba Martinsone
- Abstract: -

14:20 **Promoting children's well-being in schools through Tier 3 interventions in community-based mental health services.**

Romija Krēziņa

Abstract: The Child and Adolescent Resource Centre (ARC), a community-based mental health service provider, delivers government-funded care for children experiencing mood disorders alongside socio-rehabilitative interventions for adolescents aimed at reducing addiction risks and high-risk behaviors that harm self and others. Throughout 2023, ARC assisted 12144 clients in 9 regional branches. In Latvia, the ARC stands in the Tier 3 support system for educational institutions, addressing pronounced mental health issues through a multidisciplinary framework. A comprehensive presentation will be delivered on the 2023 cohort of ARC clients, with a particular emphasis on those encountering educational challenges, including absenteeism, reduced motivation for learning, and diminished academic performance. This presentation will encompass a detailed discussion of clinical data about this client group, alongside in-depth case analyses and evaluations of client outcomes. Case management strategies will be proposed to enhance collaboration with educational systems, aiming to improve the psychosocial and academic outcomes of children and adolescents with difficulties.

14:40 **Children, who are difficult, unfitting, and marginalized within the education system**

Dace Dzedone

Abstract: One of the target groups of SOS Latvia is children who grow up in social-risk families, where parents have a low level of social skills and don't recognize and respond to the needs of their children. We have observed a tendency that sooner or later these children start to be pushed out by the schools – they are moved from one school to another, transferred to homeschooling or distance education. The main reasons for exclusion are insufficient resources of the schools, lack of knowledge, skills, and cooperation in working with children who had traumatic experiences, are having learning difficulties, or are suffering from social or pedagogical neglect. As a result, children drop out of the education system and come to the attention of Social Services and law enforcement authorities, when the problems have already become very difficult and complex. An innovative program "Individual social rehabilitation program for youth with behavioral problems" implemented by SOS Latvia will be presented through a case study. Solutions proposed by the program will be demonstrated, including the collaboration of a team of various specialists from social, health, and educational fields.

Building teams IV

Room: 203 aud.

14:00 **Team Members' Perceptions of a Structured Guide for Discussing Screening Data**

Ellie Young, Justina Grubb

Abstract: Schoolwide social-emotional screening identifies students at risk for school issues, enabling targeted prevention efforts or interventions. Additionally, screening data informs teachers' support strategies and enhances their skills in addressing social, emotional, and behavioral needs. Despite extensive research on schoolwide screening, limited focus exists on utilizing screening data. This study explored school teams' perspectives on using a structured guide for screening data review. Forty-seven participants from seven school leadership teams utilized a Discussion Guide (DG) to analyze their Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE) data. Qualitative analysis revealed the DG's usefulness in formulating data-based responses and identifying trends. Suggestions for improvement included adding intervention strategies and allowing more time for data review and action planning. This study emphasizes the importance of structured data review processes in enhancing schoolwide support and intervention strategies.

14:15 **Evaluation of the Georgia Elementary School Climate Survey for Elementary School Children**

Victor Martinelli, Milosh Raykov

Abstract: School climate is a vital aspect of school life. It influences students' emotional well-being, social relations and academic achievement. Therefore, educators need to monitor school climate to nurture good interpersonal relations and students' positive experiences in school. Educators and psychosocial support services in schools need valid and reliable instruments to measure and monitor school climate to achieve this objective. A review of the instruments for measuring school climate shows that they are available in several countries. Still, their application in these diverse settings requires evaluation and adaptation to the different conditions in other countries and languages. This study is part of a larger international project that examines the use of the Georgia Elementary School Climate Survey across many countries. This study was based on responses from 592 children from five primary schools and focused on evaluating an adapted version of the Georgia Elementary School Climate Survey for primary school children. The study indicates that the slightly adapted scale has a good structure and acceptable internal consistency, suggesting that it can be used in school practice. Furthermore, the study suggests further developing this scale to respond better to the local educational setting.

14:30 **Exploring the relationship between the Emotional Literacy Support Assistant (ELSA) intervention and whole-school approaches to mental health - a case study.**
Helena Rogers, Catherine Kelly

Abstract: The Emotional Literacy Support Assistant (ELSA) intervention was designed to build the capacity of schools to support social and emotional needs from within their own resources. This study adopted a qualitative single case study design to explore the relationship between the ELSA intervention and whole-school approaches to mental health in one primary school community, hearing the voices of the ELSA, school staff, parents and an assistant educational psychologist. Employing reflexive thematic analysis generated five key themes: conceptualisations of whole-school approaches and the ELSA role; communication and connection facilitates wider understanding and wrap-around support; this is the way we do things – enacting relational values across the whole school; organisational and leadership support as the foundation for successful ELSA work, and the importance of increasing wider support to meet needs. Findings indicate the importance of shared relational values and practices across the school community. ELSA becoming an embedded component of a whole-school approach appears to support pupils' needs to be addressed in context and allows ELSAs to contribute towards wider school practice. The study highlights factors which support ELSA to become part of a whole-school approach to mental health, with implications for practice discussed for both educational professionals and educational psychologists.

14:45 **From Emotional Awareness to Group Leadership: Integrating Mindfulness and SEL Elements into Group Counseling Training in Taiwan**
Ya-Ting Juang, Marissa Yi-Hsuan Wu, Chung-Hau Fan, Nai-Jiin Yang

Abstract: This study examined the effectiveness of a curriculum of Group Counseling, which included group counseling concepts, theories, and leadership skills, while integrating mindfulness activities and SEL concepts to enhance students' self-awareness and interpersonal skills. The overall aim was to assist undergraduate students in enhancing self-awareness, interpersonal skills, and becoming better group leaders. The pre- and post-evaluations conducted from a sample of 51 undergraduate students demonstrated significant effects of the Group Counseling curriculum in enhancing: Self-awareness $t(47) = .723, p = .018, d = -.268$, interpersonal skills $t(47) = .646, p = .001, d = -.439$, and the total scores of the Emotional Literacy scale (EL; Hung & Wang, 2023) $t(47) = .739, p = .006, d = -.302$. These results indicated that the course positively influenced students' emotional literacy. Moreover, feedback from students indicated that mindfulness activities helped them increase internal self-awareness. SEL contributed positively to self-awareness, enhanced self-expression, and improved emotional regulation abilities. The conference presentation will discuss in detail course design, implementation, and barriers, along with suggestions for future practical implications.

15:00 **“Counselors feel alien and alone in the school”: a survey and interview study of Bhutanese school counselors’ challenges and resources**
Julie Larran, Sascha Hein

Abstract: The Himalayan Kingdom of Bhutan, pioneer of the Gross National Happiness (GNH) index, is undergoing significant changes believed to have negative consequences for children and youth. These include increasing mental health issues, harmful media use, substance abuse and suicide cases. With few mental health services available across the Buddhist nation, the first 12 school guidance counselors were implemented in 2011. Today, around 200 school counselors are active across Bhutan's nearly 600 schools but little is known about them. This study investigated Bhutanese school counselors' self-reported challenges and resources. The results of a survey completed by 162 school counselors and of semi-structured in person and online interviews of 28 school counselors will be presented. Content analysis and interpretation guided by Bronfenbrenner's Ecological Systems Theory (EST) reveal that school guidance counselors experience role conflict and feel isolated within the school system because of stigma around mental health acting as a barrier to help-seeking and misconceptions around this young profession. More school counseling and mental health advocacy and awareness initiatives are needed within Bhutanese schools and the wider community, more clearly defined school counseling roles and guidelines concerning stakeholder collaboration, and more resources such as a counseling room.

Assessment I

Room: 207 aud.

14:00 **Comparing Questionnaires Assessing Emotion Regulation in Children and Adolescents Validated in European Countries: A Review**

Lucia Gasparovicova, Emily Meachon, Alexander Grob

Abstract: Introduction: Emotion regulation (ER) is well-researched and copious ER questionnaires have emerged. Given their large number, lack of consideration of adaptation region(s) and reviews for psychologists in non-English countries makes it challenging for European researchers and practitioners to find fitting, regionally adapted ER questionnaires. They are particularly important for the assessment of children and adolescents for the early detection of mental health problems. Thus, this narrative review concisely presents available ER questionnaires for children and adolescents in Europe and their qualities. Methods: Literature about ER questionnaires for children or adolescents developed or adapted in European countries was systematically searched for in research databases and additionally in all European languages on Google Scholar. Identified literature was investigated on language and region of development or adaptation, particular assessed ER context, validation in clinical or at-risk population and quality criteria. Results: ER questionnaires for children and adolescents exist in a third of Europe, mostly for adaptive and maladaptive ER in negative emotions. Only a fifth of questionnaires were assessed in at-risk or clinical samples. The quality of relevant criteria lay between somewhat satisfactory to dissatisfactory levels. Discussion: Implications of the findings, suggestions for quality improvement and future research are discussed.

14:15 **Developing a Japanese large-scale emotion word database: A new tool to promote children's emotional development**

Naomi Watanabe, Takashi Hattori, Tessei Kobayashi

Abstract: Language plays a vital role in emotional development (Lindquist et al., 2018). Numerous studies have investigated children's emotion word usage and parent-child/teacher-child emotion talk (e.g., Chan et al., 2022), however emotion words themselves have yet to be organized as a database with developmental perspectives. This study presents a novel approach to developing a large-scale emotion word database using various study findings. First, we selected 3,021 Japanese emotion words integrating emotion word dictionaries and previously-cited emotion word lists (e.g., Nakamura, 1993). To obtain fundamental information on those words, we collected adults' ratings on valence, emotion category, intensity, and familiarity for each word (Watanabe et al., in preparation). To add developmental perspectives to the database, we utilized study findings on Japanese children's emotion word usage (Watanabe & Kobayashi, 2019), age of acquisition for emotion words (Narimatsu et al., in preparation), and emotion words used in storybooks and parent-child emotion talk (Watanabe et al., 2018) and in Japanese language textbooks (Narimatsu et al., 2023). Integrating this valuable information, the database will help us better understand emotion words and emotional development. We will discuss how the database can be used in interventions to promote children's learning as well as to support teachers and families.

14:30 **Effects of familiarity on emotion word ratings: Developing a Japanese large-scale emotion word database**

Takashi Hattori, Takumi Furuta, Naomi Watanabe, Tessei Kobayashi

Abstract: A large-scale emotion word database would be useful to support children's social-emotional development. We, a team of informatics and psychology researchers, are currently developing a reliable Japanese emotion word database. To do so, we conducted a web survey of 1,008 emotion word ratings. In this study, we examined how participants' familiarity rating affects their impression of emotion words to determine whose ratings are valid for the database. 8,513 participants (ages 20-50s) rated valence (positive, negative, both), emotion category (e.g., happiness, sadness), intensity (1-7), and familiarity (don't know, have seen/heard, can make sentences) of each assigned word (15 words per participant). Each word was rated by approximately 100 participants. Results revealed that the familiarity rating "have seen/heard" group and the "can make sentences" group rated similarly in valence and emotion category, whereas the "don't know" group differed from other two groups in their rating tendencies. Furthermore, the results suggest that the "can make sentences" group tended to rate stronger intensity to some emotional words, while the "have seen/heard" group tended to rate intermediate intensity to the same words. We will discuss which ratings are useful for the database as well as how the database could be utilized in social-emotional learning.

14:45 **Assessing Students' Social Emotional Learning: SSIS SEL Brief Scales validation in Romania and Greece**

Aurora Adina Colomeischi, Maria Poulou

Abstract: A plethora of school-based programs have been developed to promote students and teachers' social and emotional competences. An important issue is the availability of validated instruments to measure such competencies. The SSIS SEL Brief Scales-Student Form specifically was found to be a valid measure to assess students' social and emotional competences. However, a disadvantage of this screener is with regard to current psychometric data, as the manual only reports correlations with scales from the Social Skills Improvement System. Therefore in our proposed paper we intent to validate SSIS and provide further evidence for its psychometric properties in two different countries: Romania and Greece. Our aim is to enhance its validity with the use of two additional measures which have already been translated in Romanian and Greek as well and have been used exclusively for research purpose. These measures will capture students' trait personality characteristics with the Trait Emotional Intelligence Questionnaire- Short Form (TEIQue-SF) and students' behavior strengths and difficulties with the Strengths and Difficulties Questionnaire (SDQ). About 450 students aged 10-14 years old from primary and secondary schools in Romania and Greece will report their social and emotional competences, trait characteristics and behavior strengths and difficulties.

15:00 **Facilitating Social-Emotional and Behavioral Identification and Intervention in Early Childhood**

Nathaniel von der Embse, Meghan von der Embse

Abstract: Social, emotional, and behavioral concerns can first come apparent in early childhood, with timely recognition of need being the first step in providing intervention supports. Teachers and caregivers are an integral part of the intervention process; however, many do not feel confident in their ability to identify detect early warning signs (Askell-Williams & Lawson, 2013). Training early childhood educators and caregivers is a promising practice to improve early identification and intervention. This presentation will discuss the preliminary development and validation of Project Begin Well, an early identification training program for caregivers and early childhood educators with six virtual training modules. These training modules introduce internal and external behaviors and their impacts, define developmentally appropriate behaviors, examine how to support healthy social-emotional and behavioral development, and discuss how many factors can influence the identification of concerning behavior. In addition to training on the identification of need, supporting teachers in the use of the Behavior Incident Report System (BIRS) for tracking and analyzing behavior incidents can help programs make decisions about intervention supports. This presentation will discuss preliminary evidence of Project Begin Well, and give attendees access to BIRS and teacher and caregiver training resources.

Workshop

Room: 204 aud.

14:00 **From Crisis Coping to Supporting Teachers and Families**

Bernhard Meissner

Abstract: When we support people who are severely affected by crises in overcoming them, as helpers we start from what helps or has helped. Using our own experience and encouraging other people to trust their own good experiences will help them. This is the result of decades of school psychology counselling, work in school development, crisis intervention and, in recent years, discussions on life experiences. The suggestions of the well-known American existential psychotherapist Irvin D. Yalom were of high importance for doing this. For SHARING sessions people from different social and professional backgrounds come together. They are predominantly members of the second half of life scanning their life experiences with the question what has helped them and is now helping them to lead as happy and contented a life as possible. The provider of the workshop contributes his experience just as much as the participants. Fundamental beliefs - such as: being there for other people makes you happy - are discussed, as are individual basic development experiences and coping strategies. Such a background of life experience will be an excellent basis for developing ideas for the best possible education in the respective school.

Workshop

Room: 401 aud.

14:00 **Utilizing Wearable Technology in Assessment and Intervention**
Dan Florell

Abstract: Incorporating wearable devices into the assessment and intervention of students presents a promising frontier for school psychologists. This workshop introduces the potential of wearable technologies, including sensors and ambulatory monitors, to capture real-time, real-world data that is vital for understanding and addressing psychological and physical health challenges in youth. Attendees will explore how these devices can track physiological responses, physical activity, and sleep patterns, offering insights into the well-being of children and adolescents. The session will outline practical applications of wearable technology in school settings, highlighting the integration of data from wearables with self-reported measures and electronic records for a comprehensive view of functioning. Special attention will be given to ethical considerations and the importance of data contextualization to enhance intervention strategies. Expected outcomes for attendees include a deeper understanding of the utility of wearable devices as adjunct tools for behavioral monitoring and intervention, improved competency in data interpretation, and strategies for ethical implementation. By harnessing the capabilities of wearable technology, school psychologists can advance personalized approaches to support the health and development of students.

Roundtable

Room: 201 aud.

14:00 **Meeting of the School Psychology in International Schools Interest Group**
Aaron Haddock, Karin Shipley

Abstract: The School Psychology in International Schools Interest Group warmly invites all participants of the ISPA annual conference to a meeting centered on the provision of school psychological services within the distinct milieu of international schools. This session will engage attendees in a discussion led by the organizers, focusing on the nature and extent of psychological services in international schools and the unique international and intercultural contexts that shape these settings. The meeting is designed as an open forum for networking, exchanging insights, and sharing resources critical to the advancement of school psychology within international schools. It offers participants the chance to connect with colleagues who share an interest or are involved in international schools, thereby fostering a community of practice that extends beyond the conference. We encourage you to join us for an enriching experience of learning, conversation, and collaboration, all aimed at enhancing school psychology practices in the international school context.

15:30 - 16:30 COFFEE BREAK

15:30 - 16:30 Poster Presentations

16:30 - 18:00 Thematic Session 4

Mental health IV - Symposium: Social and Emotional Learning Interest Group Symposium 1: Development in SEL in Southern Europe

Room: Alfa aud.

16:30 **The impact of the PAUMS SEL program on social anxiety and withdrawal in adolescents: A promotion or a prevention effect?**
Marta Marchante, Vitor Alexandre Coelho

Abstract: This presentation analyzes the effectiveness of the Positive Attitude Upper Middle School (PAUMS) Social and Emotional Learning (SEL) program on social anxiety and social withdrawal by comparing groups of Portuguese adolescents who completed the program before and after the COVID-19 confinement. In addition, it also examined the role of school climate during this period. Participants were 713 adolescents (48.5% girls) attending the 7th and 8th grades (Mage = 12.49, S.D. = 1.06). Four hundred eighty-three students integrated the intervention groups, whereas 230 students composed the control groups. Assignment to the control and intervention groups occurred at the classroom level. Growth Curve Analyses using three measurement points were employed to analyze self-reports, where ANOVAs were used to analyze teacher reports, because only two assessments were available. Although both groups showed positive results, the groups that completed the intervention after the confinement reported a steeper decline in social anxiety and social withdrawal than those who completed it before. Higher levels of school liking were associated with a steeper decline in social anxiety. The current study highlights the importance of the preventive role of an SEL program over its promotive component during a critical event.

16:50 **Bullying and Autism Spectrum Disorder: Correlation of the phenomenon of victimization of high-functioning autism students with educational practices in the context of Inclusion in Primary Education**

Tatiani Gkatsa, Irene Antoniou

Abstract: Bullying and victimization in children with Autism Spectrum Disorder (ASD) is a problem of particular importance, as this category of students is at high risk of victimization by other students, which negatively affects their psychosocial and emotional development. The purpose of this study is to investigate the rate of victimization of children with High-Functioning Autism (AHF) by their peers in primary school, and whether this rate correlates with teachers' education professionals' classroom practices for the inclusion Data collection was conducted using two questionnaires, the Autism Inclusion Questionnaire (AIQ) (Segall & Campbell, 2007), which explores the educational practices that teachers utilize in terms of including students with ASD in the general classroom (Segall & Campbell, 2012) and the questionnaire on victimization of children with ASD by their peers (Belidou, 2017). The survey was based on the responses of 143 teachers who teach primary school students diagnosed with high-functioning ASD. The results showed that 34.3% of teachers observed that AHF children are at higher risk of victimization compared to typically developing children. Also, it was found, there are several educational practices of children with autism, which are associated with the victimization of children belonging to the high-functioning autism spectrum.

17:10 **Does a Social and Emotional Learning Program have the same effect for all students regardless of their bullying roles?**

Vitor Alexandre Coelho, Marta Marchante

Abstract: This presentation analyzed if students involved in different bullying roles; victims, bullies, bully-victims and non-involved benefited differently from participating in the Positive Attitude Upper Middle School (PAUMS) Social and Emotional Learning (SEL) program. Participants were 876 middle school students (Mage = 12.81 years, SD = 1.07 years), of which 440 (50.2%) were boys and 436 (49.8%) were girls. The sample was collected from 43 classrooms in eighteen Portuguese public middle schools. Five-hundred-thirty-one students (60.6%, 29 classrooms) received the intervention, while 345 students (39.4%, 14 classrooms) formed the control groups. Growth Curve Analyses using three measurement points were employed. Students from the intervention groups displayed gains over control group students in all four social and emotional competencies analyzed, but participation in the PAUMS SEL program led to greater increases in self-control and social awareness for both victims and bully-victims and in responsible decision-making for victims compared to students not engaged in bullying. There were no differences between bullies and non-involved students in any social and emotional competence (SEC). The current study showed that participating in an SEL program led several benefits in the development of SEC for both victims and bully-victims, but not for bullies, questioning the universality of SEL programs.

Mental health V Symposium: Global perspectives on teachers' wellbeing and mental health following the COVID-19

Room: 301 aud.

16:30 **The challenge of being a teacher in Uruguay: exploring working conditions and wellbeing**

Cindy Mels

Abstract: Teacher wellbeing is essential for educational quality. It is heavily determined by contextual factors which enable teachers to realize their teaching goals and provide manageable work demands. In Uruguay, educational policy structures workplace conditions that pose risks to teacher wellbeing. For example, teachers often work at multiple schools to get by financially. Also, many do not hold a teaching degree, making them insufficiently prepared for addressing daily educational challenges. Using quantitative data collected as part of the international teachers' wellbeing project, we explore the working conditions of Uruguayan teachers and how these relate to teachers' subjective wellbeing, and perceived job satisfaction. The sample comprises 504 teachers (21.63% primary, 78.37% secondary school). 38% of primary school teachers and 73,66% of secondary school teachers work simultaneously in more than one school, attending 145 students on average (SD 106.53). 24.01% of the sample does not hold a teaching degree. Group comparisons with ANOVA and t-test reveal more positive perceptions of workplace conditions and wellbeing in primary school teachers, teachers with degrees, and those working in only one school. ANCOVA analysis shows that perceived job demands and resources, and school connectedness predict general job satisfaction. Policy implications are discussed.

16:50 **Determinants of well-being in teachers following the COVID-19 pandemic: Evidence from Slovakia**

Olga Orosova, *Silvia Majerčáková Albertová*, Janka Nováková, Beáta Gajdošová, Anna Janovská, Eva Gajdošová

Abstract: Background: The COVID-19 pandemic has affected teachers' well-being. The perceived stress associated with COVID-19 was similar among the age groups and no relationship was found between teachers' age and their COVID-19 stress. Aim: To explore the in/direct associations between teachers' age and well-being, the serial mediation role of perceived stress and general life satisfaction on this association, following the COVID-19 pandemic. Methods: The participants of this study consisted of 2636 teachers (mean age 42.27, 88.1 % female). The online survey administered in March 2023, as a part of an international study, consisted of the Teacher Subjective Wellbeing Questionnaire, the overall job satisfaction question, and the perceived overall stress question. The serial mediation model was analyzed using the PROCESS macro Model 6 for SPSS 25. Results: The data supported a long-way serial mediation (age → perceived stress → life satisfaction → well-being), and one shortcut mediation (age → perceived stress → well-being). A direct positive association between teachers' age and well-being was found. Conclusions: This study contributes to encouraging school (psychologists) researchers to help teachers, especially beginning teachers, reduce perceived stress causes and alleviate the effect of stress on their health following the COVID-19 pandemic.

17:10 **Relations between workplace conditions, job satisfaction, psychological well-being and job commitment among teachers in Hong Kong**

Kathy Shum, Emily Li, Queenie Siu, Que Zheng

Abstract: Teachers' well-being has become a growing concern in Hong Kong due to the rapidly changing educational and societal environment in recent years. This study explored the relations among school workplace conditions, teachers' job satisfaction and commitment, and their psychological well-being. A cohort of 224 teachers in Hong Kong (34% male, mean age=37.4 years, SD=.69) completed an online questionnaire. The findings showed that job satisfaction served as an important mediator between workplace conditions—including job design, workplace relationships, and leadership—and teachers' wellbeing ($p < .01$). Moreover, direct contributions were observed from workplace relationships ($\beta = .23$, $p < .001$) and leadership ($\beta = .22$, $p = .04$) to teachers' wellbeing. Similarly, job satisfaction significantly mediated the relationship between workplace conditions and teachers' work commitment ($p < .01$), with indirect effects ranging from .10 to .23. However, no direct effects were found between workplace conditions and teachers' work commitment. The proposed path model demonstrated a good fit, supporting the mediated relations examined. These findings provide insights into the stressors faced by teachers within their workplace environment. Notably, workplace relationships and leadership emerge as pivotal factors influencing teachers' job satisfaction and wellbeing. This study holds implications for school management policies and interventions aimed at enhancing the professional experience and well-being of educators in Hong Kong.

17:30 **National Perspectives from Cyprus on Teachers' Well-Being and Job Satisfaction in the Context of the Post-Covid-19 Pandemic Crisis.**

Anthi Loutsiou, Christina Pieri, Maria Hadjiyianni, Maria Karekla, Olympia Pallikara

Abstract: This quantitative study from Cyprus is part of Phase 1 of a larger international study investigating 'Global perspectives on teacher's wellbeing and mental health following the COVID-19 pandemic'. This study presents findings of teacher outcomes in Cyprus and significant predictors and moderators of these outcomes. A sample of teachers (N=400) from primary and secondary education levels across Cyprus was recruited via open calls in 2023-24. The international packet of self-administered questionnaires was administered, in Greek, online via Qualtrics. The data collection is expected to conclude in the Spring of 2024. Results will be reported from descriptive, multiple regression and moderation analysis to unveil socio-demographic and other risk factors that might adversely affect teachers' well-being and job satisfaction. Preliminary findings from additional aims of this study will be presented that expand upon the international study. Specifically, additional questionnaires were administered to investigate the potential role of teacher's psychological flexibility and prosociality as protective factors of teacher outcomes. Finally, an innovative extension of the study will be introduced using a cutting-edge intensive longitudinal design that employs contextual evaluation through Ecological Momentary Assessment (EMA) to uncover individualized patterns and support mechanisms to enhance teachers' overall well-being.

Building teams V

Room: 203 aud.

16:30 **Building Effective Teams to Provide Inclusive Mental-Health Interventions for Students in High-Need Schools**
Catherine A Perkins

Abstract: Schools are embedded within a socio-cultural environment and as such, often mirror the context within which they reside. There is a direct relationship between the challenges faced in the larger community and those seen in school-age youth (Shedd, 2015). Thus, schools designated as high-need frequently serve students who come from backgrounds that put them at risk for a range of mental-health challenges. According to the National Alliance on Mental Illness (NAMI), one in five youth in the U.S. live with a mental health condition, but less than half of these students receive services. Undiagnosed and untreated mental-health conditions can affect students' ability to learn, grow, and develop (Whitney & Peterson, 2019). Schools provide unique opportunities to identify and intervene with mental-health conditions by serving students where they are. Effective teams of professionals are needed to design and implement inclusive mental-health interventions, particularly in high-need schools. This presentation will discuss a model for building such teams within a network of community support. Project GSU EQUIP is a collaborative effort between a university training program and local school districts identified as high-need in the U.S. The project aims to build effective teams equipped to provide inclusive mental-health interventions for youth in need.

16:45 **Exploring Teacher Perspectives of Literacy Instruction for Students with Behavioral Needs**
Lauren Astle, Ellie Young, Elizabeth Cutrer-Parraga, Karen Brock

Abstract: This research explores the perspectives of teachers engaged in effective literacy instruction when working with students with challenging behaviors. Employing the Critical Incident Technique, teachers shared pivotal moments of success and challenges in their reading instruction. Participants involved in this project were given the opportunity to relate a specific event/situation/time that which they were particularly proud of their reading instruction, as well as a significant event/situation/time in which they were not particularly proud of their reading instruction in class. The results unveiled four themes based on teacher perspectives on literacy instruction to children with challenging behaviors: efficacy in teaching, instructional design, creating an intentional learning environment, and a passion for teaching. Efficacy in teaching includes teachers having a growth mindset, deep knowledge of literacy instruction, utilizing instructional coaching and modeling and collaboration. Instructional design highlighted engagement, pacing, scaffolding, and reflective practices. When teachers created an interventional learning environment, the sub-themes that were found were high positive expectations, routines, effective classroom management, and student accountability. Having a passion for teaching included continuous learning and creating an emotional connection with students. Effective teachers demonstrated adaptability, clear expectations, and evidence-based strategies, resulting in improved literacy outcomes, even for students with behavioral issues.

17:00 **Enhancing Youth Behavioral Health Care through Innovative Tech-enabled Services: Insights from a University-Community Partnership**
Nadia Ward, Aaron Haddock

Abstract: Mental health organizations and university partnerships can serve as a model for delivering innovative treatment interventions, thereby improving treatment effectiveness and clinical outcomes. The implementation of technology-enabled services, alongside high-quality professional development and sponsored research initiatives, is essential for sustaining these efforts over time. This paper highlights a partnership between the Department of Children and Families in the U.S. state of Connecticut and Clark University. This collaboration established a Sensory Immersion Room (SIR) equipped with clinical virtual reality to support and enhance the clinical treatment of boys aged 13 to 19 in psychiatric residential treatment. SIRs are calm, soothing spaces designed to assist youth struggling with behavioral health issues, emotional dysregulation, trauma, or disruptive behavior. The presenters will discuss the comprehensive approach to the SIR's implementation by a multidisciplinary team, share preliminary findings, and explore the implications for SIR-based interventions.

17:15 **Unlocking Literacy Success: Strategies for Teaching Tough Kids in Early Grades**
Lauren Astle, Ellie Young, Elizabeth Cutrer-Parraga, Karen Brock

Abstract: Effective consultation happens when school psychologists know critical instructional strategies that improve students' literacy scores. Researchers identified teacher actions that contributed to improved literacy scores for students with challenging behaviors. Session participants will learn key factors that contribute to improved student outcomes in literacy and behavior. This presentation will describe the results of a study that analyzed approximately 10 videos of literacy instruction in kindergarten through third grade. These teachers were identified as educators who markedly improved literacy outcomes for students with behavioral challenges. Their videos were reviewed by a team of researchers who identified critical instructional components of the target lesson. Using the critical components of effective literacy instruction observed in the videos (Aiken & Bratsch-Hines, 2022; National Reading Panel, 2000), the authors developed a rubric that can be used to guide consultation and collaboration with classroom teachers, instructional coaches, and school problem-solving teams. The rubric helps instructors identify the strategies that are most helpful when teaching literacy skills in the early grades. Effective teachers emphasized engagement, monitoring, pacing, difficulty, practice, and sound blending. Educators gave time for students to engage in gestures and vocabulary learning.

17:30 **Supporting the needs of children and young people at risk of permanent exclusion in mainstream secondary schools**
Cathryn Booth, Caroline Bond

Abstract: School exclusion is one of the most serious punitive disciplinary measures enforced in response to a pupil's behaviour. The rate of school suspensions and exclusions remains a growing concern in England. Excluded pupils are often some of society's most vulnerable children who are statistically more likely to be living in poverty and to have an identified special educational need. An empirical investigation, adopting a case study design, and utilising semi-structured interviews with multiple stakeholders including pupils, explored how secondary schools and local authority systems support pupils who have experienced exclusion or are at risk of exclusion. This paper presents case studies from two local authorities, offering insights into the support systems in place within their localities to support pupils who have been excluded or are at risk of permanent exclusion and identifying successful strategies for reintegration into mainstream education. The paper concludes by considering the findings in line with current research and implications for future practice.

Roundtable

Room: 207 aud.

16:30 **International practices in School Psychology to work with Multilingual Learners**
Patricia Sánchez Lizardi, Tobias Kahl, Anita Sohn McCormick

Abstract: International migration, either by choice or necessity, has been part of humanity. The United Nations defines "an international migrant as any person who has changed his or her country of residence" and, as of July 2020, the number worldwide was estimated to be 281 million. This implies that many migrant youths are attending schools where their primary language is not used to educate them. Furthermore, many children may not fit the U.N. definition because they were born in the host country but began learning the host country's language only when they first entered school. These Multilingual Learners (MLs) will need support to learn not only the language of the host country but also academic content. The purpose of this round table is for ISPA members to share and discuss the types of processes and supports MLs receive in the schools they work. One main question to guide the discussion is: How has your practice been adapted to work with MLs and their families in your country? Participants are also welcome to share their countries' policies and the challenges they face in practice. The organizers will share their experiences working with MLs in Mexico, the United States, Colombia, and Switzerland.

Roundtable: ISPA European Committee

Room: 201 aud.

16:30 **ISPA European committee meeting**
Zydrė Arlauskaitė, Evelina Grigiene, Alina Martinkute -Vorobej

Abstract: The aim of this round table discussion - to meet school psychologists from Europe, name and prioritize problems in their work field; look for the possible solutions by using best practices; talk about methods to demonstrate particularity and importance of school psychology in the countries; discuss on how to get appropriate recognition of school psychology within local and European authorities. We expect that participants will bring and share their experiences and good practices from the countries.

Workshop

Room: 204 aud.

16:30 **Championing Mental and Behavioral Health through Equity-Centered MTSS**
Andrea Clyne

Abstract: This session will provide attendees with the theoretical imperatives behind the school psychologists' provision of mental and behavioral services as well as practical strategies for organizing services within an equity-centered MTSS framework. Participants will have the opportunity to reflect on their schools' current offerings and to set initial goals for enhancing growth and progress. Learning Objectives: Discuss the call to provide culturally responsive mental and behavioral health services and the practical realities that influence our effectiveness. Explore ways to organize mental and behavioral health efforts along a continuum of services within an MTSS framework so that children receive the support they need and want to come to school. Identify strategies for using Multitiered Systems of Support to promote equity and reduce disproportionality in their schools.

Roundtable: ISPA Student Roundtable

Room: 401 aud.

16:30 **How to support students, as students: A meeting of the Student Membership and Networking Committee**
Jessica Brower

Abstract: As international and local students of school psychology, there is an abundance of opportunity to support, to learn from, and to facilitate growth between one another across global settings. The Student Membership and Networking Committee aims to enhance the representation and role of school psychology students within ISPA, increase student opportunities, and to bring students together from around the world. Throughout the year, the committee will facilitate and promote opportunities for professional development webinars, networking events, and student-led presentations. Overall, the committee will collaborate with student members and ISPA leadership to enhance communication and collaboration among students, furthering knowledge of school psychology training in a global context, promoting cross-cultural international research opportunities, and collectively developing and pursuing goals for the future of the committee.

18:00 - 19:00 ISPA Finance Meeting
Room: 203 aud.

8:30 - 10:10 Thematic Session 5

Mental health VI - Symposium: Project Positive Attitude: New Horizons Room: Alfa aud.

8:30 **The participation of Project Positive Attitude in ASP-Belong**

Vitor Alexandre Coelho, Marta Marchante, Patrícia Ribeiro Silva, Patrícia Brás

Abstract: This presentation describes the first steps in the development of ASP-Belong and its implementation in Portugal. ASP-Belong is a digital mental health intervention format using Augmented Social Play (ASP) and Portugal is one of three countries where ASP-Belong will be tested. ASP will use smartphones to deliver real-world group psychotherapeutic interventions and create supportive communities by combining immersive storytelling, contemporary technology, and evidence-based psychology, delivering augmented reality-facilitated, face-to-face collaborative experiences which boost mental health by fostering a greater sense of belonging and connectedness. Ultimately, it is being designed to be to tackle head-on the dramatic increases in mental health problems experienced by young people in a fast-changing, post-pandemic Europe, in which social isolation plays a primary role. This presentation provides a general presentation of the project—describing how the project will span multiple academic disciplines and both technology and creative industries, and how it will employ a stakeholder-collaborative approach, to develop ASP interventions with adolescents and adult stakeholders— and a reflection upon the results of LINA—a prototype of the current ASP application—which has been piloted and evaluated in schools in Austria and the United Kingdom and reflect upon the action needed to adapt it to the Portuguese context.

8:50 **Social and Emotional Learning and its potential to address new challenges**

Vanda Sousa, Vitor Alexandre Coelho, Alexandra Marques Pinto

Abstract: The aim of this presentation is to explore and discuss the potential of social and emotional learning (SEL) programs to face societal challenges of worldwide relevance. The United Nations (UN) defined “Good health and well-being” as one of the Sustainable Development Goals (SDG) for 2030, pointing out mental health as a human rights issue and identifying the need for the promotion of mental health after the pandemic. There is evidence that SEL programs promote social and emotional competencies and promote school achievement. This brought SEL programs recognition as interventions that are effective in promoting mental health and success in life. On the other hand, gender equality has also been defined as one of the Sustainable Development Goal. Although SEL has been characterized as advancing equity, the conceptual and evidence-based for the relationship between SEL and the promotion of gender equity as been scarce. This presentation describes the rationale behind a research project, highlighting the existing evidence and the research questions to be considered for a better understanding of how SEL programs can contribute towards these aims, in order to allow the design of more effective programs that match specific and demanding needs.

9:10 **School transitions in Portugal: protective factors and impact on the transition**

Marta Marchante, Vitor Alexandre Coelho, Alexandra Marques Pinto

Abstract: This presentation proposes to expose the methodology and preliminary data of the research project entitled "School transitions in Portugal: protective factors and impact on transition" whose main objective is to analyze the impact of school transitions (1st, 2nd, and 3rd cycles) on students' self-perceptions and contextual factors that influence school transition (school stress, bullying, school climate). This project includes three studies that use a multilevel methodology that will be used to study the mediating effect of these variables. In a quasi-experimental study, the effectiveness of an intervention in the school transition from the 2nd to the 3rd cycle (Transição3 program) will be evaluated. Preliminary results of the program indicate that it has a positive impact on students' self-esteem. Meanwhile, in a longitudinal study, we will study the mediation effects of the aforementioned variables and the impact of the intervention on students' academic performance after school transitions. This project aims to contribute to the development and dissemination of knowledge about the impact of school transitions in Portugal, highlighting the importance of interventions in this context, and alerting the school community and policymakers to the importance of supporting students during and after these transitions.

Building teams VI

Room: 301 aud.

8:30 **Ethical Considerations for Working with Students and Families in Global, Cross-Cultural Contexts**

Mary (Rina) M, Chittooran

Abstract: Effective partnerships with families are critical to providing services to students in schools, particularly when such interactions occur in global, cross-cultural contexts. In this presentation, culture is viewed broadly as it relates to national or geographic origin, race/ethnicity, socioeconomic status, gender and sexual orientation, language, exceptionality, religion, and age. In addition to remaining mindful of cultural factors, it is equally important to follow ethical guidelines such as those outlined in ISPA's Code of Ethics. These relate to respecting the rights of others and acting responsibly to benefit and avoid harm to students and their families. Ethical considerations include being accepting of others' views, understanding expectations for cross-cultural interactions in global settings, using appropriate communication skills, and abiding by existing norms for partnerships with families. School psychology interventions that adhere to ethical guidelines are more likely to result in beneficial outcomes, sustainable change, and interpersonal satisfaction. Case scenarios, discussion, and shared resources will help raise awareness of the issues presented in this session. While the brevity of this presentation precludes mastery of the information, it is anticipated that participants will return to their own work settings armed with knowledge that will enhance their interactions with students and their families.

8:45 **Ethnic minority heritage parent perceptions of accessing children services: A scoping review**

Jenny knight, Cathy Atkinson

Abstract: Services and professionals need to ensure they meet the needs of the diverse communities within which they work. This scoping review aimed to explore ethnic minority parent experiences of accessing and engaging with children's services. This systematic scoping review included qualitative papers indexed within Applied Social Sciences Index & Abstracts (ASSIA), Education Resources Information Centre (ERIC) and Web of Science from 2018-2023. Studies were included if they captured views of ethnic minority parents in relation to children's services. 48 papers were included within the scoping review across 14 countries and a range of services including psychology, education, autism and mental health. A process of reflexive thematic analysis was engaged with to develop codes and themes. Themes included placing communities at the centre of service design, developing culturally responsive practice with professionals and building collaborative relationships. An overarching theme of the need for increasing safety through the redistribution of power, resources and knowledge was identified. The findings highlight the importance and value of listening to people from minoritized groups to inform service design. Implications are outlined in relation to service and professional development to ensure teams work effectively to meet the needs of diverse communities.

9:00 **The Moderating Role of School Belonging in the Relationship between Family Risk and Prosocial Behavior Among Migrant Adolescents**

Zhuojun Yao

Abstract: The importance of prosocial behavior in helping migrant youths overcome challenges associated with relocating to urban settings has been emphasized. However, the trajectory of prosocial behavior in this population and the factors influencing it remain unclear. This study aimed to investigate the influence of cumulative family risk on the growth trajectory of prosocial behavior among Chinese rural-to-urban migrant adolescents from 7th grade to 8th grade. Additionally, it delved into the moderating role of school belonging in the relationship between cumulative family risk and prosocial development. The participants in this study included rural-to-urban migrant adolescents (Mean age = 13.52, SD = 1.23, N = 844) and their parents. Outcomes from latent growth curve modeling revealed that migrant adolescents displayed intra-individual increases in prosocial behavior during the transition from 7th grade to 8th grade, while cumulative family risk had a negative influence on these changes. Nevertheless, the adverse impact of cumulative family risk on prosocial development was alleviated for adolescents who reported a heightened sense of belonging within the school environment. These findings underscore the protective role of school belonging in the prosocial development of migrant adolescents, especially for those facing elevated cumulative family risk.

9:15 **Investigating Educational Attainment Gaps in the Early Years**

Tina Hart

Abstract: Children's access to quality Early Years (ages 0-5) provision is important for future learning and life opportunities. Government policies aim to provide Early Years support for children from disadvantaged backgrounds. An action research (AR) project explores attainment gaps for children from Black ethnic heritage, as identified through 'Good Level of Development (GLD) data at the end of the Foundation Stage. AR group participants from a variety of professional roles explored how a localised approach to understanding data trends and investigating working hypotheses, facilitates potential changes to practice. Stakeholders within the AR group worked collaboratively to co-produce hypotheses to support their understanding of data trends. This required a multi-agency, shared ownership approach, where a 'safe, open environment' was created to enable discussions around SEND, culture and ethnicity. Stakeholders agreed that the AR process supported the deconstruction of the identified data trend, with the aim to create positive changes to practice. Factors including localisation, collaboration and commitment facilitated the AR process; factors including diminished capacity and misconceptions around roles and responsibilities were barriers. Findings emphasise the importance of multiagency, hypothesis-driven professional groups, working collaboratively, being positively positioned to extract underachievement data trends, from which to plan appropriate support and intervention.

9:30 **Personalised Curriculum Approaches to Support Students with SEMH Needs: A Case Study Exploration in a UK Special School**
Rebecca Halliwell, Adam Rumble

Abstract: Social, emotional and mental health (SEMH) needs are increasing within the UK, and disproportionate exclusion rates are reported for students with SEMH. Schools have an integral role in ensuring the inclusion of these students, to reduce barriers to education and promote wellbeing and engagement. An empirical study was conducted within the SEMH pathway of one special school, utilising a multiple case study design to explore the use of a personalised curriculum model for three students. These students had previously faced challenges with school engagement or exclusion and required a more personalised and relational approach beyond the national curriculum. Semi-structured interviews were conducted with students, parents, and teachers to explore their experiences and perceptions. Data were analysed using reflexive thematic analysis. Findings highlight the positive impact of a personalised curriculum for students with SEMH needs relative to three themes: social and emotional, academic, and preparation for adulthood. Key features, facilitators, barriers, and areas for development in planning and delivering a personalised curriculum model are identified. Recommendations and implications for professionals working with students with SEMH needs in mainstream and specialist settings are discussed. A visual framework is provided to support and guide professionals in implementing a personalised curriculum approach in practice.

Learning II

Room: 203 aud.

8:30 **Early Interventions and the Role of School Psychologists in Delaware, United States**
Nitaya Khanijou, Marika Ginsburg-Block

Abstract: Early intervention has a significant impact on bridging milestone gaps in children with developmental delays due to the plasticity of the brain. Delaware has implemented the Birth to Three Early Intervention Program that provides services in physical, speech/language, cognitive, adaptive, and social and emotional development. Early interventions in Autism Spectrum Disorders (ASD) require individual therapy, for which there is a lack of Board Certified Behavior Analyst. School psychologists in the state of DE can provide educational classification of Autism before a medical diagnosis but they do not provide early interventions for ASD. This qualitative study aimed to understand the opinion and interests of school psychologists in the state of Delaware towards implementing early intervention for ASD. Data will be collected through questionnaires sent to registered NASP/NCSPP school psychologists practising in Delaware, after which interviews will be conducted with volunteer participants. Anticipated themes based on early interviews indicate common themes to include (1) workload constraints, (2) IDEA regulations, (3) lack of resources, and (4) interest in learning. Results and findings will be presented and the role of early interventions in ASD will be discussed. Implications will include changing Education Specialist programs to include early ASD interventions.

8:45 **Teachers' practices in differentiated instruction to teach and support students with emergent literacy in lower primary classrooms in Singapore**
Adeline TW Wang, Mary Anne Heng, Chee Soon Tan

Abstract: In the elementary classrooms, students at emergent levels of literacy struggle with basic reading and are at risk for later reading difficulties and academic failures. Teachers have the primary responsibility to put in place appropriate intervention and support. Differentiated instruction (DI) is a teaching philosophy that respects and provides for students' varied learning needs in a responsive and systematic manner and is increasingly recognised as an effective approach in diverse classrooms. While there have been extensive studies conducted on DI, little is known about teachers' DI practices in supporting emergent literacy. This paper aims to describe how Singapore lower primary English Language teachers seek to understand and support the learning needs of students at emergent levels of literacy. Using Tomlinson's (2013) DI framework, data were gathered through individual teacher interviews and classroom observations. Results reveal that teachers use multiple modes to assess students and employ different strategies to engage them across different learning activities to address language, literacy and affective needs. On the other hand, planning and enactment of DI are not always informed and based on assessment data. Findings from this study will contribute to theory, research and practice to support teachers towards more effective and meaningful DI practices.

9:00 **Fidget devices: Should We Use Them in Classrooms?***Kathleen Aspiranti, David Hulac*

Abstract: Fidgets such as spinners, cubes, stability balls, popits and other devices have proliferated over the previous 5 to 10 years. They are frequently used to support student classroom behavior and to enhance attention and engagement. While there have been multiple claims about their effectiveness by advertisers, the research on fidget devices is rather limited and there have been few systematic studies that have investigated their efficacy with school-based children and adolescents. The focus of the current paper will be to share the results of a meta analysis on research studies that have utilized single-case designs. Ten studies with a total of 59 students were included in the analysis. Results indicate that the effects of fidget spinners vary widely. There is a small but positive treatment effect. The only moderating variable was the effect of studies meeting US Government methodological standards. These studies had significantly higher effects. Participants will learn about different fidgets that are used in classroom settings, understand the effects on both academics and behavior in general populations, understand the effects on both academics and behavior for special populations, and will be able to guide decision making about when the use of fidget devices is most appropriate.

9:15 **THE ASPIRATIONS AND CONCERNS OF STUDENTS WITH DISABILITY FOR EQUITABLE PARTICIPATION IN HIGHER EDUCATION: A SURVEY OF STUDENTS AT THE UNIVERSITY OF MALTA***Paul Bartolo, Anne-Marie Callus, Liberato Camilleri, Alistair De Gaetano, Michelle Borg, Carmen Sammut, marchita mangiafico, Edward Mazzacano D'Amato, Ramona Vella Vidal, Jonathan Vincent*

Abstract: An increasing number of students with disability are enrolling in higher education. Over the past few years the number of students who registered as having a disability at the University of Malta has risen from 0.83% to 2.2%. This paper presents a study on the aspirations and experiences of these students carried out by the University ACCESS-Disability Support Unit. Data was collected through a survey with quantitative and open-ended questions that was completed online by 51 students with disability, while a semi-structured interview was held with four autistic students. The findings showed that these students see the services and support offered by the University and ACCESS Unit as generally enabling them to pursue their studies equitably. At the same time, the findings highlight the challenges that these students continue to experience as they struggle with an ableist culture. Respondents also call for further understanding and improvement in the inclusiveness of the University system and support services in several ways. The study suggests that higher education institutions seeking to provide equitable education should listen to student concerns to develop better understanding of student needs as well as to enable more equitable participation of all students.

9:30 **Predictors of math anxiety in high school students***Monika Szczygieł*

Abstract: Previous research results indicate a robust negative and moderate relationship between math anxiety and math achievement. Although the direction of the relationship between variables is under debate, most studies focus on math anxiety as a predictor of math achievement, not vice versa. However, math anxiety affects negatively students' well-being and its prevention and reduction require an understanding of factors related to it. The current study presents the results on predictors of math anxiety from 554 (260 girls, 282 boys) secondary school students ($M=16.36$; $SD=1.74$, range 13-23) living in all voivodeships in Poland. Data were collected online via Qualtrics by sending the link to the questionnaires to randomly selected secondary schools. The results are as follows: Math anxiety is predicted by test anxiety ($\beta=.35$, $p<.001$), learned helplessness ($\beta=.29$, $p<.001$), trait anxiety ($\beta=.16$, $p<.001$), mathematical resilience ($\beta=-.13$, $p<.001$), external motivation ($\beta=.10$, $p<.001$), math achievement ($\beta=-.09$, $p=.002$), gender (girls reported higher math anxiety than boys, $\beta=.06$, $p=.01$), and age ($\beta=-.05$, $p=.02$). All predictors together explain 75% of variation in math anxiety. The results suggest that prevention and reduction of math anxiety should be planned including students' predisposition to feel anxiety and their beliefs that learning math is possible and needed.

Mental health VII)

Room: 207 aud.

8:30 **Promoting Mental Health Literacy in Childhood and Adolescence: A Systematic Review and Meta-Analysis of School-Based Prevention Programs**

Shari Dudda, Alexa von Hagen, Belinda Poole, Maeve Dwan-O'Reilly, Annika Edelmann, Selina Urbanek, Maren Henn, Sophie Herzberger, Michèle Wessa, Andrea Reupert, Gerhard Büttner

Abstract: An increasingly acknowledged approach to strengthen long-term mental well-being is to equip children and adolescents with mental health related knowledge and skills. In recent years, this approach has received growing attention under the term "mental health literacy" (MHL). This study aims to provide a systematic review and meta-analysis of the scientific literature on effects of universal preventive interventions addressing children's and adolescents' MHL and/or stigmatizing attitudes in the school context. In line with Open Science practices, the protocol of this study was preregistered and published in "Neuropsychologia Psicoterapia e Riabilitazione" and supplementary materials are openly available on the Open Science Framework (<https://osf.io/ny257/>). We searched for relevant articles published from January 1997 to February 2024 in ten databases and identified 5,047 studies. After excluding irrelevant reports during title and abstract screening, 215 records remained and are currently undergoing full-text review. In May 2024, data extraction of included studies is expected to be finalized. Subsequently, in July 2024, descriptive results on participants characteristics, intervention features, control conditions, and outcome variables from the available evidence base will be presented. This evidence synthesis contributes to the understanding of preventive strategies to enhance mental health literacy and address stigma in educational settings.

8:45 **Factors Influencing Parenting Behaviors: Contemporary Points of View**

Annie Girtton, Barbara Mowder

Abstract: The Parent Development Theory (PDT) articulates that what influences parents' parenting behaviors, in general, are parent characteristics, child age, temperament, and other child related characteristics, the parent-child relationship, family dynamics, and the social-cultural milieu. This research extends the theory by more closely exploring demographics associated with each of those five factors. Parents will have completed the Parent Behavior Importance Questionnaire-Third Edition (PBIQ-3), as well as an extensive demographic questionnaire related to their parenting behaviors and associated influences. Survey responses allow for the (1) generation of additional parenting behaviors that align with the six positive parenting behaviors outlined by the PDT (i.e., bonding, discipline, education, general welfare and protection, responsivity, sensitivity), (2) examination of how aspects of diversity, such as disability, gender, language, race, and sexuality influence parenting behaviors, (3) exploration of parents' perceptions of how their parenting behaviors have been shaped by their own experiences within a parent-child relationship as well as characteristics specific to their child, family, and social-cultural milieu. The purpose of this study is to clarify the contextual factors surrounding parents' choice of parenting behaviors. The research may assist in the development of parenting interventions to facilitate children's mental health and overall social-emotional development.

9:00 **How early relationships promote cognitive competences: The role of mother-child dyadic synchrony on child cognitive development**

Odette Nardoza, Antea D'andrea, Giulio D'Urso, Ilenia Passaquindici, Mariateresa Positano, Francesca Lionetti, Mirco Fasolo, Maria Spinelli

Abstract: The development of child's cognitive skills, fundamental for the adaptation to the learning experience at school-age, is positively predicted by the quality of early mother-child interactions. However, there is a lack of longitudinal studies on the topic. This longitudinal study aims to investigate the effects of dyadic synchrony and maternal sensitivity investigated during the first year of life, on cognitive development of children of school age. 40 mother-child dyads participated at the study. At 9 and 24 months of age, mother sensitivity and dyadic synchrony were evaluated during free-play mother-infant interactions. At the age of 7 the mother and the child participated to a cooperative problem-solving task and EEG neural activation of both partners were collected. PC tasks were used to assess child's cognitive skills (i.e. QI, executive functions). Preliminary results show that the quality of dyadic interaction at 9 and 24 months and the quality of mother-child neural synchrony at 7 years predict child's cognitive skills at 7 years. The results highlight the importance of clinical interventions that promote sensitive parenting to prevent child's school difficulties.

9:15 **Implementing Universal Mental Health Screening in a High-Need School District in the U.S**
Carmelo Callueng

Abstract: The alarming proportion of children and youth in the U.S. experiencing mental health problems called for an imperative action for schools to adopt sustainable strategies and mechanisms to address this major concern. Universal school mental health screening is becoming a popular practice to systematically identify students behavioral and social-emotional strengths and needs. The overarching purpose of this study is to conduct an evaluation of the pilot implementation of the universal mental health screening in a high-need school district in the U.S. The evaluation will be anchored on the best practices indicators of mental health screening as one of the domains of quality school mental health system. The study will address three objectives: 1) To determine the extent of use of best practices for mental health screening, planning, and implementation; 2) To determine stakeholders' perceptions on acceptance, appropriateness, and usability of mental health screening; and 3) To determine perceived drivers and barriers in implementing mental health screening. Data will be collected from school mental health professionals and teachers who are involved in screening using rating scales and interview. Mental health strengths and risk levels of students will be summarized by demographic profiles. Results and implications for practice will be discussed.

9:30 **Fostering sustainable behaviors among youth: insights from Italy and Germany**
Paola D'Elia, Johannes Weber, Moritz Herzog, Sergio Di Sano, Gino Casale

Abstract: The role of nature exposure and sustainability education in shaping youth well-being is significant. Research by Engemann et al. (2019), Maes et al. (2021), and Sarkar et al. (2018) indicate that increased interaction with nature reduces the likelihood of mental and behavioral disorders among children and adolescents. Sustainability education equips students with the knowledge and skills to address contemporary environmental challenges. The concept of "sustainable competence," proposed by Green COMP, emphasizes eco-conscious behaviors and understanding complex planetary systems. Six focus groups across Italy and Germany (46 participants) explored adolescents' perspectives on sustainability across eight key topics. In both countries, participants displayed a strong inclination towards optimizing energy usage, minimizing food waste, utilizing natural ventilation to regulate temperature issues, preferring sustainable transportation options, reducing waste generation, and engaging in outdoor activities to connect with nature. These results underscore the importance of promoting environmental stewardship from a young age and implementing targeted interventions and educational initiatives to empower the next generation to embrace sustainable lifestyles and contribute to a healthier planet.

Support/training
 Room: 201 aud.

8:30 **Differentiated Instruction: the key to academic and social emotional success of students with learning differences**
Jolanta Jonak, George Tolczyk

Abstract: Traditional classrooms are challenging for many students, but especially for students that learn differently due to cognitive makeup, learning preferences, or disability. These students often require different teaching approaches and learning opportunities to benefit from learning. Teachers frequently divert to using one teaching approach, the one that matches their own learning style. For instance, teachers that are auditory learners, likely default to providing auditory learning opportunities. However, if a student is a visual learner, he/she may not fully benefit from that teaching style. Based on research, students and their parents' feedback, large numbers of students are not provided the type of education and types of supports they need in order to be successful in an academic environment. This eventually leads to not learning at an appropriate rate and ultimately leading to skill deficiencies and deficits. Providing varied learning approaches promote high academic and social-emotional growth of all students and it will prevent inaccurate Special Education referrals. Varied learning opportunities can be delivered for all students by providing Differentiated Instruction (DI). This type of instruction allows each student to learn in the most optimal way regardless of learning preferences and cognitive learning profiles. Using Differentiated Instruction will lead to a high level of student engagement and learning. In addition, experiencing success in the classroom, will contribute to increased social emotional wellbeing. Being cognizant of how teaching approaches impact student's learning, school staff can avoid inaccurate perceptions about the students' learning abilities, unnecessary referrals for special education evaluations, and inaccurate decisions about the presence of a disability. This presentation will illustrate learning differences due to various factors, how to recognize them, and how to address them through Differentiated Instruction. Objectives The objective of this presentation is to explain 1) understanding learning differences in students; 2) understanding Differentiated Instruction and how it can be used; and 3) learning evidence-based strategies for teaching students with learning differences

8:45 **Position of school psychologists in the Netherlands and consequences for training**
Odeth Bloemberg-van den Bekerom, *Hanneke Visser-van Balen*

Abstract: This year, the postmaster's training program in school psychology in the Netherlands exists 15 year. Since the start of the training program in 2009, a lot has changed in the field of school psychology. The profession has become more complex due to challenges in the education field: more emotional problems among students, teacher shortage and increased inequality of opportunity. On top of that, the professional structure of psychological professions and post-academic training is changing in the Netherlands. This is leading to reflection on the profession and training of school psychologists in the (near) future. As part of this reflection, a questionnaire was developed with the aim of getting insight in the needs of 'the field'. The questionnaire was distributed to administrators, headmasters, policy makers and (postmaster's trained) psychologists and orthopedagogues in the educational field. The results of this survey will be presented in relation to the Dutch school psychology practice model (RINO/RCSW, 2020). We will discuss what the conclusion from the survey requires in terms of adjustments to the postmaster's training program in school psychology.

9:00 **Addressing the Need for More School Psychologists with Targeted Recruitment**
Catherine A Perkins

Abstract: There is a longstanding shortage of school psychologists in the U.S. that continues to negatively impact mental-health service delivery in schools. The retirement of school psychologists hired after PL 94-142 was enacted has resulted in a continuing need for new school psychologists that outstrips supply and is projected to last for many years (Castillo et al., 2013). Recent research (Bocanegra, 2017; 2022) points to the need for school psychology training programs to create 1) a pipeline of applicants and 2) to reduce the financial burden of training. This session will present one training program's effort to create such a pipeline by implementing a targeted and multi-faceted recruitment plan that produced positive outcomes for the current cycle. Recruitment activities included: a) Updating the program webpage, b) creating a promotional video, c) creating recruitment flyers, d) promoting funding/grant opportunities on the webpage and social media, e) sending recruitment information to professors of undergraduate social-sciences and education-related fields to distribute to their students, f) sending information about funding to local school and community list-serves, g) holding program-specific information sessions, h) speaking to senior undergraduate psychology classes in the greater-metro area, and i) collaborating with news/media outlets for interviews and articles.

9:15 **Developing a Framework for School Psychology Services in Portugal**
Sofia Mendes, Isabel Henriques

Abstract: This presentation outlines the development of a framework for school psychologist interventions in Portugal, a collaborative effort between the General Directorate of Education and the Portuguese Psychologists' Association. Portuguese school psychology services are currently integral to the educational system, playing a significant role in reducing school failure and dropout rates while fostering equity and inclusion. Their interventions encompass a variety of areas, including support for learning processes, the enhancement of student health and well-being, and vocational guidance. This framework is designed to clarify the roles of psychologists for families, administrators, teachers, and other professionals, providing a basis for informed pedagogical and psychological decision-making and strategy development. Moreover, it highlights the importance of reinforcing a multitiered systems approach and prioritizing prevention in the actions undertaken by school psychologists. This presentation will outline the framework's development, focusing on its key components and the collaborative process involving school psychologists. Their involvement in developing the framework underscores school psychologists' active contribution to public policies, focusing on improving psychological services in schools.

9:30 **The School Workplace Conditions Survey: Development, Validation, and Applications for Assessing Teacher Work Contexts**
Brandi Ansley, Olympia Palikara, Cat Jones, Kris Varjas, Robert Hendrick

Abstract: The School Workplace Conditions Survey (SWCS; Ansley et al., 2019) was initially developed for a special education program in the United States to assess teacher and staff satisfaction with working conditions and perceptions of their work experiences. Survey items were constructed according to previous research pertaining to educator working conditions and quality of work experiences (e.g., Simon & Johnson, 2015). Currently, the SWCS is administered during Phase I of the Teacher Wellbeing Project (TWB; Palikara et al., in progress), a global study of teacher wellbeing following the COVID-19 crisis. As such, SWCS responses are to be analyzed to include scale development and validation. In the proposed session, presenters will describe results from analyses of the SWCS responses. Analyses will potentially identify dimensions of the instrument, which will then allow TWB researchers and partners to use the SWCS to measure constructs that indicate teachers' perceptions of working conditions (e.g., administrative support, teacher-parent relationships, availability of resources) and how these correlate with measures of wellbeing.

10:10 - 11:00 **Keynote 2**
Room: Alfa auditorium

Maria Spinelli

University G. D'Annunzio Chieti, Pescara, Italy

Title: The roots of children's adjustment to school: The role of parenting and early parent-infant relationships

11:00 - 11:30 **COFFEE BREAK**

11:30 - 13:00 **Thematic Session 6**

Mental health VIII - Symposium: Working with Parents as a Preventive Intervention that Promotes All Children's Mental Health

Room: Alfa aud.

11:30 Parenting: Theory, Assessment, and an Evidence-Based Parenting Program

Annie Girtan, Barbara Mowder

Abstract: The Parent Development Theory (PDT) was developed to fill a gap in understanding parents' role in raising their children. Previous research on parenting has focused on parenting dimensions or dynamics, such as Baumrind's control and warmth, as well as many additional facets associated with parenting (e.g., parental background, sociocultural considerations). However, there are few if any theories that provide a definition of parenting and account for the myriad of developmental issues associated with parents, their children, their parent-child relationship, family dynamics, and the social cultural milieu. This presentation provides an overview of the recently revised parent theory as well as the associated parent assessment measure, the Parent Behavior Importance Questionnaire-Third Edition (PBIQ-3). The PBIQ-3 is a psychometrically strong instrument to assess parenting beliefs related to children's developmental level. In conjunction with the PDT and the PBIQ-3, there is the recently developed Working With Parents Manual (WWPM), a parenting program closely aligned with a cognitive behavioral framework. Unfortunately, due to COVID-19, the development of the WWPM has not progressed as far as anticipated, but is still active. Nonetheless, together, the PDT, PBIQ-3, and the WWPM provide a suite of materials to work with and assist parents in realizing their parenting aspirations.

11:45 The Working With Parents Manual

Masha Voronchenko, Barbara Mowder

Abstract: Psychologists' role is to encourage parents to support children's social, emotional, and cognitive development. To assist parental promotion of optimal growth of children, we are researching the usefulness of an evidence-based parenting program under development —The Working With Parenting Manual (WWPM). The WWPM, an adaptable program to parent's unique cultural backgrounds and needs, helps parents explore their thoughts and individualized goals through guidance and reflections on positive parenting behaviors. Taking a cognitive-behavioral approach and based on the parent development theory, the WWPM addresses changes in cognitions that parents have and their effects on parenting behaviors relevant to a child's developmental needs. The WWPM focuses on six positive parenting characteristics including bonding, discipline, education, general welfare/protection, responsivity, and sensitivity. Throughout the course of 10 one-hour sessions, parents are provided with materials to work on during and in between sessions to reflect on the six characteristics relevant to their child's developmental stage. Parents define parenting goals, assess their strengths and weaknesses, examine the antecedents and consequences of certain behaviors, consider their family/cultural dynamics, and implement strategies for future success. Changes in parenting cognitions are assessed through measures such as individual session evaluation rating scales and the Parent Behavior Importance Questionnaire-Third Edition (PBIQ-3).

12:00 Discussion and Implications of the WWPM

Andrea Iacampo, Barbara Mowder

Abstract: Andrea Iacampo will serve as the discussant for this symposium. She will be providing her overview, evaluation, and implications of the work on the WWPM to date. The focus will be on particular implications of working with parents globally as preventive intervention that promotes all children's mental health.

12:15 **Parent Motivations and Parenting Aspirations Associated with the WWPM**
Amanda Nicholson, Barbara Mowder

Abstract: This presentation explores parental motivations and goals associated with participating in an evidence-based parenting program, the Working With Parents Manual (WWPM) developed from the Parent Development Theory (PDT). Explored are (1) the main motivations for parents' participation in this voluntary parenting program, (2) sociocultural and family status variables related to parents' motivations for participation, (3) whether parent participation in or completion of the WWPM impacts positive and negative parenting behaviors as related to the parenting domains and the participants' parenting goals, and (4) motivating factors and goals related to parental satisfaction with the WWPM program. This study may pave the way for exploration of other parenting programs, focusing on the sensitivity of these programs to parenting goals and aspirations, and how these might then be folded into programs to address parents' goals and needs.

12:30 **An Assessment of Positive and Negative Parenting Behaviors**
Amanda Rachlin, Nadia Yanez, Barbara Mowder

Abstract: In the course of researching parenting in relation to child development outcomes, there is clarity about the importance of positive parenting behaviors as well as an awareness of the consequences associated with the myriad of negative parenting behaviors. Positive parenting behaviors are associated with, among many examples, children's academic progress, emotion regulation, healthy socioemotional development, and positive peer relationships. Conversely, negative parenting behaviors are often associated with children's increased rates of school drop-out, poor self-esteem, and even later substance use/abuse issues. In this context, parenting behaviors associated with the six parenting characteristics outlined in the PDT (bonding, discipline, education, general welfare and protection, responsiveness, and sensitivity) need updating and expansion to augment and expand the reliability and validity of the PDT, PBIQ-3, and the Working With Parents Manual (WWPM). This presentation articulates the positive and negative parenting behaviors currently specified in the PBIQ-3 and WWPM, while at the same time providing rationale (e.g., the pervasive use of social media, protecting children from and addressing bullying) for expanding the number and range of associated parenting behaviors. Updating and expanding both positive and negative parenting behaviors accommodates the increased range of parenting issues today's parents face.

Learning - Symposium: Assessing general development and cognitive abilities in early childhood: a novel e-BAASIK screening system in

Latvia

Room: 301 aud.

11:30 **Correlations among cognitive abilities of three-year-old children assessed by e-BAASIK screening test and WPPSI-IV intelligence test**

Liena Hačatrjana, Malgožata Raševska, Solvita Umbraško, Sandra Sebre

Abstract: Aim of this research was to assess convergent validity of a novel Latvian testing system "e-BAASIK" (Raševska et al., 2024) that was developed for screening the general development and cognitive abilities of pre-school children. The well-established WPPSI-IV (Wechsler Preschool and Primary Scale of Intelligence) intelligence test was used for convergent validation. N=36 children participated in the research, aged 3 years (36 to 47 months-old children were included). Assessment took place in kindergarten settings in multiple sessions. Each child was tested individually. It must be noted that e-BAASIK has a tablet computer-based assessment with the use of touchscreen, however the WPPSI-IV test is a classic paper and pencil based test. Results show correlations up to $r = 0,74$ between various subtests of both tests. Possible explanations for the results are discussed, e.g., different purpose of the test (intelligence screening vs. professional intelligence test), different testing methods (paper and pencil testing vs. touchscreen testing), theoretical assumptions on child cognitive development and small sample size. Overall, the results confirm the convergent validity of the novel e-BAASIK early-screening system for children developed in Latvia.

- 11:45 **Correlations among preschool children's emotional and behavioral problems, and neurodevelopmental risks assessed by e-BAASIK screening toolkit: practical implications.**
Ieva Bīte, Malgozata Rascevska, Solvita Umbraško

Abstract: The aim of the study was to find relationships among children's emotional and behavioral problems, and neurodevelopmental risks assessed by development screening toolkit e-BAASIK. The research sample consisted of 350 3-6 years old children's parents and teachers. The study revealed that higher emotional difficulties (signs of anxiety, fear, and depression) correlated with autism spectrum and ADHD symptoms, as well as with lower language, motor, cognitive early reading, writings and math skills, and adaptive behavior scores. Oppositional and dissocial behavior problems, similar, showed correlations with autism spectrum, ADHD symptoms, lower language, motor, cognitive early reading, writings and math skills, adaptive behavior scores, fear and depression symptoms. Results indicate that there are significant associations among emotional and behavioral problems, and neurodevelopmental risks in preschool children, although there are still important individual variations. There are several practical implications: first, when assessing a child's difficulties in one area of development, it is important to examine risks in other areas as well; second, implementing interventions, it is important to build the individual profile of each child and apply interventions according to specific needs of children and families.

- 12:00 **Parents' concerns about their child's abilities and children's actual performance in the e-BAASIK screening test**
Solvita Umbraško, Malgozata Raščevska, Gundega Tomele, Baiba Trīnīte, Andra Vabale, Egija Laganovska, Ineta Helmane

Abstract: The aim of this study was to test associations between the level of concern expressed by parents regarding their child's abilities and the child's actual performance on an assessment test of their respective abilities. An originally developed Latvian screening toolkit "e-BAASIK" (Raščevska et al., 2024) for the multi-domain development was used in pre-school children's normative sample (N=360 aged 5-6 years, 50% girls). Parents filled out an additional survey where they indicated the level of concern they had about their child's development of cognitive, language, speech, and pre-academic learning skills (reading, writing, and mathematics). The children completed the performance test on a tablet in a preschool educational setting under the administration of a trained specialist. Results indicate statistically significant but weak associations between parent-reported levels of concern and children's actual performance. In some development areas, parents are better at recognizing difficulties, whereas in others, they are less successful. For example, parents are better able to identify children's difficulties in the areas of language and speech abilities, and pre-academic reading skills, but they are less able to recognize difficulties in children's cognitive abilities, early mathematics and pre-writing skills.

- 12:15 **Latent relations of Early Childhood Development Screening Toolkit (e-BAASIK) multi-domains**
Malgozata Rascevska, Solvita Umbraško, Ieva Bīte, Ineta Helmane, Andra Vabale, Egija Laganovska, Nikita Bezborodovs

Abstract: The purpose of the study was to find out what is the latent structure of the e-BAASIK multi-scales. The research sample consisted of children aged 5 to 6 years (N= 360 children, 50% girls and 50% boys). A total of 30 scale measures of the e-BAASIK Parent Survey (PS), Preschool Teacher Survey (PTS), and Child's Ability and Skills Test (CAST) were used in a model. The PS and PTS are similar and mostly show statistically significant moderately close correlations between related scales. When conducting exploratory factor analysis, 5 independent factors were retrieved. The first strongest latent variable/factor showed the relationship between CAST (performance test), Parent Survey and Teacher Survey assessed children's pre-academic skills (reading, writing, mathematics), cognitive abilities, and language and speech skills. The next two factors unified the different measures of adaptive behavior, ability, and motor skills scales of the same survey. Each of the last two factors combined the behavioral problems scales and the emotional problems scales from both forms of the survey. The last two factors are not only independent factors from the other 3 factors, but also more unified in terms of content. Children's individual e-BAASIK score profiles illuminate this latent structure very well.

Roundtable

Room: 207 aud.

11:30 **Opportunities and challenges associated with conducting international School Psychology research following COVID-19: The case of the Global perspectives on teachers' wellbeing and mental health research project**

Olympia Palikara, Cat Jones, Bonnie Nastasi, Kris Varjas, Brandi Ansley, Maria Cristina Matteucci, ANASTASSIOS MATSOPOULOS

Abstract: The Global perspectives on teachers' wellbeing and mental health following the COVID-19 pandemic research project has built a network of 70+ School Psychology researchers in 18 countries across 5 continents, with the aim of: Establishing a lasting international, collaborative network of school psychologists, researchers, teachers and PGR students; Providing a large, harmonised international dataset on teachers' wellbeing and mental health following COVID-19; Creating a transnational data gathering protocol in case of similar emergencies in the future. This research network has enabled us by collecting high quality, internationally comparable data from over 16,000 teachers, to build the evidence base concerning teachers' wellbeing. The aim of the round table would be to examine the opportunities and challenges associated with conducting international research in School Psychology following COVID-19 including issues of research funding, cross-cultural research in times of crisis and the responsiveness of School Psychology research in responding to global emergencies. We will engage with the audience through discussion with a panel of international research project partners and activities which will contribute to understanding the importance of transnational data gathering protocols in case of similar emergencies in the future

Roundtable: School Psychology in International Schools Interest Group
Room: 201 aud.

Workshop

Room: 204 aud.

11:30 **Culturally Responsive Trauma-Focused Cognitive Behavioral Therapy for Refugee and Migrant Students and Families**

Diana Diaków

Abstract: This workshop explores the application of Cognitive-Behavioral Therapy (CBT) in addressing the mental health needs of refugee and migrant children and families in schools. Grounded in evidence- and practice-based recommendations, this workshop emphasizes Trauma-Focused CBT (TF-CBT) as a specialized modality. Participants will learn to adapt therapeutic approaches to align with diverse cultural backgrounds, fostering resilience in migrant students and families. Key components of this workshop include: - Understanding challenges and cultural considerations in working with refugee and migrant students and families in school settings - Exploring TF-CBT principles and techniques - Adapting TF-CBT interventions to diverse cultural backgrounds Through didactic presentation, case studies, and interactive exercises, participants will gain skills to enhance their cultural attunement in delivering effective TF-CBT interventions in school settings. Learning outcomes include increased understanding of cultural and displacement-specific influences on mental health, proficiency in adapting TF-CBT for migrant students and families' needs, and improved ability to assess and foster resilience in migrant students.

Workshop

Room: 401 aud.

11:30 **Navigating the Digital World: Promoting Youth Mental Health in the Age of Technology**

Aaron Haddock, Rondy Yu

Abstract: In this workshop, you will learn about the impact of digital technology on youth mental health and how you can use innovative mental health technologies to enhance your practice. In Part 1, we will explore the relationship between increases in youth engagement with digital technologies and its impact on their cognitive and social-emotional development and mental health. We will share and discuss the latest research on how immersion in an increasingly ubiquitous digital world engenders both positive and negative outcomes for youth and what we can do to promote youth mental health. In Part 2, we will highlight how mental health professionals and schools are using new technologies (e.g., apps, virtual reality) to provide tech-enabled services, enhance their practice, and drive positive outcomes for youth. We'll prepare you with the knowledge and skills to understand how to make the most of rapidly developing behavioral health technologies.

13:00 - 14:00 LUNCH / Interaction groups

13:00 - 14:00 Interaction Groups

Group C: Room 203

Group E: Room 205

17:00 - 18:30 ISPA General Assembly
Room: TBA

19:30 - 22:00 Dancing & Singing
Room: University administration building, Grand Aula

8:30 - 10:10 Thematic Session 7

Building teams VII

Room: Alfa aud.

8:30 Collaborative Approaches between School Psychologists and Humanitarian Aid Workers: Insights from Qualitative Research on the Refugee Youth's Socioecology of Resilience in Southeast European Migration Settings*Diana Diaków, Anisa N. Goforth, Jaida Lilly*

Abstract: Amidst the global crisis of forced displacement, where over 100 million individuals are displaced worldwide, children represent a significant demographic, comprising over 40% of this population (UNHCR, 2023). This presentation unveils qualitative research findings concerning the socioecology of resilience among refugee youth during the migration stage. Employing recursive thematic analysis (Braun & Clarke, 2006), this study delves into the perspectives of diverse humanitarian aid workers offering psychosocial support and auxiliary assistance (e.g., interpretation, translation) to refugee youth and families in South-East European refugee camps. Drawing upon the qualitative findings, which delineate 13 risk and 10 protective themes across various ecological systems (Ungar, 2008), the presentation explores implications for school psychologists, encompassing intervention, culturally responsive assessment, collaboration with relief agencies, fostering school-refugee family collaboration, and teacher collaboration. This research fills a void in school psychology literature regarding awareness of socioecological factors affecting refugee youth, particularly during migration. In line with the conference theme, which emphasizes interdisciplinary collaboration to aid traumatized children, this presentation underscores the pivotal role of school psychologists within the meso- and exosystemic resilience factors of refugee youth. This alignment resonates with the imperative set by the World Health Organization (2022) regarding the global mental health agenda.

8:45 Educational psychologists' experiences of challenging racism and service support for anti-racist practice*Amarige Harrison, Cathy Atkinson*

Abstract: Disproportionate adverse outcomes for children from minority ethnic backgrounds within the UK education system are reflected in research and statistics. The nature and positioning of the educational psychologist (EP) role means that EPs are well-placed to make meaningful change to the systemic racism within the education system. However, many EPs still lack confidence in their skills and knowledge around cultural competence and decolonisation, and in confronting racism. The current study aims to investigate EPs' views and experiences of challenging racism, and educational psychology service (EPS) support for anti-racist practice. Ten EPs participated in individual semi-structured interviews. Due to the lack of representation in existing literature, the current study purposively recruited EPs from minority ethnic backgrounds as well as EPs from White British backgrounds. Interview transcripts were analysed using thematic analysis (TA) which allowed seven main themes (philosophical position; challenge; personal responsibility; EP training and recruitment; service delivery; documentation; and developing knowledge and practice) to be produced. Implications for EP practice are discussed, and directions for further research considered.

9:00 Facilitating the Friendships and Social Relationships of Students with Complex Communication Needs in and outside of Special School Settings*Hui Jun Ho*

Abstract: Friendships and social relationships are central to wellbeing but they are often ignored in those with complex communication needs (CCN). This study explored the friendships of students with CCN in and outside of special school settings, to understand how they view and experience them, and how to facilitate them. 20 participants - six adolescents, eight of their parents and six of their educators were recruited. This study was conducted in two stages - stage 1: Semi-structured interviews with parents and educators and unstructured observations of students in class/at breaktimes. Stage 2: Working with students using six participatory tools - pyramid ranking, preferred activity with friends cards, best friends activity, school tours, collections from home and book-making. Data was analysed using reflexive thematic analysis. Eight themes with key findings included - students with CCN know their friends better than adults, friendships are maintained through a connection beyond words, and barriers included communication limitations and overprotectiveness. Parents facilitate friendships by sticking within their communities and teachers facilitate friendships through structured and incidental friendship opportunities alongside an inclusive school ethos. Implications for educational psychologists, parents and schools are discussed, highlighting the need to continue to find creative ways to elicit these unheard voices.

9:15 **Understanding parents' experiences of supporting their autistic daughters.**
Sally McCormick, George Thomas

Abstract: Researchers' understanding of autism has changed considerably in recent years, with growing awareness of the under-recognition and under-diagnosis of autistic girls. Research has sought to explain the differences in presentation and experiences of autistic girls and provide recommendations for support. Parents of autistic girls play a key role in identifying and supporting their daughters. Within the current literature there is an under-representation of research exploring parents of autistic girls' experiences of working with Educational Psychologists to support their daughters. A systematic literature review investigated parents' experiences of supporting their autistic daughters and 10 studies were critically appraised and synthesised. An empirical study used semi-structured interviews to explore five parent and carer experiences of working with Educational Psychologists to support their autistic daughters. The SLR findings identified a number of themes pertaining to parents' experiences of supporting their autistic daughters' needs, several of which have direct implications for helping professionals supporting the families of autistic girls. The empirical paper highlights factors that parents consider helpful, unhelpful, and areas of further development when working with EPs to support their autistic daughters. Combined, the findings will have implications for Educational Psychologists in developing their practice when working with parents of autistic girls.

9:30 **An analysis of the facilitators and barriers to effective staff development projects in schools using the Consolidated Framework for Implementation Research (CFIR)**
David Preston

Abstract: This paper examines staff development in schools through a systematic literature review and a supporting empirical case study. The systematic review utilises the Consolidated Framework for Implementation Research (CFIR) and introduces a novel Weighted Valence Score (WVS) methodology to assess 12 studies from 2009 to 2022. The analysis highlights the facilitators and barriers evident within the staff development projects included in these studies. Leadership, teamwork, and resource access emerge as significant facilitators, while resource constraints and inspection pressures represent emergent barriers. The empirical study explores a staff development project supported by educational psychologists in a mainstream high school. Data from interviews and focus groups with school staff, students, and psychologists were analysed using the CFIR and content analysis. Findings highlight the complex role and interaction of systems and individuals in enabling and hindering the implementation of this staff development project. The systematic review and empirical study underscore the complex interplay of factors influencing staff development and advocate for adaptive, context-sensitive approaches. The integration of complexity theory and empirical insights offers valuable contributions to educational policy and practice, demonstrating the utility of the CFIR and WVS in understanding the intricate ecosystem of staff development in schools.

Mental health XI
Room: 301 aud.

8:30 **Promoting Resilience in Pre-Service Teachers: An Intervention Study Based on a Learning Platform**
Tina Hascher, Isabelle Krummenacher, Julia Mori, Irene Guidon

Abstract: Resilience, crucial for adaptability and success in teaching, involves a dynamic interplay between individual and contextual challenges and resources (Hascher et al., 2021). Despite its acknowledged importance, effective strategies to foster teacher resilience still need to be explored (Beltman et al., 2019; Mansfield & Gu, 2019). The project NAME conducted by University NAME (2022-2024) takes a comprehensive approach to investigating resilience development in pre-service teachers. Our resilience program is based on the Australian project "Building Resilience in Teacher Education (BRiTE)" (Mansfield et al., 2016), which comprises five online modules that support development of teachers' professional resilience based on an empirical framework. These modules have been adapted to a learning platform in COUNTY. Implemented in a compulsory module of Primary Education (fall 2023), the platform enrolled ten seminar groups (n=235 students). In a quasi-experimental design with n=136 students in the experimental group and n=99 in the control group we evaluated the program in a mixed-methods design (questionnaires, interviews). Based on pre-post comparison of pre-service students' resilience and well-being as well as thematic analyses of interview after the intervention program our presentation will give insights into individual responses to the program and its effectiveness. Implications for teacher education will be discussed.

8:45 **FLOURISH in Adversity! An International Master Course on Resilience in Educational Contexts**

Anastassios Matsopoulos, Ph.D.

Abstract: This presentation will focus on an innovative Erasmus Mundus Joint Master named Resilience in Educational Contexts coordinated by the University of Malta and delivered in conjunction with 3 other European universities participate as full partners. These are the University of Crete, Greece, University of Lisbon, Portugal and San Stefan Cel Mare at Suceava Romania. Graduate students from all over the world follow a carefully crafted curriculum focused on a multisystemic view of resilience and provide hands on experience for students on classroom and community settings. A number of associate partners are included in master on resilience to further enrich the training of future educators and psychologists in the topics on resilience in educational contexts. Finally, students research study can be done in their countries in a systemic effort to bring new knowledge and scholarship about resilience, well-being and mental health in a global scale.

9:00 **Promoting resilience in 4 to 6 grades in German schools – Safe Place**

Gerhard Bachmann, Anna Sedlak

Abstract: Safe Place is a training program for school classes on dealing with stress and promoting resilience. The program was developed by the Trauma Center for Victims of Terror and War (NATAL, Israel) for use in Israeli school classes. In cooperation with NATAL Safe Place was culturally adapted and content was added to achieve a better fit to German-speaking countries by the Competence Centre School Psychology Hesse (CSH). Following adaptation, Safe Place was implemented in classes by experienced school psychologists teaming with class teachers. The implementation was supported conceptually by CSH. Since April 2022, 141 schools and 304 classes in Hessian schools have been reached. The structure, organization, theoretical principles, methods and material of the adapted program will be presented. The challenges and conditions for success during implementation are also addressed and can be discussed. The implementation of the program was scientifically monitored focussing acceptance in schools. The study protocol was preregistered on the Open Science Framework (<https://osf.io/ya6xf/>). Data has currently been collected in 86 classes with 1354 pupils. Preliminary analyses show a high level of acceptance. Results to date therefore indicate that Safe Place is well suited for use in Hessian schools.

9:15 **The association of resilience, psychosocial well-being and academic performance among students with refugee backgrounds in Greece**

Theoni Stathopoulou, Eirini Adamopoulou, Kostas Bourazas, Lina Zirganou-Kazolea, Natalia Spyropoulou, Korina Hatzinikolaou, Jennifer Cavounidis

Abstract: Access to education in emergency and post-emergency situations that provide opportunities for meaningful participation for children from refugee backgrounds can restore a sense of safety and normality in their lives and enhance their social-emotional adjustment in the presence of substantial life challenges (Burde et al., 2016; Cerna, 2019). The paper draws upon the RaRE study, which examines the relationship between psychosocial well-being, resilience, and perceived academic performance among adolescents from refugee backgrounds in Greece. The study population comprises a) refugee adolescents aged 12-18 years who belong to the most frequent ethnic groups of school-age students enrolled in the Greek educational system (namely, students from Syria, Iraq, Afghanistan, Somalia, and Ukraine), b) their parents or legal guardians in the case of the unaccompanied minors, and c) their teachers. We will present results from a) the Strengths and Difficulties Questionnaire (Goodman, 1997), b) the Child Youth Resilience Measure (Jefferies et al., 2019) and c) Perceived Academic Performance included in the RaRE questionnaire. A triangulation approach is used, combining self-completed questionnaires from students, parents/legal guardians, and teachers. Implications for developing school-based interventions to promote positive educational and developmental outcomes, mental health, and social integration for students with refugee backgrounds will be discussed.

9:30 **Conceptualization, Measurement, and Well-Being Correlates of Gratitude Motives in the Philippine Context**

Jesus Alfonso Datu, Jana Patricia Valdez

Abstract: Existing literature has raised fundamental issues in the science of gratitude such as the reliance on individualistic models and measures of gratitude, especially in non-Western contexts. This research reports two studies involving samples with diverse backgrounds in the Philippines. First, a scale was developed and empirically validated to assess gratitude motives –a construct referring to intrinsic and extrinsic motives for expressing gratitude– in 700 undergraduate (Study 1) and 341 high school (Study 2) students in the Philippines. These studies showed that the five-factor model of gratitude motives encompassing intrinsic, compensatory, interpersonal, obligatory, and instrumental reasons gratitude was valid and reliable. Study 2 also demonstrated that intrinsic gratitude had positive and incremental validity in predicting life satisfaction and positive emotions above and beyond the influence of age, gender, Big Five personality factors, and dispositional gratitude. Our results indicate that students with more intrinsic reasons for expressing gratitude tend to report greater subjective well-being accounting for relevant demographic and psychological covariates. This research contributes to ongoing scientific discourse on the need to enrich culturally sensitive conceptualizations of gratitude and other psychological strengths in non-Western societies.

Crisis/trauma

Room: 203 aud.

8:30 Educational Psychologists Supporting Critical Incidents: Exploring the Legacy of The Critical Incident Resource*Zara Overton-Worsfold, Zara Overton-Worsfold*

Abstract: Following the Manchester Arena bombing in 2017, training materials were created by educational psychologists (EPs) in the North West of England for schools to support CI preparedness. Through an action research project, these materials evolved into an online repository named 'The Critical Incident Resource' (TCIR). The TCIR project demonstrates innovative elements such as leveraging internet technology and the formation of a monitoring group for the continued oversight of the resource. A case study approach was used to research activities associated with TCIR. This incorporated multiple data sources including: interviews with EPs, a survey to the North West Association of Principal EPs, website traffic information and researcher diary data. The case study of TCIR highlighted aspects of professional learning from the novel project, relating to the resource's dissemination, use and ongoing management. The empirical research elicited reflections on the learning from the project's novel features. Barriers and facilitators associated with creating and maintaining resources are identified which are applicable to a range of EP and SP practices.

8:45 UNVEILING RETURN MIGRATION STRESS FACTORS: A QUALITATIVE IN-DEPTH EXPLORATION*Iveta Ozola-Cirule, Baiba Martinsone*

Abstract: ABSTRACT In light of the recent increase in returned migrants coming back to Latvia, it is critical to support these individuals, especially families with children, during their re-adjustment period, to impact the likelihood of repeated emigration. This qualitative research investigates stress factors during return migration, focusing on individuals, and families. Utilizing Grounded Theory, the study explores the psychological challenges faced by those returning to their home country after extended stays abroad. The research, centered on families with school-age children, employs in-depth interviews to capture diverse experiences. Emphasizing re-entry shock, the importance of prior preparation and support system, loss of foreign life, and other factors, the study aims to generate theories that inform targeted interventions. The findings may offer valuable insights into return migration stress, and understanding the dynamics within family and school contexts, guiding the development of psychological re-adjustment strategies for families with potential implications for policymaking and support systems. Keywords: return migration stress factors, re-entry shock, psychological re-adjustment

9:00 Inflation, Financial Stress, and Parental Involvement: Mediating Role of Parental Self-efficacy*Cliff Yung-Chi Chen*

Abstract: The inflation challenge seen globally has resulted in significant price increases in practically everything, including housing, food and groceries, and energy (e.g., gas, electricity) among other essentials (Zahn, 2022). The rising prices and high cost of living strain household budgets can have significant impact on individuals' well-being (Alem & Köhlin, 2014). Financial anxiety and stress can negatively impact parents' psychological states and parenting practices, affecting children's well-being (Lee et al., 2011; Low & Mounts, 2022). Because research has found a strong link between parental involvement and children's psychological and educational outcomes, this study examines the potential impact of financial stress due to inflation on parental involvement in children's education. The results of this online survey study involving 405 parents of school-aged children in the United States revealed that high inflation disproportionately impacted low-income and racial minority households. Higher levels of emotional exhaustion due to financial concerns were associated with higher levels of perceived parental stress. Interestingly, higher levels of emotional exhaustion associated with financial concerns were related to higher levels of parental self-efficacy and engagement in their children's schooling. Parental self-efficacy was found to mediate the relation between financial stress and parental involvement.

9:15 The school experiences of transgender young people in the UK: Implications for Educational Psychology practice*Elayne Rutledge*

Abstract: Rationale: This study explores the school experiences of transgender young people to inform the practice of Educational Psychologists. Currently, little is known about the needs of transgender students, and such knowledge is essential to inform the implementation of appropriate and effective supports for these youth in schools. EPs are uniquely placed to provide intervention at the individual, school and familial levels to support transgender students. Method: Semi-structured interviews were conducted with seven transgender secondary school students. Interview data was analysed using Interpretative Phenomenological Analysis. Key findings: Five overarching themes emerged from participants' narratives: Social transition at school; Navigating school as a transgender student; Bullying, transphobia and peer relations; Students' ambivalent experiences of staff; and Experiences at the systemic level of school. Implications: Findings identify that transgender young people experience unique challenges and have distinct needs at school. Findings support previous evidence that transgender students often experience negative school environments; however, this did not diminish the complexities of participants' experiences as individuals and as a group of students. Implications of this for EP practice are discussed.

9:30 **Working with and supporting parents from minority ethnic heritage backgrounds in schools**
Georgina Tidswell, Adam Rumble

Abstract: Britain is a multicultural society with a population with diverse beliefs, religions and cultural heritage (Akbar & Woods, 2019). International and UK guidance and legislation recommend that parents are included in processes to support their child and that professionals work with families. This submission encompasses two linked pieces of work, a systematic literature review and an action research project. The systematic literature review explores approaches to working with parents from minority ethnic heritage (MEH) backgrounds in schools. Following PRISMA guidelines, ten studies were identified and critically appraised. A thematic synthesis was carried out, resulting in four analytical themes highlighting good practice when working with parents from MEH backgrounds: equal partnership, communication and collaboration, cultural wealth/strengths, and using creative or structured approaches. A participatory action research project was conducted with six British Asian parents of autistic children. Participants explored how much they felt part of the whole-school community and how to facilitate communication and collaboration between parents and school staff. Actions were agreed with school leaders in the short, medium and long term and put in place. This research has implications for how education professionals can support and work co-operatively with MEH parents.

10:10 - 11:00 **Keynote 3**
Room: Alfa auditorium

Véronique Le Mézec

President of the International School Psychology Association

Title: Multi-professional teamwork: an essential approach to the practice of school psychologists

11:00 - 11:30 **COFFEE BREAK**

11:30 - 13:00 **Thematic Session 8**

Mental health X - Symposium: sium: Social and Emotional Learning
Interest Group Symposium 2: Developments in the CoVitality model
Room: Alfa aud.

11:30 **Mindfulness-Based Intervention in Slovak School in the Context of Covitality**
Silvia Majercakova Albertova

Abstract: Mindfulness-based interventions in schools have been associated with many positive mental health, behavioral, and academic outcomes in students. The aim of this quasi-experimental study was to assess the effectiveness of the Slovak version of the .b curriculum by the Mindfulness in Schools Project and to understand its impact on positive and negative mental health indicators of students. Mindfulness, covitality, perceived stress, and internalizing behavior problems were assessed at two time points, pre- and post-intervention. It was hypothesized that the mindfulness program results in an increased level of covitality and its domains – belief in self, belief in others, emotional competence, and engaged living, and a decreased level of perceived stress, and internalizing behavior problems. Results are being analyzed and will be presented at the ISPA conference. The contribution of the study is the understanding of trajectories of how novel mindfulness-based intervention in Slovak schools impacts social-emotional health of students, in particular positive mental health indicators represented by the covitality model

11:50 **Applying CoVitality in schools in the Netherlands and Europe**
Michaël von Bönninghausen tot Herinkhave

Abstract: Covitality is based on positive psychology, social-emotional learning (SEL) and research into resilience. The Covitality- model is a positive construct including 12 social-emotional strengths such as self-efficacy, school support, empathy, gratitude which promote well-being and success. The Covitality model is subdivided 4 Domains: Belief- in-self, Belief-in-Others, Emotional Competence and Engaged Living. The SEHS-S-2020 for adolescents measures the 12 Strengths, 4 Domains and the Covitality construct. In the Netherlands and with our colleagues in Europe we are applying the Covitality-model in schools developing several programs. A pilot program that we are developing in the Netherlands is the 'My Own Strengths & Well-Being' program for secondary schools. Students create eco-maps based on the model of Bronfenbrenner to show how they develop their talents, resources and strengths in domains like school, sport, culture, family and their neighbourhood. They create posters using photos to express their perception of their own Strengths like optimism, peer support and persistence and the way these Strengths enhance their well-being. The students measure their progress and development using the SEHS-S-2020. The program 'My Own Strength & Well-Being' is based on the program 'My World of Strengths' by dr. Meagan O'Malley and the 'Well-Being Promotion Program' from dr. Shannon Suldo.

12:10 **Exploring Outcomes of Gratitude Intervention in Filipino College Students**
Carmelo Callueng, Marilou Francisco

Abstract: Gratitude is considered as a universal human trait that is characterized with a vitalizing force in transformational healing. Prevailing research has shown that practice of gratitude exists across developmental groups and cultures, and is associated with a multitude of variables at the individual and group levels. This ongoing study is conducted to enhance gratitude among college students in a public university in the Philippines. Activities that are meant to promote gratitude have been integrated in Understanding the Self, a general education curriculum course in higher education programs in the Philippines. Students in intact classes will be assessed at baseline and after completing the gratitude activities on various outcomes including mental health, subjective well-being, physical health, materialism, and academic engagement. Results and implications will be discussed.

Mental health XI
 Room: 301 aud.

11:30 **Arts-Based Interventions for Highly Stressed Preschool, Elementary and Secondary School Students: A Cortisol Evidence-Base for Therapeutic Benefits**
Deborah Stiles

Abstract: Across the globe, preschool, elementary, and secondary school students report high levels of stress, and their physical health, mental health, and academic performance are often negatively affected. One of the responsibilities of the international school psychologist is to recommend appropriate evidence-based interventions. Cognitive-behavioral therapy is a solution-focused “talking” therapy with an evidence-base for its effectiveness. However, for some children and adolescents who have experienced prolonged stress or multiple traumatizations, the retelling of their stressful or traumatic experiences can be too painful to be tolerated. In those instances, art therapy and/or music therapy could be more beneficial than “talk” therapy due being therapies that don’t depend upon words. Art and music therapies are experiential, alternative, sometimes joyful therapies. Art therapy helps young people to express their feelings and experiences which are too difficult to put into words. In scientific research studies, art-making has resulted in the reduction of cortisol levels, a stress biomarker. There is also strong evidence for the benefits of music therapy including music listening, music playing, and choral singing. Music therapy is accessible, improves moods, increases well-being, and decreases serum cortisol levels. These therapies can increase positive mood, facilitate body temperature regulation, reduce stress, and promote restful sleep.

11:45 **Supporting Youth Living with HIV through mobile Health (mHealth) Technologies: Development of the MindBodyU Intervention**
Sayward Harrison, Sarah Miller, Katherine Weaver, Xiaoming Li

Abstract: Four decades into the global HIV epidemic, adolescents continue to be disproportionately impacted by the virus. Youth living with HIV (YLHIV) are less likely than adults to engage in HIV care and achieve viral suppression; they are also at high-risk for mental health challenges and school disengagement. This presentation describes a study designed to understand challenges experienced by YLHIV in the southern United States (US) and to develop a mobile Health (mHealth) intervention tailored to their needs. Specifically, we conducted semi-structured qualitative interviews with YLHIV (n=16) and HIV care providers (n=15), as well as focus group discussions with community-based HIV organization staff (n=23). We employed team-based rapid qualitative analysis to identify needs and preferences of youth for an mHealth ‘app’. We then used these findings to develop MindBodyU, a multi-component app for YLHIV. The goal of MindBodyU is to equip YLHIV with knowledge and skills to effectively manage their HIV and address unique psychosocial challenges (e.g., HIV disclosure, coping with stress, accessing mental health services). We describe qualitative findings and subsequent intervention development. We will also demonstrate interactive features of MindBodyU, detail an upcoming pre-/post-evaluation, and discuss implications for supporting the psychosocial needs of YLHIV across the globe.

12:00 **Parental stress, parenting behavior and children’s behavior problems changes before and after the original and modified multimodal program STOP 4-7**
Inese Lapsiņa, Ieva Bite

Abstract: Multimodal early intervention program for children aged 4-7 with aggressive and rule-breaking behavior, their parents and teachers. Built in Belgium, Ghent (de Mey et al., 2003). Adapted and developed in Latvia from 2015. Now implemented in 25 municipalities of Latvia. During the COVID-19 period, the program was modified and realized in the context of pandemic restrictions. The aim of study was also to examine if there are changes in the parents’ parenting behavior, parenting stress, and differences in the degree of behavioral change ratings between the original and modified “STOP 4-7” groups.

12:15 **Individually Rare, Collectively Common: Exploring the Cognitive and Psychosocial Strengths and Needs of Children with Sturge-Weber Syndrome**
Joyce Senior, Teresa Thornton

Abstract: Sturge-Weber syndrome (SWS) is a rare, progressive, congenital disorder of unknown aetiology, typically characterised by a port-wine birthmark, that affects cognitive functioning and psychosocial development. While the low prevalence rate of rare diseases results in limited populations, samples, data and research, thus limiting practitioner knowledge of specific rare diseases, Paz-Lourido et al. (2020) starkly outlines the consequence of this lack of understanding, describing how children with rare diseases may remain 'invisible' (p. 116) at an educational level, due to the lack of resources, support and advice regarding the specific condition available to the teaching staff. Drawing on parental interviews and detailed analysis of psychological reports and adaptive and behaviour scales, this presentation provides an overview of the unique patterns of strengths and needs in relation to the cognitive, behavioural and psychosocial profiles of a sample of school-going children with Sturge-Weber Syndrome. The findings have important implications for the work of educational psychologists and school communities not only in relation to Sturge-Weber but also in relation to rare genetic conditions in general. Increased knowledge and understanding of rare diseases are essential in order to ensure that children with rare diseases do not remain invisible.

Roundtable

Room: 201 aud.

11:30 **Consultation as a 'team' endeavour – challenges and opportunities for professional helping relationships in the digital age**
Emma-Kate NiChinneide

Abstract: Whilst there is welcome diversity in consultation practice across contexts, there are common factors in our professional helping relationships. Teleconsultation – where technologies are maximised to increase accessibility, efficiency, and equity in consultation service provision (Fischer & Bloomfield, 2024) – has implications for how our practice may change, as well as how we retain core defining features. Roundtable aims are to: a. provide listening spaces for participants to share current teleconsultation practice b. explore the ways in which 'team' is considered as part of teleconsultation and c. continue to foster a sense of a community of consultation practitioners across national and international boundaries. Participants will identify the distinctive features of their local teleconsultation practices, as well as critically appraise their own and wider professional practice in this area. Participants will be provided with opportunities to connect with peers whose teleconsultative practice is at a different developmental stage and explore future mentoring possibilities. Participants will be engaged in the discussion through mixed small group activities, where opportunities to share current local practice, innovation and concerns will be provided. Small groups will then share reflections and we will think together about the future potential of further effective national and international collaboration.

Workshop

Room: 401 aud.

11:30 **Nurturing Inner Strength: A Resilience Workshop for School Psychologists**
ronda goodale

Abstract: This workshop offers a holistic approach to fortify the resilience of school psychologists while providing them with practical tools to instill resilience in teachers and students. Recognizing the unique challenges faced by those in the field of education, particularly school psychologists, the workshop emphasizes the crucial role they play in fostering a resilient school community. Attendees will engage in a series of reflective exercises and mindfulness practices tailored to address the specific stressors encountered in their profession. By prioritizing their own mental and emotional well-being, participants will gain valuable insights into developing coping mechanisms and cultivating resilience in the face of adversity. In addition to enhancing personal resilience, the workshop equips school psychologists with a diverse set of practical tools and exercises that can be seamlessly integrated into their professional roles. These tools serve as a resource to share with teachers and students, contributing to the establishment of a resilient school culture. Through this comprehensive and empowering approach, the workshop aims to enable school psychologists to not only support others effectively but also to thrive personally within their roles, fostering a positive impact across the educational community.

Workshop

Room: 204 aud.

11:30 **School Psychologists and Classroom Managements: Consulting with Teachers on Evidence-Based Strategies**
David Hulac

Abstract: Classroom management is one of the top concerns in education today (Melnick & Meister, 2008). In the past year, more than 90% of school teachers report that they had dealt with problem behaviors that interfered with classroom instruction (Reinke, Stormont, Herman, Puri, & Goel, 2011). Fortunately, there are a variety of classroom management strategies that can reduce these problems. Perhaps most importantly, good classroom management practices have the potential to not only reduce existing problem behavior but also to prevent the development of new problems and psychological disorders. This workshop avoids theoretical discussions about theory, but focuses on tangible strategies that be immediately put into place. The content of this workshop is based upon an exhaustive literature review of the classroom management literature from the past 50 years. We aim to equip school psychologists with concrete, tangible strategies that have been proven effective through rigorous research. The information presented within this workshop is valuable to experienced school psychologists looking to ensure their practices are research-based. The workshop will be divided into several important sections: • Clarifying rules and expectations • Practicing appropriate behaviors • Reinforcing desirable behaviors and reducing problematic behaviors • Classwide token economies • Group contingencies

Roundtable: ISPA Accreditation Committee

Room: 207 Aud.

11:30 **Meeting of the ISPA Accreditation Committee**
William Pfohl, Anthi Loutsiou, Anastassios Matsopoulos

Abstract: Open to all conference attendees. The purpose of this meeting is to inform the ISPA membership of the activities of the accreditation committee. In addition, the facilitators will answer questions from programs interested in pursuing accreditation. Accreditation Committee members will also facilitate a discussion about the place of accreditation in ISPA's mission and what the committee's goals should be going forward.

13:00 - 14:00 LUNCH / Group Meetings

13:00 - 14:00 ISPA Convenor's Group
Room: 201 aud.

13:00 - 14:00 ISPA Retirement Group
Room: 204 aud.

14:00 - 15:30 Thematic Session 9

Building teams VIII

Room: Alfa aud.

14:00 **Barriers and facilitators of Safe Learning based on Portuguese teachers' and parents' perceptions.**
Pedro Dias, Lurdes Veríssimo, Alexandra Carneiro, Rosario Serrão, Raquel Duarte, Ana Pinheira

Abstract: Socio-emotional security is a key determinant of well-adjusted trajectories, including for academic success. This presentation aims to present the results of a qualitative study, exploring barriers and facilitators of academic success within a safe learning environment, both at home and at school. Four individual interviews with parents (two mothers and two fathers) and two focus-groups with teachers (13 teachers from two different Portuguese schools) were conducted, using a semi-structured interview script. Interviews were transcribed and will be analyzed using a deductive approach based on content analysis. Data analysis is ongoing. Results will be presented and discussed during the presentation.

- 14:15 **¿How can we enhance teachers' self-efficacy for managing positive peer relationships in the classroom?**
Cindy Mels

Abstract: Given its potential benefits for improving the quality of education, research has explored the factors that promote teacher self-efficacy (TSE) for performing their tasks. While teachers play an important role in developing a positive classroom climate, the variables that foster teachers' perceived competence for promoting positive social relationships have rarely been explored. Qualitative data were collected through online focus groups, involving 53 secondary school teachers (7 men, 46 women) from four provinces in Uruguay, exploring their perceptions regarding the experiences and resources that promote or obstruct TSE for managing peer relations. Verbatim descriptions were analyzed using a thematic framework approach facilitated by QDA Miner software. Two researchers coded text segments independently, combining predetermined categories (the TSE sources identified by Bandura) with emerging categories. Results show teachers lack specific training and experience several institutional and contextual challenges that hamper their TSE for managing peer relationships. However, colleagues' feedback and modelling, experiences of perspective-taking and bonding with students influence teachers' outlook regarding their abilities. Our study suggests that strategies to enhance TSE for promoting school co-existence should take a holistic approach – promoting specific knowledge and competencies, enabling teamwork, positive feedback, and promoting teacher well-being– encompassing teachers' professional development and working conditions.

- 14:30 **School Counselors and Homeroom Teachers Collaborate through Teacher Consultation: An Interpersonal Process**
SUFEN TU, Hsueh-Wen Hsu

Abstract: This study explored the interpersonal process of collaboration between homeroom teachers and counselors through teacher consultation. The participants were 12 teachers who had received five consultations with school counselors to resolve difficulties in disciplining students' EBD problems. Over the course of the study, the teachers were interviewed four times, including an initial interview, and three follow-up interviews after the second, fourth, and final sessions of consultation. During the interviews, the teachers were presented with the session transcripts and asked to discuss the interpersonal and corrective experiences they had. Four stages, including teachers' outer actions and internal CEs, were analyzed. In the encountering stage, teachers moved from external focus to internal one when they perceived empathetic understanding and positive support from their counselors. In the insight stage, the teachers developed insight into their students, themselves, or teacher–student relationships while learning new perspectives about old problems from the consultation discussions. Attempting new/positive actions was initiated, and more positive disciplinary strategies followed as teachers gained positive CEs with their students through their actions. The team formed and teachers continued to seek increased collaboration with counselors in the final stage. Teachers reported greater self-efficacy in terms of teaching and positive feelings toward themselves.

- 14:45 **Examining teachers' parental engagement knowledge, skills and attitudes: Findings from England**
Cat Jones

Abstract: Parental engagement is a vital component of effective education and has repeatedly been linked to positive educational outcomes (Jeynes, 2012; Wilder, 2014; Axford et al., 2019). Consequently, many researchers have highlighted the need for parental engagement to be included in teacher education (Patte, 2011; Pushor and Amendt, 2018). Yet, less than 10% of UK teachers have undertaken training related to parental engagement (EEF, 2018). As a result, working with parents is an area where teachers may lack confidence (Torregrossa and Gable, 2016; Hudson et al., 2016) and harbour misconceptions (Jones & Palikara, 2023). The National Teacher Parental Engagement Survey examines teachers' parental engagement training needs and explores predictors of their current parental engagement knowledge, skills and attitudes. An online survey was used to facilitate access to a large, geographically dispersed sample of qualified primary and secondary school teachers working in England. Data collection is currently underway, with over 1000 responses so far. Multi-level analysis will examine the role of teacher-level variables (age, gender, ethnicity, job role, experience, prior training, workload, stress, self-efficacy, socioeconomic background, parenthood) and school-level variables (school type and school context). The findings will be discussed in detail, including implications for research and practice.

Other topics

Room: 301 aud.

- 14:00 **Exploring the enactment of social justice within a UK educational psychology service. Equity and inclusion: 'Let's practise what we preach'**
Sarah Banks, Catherine Kelly

Abstract: There has been increasing interest in issues of social justice and how this relates to the practice of educational psychologists. This symposium aims to explore the importance and enactment of social justice within UK educational psychologist (EP) practice. Paper 1 explores how social justice is enacted in one UK EP service at the individual and service levels; paper 2 introduces a service level framework to support reflection, evaluation and further development of social justice in the context of EP service delivery.

- 14:15 **Enacting social justice in educational psychology leadership**
Jenny Clay, Catherine Kelly

Abstract: This study builds on existing exploration of social justice in UK educational psychology practice to report on action research with a group of UK principal and senior educational psychologists. This research sought to consider how the enactment of social justice can be supported in educational psychology services. Participatory Action Research was conducted over six focus groups, data from the groups was analysed qualitatively. The group constructed a reflective resource that can be used to support the development of practice to ensure that consideration is given to the promotion of social justice in EP service delivery. This paper reports on the development of the framework which covers educational psychology service processes, educational psychology service work with clients and partners and support for individual educational psychologists. The findings of the research highlight the importance of having a framework to guide a process of reflection that is non-threatening and begins with individual practitioners and progresses through the work of the service. A safe space within which to conduct this work is essential and participants also recognised the value of peer support from colleagues in other services who can act as a critical friend in the development of socially just practice

- 14:30 **Pattern of Admission and Recruitment for PhD Positions in European Universities: Globalization of Education or Evading the Hidden Agenda of Racism through Systematic Rejection.**
Bashar Dahiru, Ayuba Abubakar

Abstract: Growing research reveals an unprecedented increase in the number of Africans applicants for PhD positions across European Universities. Meanwhile a very small percentage is accepted as qualified candidates so as to marginalize, perpetuate stereotypes, and institute racial discrimination. Candidates of color very often encounter barriers and prejudices that not only diminish their sense of belonging but also hinder their academic progress. The Universities designed a recruitment process that is in all respect exclusive, biased and European. The recruitment exercise is a hocus-posus in order to cover language, racial and ethnic rejection. Just in the same way legacy admission is practiced in the US. And because those at advantage are the ones that have the media and are the predominant in academia, issues like this are not receiving deserved attention. Many people failed victims of this recruitment process, while others survived severely wounded as a result of mental, social and economic trauma. The findings contribute to the broader discourse on diversity, equity, and inclusiveness within European Universities, emphasizing amongst others, the need for cultivating an atmosphere where individuals are valued for their contributions rather than assessed based on race and ethnicity can thrive and contribute to the collective pursuit of knowledge.

- 14:45 **Exploring culturally responsive Educational Psychology practice with multilingual children, young people and their families/ carers**
Katherine Douglas Girão, Catherine Kelly

Abstract: Exploration of Educational Psychology (EP) practices when working with multilingual children, young people and families has taken place across different national contexts. However, the extant literature tends to focus on the assessment of educational difficulties with a lack of approaches seeking to offer an alternative to deficit framing of multilingualism in majority/ minority language contexts. Reflections on practice from EPs experienced in working with multilingual children and families were gathered via semi-structured interviews and used to inform a wider national survey. EPs across the United Kingdom (UK) indicated the level of importance, their level of confidence and the extent to which they were able to use culturally responsive skills in their practice when working with multilingual children and families. Findings indicated that whilst respondents felt it was important to practice culturally responsively, lower averages and greater variance were found regarding levels of confidence and ability to practice in culturally responsive ways with multilingual children and families. A model for the context of culturally responsive EP practice with multilingual children and families is offered which includes unthinking the privileging of English, understanding communities and providing equitable services, and working with the intersections of the child's development.

Roundtable: ISPA Ethics Committee
Room: 201 aud.

14:00 **ISPA Ethics Committee Meeting - open to all conference attendees**
Jürg Forster

Abstract: This meeting of the ISPA Ethics Committee is a Round Table Discussion about the ethical implications of the conference theme: "Building effective teams to support all children". We share experiences from our countries. Can ethical guidelines like the ISPA Code of Ethics, or regulations issued by national associations, be helpful in the course of assessments or consultations, or when we teach or conduct research? Are we free to promote ethically sound practices when we support children, families, and schools? Or is it ethically challenging to be a team player? The Ethics Committee Meeting is also an opportunity for discussing ethically relevant topics that ISPA may focus on in the coming months. All conference attendees are invited to contribute.

Workshop

Room: 204 aud.

14:00 **An Integrated Arts and Play Therapy Whole-School Approach Using the Yale Mood Meter to Promote Emotional Health. Experience from a Rural Mainstream School in Latvia**
 Keitija Rota

Abstract: Music, dance, drama, art and play are powerful tools for emotional health. In this workshop, we will engage in arts activities developed over the past five years in a rural mainstream school in Latvia using the Mood Meter created by Marc Brackett and Robin Stern from the Yale Center for Emotional Intelligence. I will share examples of how I have used this approach in individual and small-group therapy, with whole classes across the age range, and in workshops for parents, social workers and other professionals. This approach has provided a common language for communicating and reflecting on emotions that is not dependent on verbal expression alone and is easily adapted for use with different age groups and levels of cognitive ability. We will discuss the benefits and challenges of implementing such an approach in a whole school community that includes an arts therapist in its multi-disciplinary team. Come prepared to engage in activities that will be fun, inspiring and possibly messy!

Workshop

Room: 401 aud.

14:00 **Using Ancient Wisdom to Increase Resilience**
 Tascha Just

Abstract: This workshop offers a comprehensive exploration of shame, resilience, and neurochemical responses, providing practical tools and strategies for professionals in diverse fields. Participants will gain insights into the cultural and developmental dimensions of shame, as well as evidence-based techniques for promoting resilience and reducing shame in various settings. Attendees will earn continuing education credits, including cultural competency, by actively engaging in discussions, applying theoretical knowledge to real-world scenarios, and acquiring actionable skills to enhance their practice. Central to the workshop is an exploration of the neurochemical responses associated with shame and resilience. Participants will discover how activities targeting dopamine, serotonin, oxytocin, endorphins, and cortisol can influence emotional regulation and promote resilience. In addition to theoretical insights, this workshop offers practical tools and resources for immediate application. Participants will leave equipped with quick-reference strategies for de-escalation, calming, and resilience-building.

15:30 - 16:30 COFFEE BREAK

15:30 - 16:30 ISPA Affiliates Committee meeting
 Room: 203 aud

16:30 - 18:00 Closing Ceremony
 Room: Alfa auditorium

20:00 - 22:00 Farewell Party
 Room: House of the Blackheads

Poster Presentations

Brief Experimental Analysis of Oral Reading Fluency: Using a High School Student to Empirically Identify Effective Interventions

Michael Axelrod, *George Axelrod*, Angela Fontanini-Axelrod

Abstract: Brief experimental analysis (BEA) is a useful methodology that empirically identifies effective interventions for struggling readers (Burns & Wagner, 2008). However, studies supporting BEA most often involve specially trained interventionists with backgrounds in BEA. This study's purpose was to select effective reading fluency interventions for two students with reading disabilities using BEA but implemented by a high school student (second author). The BEA was conducted by a high school student trained and supervised by school psychology graduate students. The procedure employed the following intervention conditions: Repeated Reading and Error Correction (RR/EC); Listening Passage Preview, and Sentence Preview. While all three conditions produced noteworthy improvements, RR/EC generated the greatest difference and was selected as the intervention for both students. An ABA design assessed the effects of RR/EC as the selected intervention. Visual inspection of the graphed data and computed effect sizes indicated the intervention was successful at improving both students' reading fluency. This study's findings extend the research supporting BEA and demonstrated that a high school student, with guidance, could implement BEA and subsequent reading interventions to produce positive effects. Intervention fidelity and interrater agreement data indicated the student implemented the intervention as designed and collected reliable assessment data.

Is doing homework actually connected to good math grades? A longitudinal study on the relationships between homework behaviors and math grades for elementary school children in Japan

Chi-ching Chuang, Syota Tanno, Hsin Lee, Chun-Mao Chang

Abstract: This study aims to examine the relationship between math homework and future math grades for elementary school children. Data were collected at two time points (T1 = Grade 4, T2 = Grade 5). Approximately 123 children participated in this study (71 girls, 52 boys). Participants were asked to complete questionnaires regarding their homework completion time (in minutes per day) and habits (4 self-reported items related to homework habit, 6-point Likert scale). These participating children's home classroom teachers completed a rating form to evaluate these children's math achievement in three levels at the end of the school year. Descriptive results showed that 4th-grade students reported an average of 41.92 minutes (SD = 24.43) per day on doing homework, and 5th-grade students reported 41.37 minutes (SD = 26.1). A cross-lagged panel model is conducted to examine the relationships between homework habits and teacher-rated math achievement at T1 and T2. Results indicated that both T1 homework habits predicted T2 teacher-rated math achievement, while T1 homework habits correlated with T2 homework habits, and T1 homework habit formation was related to T2 homework habit. Implications from the results and further directions in research and practice were discussed.

Mixed Learning as innovative method of the Interaction between Teachers and Students

Oleksandr Ponomarov

Abstract: My research explores the communicative technologies of blended learning, a crucial aspect of education development. The focus is on analyzing the dynamics between teachers and students in blended learning environments, evaluating the advantages and disadvantages of this interaction. The study delves into the practical implementation of information and communication models, emphasizing modular object-oriented learning environments. Keywords include blended learning, higher education system, teacher-student communication, information and computer technologies, information environment, and online platforms. The problem statement underscores the necessity of rethinking and updating educational practices in higher education due to the increasing use of distance education technologies. Reactive implementation of blended and distance learning is critiqued for often replicating traditional education processes digitally, hindering the development of effective pedagogical practices. The research emphasizes that information environments in universities should not only adhere to technical and administrative regulations but also address psychological and pedagogical aspects in organizing blended and distance learning. The quality of education is closely tied to the interaction between teachers and students, particularly in the context of blended learning. The research purpose is to analyze this interaction's features and formulate a set of communication rules for participants in blended learning.

Enhancing the communication abilities of secondary school students as an integral element of fostering their leadership capabilities

Tatiana Yermak, Oleksandr Ponomarov

Abstract: Effective professional performance hinges on numerous factors, with strong verbal communication skills serving as a foundational element for fostering productive relationships, mutual understanding, and the achievement of professional goals. These skills also play a crucial role in personal development, offering a pathway to self-improvement, self-realization, and resilience during personal crises. Communication skills, essential for leadership, encompass effective expression, comprehension, negotiation, and goal attainment through communication. They fulfill key functions in personal development by providing psychological comfort, facilitating collaborative activities, addressing the innate human need for communication, and promoting social and self-realization. Personal success, intertwined with the ability to communicate, relies on honing these skills. The study underscores the significance of cultivating communication skills among students, advocating for pedagogical conditions such as a conducive learning environment, a personality-oriented approach, and realistic simulations of professional communication scenarios. Information-communicative, regulatory-communicative, and affective-communicative skills are delineated, with communicative levels assessed using a method categorizing tendencies as very low, low, medium, or high. The research, involving 196 students and 30 teachers at Lyceum No. 157 in Kyiv, substantiates the need for targeted efforts in developing communication skills among students.

Influence of blended learning on psychological state of students in schools and higher education

Oleksandr Ponomarov, Yuliia Dishchenko

Abstract: The research is devoted to blended learning as the optimal form of modern education that has positive influence on student's mental health. The relevance of the material presented in the research is due to the systematic introduction of modern information and communication technologies into the educational process, which causes the emergence of new types and forms of its organization, in particular mixed learning. The research argues the main advantages on student's mental health of blended learning. The structure of online and face-to-face forms of education, trends in the implementation of mixed forms of education are analyzed. It has been established that blended learning is the integration of online learning with traditional learning, which is structured into an educational concept in which the learner acquires knowledge independently (online) and with the help of a teacher who acts as a facilitator (offline). It is substantiated that it has positive effect on psychological state and educational performance. Emphasis is placed on the fact that modern information and communication technologies are an effective tool for the teacher, which makes it possible to improve the quality of education thanks to the correct planning of the educational load, management of educational materials and control of the quality of knowledge.

Exploring the Role of School and Educational Psychologists in Supporting Critical Incident Preparedness

Zara Overton-Worsfold, Zara Overton-Worsfold

Abstract: Supporting schools with critical incidents (CI) is an aspect of professional practice in which there is little published research. Within the limited literature there is a focus upon CI response, rather than preparation for CIs. A systematic literature review (SLR) was used to identify papers that reported on the involvement of Educational Psychologists (EPs) and school psychologists (SPs) in CI preparedness. The findings from the SLR provided insight to the many ways in which EPs/ SPs support schools with CI preparedness such as participating in CI teams, (co-)producing written documentation, delivering training and interventions. The SLR indicated that protecting time, providing funding, and introducing greater incentivisation for emergency planning in schools could facilitate a more consistent approach towards involving EPs/ SPs in CI preparedness activities.

An Evaluation of Caregiver Involvement in Children with Autism Spectrum Disorder and Comorbid Attention Deficit Hyperactivity Disorder

Ching-Yi Liao, Yuet-Yee Yumi Chan

Abstract: About 50 to 70% of individuals with autism spectrum disorder (ASD) also present with comorbid attention deficit hyperactivity disorder (ADHD) with social and communication difficulties. Parent coaching can be an efficient approach to increase the implementation of intervention in parents and learning outcomes of children with ASD or ADHD; however, there is a lack of literature in this field. This study conducted single-case experimental design with baseline, intervention (1 synchronous webinar and 6 individual coaching sessions), maintenance (2 individual coaching sessions), and generalization phases. The distance-delivered parent coaching package included behavioral and multimodal communication interventions via instructions, explanation of the graphed results, video recording of parent-child interactions, and performance feedback. The results of Tau-U effect sizes showed medium to large effects across learned intervention strategies in parent implementation and medium to very large effects in children's communication behaviors. Visual analysis showed an increasing trend and a higher level in the intervention and maintenance phases. The current study has showed that the increase in parental implementation of intervention strategies increased the social-communication outcomes of the children with ASD and ADHD. However, due to children's challenging behaviors, service providers might consider flexibility in service intensity when providing services to families.

Perceptions of School Climate Amongst Diverse Adolescents

Lakhvir Kaur, Alessandra Mittelstet, Amber Reinke, Shemiyah Holland, *Shane Jimerson*

Abstract: Research around the world has shown school climate to be associated with various outcomes in adolescence. Given the diversity of California's student population, it is imperative to examine and understand the perceptions of students from different backgrounds to better target intervention efforts to meet the unique needs of diverse students. School climate is a multidimensional construct frequently measured across four dimensions: school connectedness, caring relationships, meaningful participation, and school safety perceptions. Utilizing student responses to the California Healthy Kids Survey (CHKS), the present study employed latent class analysis (LCA) to identify classes of school climate perceptions among 10th-grade Native American, African American, Indian American, and Chinese American students in California (over 3,000 students). The results will explore profiles among these diverse racial groups and their relationship to school climate. For instance, among the Indian American students, more than two-thirds of the respondents reported negative perceptions of meaningful participation at school. Additionally, compared to other groups Indian American students also reported feeling less involved in making decisions and advocating for themselves within the school system. Discussion will include exploration of similarities and differences among other student populations, as well as implication for further scholarship and practice.

Research in Practice: Facilitating Early Identification of Young Children with Autism Spectrum Disorder among Preschool In-Service Teachers

Wai-yan Jacqueline Tang, *Kar-Man Kathy Shum*

Abstract: This study examines the components of in-service teacher training in the early identification of autism spectrum disorder (ASD). Preschool teachers are well-positioned to identify ASD signs, but their hesitation to communicate concerns hinders timely support. 161 teachers from 14 preschools were trained using the screening tool, Classroom Observation Checklist for Autism in Preschool (COSA-P) in classrooms. Teachers in the intervention and control groups were matched for qualifications and experience. The intervention group received training with high metacognitive engagement (including group discussions, case illustrations, practice, and scoring). The control received didactic training. Results showed that the intervention group reported significantly higher mastery of ASD knowledge ($F = 20.66, p < .001, \eta^2 = .03$) and belief in the importance of early identification ($F = 11.56, p < .001, \eta^2 = .02$). In contrast, the control experienced decreased self-efficacy in recommending referrals ($t = 3.21, p < .01$), self-efficacy in pedagogical accommodation ($t = 3.40, p < .001$), and motivation in using COSA-P ($t = 2.73, p < .01$). Qualitative feedback on key training components will be emphasized. This research accentuates the important catalyst in empowering preschool teachers in early ASD identification and serves as a valuable contribution to translational research.

Insights into Gender Constructs: Cypriot Perspectives through Delphi Exploration

Antreas Anthimou, Sarah Wright, Cora Sargeant

Abstract: The cultural and societal context in which gender norms exist play a pivotal role in influencing development during early adolescence. Young people shape their lives and personalities through dynamic interaction with their environment and through interpersonal relations they accept, reject, or develop new gender norms. Focused on Cypriot adults aged 18-29, our research employs a three-round Delphi methodology to collaboratively construct a nuanced language of gender. Thirty-one panellists evaluated 114 statements describing gender, categorising them as either "not at all important," "important," "somewhat important," or "definitely important." Analysis revealed consensus on 70 gender-related statements, with at least 51% agreement among participants. Preliminary results suggest strong agreement on statements endorsing the right of individuals to express their gender identity freely. However, divergent views emerged regarding the implementation of this right in official documents or in medical contexts. This bilingual study, conducted in both English and Greek, serves as a unique platform for individuals to contribute to the development of an inclusive gender model. Overall, it sheds light on the complexities surrounding the expression and recognition of diverse gender identities.

Gender differences in math anxiety are fully mediated by trait anxiety and test anxiety in high school students

Monika Szczygiel

Abstract: The results of previous studies indicate that girls report higher level of math anxiety than boys. Understanding why it is that, is crucial taking into account effective math teaching, encouraging interest in STEM, and equalizing opportunities in education. Although various hypotheses are formulated to explain gender differences in math anxiety, e.g., gender stereotypes, I was interested in testing whether individual predisposition – trait and test anxieties – may solely explain higher level of math anxiety in girls, compared to boys. Data were collected online from 554 (260 women, 282 men) secondary school students ($M=16.36; SD=1.74$, range 13-23) living in all voivodeships in Poland. The results indicate a full mediation effect of trait anxiety (indirect effect $\beta=.06, p<.001$) and test anxiety (indirect effect $\beta=.11, p<.001$) in the relationship between gender and math anxiety (total effect $\beta=.17, p<.001$, direct effect $\beta=-.003, p=.911$). The results suggest that gender differences in math anxiety are rooted in gender differences in trait anxiety and test anxiety. Therefore, when planning to reduce math anxiety and thus increase the mental well-being of girls, it is necessary to build by teachers a friendly teaching environment.

Do Chinese students with dyslexia struggle to learn English as a second language?

Kevin Kien Hoa Chung, Kevin Chan, Pui-Sze Yeung, Chun Bun Lam

Abstract: Students with first language difficulties often face difficulties in learning a second language (L2), particularly for students with dyslexia. In Hong Kong, China, 10% of students have reading and writing difficulties in Chinese, showing difficulties in multiple cognitive-linguistic and literacy skills. This study examined the profiles of Chinese students with dyslexia learning English (L2). Understanding the profiles of students with dyslexia may assist schoolteachers and psychologists in developing early identification and support in a monolingual and dual-language learning environment. A sample of 201 students with dyslexia in Chinese, with 98 in Grade 2 and 103 in Grade 3, participated in this study. They were assessed on cognitive-linguistic and literacy skills from a standardized Hong Kong Test of English Reading and Writing for Junior Primary School Students (HKT-PE(J)). The results showed that students with dyslexia in Chinese performed less well on the English measures: phonological awareness, morphological awareness, orthographic knowledge, vocabulary knowledge, rapid naming, word reading, and word spelling than their typically developing peers. The findings also showed a 60% co-occurrence rate of English and Chinese learning difficulties, suggesting a need to test students in both languages and providing insights into developing early identification and support for Chinese-English bilingual speakers.

A Qualitative Systematic Review of Crisis Communication in School Crises

Takanori Hiwatashi

Abstract: In the face of school crises such as incidents, accidents, and disasters, there is a high societal demand for crisis intervention. A pivotal element within this intervention is crisis communication. However, the effective methods of crisis communication that lead to the recovery of school communities remain unclear. This study aims to conduct a qualitative systematic review of crisis communication in school crises, elucidating the thoughts and considerations of teachers, support staff, and students, while exploring effective methods. For this review, we conducted a literature search using selected keywords in PubMed and Cinii databases. A meta-synthesis of 32 selected papers was performed, assessing the certainty of review findings through the Confidence in the Evidence from Reviews of Qualitative research (CERQual) approach. The results highlighted the impact of crises on communication, the need for clear communication, and the importance of initiatives from schools to families. Based on these findings, the study discusses more effective methods of crisis communication, contributing to the field by identifying key components that support school community recovery post-crisis.

9 – 11 years old children cognitive task performance during natural, mouth and nose breathing

Agne Berga, Baiba Martinsone

Abstract: Respiration through the nose is considered as a natural way of breathing while breathing through the mouth occurs when breathing through the nose is restricted due to various conditions. Research shows that oxygen changes in prefrontal cortex could be associated with different breathing routes (Sano et al., 2013; Finger et al., 2020) and breathing routes are important predictor of cognitive performance (Zelano et al., 2016). Timely correction of mouth breathing could reduce its negative consequences (Finger et al., 2020). Results of an experimental study aimed to assess the cognitive task performance during different breathing modalities will be presented and discussed.

Positive Behavior Management in a Self-contained EBD Elementary Classroom

Peyton Johnstone, Paul Caldarella

Abstract: Class-wide Function-related Intervention Teams (CW-FIT) is a classroom management intervention that incorporates positive behavior support (PBS) principles by teaching students specific classroom behavioral expectations during instructional time and providing students feedback on their behavior and use of skills throughout the day. Students who are classified with Emotional or Behavioral Disorders (EBD) often struggle more both academically and socially than their peers. Because of the serious challenges that students with EBD face, it is important to find effective PBS interventions to help them be successful. Researchers examined the effects of CW-FIT in a single self-contained EBD classroom. This study was performed using a single-subject ABAB withdrawal design with maintenance probes. Researchers collected on-task, praise and reprimand, and fidelity data during 20-minute observations. Social validity data were collected from the teacher and the students at the end of the study. On-task behavior significantly increased upon implementation of CW-FIT. Teacher praise statements increased while there was little effect on teacher reprimand statements. The teacher was able to implement CW-FIT with fidelity. The teacher and the students also found CW-FIT to be socially valid. The results of this study suggest that CW-FIT can be an effective classroom management intervention in self-contained EBD classrooms.

SURVIVORS OF HUMAN TRAFFICKING: HOW DO SURVIVORS DESCRIBE MENTAL HEALTH SERVICES, ACCORDING TO THEIR SERVICE PROVIDERS

Melanie Gonzales Puente

Abstract: Human trafficking is an increasing global issue affecting youth. For survivors of human trafficking, the psychological, developmental, and physical health consequences of human trafficking are complex and often debilitating. Youth face disrupted education, with school psychologists wanting to help but often unaware of specifics, such as treatment barriers. Considering these gaps, this qualitative study of eleven semi-structured interviews of professionals working with survivors of human trafficking addressed the following question: How do survivors describe mental health services, according to their service providers? Content analysis was used to analyze the data and derive themes. Participants described reluctance to open up and trust providers, while others welcomed diverse treatment options. Some prioritized addressing basic needs over therapy, citing negative experiences with counselors, such as perceived judgment and lack of rapport. Nevertheless, most survivors recognize the value of mental health treatment in coping, thriving, and feeling understood. Although some resisted counseling, others expressed gratitude for the opportunity to discuss their trafficking experiences. This study raises awareness of these challenges and underscores the importance of tailored mental health support for survivors to facilitate their healing and reintegration.

Overprotection as a Factor of Anxiety in Adolescents during the Russian-Ukrainian War

Alina Proskurnia, Oleksandr Vakulenko

Abstract: The research aims to identify adolescent anxiety as a personal trait, one of the most dangerous consequences of an overprotective parenting style in modern conditions. The methodological basis of the study involves a set of diagnostic methods (diagnosis of parental attitudes, diagnosis of personality motivation for success, parental attitude research instrument) using the State-Trait Anxiety Inventory, correlation and regression analysis, and other methods of mathematical statistics. The empirical research has found that excessive care, especially in mother-dominant families, leads to pronounced overprotective. Was found a direct correlation between this parenting style and the levels of anxiety and motivation in adolescents (an inverse correlation between anxiety level and motivation for success was found). High personal anxiety was recorded in 33% of adolescents, which indicated a negative experience of suffering anxiety. The practical value of this research is due to an integrated approach to the tasks of correctional psychology, which should consider both the personal predisposition to anxiety in adolescents and their early experiences of anxiety. At the same time, educational work with parents and psychological methods to reduce adolescent anxiety are equally important. The involvement of wartime contexts in the perception of the issue raised makes this study original and unique.

Mental health problems of students at special schools for emotional and behavioral disorders: Development of a qualification for multi-professional teams

Marie Schottel, Thomas Hennemann, Tatjana Leidig, Franziska Schmitz, Sandra Greiffendorf, Paul Müller, Charlotte Hanisch

Abstract: Studies indicate a high level of mental health problems among students at special schools for emotional and behavioral disorders (EBD) (Hennemann et al., 2020; Hanisch et al., 2023). In addition to special educational support at school these students often receive support from youth welfare services. Despite the recognised need for cooperation between schools and youth welfare services (BMFSFJ, 2015), there is a need for further development in cooperation in everyday practice. In the PEARL+ project, an interdisciplinary team from special education and psychotherapy in cooperation with three special schools for EBD with integrated youth welfare services is developing and evaluating a qualification to promote the mental health of students with intensive educational support needs who take advantage of youth welfare services. Another focus of the qualification is on improving cooperation within the multi-professional teams. In preparation for this, as a first step, the mental health of the students at these schools (N=421) was surveyed from the teachers' perspective by using the DISYPS-III questionnaire (Döpfner & Görtz-Dorten, 2017). This poster provides an overview of the results of the survey and the design of the qualification for multi-professional teams of special education teachers and educational specialists.

SEXUAL DYSFUNCTION IN PERSONS WITH DEPRESSIVE DISORDERS

Antonina Molotkas, Alina Proskurnia

Abstract: The article describes the problem of depressive disorders, which are currently considered one of the main ones in both psychological and general medical practice. According to the majority of authors, there is a steady trend towards a consistent increase in the prevalence of depressive disorders. The symptoms of depression very often include not only problems of common understanding (depressed mood, anhedonia, sleep problems, etc.), but also disorders of a somatic nature, which very often include complaints about changes in the sexual sphere. Depression can have a significant impact on sexual health, and sexual dysfunction is a common symptom of depression. It has been found that both men and women who suffer from depressive disorders may experience low or no sexual desire, as well as problems with arousal, erectile dysfunction, and the inability or difficulty in reaching orgasm. Depression can be associated with the work of certain neurotransmitters responsible for sexual desire and excitement, making it difficult to realize sexual activity. It is also important to consider that the impact of depression on sexuality is individual and may vary from person to person in the degree of severity and distress caused by a change in sexual behavior.

Comparing the Effectiveness of Parent Management Training and Mindful Parenting Program: A Randomized Controlled Trial

Hong Wang Denis Kwan, Kathy Shum, Shui-fong Lam

Abstract: Parent Management Training (PMT) is a widely adopted intervention that focuses on equipping parent with parenting skills. It has been effective in promoting parent-child relationships, reducing parental stress and alleviating children's behavioural problems. In recent decades, there is a growing interest in applying mindfulness in parenting interventions. Mindful Parenting (MP) programs have been shown to improve parent-child relationships, parental stress, and parents' emotional competence. This study compared the effectiveness of PMT and MP as preventive interventions. A randomized controlled trial was conducted with 189 parents of primary school children. They were randomly assigned to either the PMT, MP, or waitlist control group. Data were collected at baseline, post-intervention, and two-month follow-up. The results indicated that both PMT and MP were effective in reducing parental stress and improving parent-child relationship, parents' sense of competence and parenting practices. Nonetheless, the MP program produced a more lasting effect on parents' emotion regulation, while the PMT showed a greater impact on improving parental efficacy. Interestingly, both interventions enhanced parental mindfulness. These findings support the application of PMT and MP as preventive interventions, each with their unique relative strengths. The study also sheds light on the mechanisms of change underlying these interventions.

The Effects of a University-Based Intervention Program for the Development of Students' Executive Functions

Wilson Privado, Rebecca Winters, Terisa Gabrielsen, Paul Caldarella

Abstract: This study evaluates the effectiveness of an intervention program designed for executive functions (EF) among college students. Executive functions, including planning, organization, time management, and problem-solving, are integral to student success. Yet, many students enter higher education lacking these essential skills, impacting their academic performance and well-being. The objective of this study was to assess the impact of a targeted EF intervention program offered through one university's accessibility center. The intervention program was comprised of workshops, coaching sessions, and digital resources tailored to individual students' challenges. Through a detailed analysis utilizing the Executive Skills Questionnaire-Revised (ESQ-R) over a period of 5-7 weeks, this study closely examined the program's efficacy. Preliminary findings indicate significant improvement in participants' self-reported EF skills, suggesting that structured interventions can effectively support college students' academic and personal development. The results discussed in this session will highlight the intervention's potential to improve educational outcomes and describe how to incorporate EF training into university support services. The implications of this study offer valuable insights for educators, administrators, and policymakers in higher education. Future research should explore the long-term impacts of these interventions and their scalability in diverse educational contexts.

The Impact of COVID-19 on the Social-emotional Functioning of Youth

Amanda Ratigan, Philip Lazarus

Abstract: This poster will provide current research on the impact of COVID-19 on our youth's social-emotional functioning and mental health. We will present recently published research, describe the impact on marginalized and minoritized populations, and on children on the spectrum. Moreover, we provide suggestions for future empirical studies, draw implications for school psychology practice, and present a comprehensive model for delivering mental health supports for impacted youth.

The Efficacy of Open Educational Resources on Achievement Outcomes in Different Higher Education Institutions

Angela Findlay, Lane Fischer

Abstract: In higher education, students suffer from achievement gaps. Achievement gaps refer to differences in graduation rates, retention rates, persistence rates, and student's grades. Achievement gaps negatively affect students who are culturally or ethnically diverse and/or have a lower socioeconomic status. Open educational resources may mitigate achievement gaps as OER assists student success through higher academic performance and cost savings for students. Average quiz score was obtained at different higher education institutions using an Introduction to Psychology OER. The course was analyzed using hierarchical linear modeling. Colleges were nested by demographics to evaluate if OER was more effective in increasing students' success at colleges that have higher populations of minority and/or Pell-eligible students.

Art of the Matter: The Effects of Class-wide Function-Related Intervention Teams in a Middle School Art Classroom

Emily Larsen, Paul Caldarella

Abstract: Middle school art teachers can experience struggles managing student behavior in their classrooms. This study is evaluating the implementation of a behavior management program called Class-Wide Function-Related Intervention Teams (CW-FIT) implemented in a middle school art classroom (n=35) in the western United States. CW-FIT uses a contingency where student groups earn points for exhibiting positive classroom behavior and those points earn them a group reward. The program also emphasizes the use of teacher behavior-specific praise to improve student behavior. A single subject A-B-A-B design is being used to evaluate the impact of CW-FIT on student's on-task behavior and teacher praise and reprimand rates. (Preliminary results appear promising and the complete results will be available by the conference)

Disciplinary Protections for Students With Disabilities: A Comparative Analysis of Policies Across Selected English, French, Spanish, and Chinese Speaking Countries.

Zeyu Guo, Natalie Vallarta, Justin Allen, Olivia Prouvost, Benjamin Mason

Abstract: Students with disabilities (SWD) display high rates of disruptive behaviors, which might hinder their learning and conflict with school regulations. Such behaviors may lead to disciplinary actions, including exclusionary or restrictive educational practices. These practices restrict SWD's access to supervision and corrective training, potentially entrenching them in a cycle of recurrent problem behaviors and disciplinary consequences. To safeguard SWD, proponents argue for implementing additional considerations in disciplinary practices. This poster presentation offers a comparative analysis of disciplinary protection policies for SWD in 12 countries or regions with official languages, including English (n = 3), French (n = 3), Spanish (n = 3), and Chinese (n = 3). The top three countries or regions in each language category, based on the highest Gross Domestic Product (GDP), will be identified, as educational investment is positively correlated with economic growth. The identification of policies relies on governmental publications and consultations with educational professionals or government officials in the selected areas. Cross-checks will be performed to ensure accuracy and comprehensiveness. The findings will be presented in a visually informative comparison table, illustrating both unique and shared policies, accompanied by a descriptive analysis. Recommendations for governmental advocacy and practice will also be provided.

Latino parent experiences in special education across schooling: Finding ways to improve the special education system for Latino families

Zoe Macias, Rebecca Winters, Timothy Smith, Bryant Jensen

Abstract: The influx of Latino families into the U.S. and other parts of the world has increased significantly over the last decade (Krogstad et al., 2023). Especially in the U.S., Latinos often have unique cultures, languages, and values that differ from the national norm. As such, it can be difficult for Latino parents to engage with the education system, particularly the special education system. However, parental involvement in their child's education has a number of benefits for the child (Adamski et al., 2023). A review of the literature found that Latino parents often struggle with communication, both in terms of the language spoken by school faculty and special education terminology (Durán et al., 2023). Parents also often feel that they are not respected or listened to (Hardin et al., 2009). This preliminary review of the literature was done with the aim of conducting a study that identifies areas of improvement in special education for Latino parents and differences in parent experience that may exist across schooling levels. Identifying these areas will help school professionals better prepare to work with Latino families in special education. Preliminary results of said study will likely be gathered in May and June.

Building Capacity of School Psychology Trainees to Respond to the Opioid Crisis in the United States

Sayward Harrison, Samuel McQuillin, Kimberly Hills, Steven Harrod

Abstract: This professional practice presentation will describe efforts at the University of South Carolina (USC) to (1) examine training practices in the School Psychology program related to prevention and treatment of substance use disorder (SUD) and (2) plan for an innovative training program to build capacity in this area. RATIONALE. The United States (US) continues to grapple with an opioid crisis, with >100,000 residents dying from opioid overdoses in 2022. Children and families are heavily impacted by the crisis, facing risks related to opioid misuse, accidental overdose, and opioid use disorder (OUD). METHODOLOGY. In 2022, faculty from the USC School Psychology program undertook a strategic assessment and logic model building process to identify opportunities to engage school psychology trainees in community response to the opioid crisis. KEY FINDINGS. Analysis of existing course offerings and clinical training opportunities identified major gaps in training and resulted in development of a fellowship program to train school psychology students in prevention and treatment of substance misuse and dependence. IMPLICATIONS. School psychology trainees can play a critical role in helping communities respond to the US opioid crisis but targeted efforts are needed to identify training-related needs, develop didactic and clinical training curricula, and build community partnerships.

Adopting Mindfulness Practices to Improve Reading Comprehension for Underachieving Students

SUFEN TU, Su-Nu Lin

Abstract: This action research explored the impacts of implementing mindfulness practices on the concentration and reading comprehension of underachieving students. Nine underachieving students from the third to fifth grades (five were diagnosed with developmental disorders) participated in a 12-week after-school program and practiced 40 minutes per day for three days a week. Two teachers served as observers and provided feedback on performance. The mindfulness practices included listening to bowl music, mindful walking by holding a bowl of water, mindful eating, reading, listening, and breathing practice. The results demonstrated that the students could self-calm after entering the classroom and listening to music after multiple trials; impressively, singing bowl music was the most efficient practice. Moreover, the students expressed increased concentration and interest in reading. The teachers reported that the students exhibited increased patience and concentration in reading and considerable academic improvement. The teachers found that the use of gratitude- and blessing-guiding languages helped build positive emotions and reduce negative emotions of the students. The current research identified the facilitating effects of mindful practices on emotional regulation, concentration, and reading comprehension for underachieving students.

A Preliminary Exploration of the Professional Support and Training for the Psychologists of the New Taipei City (NTPC) Student Counseling Center in Taiwan

Ching-I Lo, Wei-Yun Hsu, Su-Shia Huang, Ting-Cheng Chao

Abstract: Currently, there's no specific professional license or complete training program for "school psychologists" in Taiwan. Each county/city has established student counseling centers and assigned psychologists to provide school-based mental health services since 2011. In addition, local education bureaus provide on-the-job training to assist them to succeed in their roles as school psychologists. This study utilized the method of document analysis to collect and analyze data on in-service training courses conducted by the NTPC Student Counseling Center from 2012 to 2023. The results revealed that the course content can be categorized into ten types, such as "youth psychological intervention", "school culture and teamwork", "peer-to-peer knowledge sharing". Reviewing the training content proposed by the National Association of School Psychologists revealed that the NTPC Student Counseling Center provided fewer professional training courses related to developing academic skills, promoting learning, and research and program evaluation. However, there's an increase in content aimed at assisting psychologists in settling into the workplace and developing professional identity. Based on the above results, the paper further explored the differences between the school psychologists in Taiwan and in the U.S. Suggestions for future planning of professional certification and training programs in Taiwan are also proposed.

Effect of older siblings on language development in Japanese-speaking children: A longitudinal birth cohort study

Shiori Sato, Hiroki Higuchi, Asami Shinohara, Tessei Kobayashi, Tomoko Nishimura, Toshiki Iwabuchi, Kenji Tsuchiya

Abstract: Language input from caregivers is one of the critical factors for child language development, and its quantity and quality predict later language outcomes. One possible factor that mediates language input from the caregiver is the number of older siblings, which is negatively correlated with the child's language skills (e.g., Havron et al., 2019). This negative effect might be decreased with development due to the increase in out-of-home factors such as schooling. However, this has not been addressed in previous studies. In this study, we focused on Japanese-speaking children (N=671) to investigate how the older sibling effect changes with development. Using longitudinal data from the Hamamatsu birth cohort for mothers and children study, we analyzed children's language skills at 4 and 8 years of age measured by verbal IQ (WPPSI) and verbal comprehension index (WISC-IV), respectively. Results showed that 4-year-olds without an older sibling possess significantly better language skills than those with an older sibling. However, no significant effect was shown at 8 years of age (i.e., after schooling). The present findings suggest that out-of-home resources (e.g., school education) mitigate the imbalance of language input between siblings and thus reduce the disadvantage of language skills in children with older siblings.

The Invisible Embedded "Values" Within Large Language Models: Implications for Educational Psychology

dorit Hadar Shoval, Kfir Asraf, Yonathan Mizrachi, Yuval Haber, Zohar Elyoseph

Abstract: Background: As AI advances, large language models (LLMs) like ChatGPT show promise in educational psychology. However, integrating AI raises ethical concerns, especially regarding cultural sensitivity and alignment with values promoting healthy children's development. Study Aims: Examine the "values-like" abilities in leading LLMs using Schwartz's Theory of Basic Values (STBV) and compare them to human values across diverse cultures. Method: Evaluated 4 LLMs (Bard, Claude 2, GPT-3.5, GPT-4) using the Portrait Values Questionnaire-Revised (PVQ-RR). Administered PVQ-RR 10 times per LLM for consistent responses. Assessed reliability, agreement, and construct validity (CFA). Compared LLM value profiles to each other and a sample from 49 countries. Results: Schwartz's model reliably and validly measured "values-like" abilities in LLMs. However, LLMs showed distinct value patterns emphasizing universalism and self-direction over achievement, power, and security compared to humans. Conclusions: Value differences between LLMs and humans have implications for educational psychologists using AI. Careful evaluation is needed to ensure cultural sensitivity and alignment with values promoting children's well-being. The study provides a framework to assess AI's values-like abilities and guide responsible AI development in education. Proactively addressing potential value mismatches allows harnessing AI's benefits ethically to support healthy children's development across diverse backgrounds.

The hidden role of school psychologists: Informal leadership

Marisa Carvalho, Rosario Serrão, Helena Azevedo, Mireia Tintoré, Bárbara Nobre, Nuno Silva

Abstract: School psychologists are entrusted with addressing a wide array of issues through their diverse roles and responsibilities. They are tasked with balancing traditional duties such as assessment and individual interventions with newer responsibilities like consultation/teleconsultation, interdisciplinary collaboration, and assuming leadership roles within whole-school approaches and advocacy efforts. The evolving literature on best practices in school psychology indicates a paradigm shift, positioning school psychologists as proactive agents of change. Consequently, leadership is increasingly recognized as a crucial component of their foundational and functional competencies. Despite the acknowledged value of formal leadership roles in scientific literature, school psychologists are often not formally acknowledged as leaders. This poster will present a study that sheds light on the characteristics of leadership of school psychologists. Three school psychologists, with recognized leadership roles or actions in their schools, participated in the study. An interview was conducted to explore skills, practices, and conditions that school psychologists have regarding leadership roles. Results will be presented and discussed. Despite the scarcity of research in this area, understanding informal leadership among school psychologists holds promise for enhancing service and school management, improving educational institutions, and ultimately benefiting student well-being.

Promotion of outdoor activities in adolescence: An intervention to increase well-being, environmental awareness, and place attachment

Monica Bolognesi, Francesca Pazzaglia, Anna Angelini, Laura Secco, Elisa Della Longa, Angelica Moè

Abstract: Adolescence is a significant developmental phase, marking the transition from youth to adulthood. During this period, adolescents undergo a significant exploration of identity and future career, in strict connection with peers and the environment. School psychologists can facilitate this important process in a range of ways, including engaging in outdoor school activities, whose effectiveness in rising psychological well-being and social skills has largely been demonstrated (Wiks et al., 2021), but mainly with elementary school children (Oberle et al., 2021). This research will fill in this gap by considering adolescent students and including social aspects like place attachment and identity as potential outcomes. A sample of 98 students attending three different schools were involved in educational activities in nature (including visits to natural sites close to the schools) and filled in measures of psychological well-being, connection with nature, knowledge of environmental issues, pro-environmental behaviors, and place attachment. The results confirmed an increase in emotional well-being [negative emotions decreased $p=.007$ and positive increased $p=.001$], subjective vitality ($p=.033$), and place attachment ($p=.015$). School psychologists and principals are advised to include outdoor activities and visits to nature and the school surroundings in the curricula also when considering high schools and adolescent students.

Creating English Writing Local Norms for Emergent Trilingual Students in a Galician Public School

Madeline Alexanian, David Klingbeil

Abstract: Curriculum-based measurement of written [removed]CBM-W) is a suitable way to assess students' growth in writing and establish class-wide performance benchmarks (Deno, 1985). The purpose of this study was to create local norms (Shinn, 1988) in CBM-W performance in a Galician elementary school in Spain. Participants included 5th and 6th grade students in English classrooms. Participants were fluent in Spanish and Galician. Given their English writing proficiency, students completed three early writing CBM-W tasks with developmentally appropriate scoring and timing procedures (Lembke et al., 2003; Malecki & Jewell, 2003; McMaster et al., 2009). Assessment was tailored to emerging trilingual students' needs by incorporating cue words and providing multilingual directions. Students (N = 135) completed sentence copying, picture-word, and story prompt probes once per month for five months. Group means and standard deviations during winter and spring benchmarks as well as winter to spring growth will be calculated (Shinn, 1988). Correlational analyses will provide further insight into the use of fluency and accuracy scoring procedures (Malecki & Jewell, 2003). This poster will present the use of these data in creating local norms for CBM-W performance as well as considerations for CBM-W use in international classrooms with emergent bilingual or trilingual students.

Teachers' burnout: the role of Sensory Processing Sensitivity individual trait, perceived stress, and the school relational climate

Melba Emilia Persico, Alessandra Sperati, Riccardo Palumbo, Mirco Fasolo, Maria Spinelli, Michael Pluess, Giulio D'Urso, Francesca Lionetti

Abstract: Teaching is one of the most stressful professions with the highest risk of occupational burnout. The Sensory Processing Sensitivity (SPS) individual trait has been found to have a crucial role in emotional exhaustion at work. However, it is still unknown the role of heightened SPS in the educational field and how it is linked to burnout, while also considering other variables. We explored the association between SPS and burnout as well as the moderating role of perceived stress and school climate among 198 teachers (44.3 years; SD = 9.7, 94% F). In line with a vulnerability effect, we found heightened SPS largely associated with burnout. This was evident when the perceived stress was high, suggesting that highly sensitive teachers may experience more challenges in facing elevated stress with the need of more support. At the same time, when exposed to a supportive school climate, highly sensitive teachers showed lower burnout than less-sensitive ones, suggesting high SPS as a valuable strength for benefitting from positive experiences. Findings have the potential to inform the importance of preventive support programs for increasing the awareness of the role of individual differences in responding to both work-demand-related stress and to positive school environments.

How early relationships promote cognitive competences: The role of mother-child dyadic synchrony on child cognitive development

Odette Nardoza, Antea D'andrea, Giulio D'Urso, Ilenia Passaquindici, Mariateresa Positano, Francesca Lionetti, Mirco Fasolo, Maria Spinelli

Abstract: The development of child's cognitive skills, fundamental for the adaptation to the learning experience at school-age, is positively predicted by the quality of early mother-child interactions. However, there is a lack of longitudinal studies on the topic. This longitudinal study aims to investigate the effects of dyadic synchrony and maternal sensitivity investigated during the first year of life, on cognitive development of children of school age. 40 mother-child dyads participated at the study. At 9 and 24 months of age, mother sensitivity and dyadic synchrony were evaluated during free-play mother-infant interactions. At the age of 7 the mother and the child participated to a cooperative problem-solving task and EEG neural activation of both partners were collected. PC tasks were used to assess child's cognitive skills (i.e. QI, executive functions). Preliminary results show that the quality of dyadic interaction at 9 and 24 months and the quality of mother-child neural synchrony at 7 years predict child's cognitive skills at 7 years. The results highlight the importance of clinical interventions that promote sensitive parenting to prevent child's school difficulties.

A Multisite Cluster Randomized Trial To Examine the Efficacy of CharacterStrong's PurposeFull People Program on Student Behavior, Academic Engagement, and Character Building

Yanchen Zhang, Clayton Cook, Madeline Larson

Abstract: The integration of social-emotional learning and character education represents a promising approach to preventing students' social, emotional, and behavioral difficulties and promoting academic enabling factors. We conducted a multi-site cluster-randomized trial to examine the effectiveness of PurposeFull People (PfP; a universal prevention program integrating social-emotional learning and character education) in 10 elementary schools. Forty-four teachers and their classes in each school were randomized to treatment (PfP; $n_{\text{treatment}}=22$) or control condition. An average of eight students were randomly recruited from class ($n_{\text{student}}=354$; $n_{\text{treatment}}=177$). Four student outcomes (behavior expectations, behavior discipline, character traits, academic engaged time) were assessed at baseline and four months after the completion of PfP. We built a series of 3-level linear mixed models to estimate the effects of PfP on the four student SEB outcomes. We also probed cross-level interactions to explore treatment effect heterogeneity based on students' baseline outcomes. Results indicated that students receiving PfP showed greater improvements in four outcomes compared to control. Also, students struggling the most at baseline experienced greater improvement at posttest. We call for researchers and leaders to support the integration of universal programs to ensure students access the wrap-around support they need to thrive within and beyond schools.

"Happy Together": Multilevel Associations between Teachers' and Adolescents' School-Specific Subjective Wellbeing in Collectivist Culture

Yanchen Zhang, Qiong Yu, Tyler Renshaw, Huijuan Li, Lindsay Fallon, Xu Jiang

Abstract: International literature indicates that adolescents' school-specific subjective well-being (SWB) is associated with their academic and social-emotional development. Teachers are a central source of social influence on adolescents' school-specific SWB. However, little is known about the multilevel associations between adolescents' and their teachers' school-specific SWB. This international collaborative study examined the multilevel associations between adolescents' and their teachers' school-specific SWB. Using a stratified random sample from a Chinese public secondary school ($n_{\text{students}}=1,181$, $n_{\text{teacher}}=44$), we surveyed teachers' and their students' school-specific SWB and general SWB (satisfaction with life and general self-efficacy). Multilevel models were fitted to delineate the cross-level associations between teachers' (level-2 predictors) and adolescents' overall and dimensional school-specific SWB (level-1 outcomes) while partialing out adolescents' general SWB and demographics. Significant within-class similarities were found in adolescents' overall and dimensional school-specific SWB (joy of learning, student school connectedness, academic self-efficacy, educational purpose). At the class level, teachers' school-specific SWB and experience were positively associated with adolescents' SWB. Implications of findings and future directions were discussed to inform researchers, practitioners, and policymakers about the significance of multidimensional measures of SWB and a whole-school approach to promote the SWB of an entire school population.

Emotional Consequences of stressful events on Families: The Role of Resilience and Parental Communication

ORTAL BUHNICK ATZIL

Abstract: Resilience is the ability to adapt to stressful events and changing life situations, successfully dealing with challenges, and growing from them. This study examines the emotional consequences of war among families who were only indirectly exposed to the traumatic events. Participants ($N=350$), filled out online questionnaires about anxiety symptoms and resilience factors at the individual and family levels. Results showed that 60% of mothers and children below age 8 exhibited clinically significant levels of anxiety. Fewer older children demonstrated distress levels beyond clinical thresholds. Parents played a crucial role in mediating their children's experiences, with parental conversation and provision of war-related information found to alleviate children's distress at all ages. These findings underscore the impact of parental anxiety on children's emotional well-being, emphasizing the importance of sensitive and age-appropriate communication in alleviating children's distress. The results can further the development of intervention programs aimed at fostering resilience in children, parents, and families during personal and national crises.

Digital Interference: The Effect of Maternal Smartphone Distraction on Mother-Child Learning-based Interaction

Michal Alon Tirosh, Dorit Hadar Shoval, Kfir Asraf, Manor Fraizond

Abstract: In our digital era where smart devices have become ubiquitous and deeply embedded into daily life, parents frequently use smartphones in the presence of their young children. The phrase "distracted parenting" has entered public consciousness, signaling concerning shifts in parenting behaviors associated with mobile technology use that could potentially impact children negatively. This study attempts to assess the effects of maternal smartphone distraction on mother-child learning-based interaction. Relying on maternal scaffolding studies and the importance of maternal tutoring, this study examined the impact of mothers' smartphone distractions on three aspects of mother-child learning-based interactions: task performance, child's reactions, and mother's reactions. The study focuses on five measures: task completion time, number of errors, child input, maternal input, and number of parts assembled by the mother. Seventy-two mothers and their 3- to 6-year-old children (33 girls) participated in this mixed-methods study using both within-subject and between-subjects designs. Interrupted and uninterrupted joint mother-child interactions were compared. The findings revealed that mothers' smartphone distractions increased task completion time, child's input, and mother's assembly, but decreased mother's input. As mother-child interaction is important for child development, these findings raise developmental concerns caused by maternal smartphone distraction during child tutoring.

The Challenges of Maternal Scaffolding in the Digital Age: The Case of Mother-Child Joint Computer Game

Michal Alon Tirosh, David Ben-Chitrit

Abstract: Parent-child interactions usually involve parental scaffolding, with the more-skilled parent playing a more dominant role by supporting the child's learning and goal achievements. Parental scaffolding promotes children's learning skills and contributes to their development in many areas. However, in the digital age and especially in the unique context of computer games, children are frequently more skilled than their parents, which raises the question of whether a parent-child joint computer game interaction can still be viewed in terms of parental scaffolding of any type; and if not, to understand the nature of parent-child interaction in this context. Observations of 20 dyads of mothers and elementary school-aged children playing computer games yielded a three-phase model describing the interaction: (1) initial interaction, assuming the roles of the child-player and mother-spectator; (2) struggles for control; and (3) ultimate resolution through various forms of cooperation and participation. The findings indicate that mothers' feelings of having lower skill and competence than their children prevented them from scaffolding during the joint computer game play. As digital games are rapidly becoming the primary mode of play and a popular mode of learning, it is important to understand the conditions required for maternal scaffolding.

Effects of Class-Wide Function-Based Intervention Teams (CW-FIT) on Teacher Positive Classroom Management and Student Engagement Behaviors in a Junior High School in Taiwan

Hsin Lee, Chi-ching Chuang, Chun-mao Chang

Abstract: The purpose of this study is to examine the effects of the Class-Wide Function-Based Intervention Teams (CW-FIT) on improving classroom teachers' classroom management and students' engagement in class in Taiwan. CW-FIT has demonstrated positive effects for teachers and students in the United States, while fewer studies were implemented in other cultures. A reverse single-case design ABAB is conducted in a 8th grade classroom in an urban junior high school. The teacher's use of praises, reprimand, and students' general engagement are collected for data for approximately 12 weeks. Data analysis will be completed through visual analysis. Social validity of the study was established through teachers' questionnaires. After completing the baseline data collection, the teacher will be provided with training in how to implement CW-FIT (students grouping, how to give praises). The researchers and teacher collaborate and make sure the implementation with validity. Data collection is still in process. Final results will be discussed, as well as future implications.

The Impact of Teacher Involvement Beyond Instruction: Exploring the Relationship Between Teachers' Socio-Emotional and Negative Teaching Behavior and Depression in High School Students

Yugo Kira

Abstract: The behavior of teachers in the classroom is classified into three categories: instructional teaching behavior (ITB), socio-emotional teaching behavior (SETB), and negative teaching behavior (NTB). While ITB fosters academic achievement and social development, its impact on reducing depression is well-established. However, existing studies yield conflicting results regarding the relationship between SETB, NTB and depression, and the underlying mechanisms remain unclear. Therefore, this study investigates the hypothesis that SETB acts as a stress-buffer, while NTB functions as a stressor. A total of 769 high-school students (Mage=16.42, SD=0.96; 673 females) participated in the study. At the initial assessment, students' perceptions of their homeroom teacher's teaching behavior and depression were measured. One month later, at the second assessment, the frequency of experiencing interpersonal stressors this month and depression were measured. The results of the multiple regression analysis revealed that the teaching behavior of the homeroom teacher has no significant interaction with interpersonal stressors, confirming only a direct effect of SETB on decreasing depression. Structural equation modeling indicated that NTB increased interpersonal stressors, worsening depression. These findings support the hypothesis that NTB functions as interpersonal stressors but suggest that SETB may mitigate depression independently of the frequency of interpersonal stressors experienced by the students.

The work of a team of psychologists at the VMU Gifted Centre (Lithuania)

Jurga Misiuniene

Abstract: The presentation introduces the activities of the VMU Gifted Center (Lithuania) and its team of psychologists. The VMU Gifted Centre educates gifted children within the framework of the international Lithuanian-Israeli Gifted Education Programme. Approximately 300 children aged 4-17 attend the Center. The selection of children for the programme is based on the results of an intellectual ability test, which was adapted for the center by Israeli researchers. The work of the team of psychologists is carried out in 4 directions. Every 5-6 weeks, the psychologists meet with the children and conduct personal development sessions (5 meetings of 3 academic hours per school year). Once a month the parents are invited to a meeting with psychologists where the focus is not only on psycho-education but also on community building. Every two months, teachers are invited to take part in intervision, facilitated by psychologists, to discuss how best to respond to children's individual needs and how to deal with the more complex situations that arise during sessions with children. In addition, psychologists, together with teachers, provide training for professionals and carry out scientific research and public presentations on the education of gifted children. The presentation will give examples of these activities.

Enhancing Social-Emotional Skills in School Students: Introducing an AI-Based Practice Tool *dorit Hadar Shoval, Yuval Haber, Karni Gigi, Iftach Tsafir, Zohar Elyoseph*

Abstract: Background: Social-emotional skills are crucial for the well-being and success of school students. Therapeutic approaches like Interpersonal Psychotherapy (IPT) focus on improving these skills by identifying interpersonal problems and practicing relevant communication and emotional skills. As AI advances, large language models (LLMs) show promise in supporting the development of social-emotional skills. Aim: This project aims to present an AI-based virtual assistant using GPT-4, which provides school students with a self-practice tool for enhancing social-emotional skills and discusses its implications for educational psychology. Method: The virtual assistant is designed to guide school students in practicing social-emotional skills through interactive explanations, examples, and simulated role-playing scenarios. Personalized feedback and progress tracking features are implemented. Pilot tests are conducted to assess usability, engagement, and perceived effectiveness. Results and Implications: The AI-based virtual assistant successfully engages school students in practicing social-emotional skills, offering advantages such as 24/7 availability, personalized feedback, and cost-effectiveness. However, challenges include ensuring alignment with evidence-based practices, maintaining privacy, and addressing ethical concerns. The integration of AI-based tools in educational psychology requires careful consideration and collaborative research to validate effectiveness and inform responsible implementation. With proper guidelines, these tools complement the work of educational psychologists in promoting students' well-being and success.

The Relationship between Parental Involvement in School Activities and Adolescent School Refusal from the Perspective of Parents

Jurga Misiuniene, Joana Zukaityte

Abstract: The study aimed to analyze the relationship between parental involvement in school activities and adolescent school refusal from the parent's perspective. The study involved 119 participants (86% women). The majority of participants had raised girls (50.4%) who were 16 years old (43.7%). Parents were asked to complete a 'Parental Involvement: Model Revision through Scale Development' (Hoover-Dempsey & Sandler, 1995, 1997) and 'School refusal assessment scale - revised (P)' (Kearney & Silverman, 1993), along with answers to socio-demographic questions. The results indicated minimal variance in parental involvement in school activities and adolescents' school refusal. When comparing parents' perceptions of children's school refusal based on the age of the adolescent (14-16 years), it was observed that school refusal decreases as adolescents get older. Mothers, more than fathers, may feel uncertain about how to assist their children in achieving higher grades. The study revealed a negative correlation between school refusal in adolescents and their parents' knowledge of how to support their academic progress, as well as their belief in the effectiveness of their support. The findings suggest that parents who are less informed about children's daily school life and feel disconnected from them are more likely to have children who avoid attending school.

Cultural and Gender Differences in the Relationships Between Autism Traits and Mental Health Conditions Among University Students in Japan, the United Kingdom, and India

Satoshi Okada, Ragin Maria John, Kazuhiro Ohtani, Lai-Sang Lao

Abstract: Background: Sensory sensitivity, social camouflage, and other conditions related to autism spectrum disorder (ASD) are well-known as important traits associated with severe mental health problems. Additionally, there are crucial situations where the incidence of suicide, mental health problems, and ASD among university students in Japan has remained high for the past 10 years. Purpose and Method: We conducted the Comprehensive Autism Traits Inventory (CATI) and the Kessler Psychological Distress Scale (K10) among university students in Japan, the United Kingdom, and India (N=369). Subsequently, we investigated which ASD traits are associated with mental health and whether the structure differs across cultures and genders through multi-group structural equation modeling (SEM). Results: Several SEM models were executed, and the models with equal constraints on paths from all ASD traits to the total score of K10 across cultural groups or gender groups showed the highest fit compared to other models. Additional analysis showed there were cultural differences in the relationships between the K10 score and some ASD trait scores, such as Sensory Sensitivity and Repetitive Behaviors. Gender differences were not clearly indicated. Discussion: We discussed support for university students with mental health problems from the perspective of profiles of autistic traits and cultural differences.

Examining the Efficacy of Application-Based School Bullying Intervention: A Focus on Teacher-Student Relationships and Frequency of Contact.

Hiromichi Kato, Yue Shu, Masayoshi Ota, Shuto Suzuki

Abstract: This study aims to evaluate the effectiveness of employing a tablet computer application for students to identify instances of school bullying victimization and intervene, focusing on the perspectives of teacher-student relationships and the frequency of teacher contact with students. The goal of identifying bullying victimizations through applications is to minimize the time from identification to intervention and to enable instant information of victimization sharing within the anti-bullying team that consists of teachers and other specialists. Additionally, by evaluating the teacher-student relationship, a straightforward intervention plan can be developed, emphasizing teacher involvement. Two surveys using the application were conducted at a one-month interval, involving 620 students (204 7th graders, 184 8th graders, and 212 9th graders) from two public junior high schools. After the first survey was conducted, the anti-bullying team convened to assess the situation of victimization, evaluate the teacher-student relationships, develop concrete intervention plans, and implement interventions the following day. Between the first and second surveys, 76.89% of bullying victimizations were resolved. Among the group of students where bullying was resolved, there was a significant increase in the frequency of teacher contact from the first to the second survey, and improvements were also noted in the teacher-student relationships.

Executive functions in children and adolescents from parents' and teachers' point of view. Inter-rater agreement in BRIEF2.

Diana Demkaninova, Margaréta Hapčová, Daniela Turoňová

Abstract: This study aimed to investigate the agreement between parents' and teachers' reports of everyday behaviors associated with executive functions in the home and school environments in the clinical group (CG) of children and adolescents and their typically developed (TD) peers. The Behavior Rating Inventory of Executive Function, Second Edition (BRIEF2) scale was used to assess executive deficits. The research sample consisted of parent-teacher pairs assessing TD children (N = 137, boys 49) aged 6-18 years (M = 12.8) and children from the CG (N = 21, boys 16) aged 7-18 years (M = 12.5). Rater agreement was tested through correlation coefficients and differences in mean T-scores. The overall agreement (r) in teacher and parent ratings in the TD sample was weak to moderate (0.10 - 0.34). The agreement was lowest for the Emotional Control scale. Teachers perceived more executive difficulties in TD children than their parents across all scales and indexes. In the CG, inter-rater agreement was higher (0.30-0.65). The Organization of Materials and Shifting had the largest difference in T-score. Teachers and parents perceived more difficulties in different executive areas, which is related to the environment where they have the opportunity to observe the behavior of the child. The project was supported by Slovak grant schemes APVV 20 0139 and VEGA 1/0640/22

Linking family economic pressures to child problem behaviors and pre-academic performance: The mediating roles of fathers' and mothers' maladjustment and hostility

Chun Bun Lam, Ho Wai Anthony Lam, Kevin Kien Hoa Chung

Abstract: Economic pressures constitute a major source of stress among families around the world. Although family economic pressures have been linked to more problem behaviors and lower academic performance among children, the underlying mechanism—especially the roles of fathers—remains underexplored. This study examined whether fathers' and mothers' maladjustment and hostility uniquely mediated the longitudinal associations of family economic pressures and child problem behaviors and pre-academic performance in Chinese families. Questionnaire data were collected from fathers, mothers, and class teachers of 212 kindergarten-aged children living in Hong Kong, China, on two occasions separated by about 6 months. At Time 1, fathers and mothers reported family economic pressures and their physical and psychological adjustment and their verbal and physical hostility toward children. At Time 2, fathers, mothers, and class teachers reported children's internalizing and externalizing problems and pre-academic performance. Structural equation modeling indicated that the association with child internalizing behaviors was mediated by both fathers' and mothers' maladjustment, that the association with child externalizing behaviors was mediated by mothers' maladjustment, and that the association with child academic performance was mediated by mothers' hostility. Discussion focuses on the importance of involving both fathers and mothers when supporting kindergarten-aged children from low-income families.

What's in a name? Stakeholders understanding of the Mild Intellectual Disability (MID) exceptionality in Ontario Canada

Adira Winegust

Abstract: In Ontario Canada, in order to access special education services through the Ministry of Education (MOE), one is required to be identified with an exceptionality. One exceptionality is the "Mild Intellectual Disability" (MID). Unlike other exceptionalities in the system, MID does not have a corresponding diagnosis in the DSM-5. As a result, students identified with this exceptionality are not eligible for special education services at the post-secondary level. While the MOE does provide the basic description for MID, further legislation allows for the individual boards to create specific criteria to meet their board's needs. Thus across the province, school boards differ in their cognitive, adaptive and academic criteria for identification with MID. Teachers, administrators, and school psychologists across Ontario were asked to complete an online survey assessing their understanding about what constitutes the MID exceptionality and beliefs about students identified with MID. Analysis reveals that for the most part, there is agreement amongst all stakeholders about what defines the MID exceptionality. However school psychologists differ in their beliefs about long term success of these students when compared to teachers and administrators. As these groups are required to work together to craft special education plans, implications for practice are discussed.

Enhancing Resilience through Bibliotherapy: Curriculum Development and Evaluation

Ya-Ting Juang, Yen-Chun Liu

Abstract: This research aims to integrate bibliotherapy into the development of a resilience curriculum, to explore the students' learning experiences in this course and to evaluate the learning effectiveness. This graduate level course is for students of the Department of Psychology and Counseling. The curriculum unfolds in three stages: introducing the knowledge of resilience and bibliotherapy, learning through experiential activities, and applying their learning about bibliotherapy and resilience to design mental health promotion programs. The Chinese version of the "Adult Mental Resilience" scale was administered before and after the course to assess the impact of students' learning experiences on their resilience over the semester. The "students learning experience questionnaire" and the focus group interview were conducted at the end of semester to examine the curriculum's design and learning effectiveness in resilience development through bibliotherapy. The resilience evaluations, conducted with a sample of 18 graduate students, showed a significant increase in students' self-reported resilience over the semester. Additionally, the course received an average rating of 4.6 out of 5 in terms of satisfaction, helpfulness, and practicality. The qualitative data further revealed that students had positive learning experiences through this curriculum's design. These results indicated that the course positively foster students' resilience.

Susceptibility to Radicalization Among Potentially Traumatized Refugee and Immigrant Students in Germany

Esheref Haxhiu, Gino Casale, Friedrich Linderkamp

Abstract: Children with refugee and migration backgrounds are at risk of social and psychological problems. The current study investigates whether having a refugee background impacts radicalization intentions among school students in Germany. 336 secondary school students (including Hauptschule, Gesamtschule, and Realschule) participated in this study completing the Activism and Radicalization Intentions Scale (ARIS) developed by Moskalkenko & McCauley (2009). Results indicate higher scores among students with a refugee background on both legal political activation intentions $M = 19.17$, $SD = 8.54$ and illegal radicalization intentions $M = 14.46$, $SD = 7.80$ compared to students without a refugee background $M = 18.16$, $SD = 7.49$ and $M = 11.98$, $SD = 7.49$. t-Test analysis disclosed that there was no notable difference in intentions for legal political activism between students with a refugee background ($N=79$) and those without ($N=245$; $t(322) = -1.011$, $p = .313$). A substantial disparity was found in radicalization intentions, with higher intentions observed in students with a refugee background ($t(322) = 2.608$, $p = .010$). This examination underscores the nuanced impact of migration and refugee backgrounds on the radicalization intentions among school students in Germany, signaling the need for targeted support and intervention strategies within the educational system.

Project Positive Attitude: 20 years of a Social and Emotional Learning intervention

Vanda Sousa, Vítor Alexandre Coelho, Marta Marchante

Abstract: Project "Positive Attitude" is a Portuguese project aimed at enhancing the social and emotional competences of elementary and middle school students. Currently in its 20th year of implementation, the project has been identified in two independent studies as one of the most scientifically supported, both in Portugal (Cristovão et al., 2017), and in the Ibero-American context (Fernández-Martín, 2021). The Project currently comprises three SEL programs: one for 4th grade, one for lower middle school (5th – 6th grade); and another one for upper middle school students (7th - 9th grade)—replicated nationally since 2019, under the Gulbenkian Academies of Knowledge initiative; and two school adjustment programs: Positive Transition, that supports the transition from elementary to lower middle school (4th to 5th grade) and Transition3, which support the transition from lower to upper middle school (6th to 7th grade). So far, more than 16.000 students have participated in at least one of the programs, which had consistent positive results reported by teachers and self-reports throughout these 20 years. "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.

Enhancing Culturally Responsive Assessment: The Cultural Formulation Interview

Jaida Lilly, Jaida Lilly

Abstract: The Cultural Formulation Interview (CFI) from the DSM-V is one tool that can guide culturally responsive interviewing as part of the assessment process. By becoming familiar with the CFI's structure and implementation, a school psychologist could utilize the data collected to support the multidisciplinary team through strengths-based problem-solving. Although created for clinical practice, the CFI is useful, acceptable, and feasible across various cultures and settings (Lewis-Fernandez et al., 2017). There are four core domains addressed within the CFI: (1) Cultural definition of the problem, (2) Perceptions of the cause, context, and supports, (3) Sociocultural factors influencing coping and self-help behaviors in the past and present, and (4) Cultural elements of the student-clinician relationship. These domains align with the four primary concepts of culturally responsive school psychology practice: 1) Engaging in critical reflexivity, 2) Relationship building, 3) Responsiveness, and 4) Relational empowerment (Goforth & Pham, 2023). This poster will provide considerations for using the CFI in school psychological practice. I will present the evidence base for the effectiveness of the CFI, followed by a description of the methods and procedures used in the current study.

When I don't know my school: Reflections about psychologists' role as part of a PBIS teams.

Marisa Carvalho, Rosario Serrão, Lurdes Veríssimo, Helena Azevedo, Joana Cruz

Abstract: Like in many countries, in Portugal, schools are dedicated to fostering safe and welcoming learning environments. However, one ongoing challenge faced by educators is addressing issues such as student aggression, acting-out behaviours, withdrawal, and insubordination. Schools have turned to frameworks like Positive Behavioral Interventions and Supports (PBIS) to tackle these challenges effectively, seamlessly integrating schoolwide prevention efforts with targeted behaviour support practices. School psychologists are central to the successful implementation of PBIS. Therefore, school psychologists need to have specific knowledge about the PBIS model and a deep understanding of their schools. This poster presents data about what 375 Portuguese school psychologists report to know about PBIS and their schools. Regarding self-reported knowledge about PBIS, most reported having little or no knowledge about the model (n=57.3%) and its main features (n=60.5%). Regarding schools, only 22.4% of psychologists have reported school interventions inspired by the PBIS, with varying levels of implementation. Moreover, some psychologists have reported not knowing the specific practices of their schools (e.g., the school has a written document that guides PBIS practices; the school disseminates results about behaviour; staff receive training about PBIS). From these results, reflections and recommendations about the psychologist's role within PBIS teams are discussed.

The fear of receiving a mental diagnosis for your child - tools aiding psychologists

Avivit Dolev, Sarit Alkalay

Abstract: In the medical world, there are three types of prevention (Jacobsson & Timpka, 2015). Primary prevention deals with healthy individuals and aims at preventing illness. Secondary prevention deals with individuals who are already ill, but early detection allows for appropriate assistance. Tertiary prevention is intended for sick individuals prone to complications, aiming to help prevent exacerbation. The first two types of prevention present a challenge for psychologists. Parents who face some advice to consult a psychiatrist regarding their child's difficulties, sometimes "attack the messenger" and try to use solutions such as moving to another school. In our poster, we will present the tools that help us to assist the child and parents receive the needed help. We will describe methods of speaking about the difficulties, dilemmas such as saying the name of the potential diseases and what the psychologist can do when he meets the ghosts in the nursery (Fraiberg, Adelson & Shapiro, 2018). Kobler-Ross's stages model of mourning (Haley et al., 2013), will help navigate the work needed to be done for the parents to come to terms with the diagnosis (Sher-Censor, & Shahar-Lahav, 2022) and overcome their grief of "losing" their perfect dream child (Stren, 2020).

Special Education and School Psychology in the United States and Thailand: A Comparative Study

Nitaya Khanijou

Abstract: Thailand's education and special education program has followed a similar path to the United States' education and special education program implementation. Both countries made education for neurodiverse children compulsory. However, the former is still in a progressive stage while the latter is more developed. Both countries also focus on the implementation of Individualized Education Plans to help set goals for students. In the United States, school psychologists assess students for educational classifications, and IEP goals are made in accordance with the special education team in school districts. In Thailand, IEP goals are made by a teacher or a member of staff using goals from the Thai Basic Education Core Curriculum. This study looks at the similarities and differences in special education laws in Thailand and the United States, including the classification of special education disabilities in both countries. Additionally, the history and role of school psychologists in the United States and Thailand will be compared and implications for having school psychologists in the public school system in Thailand will be described. The lack and impact of normed tools in Thailand will also be discussed along with issues using standardized tests from the United States.

The delivery of school psychology services in Italy: A preliminary analysis of students' needs

Enrico Deleo, Sergio Di Sano, Sophia Corridore, Nadia Dario

Abstract: The research highlights an increasing presence of school psychologists in Italian schools, appreciated by teachers (Matteucci & Farrell, 2018), yet little is known about students' perceptions of the school psychologist role. The goal of this poster is to lay the groundwork for designing a questionnaire for student administration to investigate their needs of school psychology services. The poster presents the findings of a qualitative investigation involving 15 secondary school students aimed at understanding their views on the activities conducted by school psychologists and the issues they believe these psychologists should address. This inquiry is part of a broader national project examining the needs of schools regarding school psychology services as perceived by stakeholders across three Italian regions. This project intends to develop guidelines for intervention and is supported by the Italian Ministry of University under the PRIN program (2022F3KA2N, Call 2022). This poster will analyze the key themes from student interviews regarding the school psychologist's role, their main activities, the problems students might discuss with a psychologist, and the psychologist's role in addressing these issues, thereby contributing to a more effective and engaging school psychology practice.

Examining Psychological Flexibility Processes in Teachers' Well-Being Following Covid-19 with Novel Methods: Technology-Assisted Momentary Assessment and Network Analysis
Maria Hadjiyianni, *Anthi Loutsiou*, Maria Karekla, Christiana Pieri

Abstract: This study examines the effect of Psychological Flexibility (PF) on teachers' well-being outcomes in the post-COVID-19 pandemic crisis, recognizing the challenges that teachers have faced in the evolving educational context. PF is the ability to connect consciously with the present moment and to adapt or persist in behavior in line with personal values. Traditional assessment methods have limitations when examining PF in real-time contexts. This presentation aims to introduce an innovative technology-assisted methodology applied to evaluate teacher's PF in real conditions using a contextually valid evaluation via Ecological Momentary Assessment (EMA) and the Process-Based Assessment Tool (PBAT). Data collection is well under way and will run until April. Using an intensive longitudinal design, data is collected daily for thirty days from a sample of participants via a smartphone app (Momentous). Data will be analyzed using Group Iterative Multiple Model Estimation (GIMME) for network analysis to examine the dynamic interactions among PF components and how they may operate as protective or risk factors of teachers' well-being. This study introduces novel assessment and analyses methods and contributes to a deeper understanding of PF. Its findings have the potential to inform individualized interventions, ultimately enhancing teachers' overall well-being.

Cross informant agreement among informants regarding internalizing and externalizing problems in preschool aged children

Alexandra Carneiro, Pedro Dias, Isabel Soares

Abstract: Differences in the reports of internalizing (IP) and externalizing problems (EP), obtained from different informants are common, and tend to be low to moderate. There are several reasons for why informants may differ in their reports regarding these problems. Study 1: a meta-analysis that included 23 studies, aimed to examine cross-informant agreement between parents and teachers about IP and EP in preschool children and to test the effects of the type of sample, the measure of assessment, and child sex on agreement. Results evidenced a low cross-informant agreement, and the meta-regression analyses showed none of the tested variables predict the level of cross-informant agreement on IP and EP. Study 2: included 172 (89 boys) children, and aimed to identify predictors of agreement and disagreement concerning IP and EP reported by mothers and teachers of preschool-aged children. Mothers and teachers completed ASEBA, and mothers also completed the Brief Symptom Inventory, and a sociodemographic questionnaire, and were observed engaging in an interactive task with their child. The results show low cross-informant agreement. None of the studied variables predicted cross-informant agreement; however, maternal psychopathology and the presence of an assistant in the classroom were predictors of disagreement between informants. Findings were in line with previous research and although these results highlight the influence of maternal and school context variables on the disagreement among informants' reports on IP and EP, additional research is needed.

Nurturing Growth in Diverse Populations: Effective Strategies for Children's Social Competency Development

Samuel Jeannite, Ella Dyett, Jessica Jimenez, Emma Meyer, Levi van Zyl

Abstract: This poster will explore strategies to help children develop and maintain social competency skills. Teachers, parents, coaches, clinicians, and other caretakers often use multiple resources to help children grow and reinforce social competency skills. This is particularly important if one is working with a neurodiverse group of children and is looking for an effective way to meet various individual and group goals. Exploring the current literature would examine the consensus surrounding evidence-based strategies, models, and curricula. The expectations around the development of social competency can shift based on the cultural expectations of a given group. Therefore, factors like socioeconomic status, ethnic background, and neurodiversity, among other factors, can impact a child's ability to meet social competency goals. Based on a child's personal social goals, social competency becomes crucial for mental well-being. It entails the capacity to assess social situations, comprehend another individual's emotions and intentions, and select appropriate social behaviors. To maximize effectiveness, guidelines for school and home environments should prioritize integrating and reinforcing social competency skills across various contexts. This approach involves engaging active participants in the child's life to facilitate the generalization of skills and tailoring interventions to address a wide range of developmental and diagnostic considerations.

Meta-analysis of Grade Retention Research: Examining the Empirical Evidence from the United States in the 21st Century

Alessandra Mittelstet, Shane Jimerson

Abstract: Grade retention is an intervention widely used in the United States that has students repeat a grade if they do not meet grade level standards. Research on the effectiveness of this intervention has been studied for a century, and while some individual studies have found varying results, previous meta-analyses have revealed no benefits for retained students. The most recent meta-analysis synthesizing retention research was published in 2001 (Jimerson, 2001), and in the over twenty years since its findings there have been numerous studies published and a number of mandatory retention policies have been passed in States across the US. This dissertation proposes a meta-analysis that will synthesize research from the 21st century to understand the current trends in retention research and how the results of contemporary studies compare to findings from previous time periods. The analyses will focus on the effectiveness of the grade retention on academic and social emotional student outcomes, and the discussion will also highlight the implications for practice and policy.

Impact of adolescent's perceptions of maternal parenting on academic achievement among youth in China, India, and South Korea.

Laila Murphy, Kevin Bush

Abstract: Parents play a huge role in facilitating the academic achievement of their offspring, such as helping and monitoring homework, however, less is known about how exactly parents and families in general - compared to direct assistance strategies such as help with homework and school involvement - contribute to adolescent's academic achievement within and across non-Western cultures through their everyday parenting behaviors and parent-adolescent relationships. The purpose of this study was to examine the relationship between several Western constructs of maternal parenting behavior and aspects of the mother-adolescent relationship and adolescent academic achievement among families living in China, India, and South Korea. We examined the impact of the following maternal parenting behaviors: support, involvement, positive induction, parental knowledge, guilt induction, love withdrawal, and punitiveness, as well as important aspects of the mother-adolescent relationships (e.g., autonomy, familism, and conformity) on adolescent's academic achievement. Using survey responses from 1,326 adolescents living in these three Asian countries we found that familism and mothers punitiveness and love withdrawal served as negative predictors of academic achievement while perceived maternal knowledge and conformity to mothers served as positive predictors. Interesting age, gender and cultural differences will be discussed in presentation.

Comic Books and Social Skills: Developing Connections and Psychoeducation Through Superhero Narratives

Samuel Jeannite, Audrey Mason, Ella Dyett, Emma Meyer, Jessica Jimenez, Levi van Zyl

Abstract: This poster will focus on the preliminary development of a social competency skills group called 'Comic Books and Social Skills,' facilitated in the Fall of 2022 and 2023. The curriculum was designed for children aged 8-12, utilizing superhero comics and other media to enhance social competency skills and coping strategies. During the curriculum development process, it became evident that effectively integrating comics and other media posed a challenge. The group encountered difficulties including addressing varying needs, ensuring age-appropriate content, integrating therapeutic goals, and aligning with social and emotional objectives. Flexibility and preparation were essential to address individual social goals while maintaining focus on group objectives, prompting the adoption of a modular approach to tackle these challenges. Moving forward, the parents of group participants will be asked to provide feedback on effectiveness and progress. The ultimate goal is to develop and refine strategies that benefit children with neurodiverse backgrounds. The next step in the group's development will be to design a curriculum that integrates a wide range of children's interests and evidence-based practices.

Community-Based Prevention of School Bullying: Evidence from Parental Education

Anthi Loutsiou, Chara Demetriou, Andreas Tsentas, Olga Solomontos-Kountouri

Abstract: School bullying is a global social phenomenon (Olweus, 2013) but parents' education is often a neglected component in prevention efforts of school bullying. This study aims to assess the effectiveness of a community-based parental education intervention for school bullying. A single two-hour parent-training workshop was designed based on the empirically validated anti-bullying program "Viennese Social Competence Program (ViSC)". It will be implemented in the Spring of 2024 with seven groups of Greek-speaking parents following open calls for participation and delivered in community settings across different districts in Cyprus as part of a national campaign by the Cyprus Youth Board titled "We Stand Together Against School Bullying" (Stekomaste Mazi). At the end of the intervention, participants will be asked to complete a self-administered questionnaire with Likert-type and open-ended questions to assess consumer satisfaction and other outcome measures. We expect positive effects on parents' attitudes and knowledge about school bullying and on their perceptions about the parental role in being proactive against bullying in collaboration with their children and in partnership with schools.

Mechanisms and Effectiveness of Autism-Specific Teacher Professional Development Programs on Teacher or Student Outcomes: A Systematic Review

Busra Besdere, Kelly Burgoyne, Kathy Leadbitter, Garry Squires

Abstract: Background: Inclusive education requires teachers who can support each pupil regardless of their diverse needs. Autistic students' unmet needs and statements of teachers' professional support needs are still being reported. However, the best way of providing professional development (PD) is still not under consensus, and there is a clear need for an evidence-based PD framework. Objectives: To examine the research evaluating autism-specific PD programs delivered to in-service mainstream teachers and analyse the mechanisms of these PD attempts with their impact on teacher and student outcomes. Methods: A systematic search of the literature was conducted in August 2023 using the databases Scopus, Web of Science, PsycINFO and ProQuest (ERIC, Education Database, Dissertations & Theses) and Ebsco (British Education Index). A testable PD framework (IGTP framework or balanced design PD framework) was used in this systematic review of randomised and controlled studies as an organiser framework. Results: The primary researcher screened titles and abstracts of 2346 studies against the inclusion/exclusion criteria. After full-text screening of 156 studies, 5 studies met the inclusion/exclusion criteria. Results showed that only one study had included mechanisms from all four goals (Insight, Goal, Technique, Practice) of the balanced design PD framework, and it had a greater impact on the cognitive, language, social and behavioural outcomes of students in the experimental group compared to the comparison group. However, studies coded with fewer mechanisms also reported a positive impact on the measured outcomes. Overlapped measured outcome was teacher self-efficacy. Conclusions: Limited randomised controlled studies made differentiating between more and less effective mechanisms impossible. However, there are overlapped mechanisms between the proposed balanced design PD and the two studies' PD intervention, which reported positive outcomes. High-quality PDs are needed to support teachers in teaching/supporting autistic pupils. Therefore, more randomised controlled studies are needed to examine causalities between mechanisms and PD programs' impact and test the balanced design PD framework.