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Theme:School psychology in a changing world:
Challenges to promote the well-being of school communities

ABSTRACTS

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Symposium: The school psychologist in Italy: role and functions

8:30 - 8:50

2) The school psychologist in lombardy

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The present study, designed by OPL in 2021, explored the roles and experiences of school psychologists in Lombardy through the administration of an online questionnaire, completed anonymously on Qualtrics. A total of 394 school psychologists (87% females), aged 36-50 years (57%), responded to the questionnaire (which investigated socio-demographic, educational, professional, and school institution characteristics; performed activities; and professional knowledge and skills). 59% of the participants has been working in the school context for more than 5 years, with a total of 158 working hours per year, as freelancer. With respect to education, the majority has completed/is pursuing graduate school/master's degree. Over the past year, 57% of participants reports having worked in multiple educational institutions, mainly in first and second grade secondary schools. Three are their main areas of intervention: psychological listening desk (of which pupils are the main users, followed by teachers and parents), wellness/health promotion (of which workshops and classroom projects are the most carried out activities) and risk prevention (with interventions in emergency situations in the classroom and management of problematic cases), in alignment with the Guidelines for the Promotion of Psychological Wellness at School proposed by CNOP in 2021.

Challenges and opportunities for school psychology in Italy. Results from a mixed-method study

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Despite a considerable expansion of school psychology over the years, there is little recent evidence of its condition in Italy, where psychologists work in an unregulated situation. Therefore, we conducted a study with the aim of investigating the main challenges faced by psychologists who work in Italian schools and the opportunities for the development of the profession. The present study – based on a mixed-method design – involved the administration of an online survey to psychologists who work in schools (N = 452; 85.9% female) and semi-structured interviews conducted with key informants (N = 33; 63.6% female). Data analysis shows that the main challenges for school psychology in Italy include the lack of funding and regulations for the activities carried out in schools. In line with the challenges identified, participants suggest that an increase in funding, along with the establishment of school psychology services at national and local level and a better definition of school psychologists' role could be valid opportunities to develop the profession. In light of these results, there is an evident need for a proposal to regulate the presence and activities of school psychologists in the Italian school system to support the development of the profession.

The psychologist as a trainer to promote teachers wellbeing at school: the MEforYOU experience in the Tuscany Region (Italy)

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The evidence-based program "MEforYOU: Taking care of ME to take care of YOU. The well-being of the teacher to promote the well-being at school", proposed in the Tuscany Region, provides a training course structured as an "emotional and relational gym" for teachers, working on their social/emotional competencies. The training course is organized with short moments of theorical knowledge ("pills") and, mainly, with practical laboratories and experiences of attention and care to others, focusing on the teacher both as a professional and as a person. The program has three progressive levels of training for in-service mixed group of teachers from different grades of school. The psychologist encourages teachers to work both individually and in groups and offers individual or team psychological supervision meetings. 550 teachers participated as an experimental group (in the three levels) and 250 as a control group to evaluate the effectiveness of MEforYOU program, over 2200 students were involved to evaluate the indirect effects of the program. The results show that in the teachers of the experimental group, personal well-being, personal emotional self-efficacy, self-efficacy as an emotional socializer, and the use of a coaching style towards students' emotions increased. The results allow us to reflect on the role of the psychologist as a trainer who works to the support and care of teachers, encouraging the promotion of relational well-being in the educational context.

Qualitative study of professional representations and practices of school psychologists in Lombardy (Italy)

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The importance of school psychology is increasingly recognized in Italy but there is a lack of institutionalization of this role and no shared definition of its tasks and goals. Moreover, although many studies on the effectiveness of school psychology agree that an organizational and consultative approach to the whole school community is preferable, a perspective exclusively related to counselling point is still widely held. This qualitative research aims to investigate the situation of school psychology in Lombardy by understanding the perceptions of psychologists, the approaches currently adopted, and the development and definition of the professional role. Eleven focus groups were conducted involving a total of 86 participants and using a semistructured discussion guide; a thematic analysis was carried out. The results showed that school psychologists are more focused on building individual relationships, while relationships with the organization as a whole seem to be more difficult. However, participants reported a wide range of activities. Specific training or support needs emerged, as well as the need for psychologists themselves to better define their professional role. The results show a need to promote an organizational approach among Lombardian school psychologists and specific training.

Symposium: Social and Emotional Learning Interest Group Symposium 2: CoVitality

8:30 - 8:55

Social Emotional Health and Resilience of teachers in the East European countries Latvia, Lithuania and Slovak Republic.

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Research on teachers 'social emotional health and resilience is important for quality learning and well-being at school, especially during the Covid-19 pandemic challenges. The current study included teachers from Latvia, Lithuania and Slovak Republic, as part of the ERASMUS+ project ''Supporting teachers to face the challenge of distance teaching". The primary goal of the first project phase was to assess social emotional health, so-called covitality and resilience of teachers in elementary, secondary and high schools in post-pandemic times and to identify areas which require significant support and development.

One-thousand-two-hundred teachers, 400 from each country, participated in the research. Teachers reported high social-emotional health overall indicator-covitality, and also high levels in four of its domains: Belief in Self, Belief in Others, Emotional Competence, Engaged Living. Teachers' resilience was considered moderate in all participating countries. Significant positive correlations were found between teachers' resilience and overall covitality, and also between resilience and three covitality domains; Engaged living, Emotional Competence and Belief in Self. Teachers showed limits in general resilience, in Belief in Others, and in Engaged Living. Identified weaknesses and limits were used for preparing intervention activities for strengthening and support of mental health and resilience of teachers for the projects' second phase.

Implementing CoVitality in the Netherlands and Slovenia'

M. von Bönninghausen tot Herinkhave[1]

[1]Covitaal, Netherlands

This presentation reports the implementation of CoVitality, the model and the related surveys for adolescents and adults in the projects 'School of live' in the Netherlands and the PUM-O project in Slovenia. The Covitality–model, originally developed at the University of California, Santa Barbara consists of 12 strengths clustered in 4 domains. In the Netherlands we are implementing the CoVitality model and the surveys in the 'School of Live' project, which works with adolescents at risk in deprived neighbourhoods. In Slovenia we are implementing the CoVitality model and surveys at the PUM-O project and school counsellors and psychologist. Goal of the project is that the adolescents become more self-confident, more connected to education, work and society and develop a more positive future perspective.
We provided a 2-days training for 25 PUM-O coaches and school counselors/psychologists in May 2022 with colleagues from the Slovenian Institute for Adult Education and the National Education Institute. The training focused on how the PUM-O coaches and school counsellors/psychologists can apply CoVitality in their daily practice with adolescents. In 2023 we will continue the implementation of CoVitality in the PUM-O project with a training in June and 3 digital coaching sessions from April - December 2023.

Social-Emotional Skills and School Outcomes Among Spanish Adolescents (Piqueras, J.A.; Falcó, R.; Moreno-Amador, B.; López-Fernández, F.J., & Marzo, J.C.).

J.A. Piqueras[1]

[1]Elche University, Spain

Covitality is a positive construct that includes a range of social-emotional strengths, such as self-efficacy, school support, empathy, and gratitude, which promote mental health and well-being. This study examines the relationships between the Covitality first-order factors (Belief-in-self, Belief-in-Others, Emotional Competence, and Engaged Living) and school adjustment (academic performance and disruptive behaviors at school). The sample consisted of 5528 Spanish students from 12 to 18 years old (50.74% females; M = 14.20; SD = 1.53). Multiple linear regression analyses were conducted to explore the role of the Covitality factors on academic performance and disruptive behaviors (through a factor based on school absenteeism and incidents of different severity) controlled for age and gender. Academic performance was substantially related to Belief-in-Self, and Engaged Living to a lesser extent. Furthermore, school disruptive behaviors were associated with lower Emotional Competence. These findings suggest that promoting adolescent social-emotional skills may effectively impact school outcomes, contributing to a better adjustment.

Symposium: School Psychology leading, developing and implementing government responses in Irish schools in challenging times

8:30 - 8:55

The National Educational Psychological Service (NEPS) lead on wellbeing and mental health promotion in Irish schools

S. Eustace[1]

[1]National Educational Psychological Service, Ireland

A Wellbeing Office has been established in the National Educational Psychological Service of the Department of Education, Ireland. This provides oversight structures for implementation of the Department's Wellbeing Policy (2018). This office leads on the development of training and resources for this work. The Policy outlines a comprehensive, whole-school approach to the promotion of wellbeing and mental health. It focuses on the whole school community, as well as groups and individual students with identified needs. This presentation will outline the four key areas of wellbeing promotion and resilience development outlined in the policy. It will provide an overview of how NEPS has worked with services, agencies and Department sections and schools to ensure that students have access to a school environment and school culture that feels safe, and that scaffolds and supports their learning and development and where they have the opportunity to develop core social and emotional skills and competencies and have access to supportive relationships. Key findings include:
• how learning from a research project with a number of schools engaging with a wellbeing promotion process informed the development of the wellbeing approach,
• the need for the development of a national wellbeing promotion training to all schools.

8:55 - 9:20

Student Support Teams: Assisting post-primary schools in building and sustaining student wellbeing and mental health

D. McHugh[1]

[1]National Educational Psychological Service, Ireland

The National Educational Psychological Service (NEPS) of the Department of Education led on the development and review of Student Support Teams in post primary schools,as part of the school's wellbeing promotion process.Based on group problem solving theory and using solution focused thinking the Student Support Team is concerned with progressing of actions for the welfare and wellbeing of all students,and a mechanism through which the existing student supports in schools are co-ordinated and planned.School Leadership has a significant role on the school's Student Support Team. The presentation will outline how these teams work,membership of the teams,processes used and practical checklists and supports for school staff. This presentation will also report on the key findings including:
• details of an Action Research Project
• the development of a guide for school staff on establishing or reviewing Student Support Teams
• the instigation of Student Support Team projects across the service,
• evaluation of a national 'roll out'
Implications for practice will be presented including:
• the provision of consultation and training sessions
• a pilot project to explore the use of student support teams in primary schools
• support needed by psychologists to take part in a Student Support Team project.

Wellbeing Supports andResources provided by the Department of Education and its support services in response to the war in Ukraine

D. McHugh[1], S. Eustace[1]

[1]National Educational Psychological Service, Ireland

The National Educational Psychological Service (NEPS) of the Department of Education lead on supporting the wellbeing of school communities in response to the war in Ukraine. NEPS have promoted a psychosocial response based on the work of Hobfoll et al., (2007) and drawing on our learning from previous work with children and young people who have experienced war and displacement and from our response to the COVID-19 pandemic both of which were underpinned by the Hobfoll Principles. A broad range of guidance documents, supports, resources and professional learning opportunities based on Hobfoll's principles were developed by NEPS and shared by the Department with schools, parents and students to support them to promote and support wellbeing and resilience. This presentation will outline the rationale for the approach taken , the implementation of the response, key findings from work and the opportunities offered.

Key findings include:
• the importance of organisational knowledge.
• the need for regular guidance documents/user-friendly materials
• positive evaluations of supports offered
• implications for practice include the need to a flexible, interagency collaboration and support for psychologists and potential barriers.

Symposium: Rising to the challenge: Training pre-service school psychologists and centering family wellness in the midst of a global pandemic

8:30 - 8:55

Codifying wellness: The use of digital platforms to sustain mental health curriculum and products

D. Scott[1]

[1]Bowie State University, USA

The abrupt shift to online learning necessitated a change in how we connect with parents and students for extracurricular activities. This pivot has led to a greater reliance on digital media and virtual learning platforms within the school community. This paper will highlight some of the critical strategies for making mental health resources available to marginalized populations. During the COVID pandemic, these researchers created a student focused counseling and mediated learning strategies curriculum, educational thinking skills lessons for use in the home or classroom, and an empowering parent focused podcast series. All of these products are culturally responsive and currently available to any interested stakeholders. This presentation will highlight how these resources were developed, edited, and made available on various social media platforms to meet the needs of increasingly digitally focused families and communities. Attendees will learn about platforms for creating sustainability in their work products to ensure an ongoing impact on the field of school psychology.

Shifting gears: Training BOLD pre-service candidates to embrace the online field experience

K. Daniel[1], K. Daniel[1]

[1]Bowie State University, USA

"School Psychology programs ensure that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives (The Professional Standards of the National Association of School Psychologists, 2020)." By order of the President of Bowie State University (BSU) in Maryland, in-person classes would cease after March 13, 2020. They re-opened for remote instruction after Spring break starting Monday, March 23, 2020. Subsequently, p-12 school systems in the surrounding area closed as well. BSU's pre-service practicum and internship trainees lost the ability to get traditional in-person experiences through the end of their service year. Rising practicum and interns for the upcoming 2020-2021 school year, suspected that in-school training opportunities would be limited (at least for part of that term), in scope and opportunity as well.

When the BOLD project was conceptualized during the summer of 2020, one goal of the online parent initiative was to meet an urgent need within our school psychology program to provide pre-service field-based candidates with additional opportunities to work with school-aged students online. This presentation will share how the BOLD project prepared, trained, and supervised pre-service candidates using a culturally-responsive and ethically awareness approach.

Learning how to Pivot: Centering the Needs of Families During Dual Pandemics

J. West[1]

[1]Bowie State University, USA

The United States experienced two significant crises in 2020, specifically the COVID-19 pandemic and problems related to racial and social injustice, both of which had a notable effect on the nation. A significant area of concern during these dual pandemics was the maintenance of psychological wellness among students and their families, and finding ways to help them deal with ongoing anxieties and stressors due to social distancing and racial tensions across the nation. We initiated the BSU BOLD program to support families as they dealt with the ebbs and flows associated with COVID-19 and Racial/Social Injustice. This presentation will share how we used a virtual platform to facilitate family psychological wellness through culturally responsive family mental health supports, interactive parent academic coaching and student mediated learning support. We will share information about the virtual group sessions, with parents and students, which focused on socioemotional support and cognitive enrichment to help provide psychological and educational stabilization as families' navigated home-based learning, hybrid learning and the transition back to in-per son learning. In addition, we will discuss the concept of healing circles as a method to help families unpack some of the stressors and anxieties surrounding racial tension and social injustices.

Symposium: Social and Emotional Learning Interest Group Symposium 1: Social and Emotional Learning around the world

8:30 - 8:50

Global Insights into Social-Emotional Learning Practices: The Journey of SEL Implementation in Taiwan

M.Y. Wu[1]

[1]National Taiwan Normal University, Taiwan

Social-emotional learning (SEL) has gained momentum worldwide and is not limited to Western societies. Many East Asian countries have long been influenced by the philosophy of "Ren," which values compassion, relationships, and community, closely aligned with SEL principles. However, the challenge lies in how to effectively practice and teach these concepts in schools. Despite cultural values and practices, systematic and evidence-based SEL practices are not widely known and implemented in East Asian societies, including Taiwan.

This presentation offers an overview of SEL practices in Taiwan, showcasing the journey of the presenter, from a PhD thesis to the development and implementation of SEL practices in the Taiwanese education system. As well as highlighting the establishment of the Social Emotional Education Development Center (SEED Center) which has been instrumental in promoting SEL policy and practices in the country. Furthermore, evidence-based practices and research conducted in Taiwan will be presented.

Overall, this presentation provides valuable insights into the history, challenges, and potential of SEL practices in Taiwan, highlighting the impact of evidence-based research on its development and implementation in the education system. It also emphasizes the need to recognize SEL as a global asset and a foundation for education.

Gulbenkian Academies of Knowledge: An Overview of the Results

V. Coelho[1,2], M.I. Marchante[3]

[1]Académico de Torres Vedras, Portugal
[2]Psychology for Positive Development Research Center, Portugal
[3]Académico Torres Vedras, Portugal

From 2018 to 2022, the biggest private institution supporting the Arts and Sciences in Portugal, (the Calouste Gulbenkian Foundation) launched a national initiative, named the Gulbenkian Academies of Knowledge (GAK). This initiative was designed to supporting and sponsor initiatives that enhanced social and emotional development, through the creation of 100 funded Academies; half of which would replicate blueprint programs, whereas the other half created new interventions.

This presentation analyzes the results that were published both in scientific journals and in the Gulbenkian own reports. The initiative was reported to have involved 10000 participants (aged from 6 to 18 years), however there the published reports only allow for the analysis of 19 of these Academies, encompassing 3523 participants. Most of the Academies did not provide any sort of effectiveness results. For the one who reported upon their effectiveness, most only reported them within the Gulbenkian Academies reports. Those who published in scientific journal have mostly concluded for the effectiveness of their interventions.

The current presentation will contrast the results of the original interventions with the replications of blueprint programs to assess the initiative's impact on practice and policy in social and emotional development field in Portugal.

SEL intervention program in students of middle school

T. GKATSA[1]

[1]UNIVERSITY OF IOANNINA, Greece

The SEL intervention program is the second part of a wider program aimed at improving the school performance and mental well-being of 12–15-year-old students. The planning and implementation of the program has as a subject the Research & SEL-Intervention. The project is the answer to the request of schools to help the 400 students of two middle schools. It was preceded by the research study, which investigates social-emotional skills, school performance, self-efficacy, self-esteem, and personality. The design of the SEL intervention is based on the CASEL theoretical model (CASEL, 2017). The RULER strategy was used. Techniques will be used: experiential actions, digital activities, facing a history, I create my own story, narrative personal history, role-playing. Total duration of the planning and implementation of the program is five months, from 01/01/2023-31/05/2023.Method: the 1st intervention will focus on Self-Awareness and Self-Management. The 2nd intervention will focus on social awareness and relationship skills. The 3rd intervention will focus on Responsible Decision Making and reflection. Expected benefits: The development of social-emotional skills to improve mental well-being and school performance with individual variables (self-esteem, self-efficacy, academic performance and dimensions/traits of personality and self-evaluation of external appearance).

The Influence of Social and Emotional Competencies on the trajectories of Social Anxiety and Social Withdrawal

V. Sousa[1], V. Coelho[1,2], M.I. Marchante[2]

[1]Académico de Torres Vedras, Portugal
[2]Psychology for Positive Development Research Center, Portugal

Social Emotional Learning (SEL) is a field in quick expansion, however there are increasing calls for the analysis of how interventions in this area may lead to reductions in internalizing problems. This study analyzes the influence of social emotional competencies, such as Self-Control, Social Awareness, Relationship Skills and Responsible Decision-Making, have in the trajectories of Social Anxiety and Social Withdrawal. Two-thousand-two-hundred-thirty-one upper middle school students (7th-8th grades), of which 1168 were boys (52.4%), were assessed three times during two school years. Out of this total, 1562 of these students participated in a SEL program. Results showed that students with higher Social Awareness displayed a more positive trajectory in Social Anxiety, whereas students with higher Relationship Skills displayed a more negative trajectory in Social Anxiety. Furthermore, higher levels of Self-Control and Relationship Skills were associated with an increase in Social Withdrawal during the analyzed period, which may be explained by the positive spin given to Social Withdrawal during the COVID-19 pandemic. These results highlight the relevance of considering social and emotional competencies in efforts to reduce internalizing problems, especially during critical events such as the COVID-19 pandemics. Implications for practice will be drawn.

Symposium: The importance and promotion of play in schools

8:30 - 8:55

Teachers' beliefs and practices around loss of playtime as a sanction

M. Khan[1], A. Hennessey[1], C. Atkinson[1]

[1]University of Manchester, United Kingdom

The decline of play opportunities for children is attributed to a range of factors. School behaviour policies promoting the withdrawal of playtime as a sanction affect children's access to their play rights. A quantitative survey methodology was employed to elicit the views of 177 schoolteachers across the United Kingdom (UK) about their beliefs and practices in relation to children's playtime, use of withdrawal as a sanction, and appropriate alternatives. Patterns within the dataset were identified using descriptive statistical analysis. Findings reveal dissonance between teachers' beliefs and professional practice, with potential explanations discussed. Implications for practice are considered.

A systematic literature review of children's perceptions of school playtime.

T. Clements[1], E. Harding[2]

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

Playtime in schools has been shown to have wide-ranging benefits to children and young people. However, opportunities for playtime in schools have declined over time. The aim of this SLR was to explore children's views on playtime. Eight papers were identified for inclusion and analysed using thematic synthesis. Children's views on playtime included both aspects that they enjoyed and barriers to accessing playtime. Children enjoyed being outdoors, social interaction and friendships, physical activity, and freedom and autonomy. Aspects that they perceived to be barriers included: social conflict, risk, weather, loss of playtime, and lack of resource and support. Factors likely to limit generalisability of the findings include the small number of countries represented across the included papers, studies being limited to children under 14 years of age, and the lack of inclusion of specific groups such as children with special educational needs. Implications for policy and practice include considerations about length of opportunities for playtime, as well as resources and staffing allocated to managing playtime. Further implications include challenging practice that restricts playtime.

Developing a play strategy in one Local Authority in the North-West of England.

R. Smith[1], C. Bond[1], F. Woods[1]

[1]University of Manchester, United Kingdom

Rekindled interests in recent years concerning play research and practice, coupled with the curtailment of play opportunities caused by the Covid-19 pandemic, prompted interest from a local authority Educational Psychology Service (England), in developing a play strategy. Using an action research methodology, a stakeholder group of educational professionals interested in play created a 'reflective tool for play practice' for use in schools. The action research process was facilitated with digital technology used asynchronously, such as shared documents and the use of pre-recorded video. Live virtual meetings were also utilised. The reflective tool comprises six principles: informed play practice; the right to play; the prioritisation of play; the normalisation of play; play equality and inclusion; and the development of play through collaboration. Each principle is accompanied by a series of prompts and questions for reflection. These are designed to support schools to tailor practice for the particular needs of their contexts, whilst simultaneously supporting children's holistic development and facilitating the right to play as detailed in the United Nations Convention of the Rights of the Child, Article 31. Implications for practice include the development of supporting training and play workshops, and the creation of a local authority play-friendly schools award.

Symposium: Tailoring interventions to respond to student needs: the provision of school psychological services in diverse contexts.

8:30 - 8:55

Returning to the new "normal": An example of a tiered approach to support a secondary school in Greece

N. Georgakakou-Koutsonikou[1,2], G. Chatzichristou[2]

[1]National and Kapodistrian University of Athens, Greece
[2]Ellinogermaniki Agogi, Greece

Three years after the introduction of health measures in response to the pandemic, students have returned to "normal" school life. However, the prolonged impact of the pandemic is evident and creates additional challenges for young people. In this presentation, the approach adopted to support the school community of a large secondary school (junior and senior high school) in Athens, Greece, is presented. A holistic and tiered approach was developed, including both preventive and intervention programmes . The interventions involve the development and implementation of SEL activities and workshops, the organization of student-led initiatives to promote learning, the provision of training for teaching staff, and individualised support provided through individual counselling sessions with students and parents, consultation and collaboration with teaching staff and other professionals . The student scientific conference will be presented, as an example of student-led activities that enhance motivation and initiative in learning and in turn a student research project will be presented by a student in high school. The approach aimed to promote student active involvement and initiative in learning, peer collaboration, the development of problem-solving, emotion-regulation and social skills, with the underlying goal to promote student resilience and well-being.

University- and community-based school mental health services collaboration: Implementation of a first tier SEL program in a Greek elementary school

E. Paragyiou[1], M. Vathi[1], G. Kapelle[1], P. Lianos[2]

[1]National and Kapodistrian University of Athens, Greece
[2]1st Centre for Interdisciplinary Assessment and Counseling Support, Ministry of Education, Greece

Social and emotional learning programs demonstrate benefits for students' psycho-emotional and learning adjustment. Responding to a request by an Athens near-the-center elementary school regarding the promotion of students' well-being and resilience, the 1st Centre for Interdisciplinary Assessment and Counseling Support, Ministry of Education, in co-operation with interns from the School Psychology Graduate Program and the Laboratory of School Psychology, University of Athens, implemented a first tier prevention program in the three senior classes, a fifth grade (10-11 years old, N = 20) and two sixth grades (11- 12 years old, N1 = 16; N2 = 13). Based on the Laboratory's Program for the Promotion of Mental Health and Learning (PPMHL), the intervention's main objectives entailed improving social and emotional competence, empowering self-esteem, strengthening conflict resolution skills, and fostering respect for diversity. Controlled pre-, mid-, and post-surveys were carried out. Effectiveness was evaluated using (a) the Resilience Scale-15; (b) the Strengths and Difficulties Questionnaire; and (c) an impromptu group goals questionnaire. Significant differences in the levels of psychological resilience and the acquisition of social skills were observed. The potential benefits of the collaboration of university- and community-based school psychology services through interns' supervision for the implementation of prevention programs are discussed.

The subjective well-being of refugee children attending music groups: a qualitative case study

P. Georgopalis[1, 2]

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[2]Department of Music Studies, Ionian University, Greece

The aim of the present study is to investigate the possibility of music to facilitate refugee children's adjustment related to aspects of subjective well-being. The program consisted of modules related to positive psychology and SEL principles taking into consideration trauma-informed practices. The sample consisted of eight refugee pupils (7-12 years old) from different countries (Tunisia, Egypt and Pakistan). The students participated with constant presence in ten weekly music lessons which took place in a non-formal education setting at a refugee accommodation facility in Athens. Qualitative data were collected through various means, such as participants' evaluation of the program, semi-structured interview with their educator as an observer, researcher's field diary, and a focus group at the end of the implementation. Data were thematically analyzed. Results showed that the circle of music seems to enhance experiences of flow, focusing on musical actions in the "here and now" with the ultimate goal of promoting adjustment and future aspirations. The results are discussed in the context of using music circle as a means of psychological resilience for refugee children promoting individual verbal and non-verbal expression and social competence.

Symposium: Emotionally Based School Avoidance (EBSA): how school psychologists can support schools and at risk pupils

8:30 - 8:55

The role of school psychologists in supporting young people at risk of non-attendance (EBSA symposium paper)

C. Bond[1]

[1]University of Manchester, United Kingdom

The lack of a clear conceptualisation of attendance difficulties has hampered educational approaches to assessment and intervention. Although anxiety-based non-attendance has been recognised for some time interventions have historically tended to adopt a more medical approach with interventions such as CBT judged to be the most efficacious. Within school psychology there has been increasing interest in adopting an eco-systemic lens to understand the factors influencing individual patterns of non-attendance and in developing more systemic and relational interventions in schools. In the UK an increasing number of Educational Psychology Services have developed their own psychologically informed packages to support schools working with pupils who show signs of EBSA. This presentation provides an overview of several pieces of research undertaken by trainee EPs at the University of Manchester, focusing on developing or formally evaluating local identification or intervention packages. These approaches are designed to increase school capacity in addressing EBSA, however there will still be groups of young people who require a more individualised approach.

: Using AV1 robots to support pupils with physical and emotional health needs (part of EBSA symposium)

M. Fletcher[1, 2], C. Bond[1]

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

The 'AV1' device has a growing evidence base for supporting pupils with physical/emotional health needs. The device allows pupils to access their school lessons remotely through telepresence technology. Papers have highlighted the growing relevance to the practitioner psychologist field, given that the device is having a perceived impact on pupil attainment, attendance and emotional well-being. However, to date, there is limited research into how school staff perceive the effectiveness and utility of the AV1 in schools. Semi-structured interviews were held with ten different staff members in ten different school settings across the UK. Data were analysed via thematic analysis, leading to the generation of three, inductive themes. Three themes are reported, relating to the AV1's perceived impact on child outcomes such as attendance, attainment and emotional well-being. Findings also discuss facilitators/ barriers to implementation and socio-economic considerations. The AV1 is showing promising impact for specific pupil populations, however further research is required to explore quantifiable information such as attendance and attainment data. Implications are considered in relation to (1) future research and professional practice for practitioner psychologists, and (2) the introduction of a proposed model of implementation to support practitioners when trialling the AV1/robotic devices in the UK and internationally.

Effective support to meet the needs of autistic young people who have experienced extended school nonattendance: a participatory enquiry.

C. Bond[1], C. Neilson[1, 2]

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

Autistic pupils are reported to be at an increased risk of experiencing prolonged school nonattendance, which has significant immediate and long-term adverse consequences. The current study responds to the call to involve the autistic community in more participatory methodologies to understand their lived experiences. The study explored effective support to meet the needs of autistic young people who have experienced extended school nonattendance from their own perspective and that of their parents. This study adopted a participatory inquiry design to explore the perspectives of two young people through a series of individual and paired unstructured interviews. Additionally, three parents of young people who had also experienced long-term nonattendance from school were interviewed. The participatory design allowed the young people to contribute to the development of key themes: Time, Control, Motivation, Safe Environment, Relationships, Emotions and Diagnosis of Autism. The central themes are extended by the researcher-led theme of Understanding and Acceptance of Neurodiversity and findings from a parental point of view. The themes suggest that effective support is informed by an overarching imperative for understanding and acceptance of neurodiversity and the heterogeneity within the autistic community. Implications for policy, practice and research are considered. (part of EBSA symposium)

Roundtable

8:30 - 10:00

Innovating psychology training through a unified curriculum model

B. McGrath[1], S. Golomb[1]

[1]The Chicago School of Professional Psychology, USA

The shortage of school psychology practitioners and trainers within the US and globally was exacerbated by the COVID-19 pandemic. As schools scrambled to deliver general instruction remotely, support staff had to create new processes and innovate daily to support students. School psychologists departed from standardized assessment procedures and adapted to unfamiliar remote practices, under the restrictions of this public health crisis. Simultaneously, universities and school psychology training programs pivoted to emergency remote teaching.

Concurrent issues in higher education include decreasing enrollment trends and applicants seeking shorter degree pathways have been intensified by the pandemic. Commitments to diversity, equity, and inclusion are pushing universities to consider contemporary, inclusive approaches. Education must adjust to a "new normal" where online, remote, and hybrid learning are no longer viewed as the exception, and school psychology has a responsibility to consider innovative training models.

The presenters will facilitate discussion about how the field can embrace new models. They will describe their institutional shift from traditional campus-based programming to a unified curriculum, and a multi-modal approach to addressing training needs and barriers to access. By incorporating collaborative programming and strategic distance education, the new model provides opportunities for training coalitions and transnational education.

11:00 - 12:30 | ROOM C

Roundtable

11:00 - 12:30

Global Collaborative on Advancing Equity in Autism Identification Practices

B. Harris[1], M. McClain[2]

[1]University of Colorado Denver, USA
[2]Indiana University, USA

Recent prevalence estimates indicate about 1 in 100 children worldwide has Autism Spectrum Disorder (ASD) (WHO, 2022). This disorder is the fastest growing pediatric neurodevelopmental disorder in many countries (Maenner et al., 2021). Children from culturally and linguistically minoritized (CLM) groups are, on average, misdiagnosed more often and identified later than non-Hispanic White children (Maenner et al., 2021). Research suggests that professionals are missing behavioral indicators of ASD in CLM children, especially Latinos; thus, these children are unlikely to receive the appropriate interventions to address ASD symptomatology (McClain et al., 2021). These disparities are particularly disconcerting given the importance of early identification and intervention to improve outcomes (NICHD, 2021). Educational identification of ASD utilizes an interdisciplinary approach, of which school psychologists play a key role and educational contexts have the optimal opportunity to reduce these disparities. This roundtable has multiple aims: 1) create a network of school psychologists and interprofessional collaborators that routinely conduct ASD evaluation, 2) identify the successes and barriers regarding ASD identification that exist for providers globally (particularly related to disparities in ASD identification), and 3) develop an action plan for advancing global collaboration and advocacy pertaining to ASD identification in school settings.

Roundtable

11:00 - 12:30

Graduate student special session: Fostering international collaboration and networking

C. Hatzichristou[1], D. Athanasiou[1], C. Lorig[2], C. Dini[3]

[1]National and Kapodistrian University of Athens, Greece
[2]Georgia State University, USA
[3]University of Bologna, Italy

In this special session and ISPA Student Membership and Networking Committee meeting all graduate students attending the ISPA conference are invited to participate. ISPA's goals and initiatives of ISPA School Psychology Trainers Task Force and ISPA Student Membership and Networking Committee as well as student activities during the conference will be presented followed by a group discussion and an interaction activity. This session will provide the opportunity for students to meet, get to know each other and share knowledge, experiences, and ideas for international collaborative initiatives.

Roundtable

11:00 - 12:30

ISPA Ethics Committee Meeting - open to all conference attendees

J. Forster[1], S. Mendes[2]

[1]Chair, ISPA Ethics Commitee, Switzerland
[2]Universidade Lusíada do Porto, Portugal

In the reviewed ISPA Code of Ethics, Integrity features as one of the prevailing ethical principles of ISPA. When school psychologists conduct assessments, consultations, interventions, or research, they depend on the trust of the individuals involved. If their professional autonomy is questioned, their evaluations and recommendations will be regarded as biased. Being employed by the school system bears the risk of serving the interests of the school more than those of children and young people. Is there a way out of this dilemma?

At this meeting of the ISPA Ethics Committee, Sofia Mendes and Jürg Forster speak about this challenge. Meeting participants are asked to share experiences from their countries. What situations, including employment conditions, pose a particular threat to the professional independence of educational psychologists? And what can be done to avoid being compromised? – This Round Table Discussion will focus on challenges to our trustworthiness and on ways to manage them in an ethical way.

Roundtable

11:00 - 12:30

Contextual Factors Influencing School-based Mental Health Practices: Exploring the Barriers and Facilitators of Implementation

J. Anderson[1], S. Kiperman[2], S. Pryor[1], N. Potter[1]

[1]University of Northern Colorado, USA
[2]Wayne State University, USA

Mental health stigma and historical mistrust of systems have been continual barriers to access to mental health services for diverse populations, specifically from marginalized backgrounds (Zoubaa et al., 2022). Recently, particularly in the United States, these barriers have been exacerbated by political factors that have questioned the role of schools in supporting youth mental health (Barrera et al, 2020). These barriers of the macrosystems are above and beyond the day-to-day barriers such as shortages of school psychologists and limited resources (NASP, 2021; Owens et al., 2002). Based on these identified barriers, school psychologists have numerous barriers to overcome to continue their advocacy and promotion of supporting the development of the whole child (Kranz et al, 2017).

The current discussion will highlight the nuances of ecological systems with barriers and facilitators of school-based mental health. Examples of school-based mental health programming and the contextual factors that influence implementation will be provided. We will discuss approaches and adaptations of current practices for school psychologists to engage in. These approaches and adaptations can address the values of the community to ensure the implementation of school-based mental health programming with acceptability and sustainability. Future implications for the field of school psychology will be discussed.

Roundtable

11:00 - 12:30

Applying Critical Consciousness in the Promotion of Psychological Wellbeing of Minoritized Youth: Exploring New Counseling Strategies

C. Li[1], F. Waldron[1], S. Li[1]

[1]Northeastern University, USA

This roundtable discussion aims to explore new counseling tools to apply critical consciousness (CC) concepts and strategies to empower minoritized youth. CC refers to a process of developing one's analysis of structural oppressions and building agency to enact change to transform oppressive systems. CC includes critical reflections (analyses of structural problems) and critical actions (speaking up, looking for support, and striving for positive social change). We will start the discussion by sharing our team's pilot work exploring how to apply CC concepts to empower minoritized youth who are coping with emotional problems associated with systemic oppression/problems including discrimination, bullying, and victimization in cultural conflicts. We will share a brief demonstration to illustrate how critical reflections (on one's own experience and systemic issues) and critical actions (self-advocating, seeking support from peers, family, and school, initiating changes) can be applied to a counseling session to empower youth coping with distress from cultural conflicts. Next, participants will (a) respond to our brief presentation, (b) discuss how critical consciousness can be integrated into their counseling practice and/or other tiered interventions in schools to support diverse students' social emotional wellbeing, and (c) share their strategies and tools to empower minoritized students.

Roundtable

11:00 - 12:30

Advocacy in School Psychology and How We Get There

P. Sánchez Lizardi[1], J. Brown[1], S. Song[2]

[1]San Diego State University, USA
[2]University of Nevada, Las Vegas, USA

Practitioners, researchers, and trainers of school psychology in the United States have increasingly viewed their role beyond the traditional limits of assessment. They have met issues requiring a more holistic, systems-level approach that stretches beyond the classroom, by advocating for systems-level change. One particular axis of advocacy relevant to an increasingly globalized world is that for students who are culturally and linguistically diverse. Professional organizations in the United States such as the American Psychological Association (APA) and the National Association of School Psychologists (NASP) have both issued statements and best practices for supporting these students, including those that have been displaced from their country of origin (Troung et al., 2021; NASP 2015; Ortiz et al., 2023). Further, these students all have intersecting identities, including those of gender, religious affiliation, ability, and sexual orientation. But how do we advocate for them as school psychologists on a day-to-day basis in our various roles? This roundtable will address this question, eliciting discussions that incorporate international perspectives in supporting these students, and additionally, exploring implications for training and supervising future school psychologists. Recommendations will be offered, but actively informed by the participation of nationally diverse participants in the roundtable.

Roundtable

11:00 - 12:30

Interdisciplinary approaches to providing advocacy and care for Trans and gender diverse youth with disabilities

J. Brown[1], V. Pompei[1], J. Camarena[1], M. Keller[2]

[1]San Diego State University, USA
[2]Minnesota State University, USA

Interdisciplinary teams of school and community mental health providers have the power to address the impact of the systemic abuses on Transgender and gender diverse (TGGD) youth. The increased politicization of LGBTQ rights and the intensity of anti-trans rhetoric by lawmakers, governments, and on social media have negatively impacted the wellness of TGGD people (Wang & Cahill, 2018). These risks are even more concerning for TGGD students with disabilities (McDermott et al., 2018).

American school psychology organizations such as the National Association of School Psychology and international child development organizations such as the Society for Research in Child Development have issued guidelines for research and practice. School psychologists can advocate for and adapt existing best practices to support TGGD students with disabilities, and empower their colleagues to do the same.

This roundtable will synthesize best practices in reducing self-harm and suicidality, while elucidating the context and function of those behaviors. Rather than a problem-focused narrative of gender dysphoria, the goal of the interdisciplinary services can be gender euphoria. The presenters will describe their experiences providing psychological services, counseling services, and systemic advocacy. The discussants will also provide resources for participants to adapt to their home countries and contexts.

Papers session 2.1

11:00 - 11:15

Building Strong Systems to Support Effective Practices at Tier 2 through Multi-Tiered Systems of Supports [MTSS-B]

M. Borawska[1]

[1]CSD, USA

Today, many youths face mental health challenges that impact access to and engagement in learning. Prior to the COVID-19 pandemic, 13–22% of school-aged youth experienced a mental health challenge at a level associated with formal diagnoses (NCSMHI, 2016; Maag, & Katsiyannis, 2010). Researchers estimate that 80% of those youth have unmet treatment needs (McCance-Katz, & Lynch, 2019). These exacerbated concerns had left schools feeling overwhelmed as to how to handle the presenting needs. Without effective supports and a system to address these concerns the tendency is to lean on reactive practices. This often further isolate these youth, worsening their mental health, interrupting their learning, and limiting their opportunities for full participation. It is essential for schools to implement a host of supports throughout the continuum to prevent the risk for developing more intensive needs. However, according to the research advanced tiered supports, especially for Tier 2, are varied and less well researched, and schools struggle to identify and implement the interventions (Rodriguez, Sheldon, Loman, & Borgmeier 2016; Hoyle, Marshall, & Yell, 2011).

The Importance of Emotions on Adolescents' Decision-Making of Problematic Photo Self-disclosure on SNS

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

[1]Vytautas Magnus University, Lithuania

Adolescents' online photo self-disclosure is one of the most popular activities on social networking sites (SNS) which can be both, neutral (e.g., selfies) and problematic (e.g., photos of age-forbidden behaviour). Moreover, mainly adolescents' disclosure is explained by the decision-making process, while emotions are left behind. Thus, the aim of this study is to analyze the importance of emotions on the decision-making process of problematic photo self-disclosure on SNS. To reach this aim, the quantitative study was organized (N=586; Mage=14.53, SDage=1.37; 61.1% female). Adolescents were asked to fill in questionnaires, assessing their problematic photo disclosure on SNS, positive and negative emotions, and risks and benefits of photo disclosure on SNS. The structural equation model results show an acceptable model fit: χ^2= 1155,306 (643), p˃.05; RMSEA=.036 [.033; .040], CFI= .946, TLI= .938. According to the results, we can state that adolescents' decision to engage in problematic photo disclosure on SNS is better explained by positive than negative emotions, where benefits and risk are less important predictors of adolescents' problematic photo disclosure on SNS than positive emotions. Thus, it is important to pay attention to adolescents' emotions while creating prevention or intervention programs to reduce problematic photo disclosure on SNS.

11:30 - 11:45

THE ROLE OF RESILIENCE, SELF-EFFICACY, AND SCHOOL ATTACHMENT IN THE PROCESS OF INTENTIONAL SELF-REGULATION AND REDUCTION OF SCHOOL FAILURE

S. Jámbori[1], É. Szabó[1]

[1]University of Szeged, Hungary

The process of intentional self-regulation plays an important role in the actualization of personal goals and reduce the level of school failure. According to Freund and Baltes (2002) selection, optimization, and compensation are the main strategies of this process.

The aim of the research was to determine three supporting factors in the process of intentional self-regulation whose dimensions were not directly examined previously and could reduce the level of school failure. Adolescents (N= 325) and young adults (N= 194) have to fill in beside the SOC Scale (Freund, Baltes, 2002 in Hungarian Jámbori, Kőrössy, 2018) in the Connor-Davidson Resilience Scale (Járai, 2015), in the General Self-efficacy Scale (Kopp, Schwarzer & Jerusalem, 1993), in the School Attachment Scale (Szabó, Virányi, 2011), and in the Hope Scale (Martos et al, 2014). Our results demonstrated that both factors have a direct effect on SOC strategies with different scores. Self-efficacy, hope, and resilience have the strongest relationship with optimization. Among adolescents, school attachment showed the strongest positive relationship with optimization and compensation. Linear regression analysis outlined the hope and resilience role in the intentional self-regulation process among young adults, but among adolescents, only the role of hope was dominant in all SOC strategies.

11:45 - 12:00

Teachers' emotional intelligence and emotions in teaching: The mediating role of classroom management practices

A. VASIOU[1], T. Touloupis[2], K. MASTROTHANASIS[3]

[1]University of Crete, Greece
[2]University of Western Macedonia, Greece
[3]University of the Aegean, Greece

Given that affective experiences in academic contexts have become an important topic in educational research over the past two decades, several studies have examined factors which seem to affect teachers' work experiences like cognitive-emotional traits or classroom management practices. The purpose of the study was to explore the relationship between teachers' emotional intelligence, classroom management practices and their emotions in teaching and whether classroom management practices mediate the relationship among teachers' emotional intelligence and their emotions in teaching. Four hundred and sixty-six in-service teachers participated in a cross-sectional study completing a number of self-report on-line questionnaires, such as Wong and Law Emotional Intelligence Scale, Behavior and Instructional Management Scale and Teacher Emotions Scales. Results indicated that all teachers' emotional intelligence traits were positively correlated with enjoyment and negatively with anger and anxiety in teaching. Additionally, behavior problem management practices were positively correlated with enjoyment and anger, while instructional practices were positively correlated with enjoyment, and negatively with anger and anxiety. Furthermore, relationship between trait emotional intelligence and emotions in teaching is mediated by behavioral and instructional management practices. Findings demonstrate the importance of considering both, teachers' cognitive-emotional traits and classroom management practices when we focus on emotions in teaching.

Parenting guilt among greek parents of preschoolers: adaptation of 'The Guilt about Parenting Scale' and its relationship to parenting styles

A. Psalti[1], K. Zafiropoulos[1]

[1]University of Macedonia, Greece

Work-family balance has increasingly become an extremely difficult task, as there has been a rise in dual-earner families with parents working long hours resulting in conflicting emotions, such as guilt. Guilt is a negative feeling that often occurs in close relationships, such as between parents and children. There is limited research on guilt in parenting, which focuses mainly on working mothers' guilt over work-family balance. This study aimed to gain an initial understanding of guilt among Greek parents of preschool children and its association with parenting styles. 210 parents of preschool children participated filled in 'The Guilt about Parenting Scale (GAPS)' and 'The Parenting Styles and Dimensions Questionnaire (PSDQ) Short Version'. EFA and PLS Modeling were used to check the reliability and validity of GAPS, the impact of parenting styles on parenting guilt, and the moderating effect of various demographic variables. Results indicated that GAPS has good psychometric qualities and is a valuable instrument for the study of parenting guilt. Gender and family status were the two moderating factors in this model. Results can help school psychologists to address parents' concerns and offer consultation regarding parenting issues while taking into consideration parents' guilt and its impact on their behavior.

Social Anxiety and Self- and Peer-Reported Likeability

R. Uysal[1], J. Baartmans[2], L. Henricks[3], T. Lansu[4], A. Klein[2]

[1]Inholland University of Applied Sciences, Netherlands
[2]Leiden University, Netherlands
[3]Utrecht University, Netherlands
[4]Radboud University, Netherlands

Social anxiety is one of the most frequent problem among adolescents. More studies focusing on underlying mechanisms will contribute to understanding of the maintenance of social anxiety. One possible underlying mechanism that might be of importance is the misperception of peer likeability. No study yet evaluates if the relation of social anxiety and self- and peer ratings of likeability changes over time. This study aims to investigate the bidirectional relationship between self- and peer-reported likeability and social anxiety symptoms over time.

Participants were 282 adolescents who completed questionnaires measuring social anxiety symptoms, self- and peer-reported likability measures in three waves. Cross-Lagged Panel Model (CLPM) was used to test directionality between variables.

Results indicated that fear of negative evaluation (FNE) in grade 7 predicted increased social avoidance and distress (SAD) in grade 8 ($\beta = .12$), and vice versa ($\beta = .12$). Higher FNE in grade 7 predicted decreased self-reported likeability ($\beta = -.12$). Lower self-reported likeability in grade 8 predicted increased FNE in grade 9 ($\beta = -.09$). Finally, more SAD in grade 8 predicted decreased peer-reported likeability in grade 9 ($\beta = -.12$).

The results indicated that likeability plays a role in maintenance of social anxiety over time.

Papers session 2.2

11:00 - 11:15

Supervising bilingual mental health providers; What do we need to do it well?

A. Sohn McCormick[1], E. Terrazas-Carrillo[2], A. Terrazas[1]

[1]Texas A&M University, USA
[2]Texas A&M International University, USA

Although the need for services specifically geared towards linguistically diverse populations is growing, the number of providers skilled to competently provide these services is limited (Peterson, Villarreal, Castro, 2017). In training and in practice, many supervisors are called to work with mental health providers who provide services in two or more languages. In many cases, these supervisors do not have the training or experience to aid the practitioner in the conceptualization and integration of content using a cultural/linguistic lens necessary to provide culturally and linguistically sensitive services. However, very little research has been conducted regarding the specific challenges and training needs that these supervisors have. This qualitative study is an exploration of the challenges and needs faced by supervisors working with bilingual mental health service providers across the lifespan. Data is being collected through in-depth interviews with supervisors working with bilingual psychologists. The results of this study can be used to inform training practices of mental health providers, as well as continued education opportunities for supervisors, especially in the areas of cultural sensitivity, linguistic development, and social justice. This presentation will include recommendations for effective bilingual/multilingual supervision of trainees for both counseling and assessment services.

A review of Educational/School Psychologists perceptions of their use of culturally responsive consultation

C. Kelly[1, 2], E. Kuria[3]

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

How Educational/School Psychologists (E/SPs) address cultural factors in their consultation has been conceptualised in the Multicultural school consultation (MSC) framework (Ingraham, 2000). There is a growing body of literature exploring E/SPs views of their multicultural, or more recently termed, culturally responsive consultation (CRC). This systematic literature review synthesises the extant research exploring E/SPs' perceptions of and the factors which influence the use of culturally responsive consultation (CRC). Nine studies, all US papers, were analysed. The review found that culture was most often equated to ethnic and/or racial differences with less exploration of intersections with other facets of culture. Strategies for CRC include relationship building, bridging the language barrier, involving multiple people in decision-making, using non-confrontational approaches and advocating for students and families. Impacting factors included consultants' passion and experience, a limited focus on the child within systems, organisational barriers, a lack of clarity about when and how psychologists engage in self-reflection and what effect this has on their practices, and a need for consultation training that prepares EPs to work with diverse populations. An updated model of culturally responsive consultation is offered.

Training needs of psychological counselors in providing services for families of children with special needs: Social justice counseling

Z.H. Sart[1], H. Sakız[2], B. Tanacıoğlu Aydın[3]

[1]Boğaziçi University, Turkey
[2]Artuklu University, Turkey
[3]Bahçeşehir University, Turkey

The main purpose of this presentation is to investigate the training needs of psychological counselors who are responsible to provide services for families of children with special needs within the framework of social justice and inclusion. Psychological counselors are acting as school psychologists in Turkey (Dölek & Sart, 2007) can work both in schools and in Guidance Research Centers (GRCs). The psychological counseling profession has difficulties in addressing social justice and advocacy issues (Toporek & Lewis, 2010). Increasing difficulties in these areas are seen not only in the field of psychological counseling but also in all professions related to mental health. To investigate the training needs of psychological counselors, a needs analysis was carried out to reveal the training needs experienced to be inclusive and socially just. Twenty psychological counselors in Turkey participated in the study. A total of 18 focus groups were held. Focus group discussions are as follows; (1) Inclusive Counseling, (2) Social Justice Counseling, (3) Education, Learning, and Ecology of Individuals with Special Needs, (4) Inclusive Assessment 5) Family-Based Practices and (6) School-Based Practices. Only the results of one group discussions namely social justice counseling will be the focus of the presentation

Digital methods to promote inclusive and effective learning in schools: A Delphi study

P. D'Elia[1], A. Stalmach[2], G. Casale[2], S. Di Sano[1]

[1]University "G. d'Annunzio" of Chieti-Pescara, Italy
[2]University of Wuppertal, Germany

This investigation examines digital education methods that effectively address students' needs and promote self-regulation in digital learning environments, particularly in response to the widespread closure of schools during the COVID-19 pandemic. A Delphi study has been conducted to evaluate 14 selected digital methods, with experts rating cooperative learning, digital problem-based learning, and virtual exchange as the most suitable methods for all students. For those with learning and behavioral difficulties, digital problem-based learning, cooperative learning, and service-learning were considered most appropriate. Cooperative learning, digital problem-based learning, and virtual exchange were also deemed the most future-oriented methods. An additional round of the Delphi study will be conducted to gather further expert opinions, with results being compared and discussed. A third round will be carried out if needed (to reach agreement among experts). This investigation aims to provide insight into effective digital education methods that can be employed to support students in digital learning environments.

The US Opioid Epidemic: Equipping School Psychologists to be Part of Community Solutions

S. Harrison[1], K. Hills[1], S. McQuillin[1], S. Harrod[1], M. Weist[1]

[1]University of South Carolina, USA

The opioid epidemic in the United States (US) has caused widespread loss and trauma for children and families, with hundreds of thousands of lives lost to overdose death and many more impacted by opioid use disorder (OUD). National data from 2019 indicate that over 20% of US adolescents used prescription opioids in the past year, and one in 25 reported recent opioid misuse. Expansion of prevention and treatment services for opioid misuse and OUD is urgently needed, and schools are well-positioned to engage in community response to the opioid crisis. However, school psychologists often lack knowledge and feel unprepared to respond to opioid-related needs among the children and families they serve. This practice-focused presentation will provide an overview of the history of the US opioid epidemic, describe its impacts on children and families, discuss evidence-based prevention and treatment, and highlight multiple opportunities for school psychologists to partner in community response. This presentation will also describe a newly developed training center in the Department of Psychology at the University of South Carolina that aims to build capacity among school psychologists to engage in integrated behavioral health services for youth and families affected by opioid misuse and OUD.

What do we know about the effects of school psychological services? A scoping review

B. Müller[1], A. von Hagen[1], M. Schaaf[2], L. Chen[3], A. Sadusky[3], A. Reupert[3], G. Büttner[1]

[1]Goethe University Frankfurt, Competence Centre School Psychology Hesse, Germany
[2]DIPF Education and Human Development, Frankfurt a.M., Germany
[3]Monash University, School of Educational Psychology and Counselling, Australia

The concern of our scoping review was to systematically investigate past research on the effectiveness of school psychological services published between 1995 and 2021 with a special focus on potential moderators of the effects. The diversity of school psychological services for different users with several educational and developmental needs makes it difficult to capture under what circumstances school psychological services are effective. Thus, we seek to summarize empirical research on the effects and the characteristics of school psychologists, users, and the interaction between them that might influence how effective school psychological services are.

In sum, we screened 10,949 articles from which 415 met the inclusion criteria to report on the effects of any kind of school psychological service as the target intervention. The average agreement between the two raters full text screenings was moderate ($\kappa = .48$). The results showed a relatively constant increase in publications. Most of the studies were conducted with secondary school students and investigated group interventions with students. The most frequently studied variables are perceived and/or evaluated psychological outcomes at the individual user level. However, very few of the moderators were systematically investigated as target variable pointing on the need for further research.

Workshop

11:00 - 12:30

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

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

[1]University of Wisconsin-Madison, USA

Research shows that internalizing problems impact one-third of all children and can be a major barrier to learning. The Resilience Education Program (REP) was created to support children in schools who demonstrate early signs of internalizing concerns, such as anxiety or depression. REP is an integrated Tier 2 intervention for students in Grades 4-8, including three core components: (1) small group cognitive-behavioral instruction; (2) a modified Check-In/Check-Out (CICO) procedure; and (3) parent skills training. Direct skill instruction includes belly breathing, positive imagery, cognitive restructuring, and problem solving. To promote generalization and utilization of these skill at home and school, these skills are prompted and reinforced by teachers and staff through a modified CICO. Finally, parents are taught communication and engagement strategies to support their child's emotional well-being. Three studies to date have shown elementary and middle school students experienced decreases in student internalizing problems and increases in social engagement and coping skills. In this session, participants will learn how to implement REP, while also being provided access to all intervention materials. Attendees will leave prepared to implement REP within their schools while making cultural adaptations to REP lessons and procedures to align with student needs and characteristics.

Workshop

14:30 - 16:00

Feel Your Best Self: An Educational Toolkit to Promote Emotion-Focused Coping in Elementary-Aged Children

S. Chafouleas[1], E. Wicks[1], E. Iovino[1]

[1]University of Connecticut, USA

In this workshop, we share the development and implementation of Feel Your Best Self (FYBS), an educational toolkit that offers simple, fun, and evidence-informed strategies for learning emotion-focused coping skills. Targeting elementary-aged children, FYBS engages puppetry in learning. The use of puppets has been shown to increase student engagement, creativity, communication, and positive attitudes toward others who may be different from them (Kroger & Nupponen, 2019). The 12 FYBS strategies are grouped into categories that support self-awareness, self-soothing, and social relationships (Iovino et al, 2021); it has been piloted with over 500 preschool and elementary-aged students and has received national media attention in the United States. The toolkit is free to use and can be flexibly adapted for use in different contexts, such as whole classroom during morning routines or as part of a social-emotional learning curriculum, as well as targeted use to strengthen support plans. Workshop attendees will learn about ongoing research on FYBS implementation, and will leave with the resources to implement FYBS, including guidance on implementation options and adaptations for various developmental considerations. The FYBS toolkit can be accessed at feelyourbestself.org.

14:30 - 16:00 | ROOM D

Workshop

14:30 - 16:00

An Innovative CBT Approach to Improving Wellness: Conceptualization, Evidence-Based Practice, and Improvisation

R. Christner[1]

[1]Cognitive Health Solutions, LLC, USA

Providing psychological services to children and adolescents in schools is not as simple as knowing and applying a series of techniques or strategies to an individual case. This is especially true when improving mental health and wellness. The key for school psychologists in providing high-quality, evidence-based services is knowing when, for whom, and at what times to apply specific interventions or approaches. This workshop will help school psychologists identify strategic aspects of a brief-care model using cognitive behavior therapy (CBT). This model will explain how to use evaluation and test data to look beyond diagnosis to formulate a case conceptualization that drives evidence-based intervention. Specific interventions will be reviewed from a transdiagnostic treatment approach. Participants will be able to discuss and actively work through several case examples. From this workshop, participants will be able to: (1) identify critical aspects of a cognitive-behavior therapy (CBT) approach to school-based services using a brief-care model, (2) identify and use data to develop an appropriate case conceptualization to select evidence-based interventions, and (3) use specific brief CBT techniques with different mental health concerns.

14:30 - 16:00 | ROOM E

Workshop

14:30 - 16:00

Mindfulness-Based Stress Reduction: Power of the Practice

A. Turfe[1, 2]

[1]Detroit Public Schools Community District, USA
[2]Brown University, USA

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.

14:30 - 16:00 | ROOM F

Workshop

14:30 - 16:00 | ROOM H

Workshop

14:30 - 16:00

Uncovering Disability Identification Issues for Diverse Students Using Root Cause Analysis

J. Bivins[1]

[1]Westat, USA

To meet the needs of all students, it is important that we as school psychologists understand the outcomes of our practices. Our practices have the potential to lead to positive outcomes, such as getting students supports and services that help them achieve academic success. However, our practices also have the potential to lead to inequities. One example is that when assessing diverse students, our practices may result in over- or under-identification of disabilities within different subgroups for reasons like assessment bias, referral bias, systemic bias, and cultural differences. During this session, the presenter will share examples of over- or under-identification from different school systems in the United States and describe what was done to address such disproportionate identification rates. Participants will learn how to analyze identification rates of disabilities by student subgroups, discuss disproportionate identification rate thresholds, and engage in different root cause analysis activities to identify contributing causes to the disproportionality. Being able to determine the root (or primary) cause(s) of issues allows us to make informed decisions about intervention strategies that will prevent identification problems from recurring.

14:30 - 16:00 | ROOM I

Workshop

14:30 - 16:00

HOT DOCS Transatlantic®: Cultural & Linguistic Adaptations of a US Behavioral Parent Training Program for European Families

H. Agazzi[1], M. YILDIZ BIÇAKÇI[2], A. KÖYCEKAŞ[3]

[1]University of South Florida, USA
[2]Ankara University Faculty of Health Sciences Department of Child Development, Turkey
[3]Artvin Çoruh University Faculty of Health Sciences Department of Child Development, Turkey

Behavioral parent training (BPT) programs are the first line of intervention
for childhood disruptive behaviors. Helping Our Toddlers, Developing Our Children's Skills K-5 (HOT DOCS) is a BPT that addresses the needs of caregivers of children birth-5 which has been evaluated in the US and Australia. Observational and quasi-experimental studies of HOT DOCS have documented decreased parenting stress, decreased parent-perceived child disruptive behaviors, and high program satisfaction upon program completion for in-person and internet modalities. Through a collaboration with Turkish researchers at the University of Ankara and Artvin Çoruh University, HOT DOCS is being adapted to meet the needs of European families. This workshop provides practitioners with a didactic and practical foundation in the HOT DOCS BPT and its telehealth adaptation. We will detail the steps Turkish researchers are taking to culturally and linguistically adapt and implement HOT DOCS in European schools and will share initial findings from a pilot implementation in municipal schools in Ankara. Study findings will be beneficial to school mental health practitioners utilizing BPTs to address the needs of preschool children with disruptive behaviors including a discussion of how HOT DOCS could be disseminated in other European countries.

14:30 - 16:00 | ROOM L

Workshop

14:30 - 16:00

Promoting positive peer relations: effectively preventing and managing bullying in schools

C. Griffiths[1, 2]

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

The impact on student wellbeing of bullying is well documented in research. This workshop provides participants with current knowledge and skills to implement practical and effective interventions to address bullying. It translates current research to effective school practices. Strategies are based on positive psychology principles with the goal of improving student wellbeing and peer relationships as explore protective factors against bullying as well as interventions to resolve bullying incidents. Expected outcomes for participants include increased knowledge and skills in research on what does and does not work; key prevention & early intervention strategies; resolving bullying incidents using restorative approaches including the (Pikas) Shared Concern method; student-centred approaches including bystanders' responses; and addressing a range of bullying issues. Learnings from court cases involving school bullying will also be shared. Coosje Griffiths is a trained teacher and registered psychologist. She has extensive knowledge of and experience across a range of school settings of bullying prevention and response. She has provided extensive presentations and consultations locally, nationally and internationally, translating and applying research to practice. She has published widely and worked on a range of national projects with leading academics and more recently as an expert witness in court cases involving school bullying.

Workshop

14:30 - 16:00

SLIDE: A European program to support successful learning in Digital Learning Environments

S. Di Sano[1], P. D'Elia[1], A. Stalmach[2], G. Casale[2]

[1]University d'Annunzio of Chieti, Italy
[2]University of Wuppertal, Germany

This workshop aims to provide school psychologists (and educational staff) with the knowledge and skills to promote effective and inclusive learning in digital learning environments.
The workshop is based on the SLIDE program, developed within a research-based and free-to-access Erasmus+ KA2 project funded by the European Union (https://euprojectslide.com/).
The main focus of the workshop is on students' self-regulation processes for digital learning. The workshop program is divided into three parts: a) presentation of evidence-based research on digital educational technologies; b) Guidelines for teachers on the effective use of digital educational technologies; c) Demonstration of the use of the SLIDE App, based on the use of Scenarios, to promote self-regulation skills in students.
Learning objectives: a) knowledge of research results on self-regulation processes in digital learning; b) ability to support teachers in choosing effective teaching technologies to promote self-regulation in the school environment; c) knowing how to use a scenario-based app to propose to students to promote self-regulation skills in the use of digital tools

14:30 - 16:00 | ROOM P

Workshop

14:30 - 16:00 | ROOM Q

Roundtable

14:30 - 16:00

Critical issues in School Psychology training: Trainers' and students' perspectives (Part A and Part B)

C. Hatzichristou[1], S. Jimerson[2], C. Malone[3], R. Guzzo[4], M.C. Matteucci[5], H. Bakker[6], K. Varjas[7], D. Athanasiou[1], C. Lorig[7], L. de Castro[4], C. Dini[5], T. Moschko[8], L. Kaur[2]

[1]National and Kapodistrian University of Athens, Greece
[2]University of California, Santa Barbara, USA
[3]Howard University, USA
[4]Pontifícia Universidade Católica de Campinas, Brazil
[5]University of Bologna, Italy
[6]utrecht university, Netherlands
[7]Georgia State University, USA
[8]University of Tübingen, Germany

The issue of evolving and enriching academic curricula and training methods in order to address the complexity of needs in school communities worldwide, enhance professional development and increase diversity within graduate programs (students, curriculum, faculty) has been of critical importance during the last years. This session is organized by the ISPA School Psychology Trainers Task Force in collaboration with ISPA Student Membership and Networking Committee including presentations of trainers (Part 1) and students (Part 2) from graduate school psychology programs from multiple countries. The participants of this roundtable discussion will present the goals and structure of School Psychology training programs in different countries and the inclusion of multicultural/international dimensions and relevant actions in their programs. Recommendations for international collaboration regarding training issues and networking of SP trainers and students will be further discussed providing a basis for international initiatives and collaborative partnerships.

Papers session 4.1

17:00 - 17:15

"You Have No Place in the World": Social Rejection as a Developmental Mechanism in Middle Childhood—Latency

R. Halabi[1], H. Fisher Grafy[1]

[1]Talpiot Academic College, Israel

Abstract

Social rejection is an undesirable phenomenon with serious present and future implications for children who experience it. Growing rates of social rejection and bullying in elementary-school children, especially on social networks, have been examined mostly from a pathological perspective focused on the rejected child or rejecting group. This qualitative study sought developmental explanations for the phenomenon's pervasiveness during the latency period. Specifically, it examined the individual–group interplay underlying social rejection to identify normative and nonnormative development explaining social rejection during middle childhood. Twelve focus groups of 140 Israeli children in Grade 5 discussed social rejection and other social issues. Data were categorized according to Moustakas's revised van Kaam method, yielding three themes. Participants suggested that children reject peers who do not conform to the group's developmental needs for (a) independence from adults, (b) social uniformity, and (c) participation in defiant, negative behaviors. Thus, the findings confirmed that such rejection and even bullying play a normative developmental role in latency. Practical implications for educators and mental health professionals and directions for future research are discussed to offer teachers, parents, and therapists an approach to preventing or treating social rejection at this age.

Focusing on the relationships within school contexts as a key element for understanding callous-unemotional traits in youths

E. Ciucci[1], A. Baroncelli[2], C. Facci[1]

[1]University of Florence, Department of Education, Languages, Intercultures, Literatures and Psychology, Italy
[2]University of Perugia, Department of Philosophy, Social Sciences and Education, Italy

In terms of developmental pathways to Callous-Unemotional (CU) traits - i.e., a behavioral pattern characterized by a lack of empathy and guilt, deficient affect, and the callous use of others for one's own personal gain - a growing body of research has shown bidirectional effects between youth predispositions and contextual factors. Considering relationships with others, more recent research has focused on the role played by peers and teachers. In line with this field of research, we have been exploring the development, impact, and correlates of CU traits in school settings. In a community sample of middle school students, sensitivity to teachers' punishment and affiliation with teachers were uniquely and negatively associated to callous-unemotional traits; more specifically, higher levels of sensitivity to teachers' punishment were negatively associated to callous-unemotional traits especially at low (versus high) levels of dissatisfaction with teachers. Moreover, considering both peers and teachers relationships, the levels of affiliation with teachers were negatively related to levels of CU traits in students with low levels of social preference among peers. These initial findings suggest the importance to consider the quality of relationships in schools to understand the developmental trajectories of CU traits, and future possible research extension will be discussed.

Stand By Me or Not? Academic Contextual and Individual Predictors of University Students' Reaction to Cyberbullying Incidents

T. Touloupis[1], M. Campbell[2]

[1]University of Western Macedonia, Greece
[2]Queensland University of Technology, Australia

In the context of a broader transnational research project, the present study aimed to investigate university students' intention to react to cyberbullying incidents as cyber-bystanders. The predictive role of academic connectedness, as an academic contextual factor, as well as empathy and locus of control, as individual characteristics, in students' reaction was examined. Overall, 315 Greek university students (71.1% women) from different university departments completed a self-report questionnaire, which included scales on cyber-bystanders' reaction through a hypothetical scenario, on academic connectedness, empathy, and locus of control. The results showed that participants, and especially female students, expressed a supportive and responsible attitude towards online victimization. Furthermore, the study showed that both cognitive and affective empathy fully mediated the relationship between students' perceived academic connectedness and their reaction to online victimization. However, locus of control was not proven as a significant mediator in the above relationship. The findings of the present study offer an explanatory mediation model of underlying academic contextual and individual mechanisms predictive of cyber-bystanders' reaction. This knowledge could be used for universities to strengthen these mechanisms and subsequently enhance the support of students who have been cyberbullied.

Attitudes, Knowledge and Perceptions of High School Teachers regarding Inclusive Education in Cyprus.

M. Kyriakou[1, 2]

[1]Frederick University, Cyprus
[2]Dr. Natali Loizidou Ieridou, Cyprus

This study researched the behavioral attitudes and perceptions of high school teachers regarding the inclusion of children with special needs into the school. In addition, aimed to understand the types of pedagogy used in special education in Cyprus such as teaching methods, classroom management strategies, innovative actions in teaching.

200 questionnaires were completed by high school Greek-Cypriots teachers of the Republic of Cyprus. The main results of the study are: a. Inclusive education showed to have a positive impact on the teachers as well as the children b. There is an important need for research and professional training in Cyprus regarding inclusive education for all teachers, C. there is a significant need for extra resources and structures in the mainstream school to make inclusive education successful. Some advantages of inclusion were recorded based on analyses such as that an inclusion philosophy model in education increases the incentive for professional development of teachers. This is because it helps them improve their skills, satisfy personal and professional goals and makes their teaching and pedagogy in class easier. The disadvantages of inclusion are focused on negative attitudes of some teachers. Applications for school psychologists are provided at the end of the paper.

18:00 - 18:15

Hegemonic masculinity and homophobic aggression in young people: Implications for Educational Psychology understanding and practice

F. Davies[1], C. Sargeant[1], S. Wright[1]

[1]University of Southampton, United Kingdom

Hegemonic masculinity is the dominant form of masculinity in today's society. It is characterised by traits such as antifemininity, lack of empathy, avoidance of appearances of weakness or expression of emotion, misogyny, and heteronormativity. Research has explored the relationship between hegemonic masculinity and homophobic aggression in men and suggests that this relationship is driven by a fear of being perceived by other men as insufficiently masculine. However, there is less research exploring this phenomenon in adolescents. Research has found that adolescent peer groups who held traditionally masculine attitudes showed greater homophobic name-calling, with negative implications for gender and sexually diverse young people. This thesis therefore further explores how hegemonic masculinity leads to homophobic aggression in adolescence, firstly through a meta-analysis and narrative synthesis of the current literature and secondly, through an empirical study exploring a gap in the literature. The meta-analysis outlines the current findings and explores different factors which interact with the relationship between masculinity and homophobic aggression. The empirical paper proposes a new model of how hegemonic masculinity leads to homophobic aggression and how it functions in a similar way to narcissism. Implications for Educational Psychology understanding and practice are discussed.

A comparison of problems identified and interventions employed during consultation with secondary school versus preschool refugee teachers in Malaysia

C. O'Neal[1], B. Moran[1], J. Parrott[2], S.C. Tan[3], A. Sheth[1]

[1]University of Maryland, College Park, USA
[2]HELP University, Malaysia
[3]University of Tennessee Knoxville, USA

The contribution of this study is to open the black box of consultation with refugee teachers. We compare the nature of problems identified and interventions employed in school consultation with secondary school versus preschool refugee teachers in an underresourced, marginalized education setting. This study included 107 consultation cases (4-6 sessions each) with refugee teachers and Malaysian citizen graduate students as co-consultants of refugee teacher consultees. Participants were predominantly refugee teachers who are refugees themselves, and they teach in refugee community-run schools in Malaysia. Audiotapes of consultation sessions were coded to identify problem identification and interventions. Problems that differ across age groups are anger regulation in class and parent-teacher interactions. Secondary school teachers reported more academic-related problems and students fighting with each other. They were also concerned about their students' mental health, and they employed student engagement interventions, like one-on-one interactions and multiple modes of delivery of academic content. In contrast, preschool teachers reported more problems with rough play, noisiness, lack of student independence, overt verbal expression of negative emotions, and parent-teacher conflict. Preschool teachers employed more interventions to manage students' high energy and playing games as a way of engagement. We discuss implications for culture- and age-specific, participatory school consultation.

17:00 - 18:30 | ROOM D

Papers session 4.2

17:00 - 17:15

Examining Student Engagement, Sense Of Belonging to School And Well-Being Among Elementary School Students

L. Szabó[1,2], N. Gulya[1], V. Vajnai[1], A. Fehérvári[2], K. Széll[3], A. Zsolnai[3]

[1]ELTE Eötvös Loránd University, Doctoral School of Education, Hungary
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[3]ELTE Eötvös Loránd University, Institute of Education, Hungary, Hungary

Due to the challenges of recent years, research interest in the quality of school life and attitudes towards the school and its communities are increasing. The examination of the connections between these cognitive, affective, and behavioral attitudes represents a diverse and overlapping field of research.
Our presentation focuses on clarifying the relationship between student engagement, sense of belonging to school, and student well-being, which are often described with similar or partially overlapping components. We present the findings of our empirical research involving Hungarian students in the 3rd (N=200) and 6th grade (N=180). Students' cognitive and affective engagement was assessed with the Student Engagement Instrument Elementary Version (Carter et al., 2012), while sense of belonging, subjective and psychological well-being were measured with a questionnaire based on international surveys ISCWEB and PISA 2018. According to the data all examined constructs are interrelated, although not all dimensions show a strong relationship, and differences were found between grades. Strong correlations may be explained by the similarity of the indicators.
Our results emphasize the importance of a clear indicator system of the examined constructs, not only for an improved understanding of these phenomena, but also for supporting the well-being and engagement of students in schools.

Lifespan school psychology: Partnering with a university disabled students' program to expand the training and skills of school psychology students

A. McKerracher[1], N. Faraci[1], J. Greenstein[1], M. Stomski[1]

[1]University of California, Berkeley, USA

Even as the number of students with disabilities on college campuses has grown (National Center for Education Statistics, 1999; 2018), these students report that they do not feel adequately supported by their universities (Hazel, 2008). This may be a contributing factor to the poorer academic and non-academic outcomes experienced by disabled students compared to their non-disabled peers (Adams & Proctor, 2010). Graduate students with disabilities are particularly an underrepresented and underserved population within universities, leading to barriers in their education and training experiences (Lund & Hanebutt, 2022).

In this presentation, we review a novel training model for school psychology students through partnership with a university-based disability student support center (DSSC). Through psychoeducational assessments and development and implementation of student support workshops (i.e., self-advocacy skill building), school psychologists in training and the faculty advisor will share their experiences participating in a year-long partnership program between the school psychology program and DSSC at a university. Practical implications will be shared as they relate to lifespan disability, college-level academic achievement, university-based disability support, and future work with young adults regarding preparation for success in higher education. Moreover, recommendations for future school psychology training programs will be discussed.

Health and Wellbeing Prevention Program K-12 in International Schools

A. PANIDOU[1], S. Spyrou[2]

[1]Pinewood American International School of Thessaloniki, Greece
[2]Pinewood - American International School, Greece

During the presentation, the Student Services team of Pinewood, the International School of Thessaloniki, consisted of School Psychologists and Special Educators, will be analyzing a student-tailored program from Kindergarten to Grade 12 that focuses on a wide variety of extra-curricular subjects, promoting wellbeing, inclusion, and the development of life-skills, as well as raising awareness on specific issues, societal and global. The topics involve Mental health, Sexual Education, Child protection, Justice/ Equity/ Diversity/ Inclusion, Study Skills, and other subjects that are important for the development of the students. The aim of the curriculum, the topics and material of the curriculum will be introduced, as well as the hands-on activities, the information, and the techniques to deliver a lesson in class.
In this presentation, a discussion on the quantitative and qualitative results of the feedback of students and teachers will be made. Additionally, an evaluation of the whole program will be presented.

How Are Social Robots Used to Facilitate Social-Emotional Learning for Children?

K. Lin[1], Y. Jeng[1], N. Chen[2], L. Krenz Yap[1]

[1]Asia University, Taiwan
[2]National Taiwan Normal University, Taiwan

This presentation discusses the results of a meta-analysis that explored the utility of social robots for teaching social-emotional learning (SEL) to children, which is an area that is not well addressed in traditional learning and teaching contexts. Published meta-analyses focus on the utilization of social robots for interventions with clinical samples or review programming for SEL in school settings; however, despite the increasing interest in incorporating AI into educational and psychological interventions, a meta-analysis focusing on using social robots to facilitate SEL was lacking. Following PRISMA guidelines, this study used derived induction to extract data across the eligible empirical studies and categorized them according to a consistent evidence-based framework (CASEL framework). Potential moderators for intervention outcomes, such as participant school level, were considered. Results found large effect sizes for the SEL interventions and the majority of studies focused on relationship skills. Most of the studies used game play as a teaching strategy to deliver the lessons and the robot most frequently played the role of a mirroring agent, eliciting responses from the child. Participants can learn about effective ways social robots are being utilized to support children's SEL skills and can consider incorporating social robots into their own SEL practices.

Diminished Adolescent Social Well-Being During the COVID-19 Pandemic

M. Furlong[1, 2]

[1]University of California Santa Barbara, USA
[2]Project Covitality, USA

As students coped with the Covid pandemic, they also observed and experienced substantial social and political turmoil (e.g., the war in Ukraine, the January insurrection at the U.S. Capitol, a rise in authoritarianism, and so on). As adults form attitudes based on these broader societal forces and experiences, youths do. As adolescents observe what is happening at the international, national, state, and regional levels, their judgments about the viability of their near micro supports (family, peers, school) and broader social influences (society) are affected. This presentation reports information about a sample of California secondary students who completed well-being surveys before the pandemic (October 2019), during distance learning instruction (October 2020), and after returning to in-school education (October 2021 and October 2022). The survey used Corey Keyes' Mental Health Continuum Short Form to examine changes in the student's emotional, psychological, and social well-being from pre to post Covid 19 pandemic school closure. An under-recognized outcome is that students' social well-being, as opposed to emotional and psychological well-being, decreased substantially during and after instructional format modifications compared to pre-pandemic levels. Participants will learn practical ways to incorporate social well-being measures into their universal wellness screening and student support efforts.

Norming the Brief Multidimensional Life Satisfaction Scale for School-wide Wellness Screening Based in the Dual-Factor Mental Health Model

M. Furlong[1, 2]

[1]University of California Santa Barbara, USA
[2]Project Covitality, USA

Learning the mindsets and acquiring skills to cope with current and future challenges is essential to successful adaptation and positive development. Yet, when young people manifest their resilient capacity and do not report substantial adverse social or emotional distress, they could experience other development hindrances. For instance, adolescent mental ill-being indicators of depression and anxiety increased during the CoVid-19 pandemic while social and global positive well-being indicators declined. Youth surveillance surveys should include well-validated items assessing risk behaviors and psychological distress, but they are comprehensive only when considering positive well-being. This presentation describes the validation and norming of the Brief Multidimensional Life Satisfaction Scale. The BMSLSS efficiently assesses students' life satisfaction in the five domains: Family, Peers, School, Myself, and Neighborhood/Environment. Although widely used in research, BMSLSS validation information and appropriate norms are lacking. The presentation will provide detailed BMSLSS psychometric information from 505,660 California students in Grades 7-12. It will then show how to use the BMLSS (5 items) with the co-validated Social Emotional Distress Scale (5 items) to implement the Dual-Factor Mental Health Model as an efficient schoolwide screener and for individual student wellness monitoring.

17:00 - 18:30 | ROOM E

Papers session 4.3

17:00 - 17:15

Embedding a cognitive bias therapeutic approach into a 3-D animated gamification mental health prevention program

S. Houghton[1], C. MacLeod[1], A. Page[1], S. Hunter[2], B. Grafton[1], K. Glasgow[1]

[1]The University of Western Australia, Australia
[2]Glasgow Caledonian University, Australia

MINDS ONLINE is completely gamified, 3-D animated, student self-paced, and embeds a therapeutic approach that helps adolescents resolve negative thought patterns that arise from everyday school based academic and social interactions. These negative thought patterns are causal in the development and maintenance of mental health problems. Altering negative interpretive bias has great potential to prevent onset of mental health problems. MINDS ONLINE was developed from extensive interviews with 11 - 16-year-olds that identified the daily school situations and home routines that challenged adolescents mental health and emotional wellbeing. These everyday challenges that arise on the way to school, arriving at school, congregating with peers in school, being inside a classroom or school gym, eating lunch, leaving school, and using social media were woven into an overarching story of 10 x 25-minute episodes. All episodes are fully narrated, and all words spoken appear in sync on screen. Students are repeatedly exposed to mental health challenges in episodes and resolve them in a benign manner. Whole class and small group evaluations demonstrate significant reductions in anxiety and feelings of loneliness and increases in positive mental health. MINDS ONLINE prevents adverse mental health thereby reducing the workloads of school psychologists.

Differences at Students' Mental Health State Varies in the Type of Secondary School They Attend

K. Borbáth[1]

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Keywords: mental health, secondary school students

This is comparing research on secondary schools' students' mental health in Budapest according to digital schooling at Covid 19.

The data was collected for this research in the period of school lock down in Hungary, among two secondary school in Budapest. Schools are located various area, are attended student with different background and have got dissimilar educational principles and practices.

We planned quantitative methods for the research used anonym questionnaire, and statistical data analysis (descriptive statistics and ANOVA analysis) for the examination. We are expected a lot of similarities of the mental health topics among the students but has got distinct result also.

The main differences related to the connections in class and the relations to school atmosphere itself. Other distinctions are about the main dimensions of mental health, like number of sleeps, and using of free time.

Built upon our results we state that alternative, more democratic, digitally more up-to date schooling, and more conservative schooling led to different mental health and coping skills.

Obviously, these outcomes must be interpretated with the knowledge of different social-economic backgrounds.

Effects of Growth Mindset and Anti-Bullying Attitudes on Peer Victimization and Learning in Filipino Students: Implications for Preventive Intervention

C. Callueng[1], J.J.B. Aruta[2]

[1]Rowan University, USA
[2]De La Salle University-Manila, Philippines

Despite the presence of the Anti-Bullying Law, prevalence of bullying in Philippines schools is increasing and significantly higher than most countries in the world. Yet, a dearth of bullying research has been noted in the Philippines compared to neighboring Asian countries. This study examined the roles of anti-bullying attitudes and growth mindset in buffering the effect of bullying victimization on academic outcomes using the 2018 Program for International Student Assessment (PISA) Survey data from a nationally representative sample of 7,233 15-year-old Filipino students. Academic achievement in reading, math, and science was measured using a computer-based assessment while growth mindset, anti-bullying attitudes and bullying victimization were assessed using rating scales as part of the PISA student well-being survey. Multiple hypotheses guided the study and were tested using the moderated mediated analysis. Results indicated that bullying victimization negatively impacted reading, math, and science achievement of students. Moreover, anti-bullying attitudes partially mediated the negative influence of bullying victimization on academic outcomes. Also, growth mindset moderated the negative impact of bullying victimization on academic outcomes, as well as the positive effect of anti-bullying attitudes on academic outcomes. Implications for preventive interventions as well as school collaboration with family and community will be discussed.

17:45 - 18:00

Student-teacher socioemotional interactions, student's focus of attention and emotional arousal in environmentally sensitive students

S. Scrimin[1], L.Y. Mastromatteo[1], P. Girardi[2], M. Peruzza[1]

[1]University of Padova, Italy
[2]Ca Foscari University of Venice, Italy

Literature has shown how student-teacher interaction influence children's wellbeing and learning. Such interactions may also capture bystanders' attention causing emotional arousal and taking away the focus of attention form the assigned task.

The present study assessed the relation between student-teacher socioemotional interactions, student's focus of attention and emotional arousal also accounting for environmental sensitivity. Through an eye tracker apparatus, we registered 95 primary school children's pupil diameters while watching a student-teacher interaction scene. Sympathetic response and focus of attention were registered while different interaction scenes took place. Children self-reported on environmental sensitivity and perceived classroom climate.

A mixed effects regression model for second pass pupil dilatation showed that attention was captured by different scenes based on their previous classroom experiences. The sympathetic response-attention link was moderated by environmental sensitivity. More sensitive children were more emotionally aroused when looking at the teacher scolding a sad child or a kind teacher having a child respond to her aggressively. Incongruent socio-emotional exchanges caused grater arousal in highly sensitive children compared to low sensitive ones. Based on the finding we planned an intervention to promote emotionally positive and in-tune teacher-student interactions to avoid students' distraction and sympathetic arousal, especially in more environmentally sensitive students.

18:00 - 18:15

Efficacy of a Culturally Adapted and Evidence-Based Social-Emotional Learning Curriculum in Filipino Students

M. Francisco[1], C. Callueng[2]

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[2]Rowan University, USA

The Philippine Mental Health Law requires the integration of mental health into the educational system through efficient, equitable, high quality, and culturally appropriate support services for all students.. An effective preventive strategy to foster psychological well-being of students is to infused social-emotional learning (SEL) into school-based instruction. This study investigated the effectiveness of the culturally adapted "Strong Teens" as an evidence-based SEL curriculum in improving social-emotional functioning of Filipino adolescents. Implementation of "Strong Teens" took place in an urban private school, with 164 eleventh grade students nested in four classes as participants. Two classes each were randomly assigned as either intervention or wait-list control group. All participants completed outcome measures at baseline, immediate posttest, and delayed posttest. Results of the repeated-measure ANOVAs indicated that compared to the students in the wait-list control group, students assigned to intervention group reported significantly higher SEL knowledge and prosocial skills as well as significantly lower internalizing and externalizing behaviors. Moreover, students in the intervention group were able to maintain positive outcomes after a month of completing the "Strong Teens". Lastly, "Strong Teens" was greatly acceptable by students and implemented by school counselors with high fidelity.

Revisiting Teacher Perceptions of Needs, Roles, and Barriers to School Mental Health: Cross-National Comparisons

K. Herman[1, 2], W. Reinke[1, 2]

[1]University of Missouri, USA
[2]Missouri Prevention Science Institute, USA

In a widely cited paper, Reinke and colleagues (2011) documented U.S. teacher perceptions of their needs, roles, and barriers in supporting student mental health. Ninety percent of teachers believed schools had a primary role in student mental health; they identified student disruptive behaviors as their greatest challenge and support in effective classroom management as their greatest training need. We recently readministered the survey to teachers in the U.S. (N=454), Iran (N=120), Turkey (N=100), and Japan (N=110) to document changes over time and to allow for cross-national comparisons. Additionally, we added items about teacher stress, coping, burnout, and attrition. Preliminary analyses revealed significantly higher levels of stress, burnout, and attrition among the U.S. sample versus the Iran sample (nearly double in some cases); 83% of U.S. teachers indicated they were leaving or considering leaving the profession. U.S. teachers ranked disruptive student behaviors as their main mental health concern whereas in Iran, teachers ranked attention problems and depression highest. Teachers in both settings rated student mental health and classroom management as their greatest training needs. Subsequent analyses will focus on including data from the Turkey and Japan samples. Implications for supporting teachers and students in these diverse contexts will be discussed.

17:00 - 18:30 | ROOM F

Papers session 4.4

17:00 - 17:15

A Person-Centred Approach to Emotional Competencies in Preservice Teachers: Associations with Perceived Stress, Anxiety and Emotional Exhaustion during Practicum

S. Dekeyser[1], G. Caesens[1], V. Hanin[1]

[1]Université catholique de Louvain, Belgium

Intrapersonal emotional competencies (ECs) are the abilities to identify, understand, express, regulate, and use intrapersonal emotions. Previous studies found that ECs are protective factors against stress and burnout among teachers. However, little is known on the impact of ECs on preservice teachers' stress, anxiety and exhaustion during practicum. Furthermore, most of the studies investigating ECs are variable-centred although the person-centred approach is now promoted. Latent Profile Analysis were performed to identify ECs profiles. 326 preservice teachers filled out questionnaires on ECs (Profile of Emotional Competence), perceived stress (Perceived Stress Scale), anxiety (Hospital Anxiety & Depression scale), and emotional exhaustion (Maslach Burnout Inventory). Four profiles of ECs were identified. The first profile was characterized by low emotion regulation. The second was characterized by low understanding of emotions, but high emotion regulation. The third profile showed low emotion identification. The fourth profile was characterized by high scores in the five ECs. The first and second profiles predicted higher stress and anxiety, while the fourth one was the most adaptive. No significant differences were found for exhaustion. Findings provide validity to the existence of multiple profiles among preservice teachers. These results highlight the necessity to develop ECs during the initial training.

Improving Teacher Comprehension of Intervention Fidelity Self-Report Measures through Cognitive Interviewing

L. Sanetti[1], J. Dineen[1]

[1]University of Connecticut, USA

Poor intervention implementation fidelity results in poor student outcomes. Research indicates nearly half of educators implementing the SEL program Second Step do so with low fidelity, but self-report high fidelity. Developing feasible fidelity measures which provide actionable data to identify educators needing support is imperative to improving student outcomes.

A qualitative study using cognitive interviewing was conducted to understand how respondents understand and think about Second Step self-report fidelity items. An expert in cognitive interviewing developed the cognitive interview instrument, processes for the study, and trained personnel. Educators in the United States who delivered Second Step in a public education setting (n = 51) were recruited. Two cognitive testing instruments, based on the published Second Step self-report fidelity measures were created and included both think-aloud technique and direct probing. Three rounds of cognitive interviews were conducted. General procedures were consistent across rounds; however, in between rounds, the Second Step fidelity items and cognitive interview questions were revised. Cognitive interview responses were coded to evaluate issues with respondent comprehension, retrieval, judgement, and response across instructions, items, response options and concepts. Corrections for identified measurement issues will be presented. Implications for development of fidelity self-report measures for other interventions will be discussed.

"It Just Felt Like Another Thing To Do": Examining Teacher Barriers and Motivators to Utilizing Trauma-Informed Resources During COVID-19

A. Mullin[1], K. Aragon[1], J. Sharkey[1], E. Felix[1]

[1]UC Santa Barbara, USA

Over two-thirds of children living in the United States are exposed to at least one traumatic event by the time they turn 16 years old. Given the high number of students who have experienced trauma, it is crucial that schools prepare to support these students. Evidence supports the necessity of trauma-informed interventions in supporting both students and teachers. The current study investigated current teacher utilization of trauma-informed resources within two school districts in California. This exploratory, mixed-methods study was designed to inform school districts about how to best support and motivate teachers to implement trauma-informed strategies. A logistic regression model indicated that teacher-administrator relationships and intrinsic barriers were predictive of resource uptake, but not extrinsic barriers. Additionally, open-ended responses revealed multiple barriers and motivators to teacher resource uptake; barriers included items such as lack of time, lack of energy, and problems with the district, while motivators included items such as concern for the wellbeing of students and self. Results indicate that there is a myriad of barriers, both extrinsic and intrinsic, that may make it difficult for teachers to use resources despite their motivation to use resources to support themselves and their students.

17:45 - 18:00

Exploring teacher's and young people's experiences of student-teacher relationships in relation to young people's mental health

J. Lakmaker[1]

[1]University of Manchester, United Kingdom

Aim: This research aims to explore young people's and teacher's experiences of student-teacher relationships relating to young people's mental wellbeing. Schools often accept their role in promoting mental health, however, there is little understanding on the role that student-teacher relationships play. There is currently no research which explicitly focuses on qualitatively exploring the student-teacher relationship, from both young people's and teacher's perspectives, in relation to mental health support.

Design: This research uses a qualitative design to help understand the nature of student-teacher relationship experiences for young people and teachers. The study aims to engage with 6-8 teachers through interviews and 18-24 young people across three focus groups. Teachers and young people will all be recruited from different schools across the North West of England. The analysis design is reflexive thematic analysis. Two separate analyses for teacher's and young people's experiences will be conducted to offer a distinct analysis with access to the full data. Triangulating these perspectives will help to identify where there are convergences and divergences in teachers and students experiences.

Findings/discussion: Data generation and analysis is underway and will be completed by the conference date ready to present.

Favoring teacher adoption of a motivating and enthusiastic style

A. Moè[1], I. Katz[2]

[1]University of Padua, Italy
[2]Ben-Gurion University, Israel

Teacher adoption of an autonomy supportive motivating style favors a range of student outcomes including engagement, positive affect, and need satisfaction as well as teacher well-being. On the opposite, the preference for controlling or chaotic modalities reduces student motivation and well-being, affecting at the end also school achievement. Thus, it is of paramount importance to know more about the factors leading teachers to prefer a motivating or a demotivating style so that to devise effective interventions aimed at fostering some skills or attitudes and reducing the risk factors. Research till now focused mostly on teacher need satisfaction and frustration which is a core starting point. However, other factors also play a role and interact with perceived need satisfaction and frustration. The results of four studies involving almost 1,000 teachers will be presented by showing to role played by self-compassion, emotional reappraisal and experienced enthusiasm. Then the preliminary results of an intervention study will be introduced. Lastly, avenues for future research and the implications for devising interventions aimed at favoring teacher adoption of a motivating style as well as student positive outcomes will be discussed.

Natural rates of teacher praise in Italian and British primary and secondary schools: comparison and implications for school psychologists practice

F. Sulla[1]

[1]University of Foggia, Italy

Praise represents the most accessible reinforcement operation available to most teachers. The natural contingencies of the typical classroom, however, undermine teachers' frequent use of praise and strengthen their reprimanding behaviour. Over the years, there have been a number of investigations (Sulla et al., 2013) that have centred on the ways in which teachers typically deploy praise in the classroom. In the present study teacher-pupils verbal interactions were investigated ten years after the last study conducted in the United Kingdom, and for the very first time in Italy. A large-scale observational study across both countries used a partial-interval time sampling observational schedule to record the frequency and type of verbal behaviour of teachers and whether students were on-task or off-task. Differences between the two countries were investigated. Compared with the UK, higher rates of both teacher disapproval and pupils off-task behaviour were found in Italian classrooms across school grades. The most striking data is that in Italian primary schools there's a rate of .80 (almost 1) per minute of disapproval. High rates of criticism may undermine classroom climate and, in the long run, lead to school dropouts. Italian school psychologists should be aware of these data and design appropriate teacher training.

17:00 - 18:30 | ROOM H

Papers session 4.5

17:00 - 17:15

School psychologists promoting mental health literacy in adolescents: Effects of a school based prevention program

S. Dudda[1], A. von Hagen[1], N. Vannini[2], G. Bachmann[1], A. Sedlak[1], A. Baotic[1], P. Winkler[1], E. Zeni[1], M. Gottschämmer[1], R. Alokuzay[1], G. Büttner[1]

[1]Goethe University Frankfurt, Institute of Psychology, Competence Centre School Psychology Hesse, Germany
[2]Fresenius University of Applied Sciences Frankfurt, Psychology, Germany

The school-based prevention program "Mental Health and School", aims at increasing mental health literacy (MHL) to promote mental health in adolescents. The program was originally developed in Canada in 2015 ("Mental Health and High School Curriculum Guide"). In 2019, the program was adapted and evaluated for Germany. First results show a significant increase in MHL based on data of an implementation delivered by trained teachers.

The present study builds on this work by investigating the effectiveness of the program delivered by school psychologists in a larger sample. Adolescents (grade eight to eleven) were allocated at class level to the intervention group or the control group without program participation. Using a pre, post, follow-up design, effects on the components of MHL will be investigated: knowledge, attitudes, help-seeking behaviour and stigmatization. Moreover, moderating effects of age, gender, treatment fidelity and dose of intervention on the effects of the program will be analysed. The study protocol is pre-registered. The data collection started in March 2022 and is aimed to be completed by July 2023, allowing preliminary results to be presented at ISPA 2023. Currently, pre-test data of 712 students, post-test data of 575 students, and follow-up-test data of 104 students have been collected.

17:15 - 17:30

Social Media and Adolescent Girls' Mental Health

E. Savina[1]

[1]Graduate Psychology, JMU, USA

This presentation discusses the effects of social media on girls' emotional and relational health, body image, and identity development. Excessive use of social media is linked to mental health problems, including depression, anxiety, and psychological distress. Girls are especially vulnerable in this regard. They also have higher levels of fear of missing out. Social media may cause role overload as it enables girls to create a wide range of identities. Coupled with conflicting messages from media and difficulty asserting their true self, this may lead to challenges for girls' identity consolidation. Furthermore, the overuse of screen media reduces the quality of girls' relationships with their families and peers. Additionally, it supplies girls with cultural messages regarding their appearance and behavior. Exposure to the thin body ideal on social media, excessive selfies taking, and photoshopping are among risk factors for body dissatisfaction. The presentation will offer recommendations on how to promote adolescent girls' well-being in the social media era. These interventions include psychoeducation, media literacy, cognitive restructuring, and fostering critical thinking regarding media influences on girls' well-being. Strategies for building healthy relationships with peers and identity consolidation will be discussed.

The role of personality, family relationships and school climate aspects in dispositional forgiveness in adolescence

A. Lampropoulou[1], P. Lianos[1], C. Hatzichristou[2]

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

Mental health benefits of forgiveness are well established in the literature. Forgiveness can serve as an effective way of regulating negative affect and determine the quality of relationships with others. This is particularly important in adolescence where emotional instability and mood swings are usual phenomena and where friendships are crucial. The lack of relevant research and the need to understand dispositional forgiveness in adolescence by adopting a holistic approach served as an impetus for this research. Participants were 1,378 adolescents attending junior and senior high schools (mean age 15.6 SD = 1.52), located in the broader area of Attica, Greece, randomly selected. The Heartland Forgiveness Scale, the NEO-PI-R, the Family Relationship Scale, the School as Caring Community Profile-II and sociodemographic variables were used for data collection. Individual (age, personality traits), family (communication with parents) and school system factors (positive behavior, positive attitude, lack of respect) predicted the dimensions of adolescents' dispositional forgiveness (forgiveness of self, forgiveness of others and forgiveness in situations). Implications for practice and development of interventions are discussed, especially in relation to consultation practices and program implementation in the classroom.

Using Peer-mediated Intervention in High Schools for Improving the Conversational Skills of Adolescents with Autism Spectrum Disorders

C. Cole[1], L. Bambara[1]

[1]Lehigh University, USA

In adolescence, conversation becomes the primary medium for social interaction with peers, but adolescents with autism often have pragmatic language difficulties that interfere with social conversation and peer acceptance. The pandemic only served to intensify these difficulties by further isolating and negatively impacting the social-emotional well-being of these vulnerable students. Left unaddressed, conversational difficulties can lead to a life of social isolation, negatively affecting future adult friendships, employment, mental health, and overall quality of life. Effective interventions are needed while these students are still in school, but few empirical social-communication interventions are available to guide school psychologists and other education professionals for high school students. Fortunately, there is some emerging research to demonstrate that peer-mediated intervention (PMI) can improve students' conversational skills. This session will describe the procedures and empirical findings of two PMI studies for teaching adolescents with autism how to show interest in their conversational partners by asking peer-focused questions and making peer-focused statements. This intervention provides a novel and effective solution for addressing a common difficulty experienced by students with autism. Participants will leave the session with new ideas for designing and implementing successful PMI interventions in their own high school settings.

Mental health literacy in secondary schools: A study of staff involvement in Jigsaw's One Good School initiative.

M. Dwan-O'Reilly[1,2], A. Booth[1,3], S. O'Brien[2], C. Heary[4], E. Hennessy[1]

[1]University College Dublin, Ireland

[2]Jigsaw, The National Centre for Youth Mental Health, Ireland

[3]The Department of Children, Equality, Disability, Integration and Youth, Ireland

[4]The University of Galway, Ireland

Mental health literacy interventions seek to increase mental health knowledge, decrease stigma, and promote help-seeking behaviours. In secondary schools, staff play a vital role in these interventions, both in supporting student learning, and by deepening their own understanding of youth mental health.

One Good School (OGS) is a whole-school mental health literacy initiative designed by Jigsaw, The National Centre for Youth Mental Health Ireland. OGS aims to support the mental health of students by creating a shared responsibility for mental health across the school community. School staff play a vital role in this initiative.

This presentation will describe the logic model for OGS and the role staff play in the initiative. The presentation will also include a summary of the initial feasibility and acceptability study (2019-2021), including data from n=11 schools and interviews with n=18 staff. Staff in this study described seeing positive changes in their schools and emphasised the benefit of the structured whole-school approach to mental health.

This presentation will highlight the central role school staff play and support recommendations for training staff to support and promote student mental health. This presentation will also inform the implementation of similar school-based mental health literacy initiatives.

18:15 - 18:30

Development and Preliminary Evaluation of "P.S. Mental Health Matters"—A Free Online Program for Coping with Stress in Adolescence

C. Somers[1], S. Kiperman[1], G. DeLong[1]

[1]Wayne State University, USA

During the pandemic, stress was high and youth needed access to mental health services, as they were removed from school based mental health staff and were more susceptible to poorer mental health. These needs do not go away post-pandemic. We could not find strong, easy-access programs offering a variety of mental health coping skills. Thus, the pandemic began, we created a program that we entitled "P.S. Mental Health Matters." It combines tenets of Cognitive-Behavioral Therapy (CBT) and Dialectical Behavioral Therapy (DBT) via an easily accessible, self-paced, and free online platform that contains videos and worksheets on skills in four areas: Cognitive reframes, mindfulness, distress tolerance, and crisis management. The program is appropriate for international audiences who are English-speaking. While this can be completed independently, our pilot study reflects a group-facilitated version with 30 youth in the Midwestern USA. We measured six outcomes--depression, anxiety, life satisfaction, hope, peer acceptance, social support--both quantitatively with reliable instruments and qualitatively with open-ended narrative questions. As stress increased over time, efficacy data revealed improved life satisfaction, hope, social acceptance, and depression. Qualitative data also revealed many useful results. Details about the program, evaluation, and obtaining free access will be discussed in detail.

17:00 - 18:30 | ROOM I

Papers session 4.6

17:00 - 17:15

School Psychology in Iceland: Where are we and where do we go from here?

B.G. Gudmundsdottir[1]

[1]University of Iceland, Iceland

Effective school support services are foundational to an inclusive learning environment for all students, in which school psychologists play an integral role. Per law, inclusion is a core component of Icelandic education policy across pre-K, elementary, and secondary school levels. Yet, implementation of inclusive school policy remains challenging, for example due to inefficient use of financial resources, inequitable access to school support services, and insufficient pre- and in-service training for teachers and other educators, including psychologists who work in schools. In fact, school psychology training programs are nonexistent in Iceland. Meanwhile, numbers of students receiving special education services and supports have grown in the past decade, along with an alarming decline in youth well-being, particularly among minoritized youth. As a result, the Icelandic government has initiated school reform measures, including a new education policy to 2030 (i.e., Menntastefna 2030), a new draft bill regarding multi-tiered systems of school supports that is underway, and an increased emphasis on school-based mental health promotion and social-emotional learning. This paper will discuss national and international research in this area, policy and legal changes that are forthcoming, and their short- and long-term implications for school psychology practice in Iceland.

Is School Psychology relevant in a changing world?

J. Meyers[1], A. Meyers[2], C. A Perkins[1]

[1]Georgia State University, USA
[2]Illinois State University, USA

Current practice of school psychology in the U.S. is stagnant. Its emphases on assessment, special education placement and individual students' deficits rather than ecological factors promoting learning and adjustment, requires questioning the status quo and asking if the discipline of school psychology is relevant in 2023. Bureaucratic and legal regulations of the field, a focus on guild issues to preserve jobs and the unwitting support of schools, professional organizations, training programs and the public have contributed to this long-term routinization of the field (Meyers, 1998). Practitioners must reflect and adopt a nimble stance, more responsive to pressing socio-cultural demands. School Psychology's potential for self-reflective change is strengthened by its growing international influences.

This paper uses an international perspective to propose a universal framework that interrogates current practices. The international framework emphasizes prevention (Meyers & Nastasi, 1999), ecological theory (Bronfenbrenner, 1989), international perspectives on School Psychology (Borja & Nastasi, 2016; Hatzichristou & Rosenfield, 2017) and children's rights (Nastasi & Hart, 2020), collaborative action research by practitioners (Cochran-Smith & Lytle, 1993; Meyers, 1998; Miles, et al., 2019), social justice (Proctor & Meyers, 2014; Proctor, 2022), organizational consultation (Harper, et al., 2019; Schein, 1988), and socio-political change (Dunn, et al., 2019).

17:30 - 17:45

Dublin City In-school Multi-Disciplinary Team: An Inter-agency Collaboration between the Irish Department of Education and the Department of Health

L. McDermott[1], C. McCarthy[1]

[1]National Educational Psychological Service (NEPS), Ireland

The North East Inner City (NEIC) of Dublin is an area with a diverse population severely impacted by a range of intergenerational socio-economic problems. This paper describes an innovative response to meeting the needs of children, families and schools in the NEIC through the creation of a unique multidisciplinary team (MDT) between two government departments; Education and Health.

The MDT provides timely access to in-school psychological, speech and language therapy and occupational therapy services. It is a wraparound service which provides a 3 tiered model of support including preventative work, early intervention, assessment and therapeutic intervention, and training to support all children, school staff and families.

The school-based MDT removes barriers to accessing services with appointments in school, during school time. The MDT has built strong working relationships with children, staff and parents, reducing the stigma of attending a specialist team and enabling access to marginalized and hard to reach families. Since its inception in 2020, wait times for access to services have dropped considerably and survey and focus group feedback from school leaders indicates that suspensions are reduced, attendance and engagement in learning are improving and teachers are better equipped to identify needs and respond appropriately.

Supervision as a 'signature pedagogy': professional practice in training to promote well-being within systems

E. NiChinneide[1], B. Craik[1, 2], C. Shaldon[1, 3]

[1]Tavistock & Portman NHS Foundation Trust, United Kingdom
[2]Hackney Educational Psychology Service, United Kingdom
[3]Islington Educational Psychology Service, United Kingdom

The training of school psychologists, both initial and post-qualification, is of key concern when meeting the challenges of promoting well-being in school communities. United Kingdom professional standards underscore the importance of the wellbeing of those with whom we work, as well as our own personal health and wellbeing. One crucial mechanism to meet such standards is supervision, where supervision is defined as a work-based learning relationship centring relationship and reflection. It has a restorative or holding function, where supervisors attend to supervisee emotion and help them develop awareness of how the work affects them.

This professional practice presentation briefly outlines one theory-informed model of supervision [the Relational Model of Supervision for Applied Psychological Practice or RMSAPP; Kennedy et al., 2018]. Ways in which supervisees and supervisors engage in this relationship that promote critical self-awareness in professional role, and how this then impacts on the well-being of the school system served by the supervisee, are outlined and implications for future developments are provided. Crucially, the ways in which supervisors must attend to personal and professional experiences of power, privilege and oppression and how these may play out in supervision and in applied practice are critically examined.

From Training to Transnational Practice: Supporting Worldwide Communities as School Psychologists

L.E. Michalopoulou[1], N. Wiggs[2]

[1]Aristotle University of Thessaloniki, Greece
[2]Eastern University, USA

Worldwide, the training of school psychologists prepares them to offer a range of school-based services to students, families, educators, and other members of the school community. While the general field of psychology training has been moving towards a competency-based approach, there are barriers to having universal competencies in school psychology training. Various organizations and agencies at the local, national, and international level have been trying to address how general competencies may align with the wide range and variation of psychological school-based practices while corresponding with official credentialing requirements (Fenning et al., 2015). In this presentation, we attempt to answer the following questions by drawing from existing literature and research (e.g., promoting cultural competence in training programs; Nastasi, 2017; Vega et al., 2015) along with a thematic analysis of the lived experiences of U.S.-based trained school psychologists who currently work transnationally. Keeping in mind the competence-based paradigm, how does school psychology training in one country translate to transnational practice? What are the implications for school psychology trainers and school psychology practitioners? Session attendees are expected to engage in a discussion on training, preparing, and practicing effective transnational school-based services that support communities worldwide.

Examining the Landscape of Intervision and Supervision Practices for School Psychologists across Portugal

S. Mendes[1], J. Cruz[1], M. Carvalho[2], M. Ricou[3]

[1]Universidade Lusíada do Porto, Portugal
[2]Universidade Católica Portuguesa, Portugal
[3]Faculdade de Medicina da Universidade do Porto, Portugal

The Order of Portuguese Psychologists (OPP) emphasizes the importance of continuous professional development for psychologists and supports intervision and supervision throughout their careers. School psychologists, in particular, face various challenges, making regular supervision crucial for enhancing their professional growth. This study shares preliminary findings from an ongoing nationwide survey, backed by the OPP, which examines professional intervision and supervision practices among Portuguese school psychologists.

With approximately 1800 psychologists working in Portugal's public schools, there is an urgent need for up-to-date and comprehensive information on access, practices, training, and perceptions related to professional intervision and supervision. This survey aims to evaluate the present landscape of these practices, providing valuable insights that can inform future initiatives and progress in school psychology at a national level. Given the relevance of this topic to the profession in other countries, it may also serve as a significant contribution to the wider discussion on continuous professional development within the psychology field.

Papers session 4.7

17:00 - 17:15

Transformational Leadership and Job Satisfaction among Teachers: an investigation of the role of Professional Development and Learning Program Management

G. Paganin[1], C. Mameli[2], D. Guglielmi[2], G. Mazzetti[2]

[1]Department of Medical and Surgical Science, University of Bologna, Bologna, Italy
[2]Department of Education Studies "Giovanni Maria Bertin", University of Bologna, Bologna, Italy

Nowadays, educational institutions are going through significant challenges across all EU countries. Therefore, school principals need an appropriate leadership style to support teachers through these changes, supporting them in their professional development and promoting their satisfaction. This study explores the relationship between transformational leadership and teachers' job satisfaction through professional development attitudes. Moreover, we investigate the moderating role of learning program management. A sample of N= 1,091 tenured teachers answered our paper-and-pencil questionnaire. Study hypotheses were tested using structural equation modelling. The results of our study confirmed mediating and moderating hypotheses, emphasising the importance of supporting teachers' professional development to promote their satisfaction and foster their positive attitudes toward their development. Furthermore, we underline the importance of investing in school principals' leadership skills, which can be directly associated with teachers' personal and professional outcomes.

Training teachers to facilitate parental engagement: A systematic review

C. Jones[1]

[1]University of Warwick, United Kingdom

Parental engagement is a vital component of effective education and has repeatedly been linked to improvements in attendance, behaviour, and academic achievement (Jeynes, 2012, 2022; Wilder, 2014). Yet in the UK, less than 10% of teachers have undertaken training related to parental engagement (Education Endowment Foundation, 2018).

The aim of this paper is to assess what is known about preparing teachers to facilitate effective parental engagement, through a large-scale systematic review. The review involves an extensive search of ten academic databases, rigorous screening of over 70,000 records, and synthesis of all relevant studies. Full methodological details are available in the review protocol (10.17605/OSF.IO/JSKHF).

It is anticipated that the review will provide comprehensive answers to the following research questions:
• What attempts have been made to train teacher to facilitate parental engagement?
• What is the quality of the existing evidence?
• Which forms of training have been most effective and in what contexts?

Analysis is currently ongoing and will focus on differences between type of training (mentoring v information sessions v community placements etc.) and differences between pre-service and in-service training. The findings and implications will be discussed in detail with reference to policy, research, and practice.

Factors that influence the identification and intentions to support gifted children among elementary school teachers in Switzerland.

F. Brodard[1], V. Quartier[1], A. Mujdzic[1], G. Gönel[1]

[1]University of Lausanne, Switzerland

The role of teachers in identifying and supporting gifted children is crucial. It is important that they are knowledgeable about giftedness in order to better meet the child's needs. The current study aimed to examine teachers' perception of giftedness and their intentions to support gifted children, with a focus on differences based on the child's gender and the teacher's experience.

A sample of 291 teachers were surveyed about their representations of giftedness, self-efficacy, and past experiences with gifted students. The results showed that few teachers had received specific training on giftedness and many did not feel competent to address the particularities of giftedness. Teachers were better able to imagine positive characteristics associated with giftedness and struggled to imagine negative characteristics. Teachers with high self-efficacy were more likely to implement interventions specific to the needs of gifted children. Interestingly, participants perceived giftedness to be more of a problem for boys than girls, indicating a potential for gender bias in identification and support of gifted children.

Overall, the study suggests that providing training on giftedness to teachers, especially early in their careers, may be an effective way to ensure that all children receive the support and attention they need to thrive.

Pre-service educational professionals' perceptions of school safety strategies: A call for prevention and early intervention supports

A. Noltemeyer[1], B.D. Schultz[1], B. Wood[2], L. Osei[1]

[1]Miami University, USA
[2]University of Toledo, USA

Although a variety of strategies have been proposed and used to keep schools safe, limited research examines staff perceptions of these strategies. Surveying a sample of 124 pre-service educational professionals (e.g., school psychologists, teachers, school administrators, school social workers) from two universities in the Midwest U.S, this study examined (a) the factor structure and reliability of the new Perceptions of School Safety Strategies Scale, (b) the degree to which various strategies are associated with participants' sense of safety in school, and (c) the degree to which their perceptions vary based on demographic factors. A factor analysis yielded three factors: Prevention and Early Intervention Supports, Intensive Security and/or Armed Staff, and Emergency Preparedness and Surveillance. Overall, participants indicated that Prevention and Early Intervention Supports were associated with the greatest feelings of safety. Significant differences in perceptions of safety emerged across the factors based on personal political variables. The findings reveal possible implications for school psychology practice and research.

18:00 - 18:15

German Pre-Service Teachers' Perspectives on Barriers to Supporting LGBTQ* students

T. Moschko[1], C. Gawrilow[2]

[1]University of Tübingen, Germany
[2]Universität Tübingen, Germany

A substantial number of students identifying as lesbian, gay, bisexual, transgender, or queer (LGBTQ*) experience stigmatization and harassment in school, which, in turn, is associated with negative health and academic outcomes. An important protective factor strengthening LGBTQ* students' resilience is teacher support. Teachers can take enormous influence on LGBTQ* students' psychosocial development and mitigate negative effects of hostile school environments, for example by intervening rigorously when observing queerphobic bullying. However, studies show that teacher interventions on behalf of LGBTQ* students are, at best, inconsistent. Using a mixed-method approach, our study aimed at understanding the barriers pre-service teacher experience to supporting LGBTQ* students. First, N = 51 German pre-service teachers assessed which workplace conditions they perceived as barriers to supporting LGBTQ* students via a self-report questionnaire. Second, N = 13 German pre-service teachers participated in a phone interview talking about their perceptions of LGBTQ* students. In both parts of the study, participants reported a lack of training regarding the needs of LGBTQ* students, associated with a lack of skills to support LGBTQ* students. The results of our study indicate the need of a curricular implementation of education on gender and sexual diversity during teacher training.

Proximal Effects of a Classroom Management Training Program on Teacher Practices: Findings from a Group Randomized Trial

K. Herman[1,2], W. Reinke[1,2], B. Zhang[1,2], F. Huang[1,2]

[1]University of Missouri, USA

[2]Missouri Prevention Science Institute, USA

Classroom management practices have a profound effect on student development. While abundant research has documented the features of effective classroom management practices in elementary schools, few evidence-based training programs exist for middle school teachers and fewer still have specified mediators of intervention effects. A multisite cluster randomized controlled trial examined the proximal effects of a middle school classroom management training program on teacher beliefs and practices. Participants included 102 teachers and 1450 students in 6th to 8th grade in an urban U.S. school district. Repeated measures ANCOVAs applied to observed teacher practices at four time points (pre-test, one-month post-intervention, three-months post-intervention, and end-of year) revealed significant intervention effects on the STOIC Fidelity Scale, Classroom Atmosphere Scale (CAS), CLASS Emotional Support and Organization subscales, Positive-to-Negative Ratios, and Opportunities to Respond. Subsequent analyses will focus on whether these changes in teacher practices mediated intervention effects on end-of-year student outcomes.

17:00 - 18:30 | ROOM M

Papers session 4.8

17:00 - 17:15

Latent Profiles of School Principals' Efficacy Beliefs and Professional Support: Association with Secondary Traumatic Stress During COVID-19 Pandemic

H. Luo[1], X. Lin[1], C. Yang[1], R. Cheung[1], F. Worrell[1]

[1]University of California Berkeley, USA

Research on secondary traumatic stress (STS) in educational leaders has been lacking, although leaders became more susceptible to STS during and after the pandemic (DeMatthews et al., 2021). Recently, scholars examined principals' efficacy beliefs and STS using variable-center analysis (DeMatthews et al, 2019), failing to capture the multidimensional factors contributing to principals' STS.

Guided by job demands-resources theory, we conducted latent profile analysis to explore patterns of self-efficacy (SE), collective efficacy (CE), and professional support (PS) in 234 U.S. principals. Four profiles emerged, including Profile 1 (low SE, substantially low CE, and low PS), Profile 2 (medium SE, CE, and PS), Profile 3 (low SE and CE, and medium PS), and Profile 4 (high SE, substantially high DE, and high PS). One-way ANOVAs results and effect size comparisons indicated statistically significant ($p < .001$) and meaningful differences across four profiles. Principals in Profiles 2 ($d = -.80$) and 4 ($d = -.97$) reported lower STS than Profile 1 principals. Profile 4 principals ($d = -.52$) reported lower STS than Profile 3 principals. Findings provided comprehensive presentations of principals' work experiences during the pandemic, highlighting the importance of supporting principals' well-being based on their profiles of efficacy beliefs and professional support.

17:15 - 17:30

Remote Schooling During the COVID-19 Pandemic: Rural Latino Caregiver Perspectives and Experiences

J. Gonzalez[1], M. Vazquez[1], F. Usero Gonzalez[2], R. Sanchez[1], J. Anderson[3], S. Kriescher[3], J. Carter[4]

[1]University of Houston, USA
[2]Sam Houston State University, USA
[3]University of Northern Colorado, USA
[4]Texas Children's Hospital, USA

The COVID-19 pandemic forced more than 50 million students and their families to adapt to remote schooling. Most disrupted were communities of color, who faced multiple and overlapping inequalities in digital and equipment access, exposing and exacerbating existing disparities. Conducted in a small rural school district, this study surveyed the experiences of rural Spanish-speaking Latino caregivers. A total of 104 caregivers responded to a survey assessing caregiver digital literacy and access, school support, caregiver-teacher relationship and communication, and caregiver values, expectations, and teaching efficacy. Findings highlighted wide disparities in digital access and availability of equipment or devices compared to recent reports of more affluent White caregivers. Findings also highlighted that strong caregiver-teacher relationships were important for helping caregivers to navigate children's instruction during remote instruction. While student learning losses have yet to be fully assessed, hints at the full impact of school closures for rural linguistically and culturally diverse families are available from other countries, and they suggest that learning losses will be much greater for children from disadvantaged families than the population at large.

Exploring Student Engagement and Aspirations in Post-COVID Classrooms: The Role of Social Contexts and Self-appraisals

A. Ashraf[1], M. Kulkarni[1]

[1]Indian Institute of Technology Bombay, India

The COVID-19 pandemic and extended school closures ushered significant changes in students' learning contexts and habits. The current qualitative study explores the social contexts and appraisals shaping student engagement and educational aspirations in the south Indian state of Kerala as physical classes resumed following 19 months of remote learning. Semi-structured interviews were conducted with 25 high school students from lower and middle socioeconomic classes. Reflexive thematic analysis identified three major themes - (i) belonging – I like school when I feel accepted; (ii) competence – I like studies when I can be good at it; and (iii) valuing – studying will be helpful to my future. The themes are discussed in relation to basic psychological needs of relatedness, competence, and autonomy as outlined in self-determination theory. Findings point to the motivational salience of supportive relationships with peers, teachers, and parents. Teachers' support is critical to fostering student engagement in the context of childhood adversities and the learning gap that accrued during the pandemic. The role of the socio-cultural milieu in shaping adolescents' vocational aspirations is discussed. Practical applications are suggested for meeting students' motivational needs in classrooms, emphasizing differentiated instructions and support in identifying personally relevant goals and resources.

Parent's perceptions of their children's educational experiences during the COVID-19 pandemic lockdown

A. Liner[1], C. Phelps[2], R. Amakye[1]

[1]Indiana State University, USA
[2]Georgia State University, USA

During the COVID-19 lockdown, schools shifted to modified educational delivery methods that required parents to carry major responsibilities for their children's education. The aim of this study was to identify challenges impacting children's educational experiences. A sample of 435 parents completed a survey asking their perceptions of their children's educational experiences during lockdown. Educational barriers reported included online learning, lack of teacher instruction, and decrease in student engagement. Additional variables examined, included self-reported parent stress levels, comfort with helping, stress with helping, children's overall feelings about school and change in children's behavior. Parents' report of stress while helping their children with schoolwork, parents' comfort with helping, parents' report of their children's overall feelings about school, and parents report of their children's increase or decrease in positive behavior significantly predicted parents' reported stress levels. Also, parents' comfort level with helping their children with schoolwork, parents' report of their children's overall feelings about school, and parents' report of children's increase or decrease in positive behavior, significantly predicted parents' reported increase in stress levels. The study results suggest that education systems around the world should devise alternative emergency educational plans to help reduce negative educational experiences that can occur during global pandemics.

The experience of schooling during Covid-19 as reported by kindergarten children with special needs

M. Drefs[1], N. Czarnecki[1], J. Khatkar[1], N. Cabrera Pineiro Portela[1], Z. Shajani[1], D. Snell[1]

[1]University of Calgary, Canada

Research has demonstrated that the effects of the COVID-19 pandemic have been differentially experienced by students, dependent on developmental, environmental, and other factors. Students with special needs were a population at particular risk during this period, with some studies reporting increased negative behaviors during school closures. However, of the few studies conducted specific to this population, the focus was largely on the perspectives of parents and teachers. This study asked kindergarten students with special needs to draw a picture and describe their experience of schooling during COVID-19. Thematic analysis was used to identify themes or patterns within the participants' responses. The majority of participants held positive attitudes toward online learning (41%). The students also had a strong understanding of COVID-19, specifically regarding the rules surrounding COVID-19. The following four themes were highlighted: Implementation of Health and Safety Measures, Understanding Student's Feelings toward COVID-19, Challenges and Ambiguity of Online/In-Person Learning Environments, and Visualization of Experiences during COVID-19. The results of this study hold important implications for strengthening developmentally appropriate risk management and healthy behaviour strategies targeting special needs kindergarten-aged students.

Which parental strategies contribute to preschooler screen time?

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[2]Université Laval, Canada

Screen use during the preschool years has been linked to physical, cognitive and socioemotional delays. Currently, the World Health Organization recommends that preschooler sedentary time be limited to 60 minutes or less per day. Research conducted prior to the pandemic suggests that between 46 and 58 % of Canadian preschoolers adhere to these recommendations. We examine which parent strategies predict adherence to the recommendations of ≤1 hour/day. Data were collected from a cohort of 315 Canadian preschool-aged children and their parents during the covid-19 pandemic. Parents reported screen time at ages 3.5 and 4.5. Parents also reported parent strategies for regulating child screen time in terms of frequency of coviewing, and use of restrictive (ex., limit setting) and instructional (ex., explain TV contents) strategies. Parents also reported level of education and parenting stress. Logistic regressions adjusted for child sex, temperament, baseline screen time and parent education and stress revealed that parental restrictiveness was associated with a 407% increase in adherence to screen time guidelines. Parental coviewing decreased the chances of adherence by 80% respectively. Our results indicate that using restriction can shape child media habits in the early years which may foster benefits for child health and school readiness.

Papers session 4.9

17:00 - 17:15

Supporting Students' Mental Health in a Multi-Tiered System of Support

T. Spencer[1]

[1]Concord School District, USA

Research shows that Social-Emotional Learning (SEL) leads to beneficial outcomes related to: social and emotional skills; attitudes about self, school, and civic engagement; social behaviors; conduct problems; emotional distress; and academic performance. SEL interventions that address the five core competencies increased students' academic performance. Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school. This session will look at how one school is addressing students' social-emotional needs through a variety of methods such as direct social-emotional instruction and designated areas with tools for self-regulation.

Factors Associated with Wellbeing and Academic Performance: Mental Well-Being, Emotional Intelligence, Self-Efficacy, Physical Appearance, and Academic Performance

T. GKATSA[1]

[1]UNIVERSITY OF IOANNINA, Greece

The mental well-being of adolescent students depends on many and varied factors, one of which is academic performance. The aim of the study is to investigate important factors in early adolescence that are associated with mental well-being and academic achievement. Academic performance is expected to be potentially influenced by the sense of self-efficacy, the assessment of physical appearance, and we suspect that emotional intelligence may have a mediating role.

The sample study consists of 300 high school students aged 12-15. The Self-efficacy in youth (SEQ-iY, Murris, 2001) questionnaires were used to investigate the aforementioned factors, while the three questions from the PATEM Questionnaire (Makri, Botsari, 2013) were used for external appearance. School performance was investigated with the question "What was the average of school performance during the previous four months?" For socio-emotional abilities and mental well-being, the Emotional Quotient Inventory/EQ-i (Bar-On, 1997) questionnaire was used. The questionnaires were given in an electronic, google form. For the statistical analysis, The Statistical Package for Social Sciences/SPSS, 26.0 SPSS. The expected results are expected to highlight the link between psychological well-being and emotional intelligence and a sense of self-efficacy. Self-efficacy should be linked to the assessment of physical appearance and academic performance

Examining the Measurement Invariance and Convergent Validity of the SSIS SELb-Student in Austria and Germany

C. Anthony, Ph.D.[1], M. Yost, M.Ed.[1], A. Howe, M.S., BCBA[1], S. Schwab, Ph.D.[2], S. Hassani, Ph.D.[2], F. Hellmich, Ph.D.[3], M.F. Löper, Ph.D.[3], G. Görel, Ph.D.[3]

[1]University of Florida, USA
[2]University of Vienna, Austria
[3]Paderborn University, Germany

Although there is great need to assess the Social Emotional Learning (SEL) of European schoolchildren, few assessment options are currently available. The SSIS SEL Brief Scales (SSIS SELb) are a set of multi-informant measures designed to evaluate the SEL of school-age youth. Although originally developed in the U.S., the SSIS SELb has recently been translated into several European languages and validated across multiple countries including Croatia, Greece, Italy, Latvia, Romania, and Portugal. However, to date, no translation and validation has occurred for predominately-German speaking countries. The present research aims to address this gap using recently collected data from the FRIEND-SHIP project with a sample of 830 3rd through 6th grade Austrian and German students. We examined the concurrent and predictive validity of the scores obtained from the German translation of the SSIS SELb – Student Form in Austria (n = 268) and Germany (n = 562) and evaluated the measurement invariance of the assessment across these countries using multi-group confirmatory factor analysis. Analyses are ongoing, but initial results indicate strong levels of measurement invariance consistent with prior research on the SSIS SELb in Europe. Results will inform assessment of SEL in Europe and extend international research on the SSIS SELb.

A New Model of Growth Resilience (Centered) Ecosystemic Consultation (GRECO) in Schools: Lessons Learned from the Greek-Cypriot Schools.

A. Matsopoulos[1, 2]

[1]University of Crete, Greece
[2]Univesity of Crete Research Center (UCRC), Greece

The paper is focused on presenting research data to validate a new consultee-centered consultation model named GRECO as emerged from a two year intervention study in the Greek-Cypriot schools of Larnaca, Cyprus. The GRECO model is focused on three basic components a. authentic relationships between school psychologist and teacher as catalyst to teacher growth and resilience, b. problem solving process and ecosystemic view of teacher and student and c. the profile of teacher (emotions, attitudes, strengths and vulnerabilities). Data derived from questionnaires from 130 teachers and 12 school psychologists who have been trained in this new consultation model as well as qualitative data from six focus groups of Greek Cypriot teachers are presented. Applications for practitioners as well as lessons learned about teacher and school systemic change will be discussed.

Multi-Tiered System of Supports Model of Social-Emotional Learning

J. Birkhofer[1], A. Antony[1]

[1]Osseo Area Schools, USA

Social-emotional skills influence important life outcomes, including well-being and academic achievement. As such, building social-emotional learning programs into schools is important for later student success beyond the social domain. A well-known model for implementing academic interventions, the multi-tiered system of supports (MTSS) framework is also recommended by the the National Association of School Psychologists (NASP) to address students' social, emotional, and behavioral development. This presentation reviews the practitioner's collaborative development and implementation of an elementary social-emotional MTSS in a large urban-suburban school district in the United States. An overview of theoretical underpinnings, as well as practical applications and Best Practice resources for every stage of MTSS, including evidence-based screening tools, specific practices to utilize in Tiers I, II, and III, cultural competency considerations, data collection methods, and targeted SEL skill-building interventions, will be presented. A tool for considering the comprehensive implications of adopting new practices is also reviewed to facilitate schools' discussion and successful implementation of additional social-emotional supports.

Mastery motivation and executive functioning as predictors of children's retention in kindergarten

O. BUHNICK ATZIL[1], A. ASSOR[1], K. BARRETT[2], T. PELLER[3]

[1]UNIVERSITY, Israel
[2]UNIVERSITY, USA
[3]ORGANIZATION, Israel

In Israel, the transition to school following kindergarten involves changes in social, and academic expectations and the physical environment. Retaining children in kindergarten is often promoted as a means of allowing children sufficient time to reach required developmental milestones. Although many parents favor an additional year, there is little evidence and few criterion concerning if and for whom this practice leads to better learning and achievement outcomes. This longitudinal field study aims to identify characteristics that predict coping with school challenges following transition from kindergarten.

Kindergarten children (N= 179) receiving standard public education were followed from first through third grades with respect to executive functions and mastery motivation. Kindergarten teachers and parents completed questionnaires assessing children's executive function and mastery motivation. In first and third grades, the same questionnaires were administered using age-appropriate versions.

Results show that tools used in kindergarten distinguished between children retained in kindergarten and those who were not. Retained children showed greater difficulties in mastery and executive functions. The discussion focusses on implications for examining school readiness in a data-driven manner and the use of an innovative tool to predict coping with school challenges.

COFFEE BREAK / Posters presentation

10:00 - 10:55

Addressing the Recruitment and Training of Future School Psychologists: A Case for Community, International Service Learning

D. Mavroudis[1], S. Duh[2], J.H. Paik[3], R. Rodriguez[3]

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[3]SAN FRANCISCO STATE UNIVERSITY, USA

International Service Learning (ISL) places experiential learning in the global community for the promotion of participants' academic, personal, and multicultural growth[1]. A carefully designed ISL program focusing on Social and Emotional Learning (SEL) may help address the pervasive school psychologist pipeline challenges (e.g., awareness, preparation, diversity)[2], which had been exacerbated by the COVID-19 pandemic.
This study explored the experiences of 17 undergraduates (mean age = 22.2 years; 15 females) of a summer ISL program in South Korea. Alongside their Korean peers (undergraduates at the host institution), the participants delivered SEL lessons to Korean kindergarteners and engaged in various cultural exchange activities (e.g., family cultural day, designing SEL activities, museum visit). Pre-departure training included a semester-long program-specific course that included readings, lectures, classroom activities, and delivering SEL lessons at a local school. Faculty and students from both institutions also met virtually multiple times to team-build and discuss program details.
Thematic analysis[3] was performed on participants' written reflections (N = 100, mean = 368 words), revealing three main themes (see Figure). The presentation will discuss the development, implementation, outcomes, and future plans of this community-focused ISL program, for strengthening the pipeline for school psychologists.

Moral Reasoning as Contraband in the Classroom: A New Perspective on the Discipline Gap

M. Bessette[1]

[1]The University of California, Berkeley, USA

Students from marginalized racial and ethnic groups are more likely to be sent to the office, receive in- and out-of-school suspensions, and be expelled, especially in middle and high school (Kinsler, 2011; Skiba et al., 2011). Researchers have found that that teacher-factors, such as biases against marginalized students and poor classroom practices, do not entirely account for the discipline gap (e.g., Gregory & Weinstein, 2008). In the present paper, I employ domain theory to further explore the underpinnings of the discipline gap. Domain theory posits that defiance and opposition can be a strategic, agentic, and rational behavioral response to perceived injustice (Turiel, 2010b). I argue that marginalized students' elevated experiences with interactional, distributive, and procedural injustice in the school setting may result in their engagement in behavioral responses to injustice that inadvertently contribute to the discipline gap. I conclude by cautioning against researchers' use of domain theory as deficit paradigm for the discipline gap and propose directions for future research.

10:00 - 10:15

A Machine Learning Approach to Predicting Different Trajectories of Suicidal Ideation: A Longitudinal Study from Adolescence to Middle Adulthood

R. Chu[1]

[1]University of California, Berkeley, USA

It is important to study suicidal ideation given the concerning prevalence. However, three limitations remain in the field of suicidology. First, most studies are cross-sectional. Second, most studies examined risk factors of suicidal ideation in isolation. A meta-analysis covering the past 50 years of suicidal research found that prediction was only slightly better than chance because researchers rarely tested the combined effect of multiple risk factors. Researchers recommended utilizing machine learning (ML) approaches to study suicidal ideation instead because ML can address complex classification problems. Third, many studies have ignored the possibility that suicidal ideation can shift throughout different developmental stages. Disregarding the fact that there are different trajectories of suicidal ideation can lead to biased results. In this paper I will address the limitations of past research by first investigating different trajectories of suicidal ideation using Latent Class Growth Analysis on a longitudinal dataset. I will then use two ML approaches, classification trees and random forests, to examine which risk factors are predictive of the identified trajectories. The findings of this study may provide insight into the utility of these advanced computational approaches for predicting suicidal outcomes and inform future intervention efforts to support those struggling with suicidal ideation.

School Psychology in Brazil: theoretical foundation towards liberation

R. Souza Lobo Guzzo[1], L. Lorenzetti[1], L. Castro[1], M. Gentili Perez[1], L. Castelhão de Sousa[1], D. Delmando de Freitas[1], L. Gonzales Martins[1]

[1]Pontifícia Universidade Católica de Campinas, Brazil

The everyday life of elementary schools in Brazil faces major challenges towards different forms of violence that mark social relations, which impact the development of their entire community. Our country has continental dimensions and, therefore, is very diverse in its characteristics, which makes an attempt to universalize some of its main conditions even harder. We will present decolonized theoretical foundations aiming at social transformation as a possibility for School Psychology to act, building preventive actions against risks in the development of students and monitoring teaching-learning. These concepts are essential when we think about the actions of our team, breaking with the hegemonically constructed models, which encourage and reproduce the individual's blaming. In that way, we demand a professional practice of Psychology within the school team in everyday life, acting in an integrated and participatory way. Only through the active participation of school actors it will be possible to break with domination towards assistencialism, aiming at emancipation and liberation.

A Strategic Wellbeing Census for Primary and Secondary Schools in Birmingham, UK

C. Palmer[1,2], P. Patterson[2], H. Tuomainen[1], J. Kane[3]

[1]University of Warwick, United Kingdom
[2]Birmingham Women and Childrens' Foundation Trust NHS, United Kingdom
[3]Birmingham Women's and Children's NHS Foundation Trust, United Kingdom

Rationale:
Youth mental health services are struggling to cope with increasingly prevalent mental health problems in young people. An often-suggested solution is to deliver scalable, preventative youth mental health programs in schools, yet data infrastructure to support this is currently lacking. Local and regional strategic public health approaches require reliable and standardised, social-emotional mental health (SEMH) data for pupils.

Methodology:
Birmingham, UK, is the youngest major city in Europe, home to 259,800 young people aged 15 years or younger and with over 450 primary/secondary/further education schools. In 2022, as part of broader digital wellbeing strategy in Birmingham called "BreatheEducation", 45 schools (26 primary, 19 secondary) collected demographics and validated wellbeing survey via WEMWBS for 10,432 pupils (8-18 years).

Findings and Implications:
An average regional wellbeing metric was established and significant differences in wellbeing were found between boys and girls at secondary school age. Using a local norming approach, wellbeing dashboards were created for all schools which allowed individual schools to compare results. Large urban environments could benefit from innovative digital solutions and regular collection of SEMH data that can support and integrate wellbeing strategies across regions.

Examining the Impact of the Covid-19 Pandemic on School Discipline Practices

A. Neagu[1]

[1]University of Colorado Denver, USA

The Covid-19 pandemic created the most severe global education disruption in history, causing interruptions in schooling for 1.6 billion children as schools attempted to pivot to virtual learning. Within the United States, experiences of the pandemic ranged greatly throughout society, with students belonging to minoritized groups and those experiencing poverty at a much higher risk of experiencing adverse effects. Research on the Covid-19 pandemic's impacts on existing educational disparities among racial and ethnic groups is emerging, though it is still limited. This study aims to contribute to our knowledge of the effects of Covid-19 on school-aged students through a quantitative analysis of disproportionality in school discipline practices across 178 urban, suburban, and rural public school districts in Colorado during the 2021-2022 school year, the year most American students returned to in-person learning. The findings of this study provide implications for developing more equitable school-based disciplinary practices as education systems continue to recover from the detrimental effects of the pandemic.

How acceptable for key stakeholders is universal mental health screening in schools? A systematic review

C. Palmer[1,2], J. Kane[2], P. Patterson[2], H. Tuomainen[1]

[1]University of Warwick, United Kingdom
[2]Birmingham Women and Childrens' Foundation Trust NHS, United Kingdom

Rationale:
Universal mental health screening (UMHS) in schools has been described as an important step in enabling scalable, population-based early detection and treatment of mental health difficulties in the community. However, UMHS uptake remains low, with acceptability often cited as common barriers. To contribute to this under-researched area a systematic review was designed to assess the current evidence base for the acceptability of UMHS in schools.

Methodology:
Our inclusion/exclusion criteria sought to include different conceptual basis for UMHS (socio-emotional behavioural & mental disorder) and different stakeholders (pupils, parents and teachers). 6 relevant databases (MEDLINE, Embase, PyschINFO, Education Research Complete, ASSIA, and Web of Knowledge) were then searched using this criterion to identify relevant articles.

Findings and Implications:
Electronic searches resulted in 7476 unique articles. Two independent reviewers screened titles and abstracts of all articles and then screened a further 48 full-texts, with 25 articles ultimately included in the review. Included articles were quality assessed using the Mixed Methods Appraisal Tool (Hong et al 2018) and a secondary assessment was carried out using The Theoretical Framework of Acceptability (Sekhon et al 2022) to investigate acceptability further and create a narrative synthesis and coherent analysis of the data.

A meta synthesis of the representations of adaptive coping in caregivers of ADHD children

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[1]University Southampton, United Kingdom

Aims

The study aims to explore the representation of caregiver coping after an ADHD identification or diagnosis for their child in a cross-cultural sample of qualitative literature.

Method

A systematic search of qualitative literature identified 15 papers with relevant content. Data extraction and analysis followed the reflexive analytical framework identified in Braun and Clarke (2021). The intersectional framework of The Social Graces (Burnham et al, 2008) underpinned the approach to researcher reflexivity.

Findings

The themes are constructed as a caregiver journey into an unfamiliar land during which they develop skills and expertise, and undertake a re-evaluation of identity, social hierarchies and values.

Discussion of these findings explores how patterns of discourse may reflect distinct cultural and social attitudes. This includes a consideration of whether tensions may exist within qualitative literature between perceptions of adaptive coping held by the participants and by the researchers.

Conclusions

Qualitative literature predominantly focuses on the difficulties experienced by caregivers. This may serve a dual purpose in recognising the challenges these caregivers face and positioning them as victims. An exploration of the successful adaptation of caregivers supports professionals interacting with these families to position themselves effectively when engaging in collaborative and supportive work.

Look at my digital experience, not my age and gender: Psychologists use of videoconferencing in therapy during COVID-19 crisis

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

[1]Bar ilan, Israel
[2]Max Stern Yezreel Valley Academic College, Israel

Therapists have generally been slow to adopt online therapy, despite the inherent potential of this method. During lockdowns and quarantines, face-to-face meetings were prohibited, such that maintaining a therapeutic routine was possible only using technology. During the pandemic, "Zoom" usage as a videoconferencing option around the world increased dramatically from 10 million users per day in December 2019 to 200 million users per day in May 2020. Israelis have also joined the trend of massive use of Zoom, including official use by the educational system. A worldwide systematic review found six significant barriers to general adoption of videoconferencing in psychotherapy, including technically challenged staff and resistance to change. Other researchers pointed to concerns about clients' privacy and potential lawsuits, as well as misinformation provided by clients and technical problems. Our findings suggest that in times of crisis, factors such as experience can better predict a shift to digital means than the demographic characteristic of gender. The age of our participants was found to be related to their previous experience with using videoconferencing technology in therapy, with older therapists also having more previous experience. Thus, age may be considered an accelerating factor in adopting technology in therapy.

How do Japanese children avoid risks while communicating with strangers online?

N. Sato[1], H. Kato[1], M. Karakawa[1], M. Tsunemoto[1]

[1]Hokkaido University, Japan

In Japan, children who communicate with strangers online are considered to lack Internet literacy, and the police use threat tactics to warn children not to meet strangers, when in fact, many children have practical knowledge to avoid the dangers involved. However, it is not always clear what risk-aversion actions they are taking. The aim of this study was to investigate what actions children take when communicating with strangers on the Internet to (1) prevent the occurrence of risk, and (2) reduce the frequency of risk. A questionnaire was administered to 3329 students aged 10-18. A zero-inflated Poisson model was used to analyze the results, as only a small number of students (0.9%-19.6%) had online risk experiences. The result showed that the risks of "being asked to meet" and "being asked to send a picture of their face" were less likely to occur for children who "protected their personal information", and even once it occurred, the frequency decreased for children who "talk to someone" about it or "choose their own relationships (eg. block strange users)". This study reassesses children's proactive behavior in exercising their right to participate and suggests what advice adults should give them to use the Internet safely.

Exploring POC Students' Experiences of School-Based Counselling

M. Davis[1], M. Davis[1]

[1]University of Manchester, United Kingdom

There is a lack of research that focuses on the intersectional experiences of POC students within SBC services. Current literature focuses on the student population as a whole often neglecting the POC experience, or the female experience entirely. This has been especially evident in 'white' westernised countries such as Europe and Britain.

To highlight the paucity of research surrounding POC student experiences of SBC in a purely qualitative manner, while also highlighting its non-existence or rarity in European and British research.

A systematic review of literature was conducted. Four databases were utilised using 3 sets of search terms. 6 articles were analysed by thematic synthesis. Reflexivity and epistemology are considered in relation to data and themes.

Four themes were conceptualised from the data analysis: sources of support, sources of safety, sources of communication, and encouraging engagement.

This highlighted how the intersections of race and gender can be both considered and neglected within research, while considering how these factors can be explored more intentionally and creatively to give an accurate representation of POC experiences, and how these can be used to develop and shape SBC services in the future.

Keywords/Phrases: School Based Counselling (SBC), School Counsellors, Persons of Colour (POC), intersectional

10:00 - 10:15

The significance of peer relationships for executive functions and learning outcomes

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While previous research has shown that parent-child and teacher-student relationships are key to children's executive functioning (EF) and learning outcomes, the effects of peer relationships have been little studied. Therefore, we aim to examine the effects of peer inclusion and exclusion, viewed as a continuum where inclusion and exclusion are the left and right pole of one scale, on these outcomes in four studies involving 8-16 year olds. Study 1 will be experimental and aims to compare the effects of peer exclusion using the Cyberball paradigm and a naturalistic and immersive peer exclusion situation in Virtual Reality. Study 2 will assess immediate effects of peer exclusion on EF and learning outcomes, using the experimental manipulation which elicited the strongest effects in Study 1. Study 3 will be based on intensive longitudinal data and will examine effects of daily peer exclusion on EF and learning outcomes the same day. Study 4 will investigate whether experiencing peer inclusion benefits students' EF and learning outcomes in a sample who have previously experienced peer exclusion. The project expects to find significant short- and long-term impacts of peer exclusion and inclusion on students' EF and learning outcomes, therefore broadening the current knowledge about this topic.

The effectiveness of prevention programs on mental health literacy in the school context: Protocol of a systematic review and meta-analysis

S. Dudda[1], A. von Hagen[1], G. Büttner[1]

[1]Goethe University Frankfurt, Institute of Psychology, Competence Centre School Psychology Hesse, Germany

An increasingly acknowledged approach to strengthen mental well-being in the long-term 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). Studies suggest significant effects of MHL programs on MHL components. The evaluation of MHL programs in educational settings is still an evolving area of research, given the accelerating increase in the development of prevention programs.

The focus of the present systematic review and meta-analysis is to assess the effectiveness of universal school-based MHL prevention programs on the components of MHL (knowledge of mental health/illness, stigma, help-seeking) in students aged five to 21 years in primary/secondary education. Studies of programs delivered by school psychologists or school staff are included. A secondary aim is to examine the differential effects of such interventions by age, gender, duration, frequency, trainer, content, and mode of delivery to inform future development of practice guidelines. The protocol of the systematic review will be submitted as a registered report as soon as possible. At ISPA 2023, the protocol will be presented with the current findings of previous studies and resulting research gaps addressed in the present study.

Parental implicit theories of intelligence and associations with their failure beliefs and parenting styles

C. Kousoula[1], M. Janikian[1], R. Armaos[1]

[1]The American College of Greece, Greece

Parents' beliefs about their children's abilities shape their parenting practices and consequently their children's development. The current study's aims are threefold: first, to explore the relation between two dimensions of parents' implicit theories of intelligence, malleability and relevance for success, and demographic variables, using data collected from a Greek sample; second, to explore the relation between parental implicit theories of intelligence and parents' failure beliefs; and third, to investigate whether different parenting styles can predict parental theories of intelligence. Data was collected through a survey composed of three validated questionnaires testing for the constructs in question. It was posted online and processed with the IBM® SPSS® software. Results indicated that neither parents' gender not their educational level is related to their implicit theories of intelligence. Additionally, no connection was found between views on malleability of intelligence and specific failure beliefs. Finally, permissive and authoritative parenting styles did not predict incremental theories of intelligence but the authoritarian style did. The study findings could contribute to parents' education so that they can adopt effective parenting strategies. Prevention efforts could further target parents of young children, as they are new to their role and have more time to consider their role and practices.

Effects of the ethno-linguistic neighborhood composition on the majority language competence of preschool children with migration background.

S. Zehentmayer[1], M. Jambreus[1], S. Hasler[1]

[1]University of Basel, Switzerland

Majority language competence is of great importance for children with migration background, as it can have an impact on success at school and on later social and professional development. How majority language competence develops has been well studied. Attendance at a childcare institution and contact with majority language speakers serve as drivers of second-language development. One of the most important conditions for language acquisition is exposure to language, which is influenced by contextual factors such as neighborhood. Studies show that higher concentration of ethnic minorities in the neighborhood is associated with less contact and less competences in the majority language. This study investigates how the ethno-linguistic neighborhood composition affects the language proficiency of preschool children. The multilevel-models with N=3076 preschool children (mean age 37.25 months; 49.9% females) on Level-1 and 86 Swiss communities on Level-2 show that a higher proportion of an ethno-linguistic minority in the community leads to a lower majority language proficiency of preschool children in this language group. These results should help to understand the effects of diversification or segregation of residential environments on the early language development of preschool children.

10:00 - 10:15

International School Shooting Prevention: Exploring Differences in Beliefs Regarding School Safety Procedures

S. Pryor[1], D. Hulac[1], J. Anderson[1]

[1]University of Northern Colorado, USA

With over 1047 incidents of gunfire on U.S. school grounds since 2013, school shootings are an American crisis (E.R.P, 2023). Yet, trends show a contagion of school shootings spreading internationally, given 8 school shootings in Mexico in the past decade (World Population Review, 2023). Though other nations' school shooting rates pale in comparison to rates in the U.S, one instance of gunfire on school grounds is far too many. Fortunately, school psychologists are ideal advocates for crisis-prevention. However, they may find resistance based on conflicting perspectives of school personnel related to school safety (Jonson et al., 2020). To prevent school shootings, it is vital for school psychologists to understand the differing beliefs to improve preventative methods in schools.

This study explores school personnel's beliefs about school safety procedures. The current sample (n = 101) includes mental health professionals (MHP) and non-mental health professionals (NMHP). NMHP perceived school safety practices as more beneficial than MHP related to preparedness, $F = 6.10$, $p < .05$, and inclusion of parents and students, $F = 5.80$, $p < .05$. These differences may lead to inconsistent prevention ideas among school staff. Recommendations for building consensus amongst school personnel as pertaining to school safety will be discussed.

Associations between educational language acquisition and types of social skills in preschool children

S. Hasler[1], M. Jambreus[1], S. Zehentmayer[1]

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This longitudinal study investigates the links between educational language acquisition of preschoolers with German as a second language and three various observable social skills, i.e., contact ability, shy and aggressive behavior. A cross-lagged panel model with three measurement points (18 months before kindergarten entry, at begin of kindergarten, and at the end of kindergarten) was adopted. The sample at the first measurement point included 184 preschoolers (50% girls; Mean age = 3.48 years) living in the county of Basel-City, Switzerland. Study variables were assessed through standardized tests and caregiver questionnaires.

Preliminary analyses show high stabilities of educational language abilities and social skills across the measurement points. Results from the cross-lagged structural equation models indicate that constructs are longitudinally associated. With regard to control variables such as age, gender, and SES longitudinal associations vary. Findings of this study are in congruence with previous studies, but indicate also differences. It highlights the bidirectional and complex nature of the association between social behaviors and educational language skills of children. The correlation appears to differ depending on the social behavior considered.

10:00 - 10:15

A Cross-Cultural Examination of the CASEL SEL Framework: Adaptability to Diverse Educational Contexts

B. Kelley[1]

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Social-emotional learning (SEL) is becoming integral to education throughout the world (Taylor et al., 2017). Research demonstrates that schoolwide SEL promotes a broad range of positive social, behavioral, and academic outcomes for all students (Mahoney et al., 2018). In the wake of the global COVID-19 pandemic and ongoing school violence, the need for SEL in educational contexts has never been greater. Though the international demand for quality SEL programming is increasing at an unprecedented pace, little research has been devoted to determining the validity of leading SEL frameworks such as CASEL when applied cross-culturally. Using content analysis, the investigator critically examined CASEL materials for adaptability to diverse cultural and linguistic contexts. Bernal (1995)'s Ecological Validity Model and Metz and Louison (2018)'s Hexagon Tool served as the frameworks through which CASEL resources and activities were evaluated on the basis of cultural and linguistic responsivity. Findings and implications of this study will be provided to better understand cross-cultural considerations for implementing the CASEL framework.

Parental and Best Friend Acceptance-Rejection and Victimization in children with and without SEN

Z. Karampini[1], E. Kourkoutas[1]

[1]University of Crete, Greece

The aim of the study is to focus on the complex interactions between perceived relationship quality with parents and best friend, as well as individual psychosocial characteristics and Victimization in children with and without Special Educational Needs (SEN). The participants were 660 students (9-12 years old) in Greece, with 112 of them facing SEN. The following tools have been administered: (a) Parental Acceptance-Rejection Questionnaire (Rohner, 2004), (b) Intimate Peer Acceptance-Rejection Questionnaire- Child Version (Child TARQ) (Rohner, 2005), and (c) Peer Experiences Questionnaire-PEQ (Vernberg, Jacobs, & Hershberger, 1999). Statistical analyses were conducted by using the Statistical Package for Social Sciences (SPSS, V.22.0) and AMOS (V. 22.0). Results highlighted that perceived hostility/aggression from father are highly associated with perceived hostility/aggression from best friend leading to victimization of children with and without SEN. Moreover they are more likely to be victimized, if they perceive rejection (indifference/neglect) from mother or hostility/aggression from father. Furthermore, students with SEN were highly involved in victimization process, when they perceive their relationship with their parents and best friends as indifferent/ neglectful. Detailed analysis and comparisons of relational patterns of both groups, and pathways to victimization will be presented. Finally, implications for preventive and intervention strategies are also discussed.

Acceptability of A Computer-Delivered, Self-Monitoring Intervention for ADHD

M. Bessette[1]

[1]The University of California, Berkeley, USA

Evidence-based ADHD interventions such as self-monitoring are scarcely used by educators, especially those teaching in secondary schools. Common barriers to intervention use include restricted time, poor knowledge of ADHD, and feelings of frustration and stress associated with teaching students with ADHD. Arguably, the mechanism through which such barriers function is increased cognitive load; in the present research, cognitive load theory is used as a theoretical framework to guide the design of a novel self-monitoring intervention intended to reduce barriers to teachers' intervention use.

Therefore, the purpose of the present research is (a) to evaluate the cognitive load experienced by teachers when implementing a self-monitoring intervention, and (b) to also explore teachers' acceptability of a novel self-monitoring intervention which is designed to maintain an evidence-based procedure while simultaneously reducing the cognitive load experienced by teachers during intervention delivery. The latter will be achieved through evaluating secondary school teachers' self-reported likelihood of intervention use when presented with a digital self-monitoring intervention for ADHD in comparison to an analogous non-digital self-monitoring intervention. A minimum of 158 participants currently teaching in secondary school settings will be recruited to participate in this qualitative study, and data will be analyzed by April, 2023.

Secondary school staff perspectives and experiences of youth mental health: A review of the international literature.

M. Dwan-O'Reilly[1, 2], M. Tibbs[1, 2], C. Heary[3], E. Hennessy[1]

[1]University College Dublin, Ireland
[2]Jigsaw, The National Centre for Youth Mental Health, Ireland
[3]University of Galway, Ireland

School staff play a key role in promoting mental health and supporting young people. As such, their perspectives and experiences of youth mental health are invaluable and must be considered in the design of school-based interventions. This poster will present on the findings of a qualitative evidence synthesis of secondary school staff perspectives of youth mental health.

A search was carried out in line with PRISMA guidelines. 3834 titles and abstracts were screened, followed by 121 full texts. 59 relevant articles were identified, and purposive sampling resulted in n=28 studies being included in the synthesis. Fifteen countries were represented in this final sample; 46% were carried out in low- and middle-income countries.

Thematic synthesis was carried out and results indicated that supporting students' mental health is a priority for school staff and that a multi-stakeholder approach to mental health promotion and support is needed in schools. However, school staff across the papers also identified key challenges to supporting youth mental health, including training needs and competency issues.

This poster will give insight into the perspectives of secondary school staff around the world and will inform future school-based mental health promotion interventions ensuring they reflect the real-life experiences of school staff.

Supporting Effective Transition to Adult Services for Students with Intellectual/Developmental Disabilities: Insights into shared living caregiver need and capacity

N.J. Potter[1], S. Pryor[1], J.R. Anderson[1]

[1]University of Northern Colorado, USA

For individuals with intellectual and developmental disabilities (I/DD), graduating from secondary school in the United States and entering adult long-term care is challenging. There is an historic disconnect between the U.S. secondary school system and the adult/transition services system (CO DHCPF, 2019). This transition away from the school system represents an abrupt end of much-needed support (CO DHCPF, 2019). This transition is challenged by the vast and confusing I/DD residential care system. Responding to the evolving preferences in residential support, greater numbers of transitioning students and their families are choosing a shared living model, finding this setting provides a tailored match for their young adult's needs (Hopp, 2014). School psychologists have the unique opportunity to advocate for these transition services that are traditionally abruptly removed after almost two decades of school provided services.

This poster provides insights gathered from shared-living caregivers (n = 440) in the U.S. about factors that will enable schools and parents to better assist student transition beyond secondary school. Caregiver-student match and effective integration of the individual served as the leading contributor into the family system to success in shared living arrangements. Based on these findings, recommendations for transitional services will be provided.

An exploratory analysis using Latent Class Analysis of School Climate perception among Indian American (Asian Indian) 10th-grade students

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[1]UCSB, USA
[2]University of California, Santa Barbara, USA
[3]California State University, Sacramento, USA

Though several research studies have been conducted on school climate perception among Latinx and White students in the United States, no research has examined Asian Indian/Indian American students' perception of school climate and their school experiences in the United States. The present study utilized latent class analysis (LCA) to identify classes of school climate perceptions based on N = 460, 10th-grade Indian/American students in California High schools. LCA analysis yielded five categories, supporting the research question of different response patterns of school climate perceptions among Indian American students. The LCA results indicated that about 60% of Indian American students perceive their school climate positively. However, about 67% of Indian American students perceive meaningful participation at school negatively, which suggests that Indian American students feel less involved in making decisions and advocating within the school system that impacts them directly. Also, one-quarter of Indian-American students perceive their relationship with teachers at school negatively. Some findings reveal that schools could further support this population by making the school environment more inclusive, including providing opportunities to voice their concerns and feel more connected with school staff.

Game-based learning with the migrant adult class: the use of social deduction games in second language teaching

A. Caviglia[1, 2], E. Mazzoni[3], M. Benvenuti[1]

[1]Università di Bologna, Italy
[2]Università di Foggia, Italy
[3]University of Bologna, Italy

It is proven that introducing playful activities within the second language class brings several benefits related to student motivation and learning domains. In addition to the learning obstacles typical of traditional teaching contexts, the class group of adult migrants faces several specific difficulties associated with the possible absence of a shared vehicular language among students, discontinuities in attendance, and the substantial mismatch in students' skills and goals. This project aims to investigate the effects of using different types of games on the migrant class and to develop game design solutions suitable for the target classes. By testing and designing game activities that have as their focus intra-group conflict (as in the case of social deduction), the goal is to bring out moments in class where the classic socio-cognitive conflict is exacerbated by the uncertainty of one's partner's or group's intentions. From a peer learning perspective, studying the effects of simulated suspicion on the class group can offer interesting perspectives on the temporary disruption of pre-existing relationships within the class group and on students' language production in that context.

Online Reading Comprehension Intervention: Using Brief Experimental Analysis to Choose an Intervention

K. Graves[1], M. Burns[1]

[1]University of Missouri- Columbia, USA

Existing literature supports five hypotheses for explaining why students struggle with reading comprehension: a) the student is not motivated to do the work b) the student has not had enough practice, c) the student has not had enough instruction, d) the content is too difficult, and e) the student is unfamiliar with the approach or expectations (Daly et al., 1997). Results of this study extend the evidence base for choosing a reading comprehension intervention using a Brief Experimental Analysis (BEA) and suggest that BEA holds promise for use with consequence manipulation. Previous studies have used BEA in reading fluency interventions (Bonfiglio et al., 2004; Burns & Wagner, 2008; Daly et al. 1998; Gortmaker et al., 2007), but have yet to implement it with reading comprehension. Results from this study add to the small but growing literature base for BEA and suggest that by using this BEA, practitioners can quickly and effectively select an intervention that is most suitable for increasing the reading comprehension of individual students. Additionally, due to COVID-19, learning has increasingly taken place via a virtual platform. This has forced practitioners to be creative with online interventions.

The effects of the COVID-19 pandemic on Italian primary school children's learning: a systematic review through a psycho-social lens.

E. Trotta[1], G. Serio[1], L. Monacis[1], L. Carlucci[1], C.V. Marinelli[1], A. Petito[1], G. Celia[1], A. Bonvino[1], A. Calvio[1], R. Stallone[1], C. Esposito[1], S. Fantinelli[1], F. Sulla[1], D.F. Raffaele[1], G. Salvatore[1], T. Quarto[1], P. Palladino[1]

[1]University of Foggia, Italy

The COVID-19 pandemic drastically affected many areas and contexts of today's Society, including school and family. Several studies highlighted the worldwide effects of school closures on students' learning outcomes, context, and well-being. However, particularly in the Italian panorama, the data emerging are often inconsistent and fragmentary, highlighting the need of a comprehensive analysis of the phenomenon. This need is especially urgent for primary school children since this population had to face the challenges imposed by the pandemic in a critical phase of its education. For these reasons, our systematic review aims to collect information on the learning context of Italian primary-school students during the pandemic period from different points of view, such as: i) emotional and affective aspects; ii) didactic problems; iii) learning quality; iv) effects on the conditions of marginality and inequality. Our search was conducted using PRISMA 2020 guidelines on Web of Science, Pubmed, Scopus, and EBSCOHost. Results suggest that Covid-19 pandemic impacted the learning outcome through generating changes in many psycho-social features of the learning context experienced by children, enhancing inequality conditions. Further research in this field is paramount to identify new and adequate recovery strategies.

Israeli Arab adolescents' attachment to both parents in relation to future orientation's domain of continued education, via self-esteem.

S. Alkalay[1], M. Bsoul[1], R. Seginer[2]

[1]Max Stern Yezreel Valley Academic College, Israel
[2]University of Haifa, Israel

Few studies explored parent-child attachment patterns within the Arab society in Israel. The present study examined the relation between parent-adolescent attachment, as conceptualized in terms of the mother's and the father's 'safe haven' and 'secure base', and future orientation's domain of continued education, as mediated by self-esteem among Israeli Arab adolescents. Participants were 251 high school students, aged 15-17 (134 girls, 97 boys, and 20 unspecified). The analysis consisted of (a) factor analysis which replicated the 'secure base' factor but resulted in two 'safe haven' factors pertaining to ease of communication and emotional availability of the attachment figure. (b) Structural equation modeling corroborated the theoretical model, thus showing that the relation between mother and father attachment and educational future orientation is mediated via self-esteem. (c) Linear multiple regression analysis resulted in significant relations to self-esteem for mother and father ease of communication and father secure base but not for mother and father emotional availability. The results highlight the universality of parent-child attachment relations and their indirect impact on children's development, as well as the unique cultural context of Israeli Arab adolescents. Furthermore, our findings shed light on the impact of parent-adolescent attachment, on the domain of continued education.

COFFEE BREAK / Posters presentation

16:00 - 16:15

Designing Blended Learning Environments to promote Students' Participation in Higher Education: the 'Progressive Design Method'

S. Cacciamani[1]

[1]University of Valle d'Aosta, Italy

The aim of this study was to develop a method called Progressive Design Method (PDM) to design blended learning environments to promote student participation in university courses. The PDM is inspired by the KB model (Scardamalia & Bereiter, 2020) and combines Project-Based Learning and Peer Feedback. The main activity of the method is the development of team projects by the students and the use of peer feedback for their progressive improvement. Following the Design-Based Research (DBR) methodology (Anderson & Shattuck, 2012) three different iterations of the PDM were analyzed, respectively with 17, 29 and 28 second-year students of the Psychology faculty. Learning Analytics data relating to productive (written contributions) and informational (read contributions) participation in the online environment (Knowledge Forum) were compared through the Wilcoxon test for each of the work steps in each iteration and through the Kruskall - Wallis and U Mann Withey test among iterations. The results show that the progressive refinement of the design principles has allowed to identify the best version of the PDM to promote student participation, based on scaffolds provided to students to support the feedback activity. The implications of the findings for the design of PDM-based learning environments are discussed.

Mixed Methods Evaluation of the STRONG Program Among Spanish Speaking Immigrant Adolescents in the United States

S. Rojas[1], C. Callueng[1]

[1]Rowan University, USA

As immigrant population in the Unites States is steadily increasing and diversified, many immigrant students may experience elevated risk for mental health concerns due to trauma and other challenges encountered throughout migration process. The school as a welcoming and stable environment plays a significant role in providing support services to strengthen resilience and integration of immigrant students into the mainstream society. The Supporting Transition Resilience of Newcomer Groups (STRONG) is an evidence-based program intended to process the migration journey of newcomer immigrant students within a multisystem, eco-social framework.

The STRONG is a 10-week manualized program currently implemented to a group of 27 Spanish speaking adolescents enrolled in a high-need public school in the United States. Bilingual school psychology intern and school counselor conduct sessions designed to promote school connectedness, social inclusion, and cultural identity. This pilot study aims to determine the impact, feasibility, and acceptability of the STRONG using a mixed-methods research design. After completing the program in April 2023, data will be collected using validated mental health screening, focus group discussion with students, and parent interview. Findings and implications for research and practice in addressing mental health and adjustment of immigrant students will be discussed.

16:00 - 16:15

Representation of giftedness among different social groups and its influence

A. Mujdzic[1], F. Brodard[1], V. Quartier[1]

[1]University of Lausanne, Switzerland

Giftedness is a recurring theme in the media, books and scientific literature. In recent years, the number of requests for intellectual giftedness assessments has increased. In spite of the attempts to define it, there is still a very stereotyped vision of what giftedness and its characteristics are. That's why it is important to identify what giftedness really represents to the different social groups in contact with gifted children in order to understand how it influences their practice. Therefore, we have proposed different studies that questioned the representations of giftedness among teachers, pediatricians, psychologists and parents by means of questionnaires, semi-structured interviews and clinical vignettes. The effects of other variables, such as the professional's experience and the children's gender, were also considered in the analyses. A synthesis of the main results will be presented, showing that each population has a different representation of giftedness which influences their practice in various ways. Thus, the issues are not the same for each group. This is a starting point for a better understanding of the phenomenon which could lead to an adaptation of practices in order to recognize the specific needs of gifted children and to provide them the best support.

How school bullying affects victim's well-being: a short-term longitudinal study

Y. Shu[1], D. Taniyama[2], H. Kato[1]

[1]Hokkaido University, Japan
[2]STANDBY Co., Ltd., Japan

Previous studies indicated that school bullying not only caused immediate negative effects on victims, but also had an impact on their long-term well-being. However, what leads to such a long-term effect is not well studied. Therefore, we conducted a short-term longitudinal study to explore the relationship between victimization and its negative effects on well-being and investigate whether the resolution of victimization could reduce such negative effects.

A total of 760 Japanese students participated in this study. They were asked to report their experiences of victimization and perceived changes of well-being (i.e., physical symptoms, depressive emotions, motivations and relationships) in the last year at Time 1. One month later, participants were surveyed again about their present victimization conditions and their currently perceived well-being changes as Time 2.

The result found that: 1) T1 victimization experiences significantly predicted increased victimization and perceived well-being changes at T2, while the perceived well-being changes at T1 displayed no significant effects; 2) the resolution of school bullying demonstrated a buffer effect on the depressive emotions of pariticipants but not for the rest. These results confirmed the long-term negative effects caused by victimization and the importance of alleviating such effects even after the victimization is resolved.

The Experiences of parents of gender variant children and transgender adolescents: challenges and obstacles in educational contexts and with healthcare professionals

M.M. Lorusso[1], C. Albanesi[2]

[1]University of Bologna, Italy
[2]Università di Bologna, Italy

Having a supportive family with a non-binary vision of gender differences is a protective factor for transgender and gender-variant (TGV) children and teenagers; however, the parents of TGV children find themselves alone when dealing with doubts and challenges, and this may hamper their capacity to provide support to their children. This study aimed to map/describe the needs of the parents of TGV children in Italy, their relationship with the health care and educational systems, and how they cope with the challenges of the context they live in. We used a qualitative approach based on thematic interviews with respondent validation, involving 13 parents of TGV children and teenagers. Our participants reported difficulties in accessing information, obstacles in finding adequate support from mental health professionals and in interactions with educational professionals, recognizing that these challenges are strongly embedded in the Italian socio-cultural context and its widespread homobitransphobic culture. Nevertheless, they are personally committed to changing this situation through advocacy and affirmative action for their children, engaged in knowledge production on gender variance, and with parent support groups.

Students with Disabilities and Bullying: A Meta-Analysis

K. Graves[1], J. Preast[2], C. Rose[1], M. Burns[1], N. Shannon[2]

[1]University of Missouri- Columbia, USA
[2]University of Alabama, USA

Bullying remains a pervasive problem for school-aged youth in the U.S. (Burns et al., 2022; Gage et al., 2021). According to the most recent national report, over 20% of students report being bullied at school, which represents more than 5.6 million American youth (Burns et al., 2022). While these findings are alarming, students with disabilities are disproportionately involved in bullying as both victims and perpetrators (Gage et al., 2021; Lebrun-Harris, 2019; Rose et al., 2022). Additionally, bullying involvement prevalence rates vary between disability identification. The purpose of this study was to conduct a meta-analysis of studies that report the prevalence of students with disabilities in the bullying dynamic and to answer the questions: Is there a difference in bullying perpetration and victimization between disability types, what variables change the prevalence, and does service location matter? Given the intersection of disability, the prevalence of school-based bullying, and service delivery location, SWD are at high risk for bullying involvement. Evidence suggests that youth involved in bullying experience detrimental psychosocial outcomes such as depression, social anxiety, and low self-esteem (Polanin et al., 2021). Therefore, it is imperative for researchers to understand and differentiate prevalence rates to inform intervention.

Understanding Help-Seeking Behaviors: The Role of School Psychologists in Reducing Adolescent Risk for Suicide

S. Pryor[1], J. Anderson[1]

[1]University of Northern Colorado, USA

Help-seeking behaviors act as common coping strategies for adolescents to access mental health treatment, specifically in circumstances when an individual is experiencing suicidal ideation (Bruffaerts et al., 2011). As depression and suicidal behavior increase, help-seeking behaviors act as protective factors for those experiencing mental health concerns (Cross et al., 2011). Understanding who adolescents turn to in times of crisis is of paramount importance for school psychologists to aid in reducing adolescent risk for completing a suicide attempt.

This poster investigates the types of sources adolescents seek to help related to mental health and reported levels of depression symptoms. Participants (N = 2209) were asked to rate their likelihood of seeking help from different sources (e.g. parent, friend, mental health professional). The sample was predominantly female (61.9%), with a mean age of 15.7, 43% identified as White, and 32% as Hispanic. Youth reported that they are most likely to seek help from informal sources when compared to other formal sources ($\bar{X}$ informal sources =18.32, $\bar{X}$ formal sources =10.65). There was a statistically significant difference between HSB groups with reported depression symptoms ($F(3,2207)=89.52$, $p<.001$) and severity of suicidal ideation ($X2=157.11$, $p<.001$). Recommendations for school psychologists for increasing help-seeking behavior will be discussed.

Exploring the role of social, emotional, and behavioral skills in high school students

G. Pellegrino[1], T. Feraco[1], N. Casali[2], B. Carretti[1], C. Meneghetti[1]

[1]Università degli studi di Padova, Italy
[2]Max Planck Institute for the Study of Crime, Security and Law, Germany

Social, emotional and behavioural (SEB) skills are individual capacities to initiate and maintain social relationships, regulate emotions and manage goal- and learning-directed behaviours (Soto et al., 2022). The five SEB skills domains (social engagement, cooperation, self-management, emotional resilience, and innovation skills) share similarities with the Big Five personality traits, but they are conceptually different: personality traits refer to how someone tends to behave in different situations, while SEB skills represent how someone is capable of behaving when the situation calls for it.

In our research we examined the relations between SEB skills and personality traits, in a sample of 305 high school students (155 males). Furthermore, we tested the predictive role of SEB skills on emotion regulation, procrastination, general self-efficacy, and scholastic achievement. Results showed that SEB skills converge with personality traits, and they are significantly associated to students' individual characteristics, after accounting for Big Five traits. Finally, self-management skills are positively related to students' grades in Italian and mathematics.

Our findings highlight the importance of SEB skills for adolescents, and suggest that developing and delivering interventions to nurture SEB skills could be beneficial for students' achievements and well-being.

Social-Emotional Needs and Supports Immigrant Youth Experience while in Custody of Immigration Detention Centers.

C. Mata[1], D. Romero[1], S. Pinales[1], W. Altamira[1], S. Castro Olivo[1]

[1]Texas A&M University, USA

In 2022, the U.S had more than 125,000 children referred to the Office of Refugee Resettlement (ORR) where children are placed in Immigration detention centers (IDC) to await their immigration hearing to determine whether or not they can be reunited with family members in the U.S. or be deported to their country of origin (Office of Refugee Resettlement, 2023). Research shows that regardless of duration in IDC, these stays have irreversible adverse effects on a child (Shadid et al., 2021). The environment exacerbates social-emotional issues children face pre- and post-migration (Linton et al., 2018). The social implications of this may later show up in family dynamics of newly-formed families, separated families, and peer relationships. Thus, ensuring immigrant youth are exposed to programming that can support their social and emotional well-being while in the custody of IDCs is important.

The purpose of this study is to gain insight into the experiences of these highly vulnerable youth. A phenological approach in interviewing ten former workers of immigrant youth detention centers was employed in this study. Emerged themes related to workers' perceived met and unmet social-emotional needs of immigrant youth for successful reintegration into schools and families will be discussed.

16:00 - 16:15

Early-career Elementary School Teachers' Perceptions of Self-efficacy in Teaching School-aged Children with ADHD

S. Musacchio[1], H. Petrakos[1]

[1]Concordia University, Canada

Elementary school teachers rate teaching students with ADHD as significantly more stressful than teaching students without ADHD (Greene et al., 2002). Teachers' stress can lead to negative consequences such as academic failure and rejection for students (Ewe, 2019). Teaching self-efficacy (TSE) plays a major role in how teachers teach and support students with ADHD. Specifically, novice teachers with higher levels of TSE show greater satisfaction in teaching, have less stress, and greater optimism (Tschannen-Moran et al., 1998). The TSE beliefs of novice teachers working with students with ADHD has not been examined. Therefore, the goal of this qualitative study was to explore and describe the experiences of early-career elementary school teachers' TSE beliefs. Specifically, this study explored how novice elementary teachers perceived and responded to a two-part workshop (i.e., presentation and reflective workbook) on understanding and teaching children with ADHD. The workshop also targeted their TSE beliefs when teaching students with ADHD. Findings from the pre- and post- teacher interviews were thematically analysed. The results highlight the importance of teachers' knowledge and understanding of ADHD and their TSE when teaching these students. The findings have implications for designing interventions for novice teachers who support students with ADHD in the classroom.

16:00 - 16:15

Backbiting: The grouping phenomenon of school bullying in Japan

S. Suzuki[1], Y. Shu[1], M. Ota[2], H. Kato[1]

[1]Hokkaido University, Japan
[2]Tokoha University, Japan

The group interaction process is one of the essential characteristics of school bullying in Japan. For example, a comparative study found that more perpetrators were involved in escalated relational bullying in Japan than in western countries. However, whether such a phenomenon is limited to relational bullying is not well studied. Therefore, this study aimed to explore the grouping conditions in different forms of bullying by taking the classroom as a unit. To be specific, 1) the number of perpetrators and bystanders and 2) the correlation between the number of perpetrators and bystanders for different forms of bullying were investigated.

A questionnaire survey was conducted on 3,799 Japanese youth students; After excluding classes with less than 10 students, 131 classes (3,669 students) remained for later analyses. The results found that 1) backbiting involved a higher proportion of perpetrators and bystanders in the whole class than direct bullying; 2) the correlations between the number of perpetrators and bystanders for backbiting is significantly higher than direct bullying. These findings indicated that such grouping phenomenon may only be limited to backbiting, rather than peer ostracism. The differences between relational bullying and other forms of bullying and between backbiting and peer ostracism were also discussed.

The effect of time and the Unplugged program on school connectedness among adolescents: a randomised control trial.

O. Orosova[1], J. Nováková[1]

[1]Pavol Jozef Šafárik University in Košice, Slovakia

The aim of this study was to explore the effect of time and the Unplugged program on adolescents' school connectedness (SC). A randomized control trial using Unplugged was carried out among adolescents (N=705, 46.1% girls, mean age=13.5 years, SD=0.59, n=321 control groupCG, n=384 experimental groupEG). The data collection was carried out immediately before implementing the programT1, immediately after implementing the programT2 and a year after program implementationT3 (VEGA 1/0371/20, APVV 15-0662). There was a significant main effect of time on the rating of SC only among girls, F=6.24, p<0.01. A contrast test revealed a significant decrease of the ratings of SC when comparing T2 to T3. There was a significant interaction effect between time and groupsCGvs.EG, F=3.95, p<0.05 only among boys. The contrast test revealed a significant interaction when comparing T1 to T2, F=8.85, p<0.01. These effects reflect that the ratings of SC lowered significantly among boysCG contrary to the significant increase in the rating of SC among boysEG. The results of this study have contributed to the effectiveness of the European school-based drug use prevention program Unplugged among Slovak adolescents through the confirmation of a gender specific short-time effect of Unplugged on adolescents' SC.

"Beyond Gender: ChatGPT's Ability generate gender – matched responses Using the Levels of Emotional Awareness Scale (LEAS)"

M. Lvovsky[1], d. Hadar Shoval[2], K. Asraf[2], Z. Elyoseph[3]

[1]Max stern yezreel valley college, Israel
[2]The Max Stern Yezreel Valley College, Israel
[3]The Max Stern Yezreel Valley College, Israel

Adolescence is characterized by an increasing interest in emotions of the self and the other and in gender identity. ChatGPT is a large language model that can identify and associate emotions from behavioral scenarios. This study aimed to evaluate whether the ChatGPT has a gender bias in Emotional Awareness (EA) alike responses.

In this study we examined whether there is a difference in the degree of EA that the ChatGPT associates to men versus women characters using the Level of Emotional Awareness Scale (LEAS) an accepted, objective performance-based measure for EA that used to assess Self (woman or man) and Other (woman or man) emotions in a behavioral scenario.

In contrast to previous studies showing human's tendency for gender bias in associating emotions, the emotional association of the Self and Other character was extremely high and was not affected by gender.

The current study posits that ChatGPT exhibits a lack of conformity to established conventions and a dearth of gender-based subjective characterizations. Given that ChatGPT's capabilities hold the potential to impact the mental well-being of adolescents, it is imperative to provide educational psychologists with a comprehensive understanding of both the advantages and potential drawbacks inherent in employing this technology.

Racial Disproportionality in Office Disciplinary Referrals

J. Yarbrough[1], I. Horn[1], S. Hehn[1], L. Maclean[1], T. O'Brien[1], M. Wooden[1], C. Cummings[1], A. Vidot[1,2]

[1]Appalachian State University, USA
[2]Cabarrus County Schools, USA

The purpose of this study was to determine the risk-ratios for office discipline referrals (ODR) and suspensions for students of various races and ethnicities. A secondary purpose was to determine if there were racial differences between the type of infraction and the type of punishment. Participants included 1896 sixth- through eighth-grade students from two middle schools. The data contained the following categories: race, gender, referral reason, and discipline outcome. Qualitative data were coded using a theme-based approach. Risk-ratios for office discipline referrals and suspensions were calculated. Chi Square tests of independence determined whether there were significant associations between categorical variables. Compared to White students, Black students were 2.2 times more likely to receive an ODR. Hispanic students and Mixed-race students were 1.52 and 1.59, respectively, times more likely to receive an ODR. Compared to White students, Black students were twice as likely to be suspended. Hispanic students were 1.18 times more likely to receive a suspension. Mixed-race students were 6.26 times more likely to receive a suspension. Student race was not found to be related to severity of punishment. These results could create opportunities for teacher referral processes to be further analyzed for bias and discrimination.

Family, school, and community collaboration: Preparing Kids for School Across Contexts

A. James[1,2], T. Brown[3], Y. Rodriguez[4], C. Hughes[1], R. Roy[3]

[1]Miami University (Ohio), USA
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Like many nations, Italy mandates education. The Ministry of Education, Universities, and Research of Italy calls school attendance from six to sixteen mandatory. American schools have comparable compulsory schooling. Across cultures and societal stratifications, parents want their children to excel in school settings and receive the best kind of education available. Parents play a critical role in the school readiness of their children. Generally, school readiness is defined as the "physical, emotional, social, language, cognitive, and behavioral competencies children need at the start of formal schooling" Feyter & Winsler (2009) (as cited in Simmons et al., 2022, p. 268). What is necessary for school readiness shifts across time based on the level of schooling, therefore, providing the tools for parents to support their children at each academic stage is imperative. Using child development and family theory, our presentation will highlight specific behaviors that parents can employ to prepare and support their children from preschool through high school. Our strategies include home based approaches (e.g., creating routines, academic socialization, play, etc., school-based approaches (e.g. parental involvement in school events, etc.) and community-based approaches.

Comparisons of parent school involvement in the U.S. & Italy: What do we know? What can we learn?

C. Hughes[1], A. James[1, 2], Y. Rodriguez[3], T. Brown[4], R. Roy[4]

[1]Miami University (Ohio), USA
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This study compared publicly available parent involvement documentation in Italy and the United States (US). Both scenarios show parent school participation parallels and differences. For example, education is highly valued in Italy, and the country has a long history of providing quality education to its citizens. Even so, although there are exceptions, the European Commission found that 17% of Italian parents are involved in their children's schooling, and parents rarely attend school meetings or events. In the US, the Every Student Succeeds Act (ESSA) recognizes the importance of parental engagement in student progress. Title I-receiving states and districts must collaborate with parents. The law requires state and local agencies to provide parents and families with tools and training to improve student academic outcomes.

Through this presentation, we offer cross-cultural comparison of similar educational and cultural situations. In addition, attendees will be exposed to structures at local, regional and national levels that are used to guide, monitor, and evaluate mechanisms directed to improve academic outcomes and the transition into post-secondary life. In line with ISPA's objective, this work promotes school community well-being by offering ideas for encouraging parent involvement in both Italy and the US to improve student academic performance.

Teacher and student perfectionism: when perfectionism promotes a sense of helplessness toward learning and worst school achievement

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Research underlined a relationship between students' personal perfectionism and, Learned Helplessness (LH) and Mastery-Orientation (MO). No study has analysed if the students' perception of teacher perfectionism could contribute to his/her perfectionistic belief and, in turn, promote a rapid abandonment of tasks when faced with failure or a propensity at committing into challenge maintaining confidence in his/her capacities after failure, which in turn foster/hinder school achievement. A cross-sectional study (505 Italian high school students) was conducted to evaluate the mediating role of personal perfectionism and LH/MO in the association between perceived teacher perfectionism and school achievement. In order to evaluate the association between variables, was to carry out a structural equation modelling with latent variables. Mediation analysis indicated that personal standards and MO, mediate the association between perceived teacher standards and perceived teacher discrepancy (perceived teacher standards: $\beta = .12$, $p = \leq .01$; perceived teacher discrepancy: $\beta = -.04$, $p = \leq .01$) and, school achievement. Personal discrepancy and MO, mediate the association between perceived teacher discrepancy and school achievement ($\beta = -.04$, $p = \leq .01$). The study extends the knowledge on the factors that influence students' achievement, with application implications, from a preventive point of view related to problems that can have negative repercussions on school performance.

16:00 - 16:15

Flourishing has a protective factor for Special Education Teachers

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Special Education Teachers (SET) are more at-risk compared with general teachers concerning burnout. However, teachers may protect their well-being by enhancing personal psychology resources. Flourishing is a state of optimal functioning that allows one to experience a sense of purpose and fulfillment in their personal and professional lives. General teachers' group research findings show high flourishing levels associated with low burnout levels. Nevertheless, no previous studies have investigated the association between burnout and flourishing by comparing the profiles of SET and general teacher groups. We expected to find that the SET group will show worse profiles (i.e., high occupational depression ODI, cognitive impairment CI, low flourishing FS). Participants were 456 Italian teachers (Female 85.5%). We used three self-report instruments: ODI, CI scale of the BAT, and FS. The TwoStep Cluster analysis identified two clusters: A) teachers not at risk of occupational depression, and B) teachers at risk of occupational depression. One-way ANOVA shows significant differences for ODI ($F_{1,454}=18.91$; $p<0.001$) and FS ($F_{1,454}=25.71$; $p<0.001$) between the two groups. Interestingly, the SETs group shows low ODI and high FS levels ($\chi2=264.09$; $p<0.001$). Results are discussed considering the role of flourishing as a protective factor for Special Education Teachers.

Designing meaningful in-service teacher training: Transferring behavior management training to sustained practice

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Increasing numbers of students and teacher report experiencing elevated levels of psychological distress. Distressed students are more likely to exhibit behavioral challenges disruptive to learning. Distressed teachers are less likely to exhibit efficacy in classroom management. Resignation is cited as the leading cause of teaching vacancies reported by nearly half of American public schools (National Center for Education Statistics, 2022). The critical shortage and ongoing mass exodus from the profession signal a need to reevaluate teacher training and support.

Meaningful training is vital to the development of effective teachers. Yet, research shows that delivering training via best practices may be insufficient to produce lasting behavioral change, and intervention implementation discontinues without ongoing support (Reinke et al., 2013; Reinke et al., 2014; Robertson, 2020). More research is needed to examine the mechanisms that sustain changes in teacher behavior. This presentation will review literature examining the transfer of behavior management skills from in-service training to teachers' classroom practices. This presentation aims to share information regarding evidence-based practices that facilitate the transfer of knowledge beyond training supports to everyday practice. Additionally, the presentation will demonstrate practical implications for designing teacher training with consideration of school climate, intervention integrity, and outcome attainment.

Perceptions of the social validity of school-based universal screening for wellbeing and psychological health, from students to Principals.

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[3]Ramon Llull University Faculty of Psychology, Education and Sport Sciences, Blanquerna, Spain

[4]Department of Psychology, Heriot-Watt University, United Kingdom

The Multi-Tiered System of Supports model (MTSS) is a leading model of school-based well-being interventions based on universal screening power for early identification of mental health needs and well-being promotion. The following study aimed to understand the perspective of school agents (e.g., teaching staff, school psychologists, and support service staff) about the social validity of school-based universal well-being screening (SUWS) for students and school professionals. This poster presentation will present results from a questionnaire that will be responded to by professionals from two secondary schools, one in Portugal and one in England. The questionnaire has the following sections: views on the acceptability, appropriateness, and usability of SUWS; views on procedural considerations of SUWS that can increase positive attitudes; views on psychological wellbeing priorities that must be included in a SUWS. All questions were divided into a SUWS process focused on students and another focused-on school professionals. The questionnaire is part of two independent Delphi studies (one in Portugal and one in England), being the second-round questionnaire, and was constructed considering participants' responses in the first round of data collection, as well as literature on the topic. The questionnaire will be sent to participants in March 2023.

Children and Earthquakes: Research from New Zealand Can Guide the Professional Practices of International School Psychologists

D. Stiles[1], D. Carvajal Endara[1]

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Compared to adults, children have a higher risk of injury and death during earthquakes. As a result of the 2010/2011 earthquakes in New Zealand, children experienced more than 15,000 earthquakes and aftershocks. In 2010, the first earthquake affecting Christchurch, New Zealand left buildings in ruins. In 2011, the second major earthquake in Christchurch was more devastating, and caused 185 deaths. Researchers learned from educators that earthquakes caused new behavior problems for schoolchildren including sudden outbursts of crying and hitting. Parents reported new disturbances in their children's sleep and more headaches and stomachaches. Mental health professionals observed increases in posttraumatic symptoms in children and were surprised to discover that behavior management programs were ineffective in helping children traumatized by earthquakes. Earthquakes dysregulate children's biological processes; and consequently, the schools in New Zealand focused on children's physical health and well-being. They created calming classroom environments where creativity and art were encouraged. Some schools implemented the "Drink to Think-Think to Drink Program", and provided daily schedules known as "Play-Eat-Learn". Another innovative and empowering approach involved children researching the impact of earthquakes on other children. This presentation includes a discussion of how these approaches could benefit schoolchildren in Ecuador after their March 2023 earthquake

The role of resilience and gratitude in predicting adjustment among undergraduate students

A. PLANGANARI[1], A. KORNILAKI[1]

[1]University of Crete, Greece

The purpose of this study was to investigate the relationships among undergraduate students' adjustment to academic life, dispositional gratitude and resilience. In particular, it aimed to assess the predictive value of gratitude and resilience and explore the potential mediating role of resilience in the relationship between gratitude and adjustment to university life. Data were collected from a sample of 349 undergraduate students, in the age group 18-25, attending Greek universities. Participants completed an online self-report questionnaire consisting of the Student Adaptation to College Questionnaire (Baker & Siryk, 1989), the Gratitude Questionnaire-6 (McCullough et al., 2002) and the Connor-Davidson Resilience Scale (Connor & Davidson, 2003). The findings showed that women encounter more adjustment problems compared to men. Gratitude, resilience and adjustment were positively correlated. Gratitude and resilience significantly predicted adjustment to university life. Mediation analysis revealed that resilience partially mediated the relationship between dispositional gratitude and adjustment to university supporting Fredrickson's (1998, 2001) broaden-and-build theory of positive emotions. The findings suggest that gratitude and resilience can have a positive impact on students' adjustment to academic life. The findings have several implications for higher education counseling services seeking to promote students' adjustment to university life and foster their psychosocial well-being.

Practitioners' perspectives on informed consent, confidentiality, and ethical limitations in therapeutic work with young people: A Systematic Review

R.E. Thannhauser[1], Z.A. Morris[1], N. Gamble[1]

[1]Monash University, Australia

Therapeutic work with young people is ethically complex. Such work is engaged on a daily basis, but scant literature is available to inform practitioners' ethical decision-making. Informed consent, which relates to client autonomy, and confidentiality, which relates to non-maleficence (i.e., "do no harm") are vital in therapeutic work with young people but have practical limitations. This review aimed to synthesise literature analysing practitioners' perspectives on ethical decision-making about informed consent and confidentiality in therapeutic work with young people. Participants included psychologists, social workers, counsellors, and other mental health practitioners for their shared commitment to ethical practice and prevalence in work settings related to young people, such as schools. Young people were clients who may be considered 'mature minors' or 'Gillick competent.' Twenty-five studies were included, 40% of which originated in North America. Seventy two percent of studies focused on issues of confidentiality. This suggested that culturally diverse practitioners and their young clients were underrepresented in the literature, as well as studies which pertained primarily to informed consent. Practitioners demonstrated considerable variability in consensus to breach confidentiality, which often related to circumstantial factors rather than inherent client factors, such as maturity.

How do students engage with feedback? The role of intentional feedback engagement, student feedback perceptions, and student characteristics

M. Bassleer[1], S. Schelfhout[1], N. Dirix[1], W. Duyck[1, 2]

[1]Ghent University, Belgium
[2]NVAO, Netherlands

The engagement of feedback recipients is a critical factor in enhancing the effectiveness of feedback in the learning process. Despite its importance, there is a need for more research on student feedback engagement, and the impact of student feedback perceptions and individual characteristics remains largely unknown. This study aims to examine the relationship between received feedback on study orientation and intentional and behavioral feedback engagement, considering the influence of student feedback perceptions and student characteristics (i.e., self-control and test anxiety). A within-subjects design was used, collecting self-reported data from first-year university students in the academic years 2021-2022 and 2022-2023. The sample size for the academic year 2021-2022 is N = 223, with ongoing data collection for the academic year 2022-2023. Preliminary results suggest that received feedback on study orientation has an indirect effect on behavioral feedback engagement, mediated by intentional feedback engagement. Student feedback perceptions, self-control, and test anxiety also have an indirect impact on behavioral engagement, again mediated by intentional feedback engagement. The findings imply that interventions aimed at increasing students' intentions to engage with feedback, by improving students' perceptions of feedback fairness, usefulness, and acceptance, could be beneficial in promoting students' engagement with feedback.

Symposium: An integrative approach for linking training, supervision, research and practice: Critical aspects and implications

11:00 - 11:20

Linking school psychology training, supervision and provision of school psychological services in the school community

G. Georgouleas[1], A. Lampropoulou[1], T. Yfanti[1], A. Georganti[1], V. Nikolopoulou[1], C. Hatzichristou[1]

[1]National and Kapodistrian University of Athens, Greece

In this presentation, important aspects related to the supervision and training of graduate students of School Psychology at the Department of Psychology of the National and Kapodistrian University of Athens will be described. In particular, the effort to connect the modules of the graduate program curriculum and, specifically, the supervision process/model applied during graduate students' practicum and internship will be presented. Collaborative efforts among University and site supervisors to ensure that students develop their professional skills and identity are described. Graduate students also participate in the activities of the Laboratory of School Psychology that aim to support schools. Special emphasis will be given on the dynamic process of training and supervision activities that promote professional competence and interdisciplinary collaboration by linking theory, research and practice. During supervision a developmental, ecological, problem-solving model is followed. Data from the evaluation of the internship experience (by both students and site supervisors) indicate that working within an interdisciplinary team encourages student professional growth. Opportunities and barriers will be discussed along with suggestions for future practical implications.

Teachers' perceptions of Multicultural Preparedness and Multicultural Self-efficacy in Greek educational settings

A. Gkatzonis[1]

[1]National and Kapodistrian University of Athens, Greece

The need for psychosocial support of refugee children and their families within school communities is greater than ever. The purpose of the present study, which is part of a research program of the Laboratory of School Psychology (LSP), National and Kapodistrian University of Athens (NKUA), was to examine the perceptions of Multicultural Preparedness and Multicultural Self-efficacy of Primary Education teachers in Greece. Participants were 140 educators working in diverse public educational settings, of which 40% (N=56) had received training on culturally responsive teaching. The instrument included "The Culturally Responsive Teacher Preparedness Scale – CRTPS" (Hsiao, 2015), the "Teachers' Sense of Efficacy Scale – TSES" (Tschannen-Moran, & Woolfolk Hoy, 2001) and a questionnaire concerning demographic data. Results suggest that educators' perceptions on Multicultural Preparedness and Self-efficacy ranged at moderate levels, with no significant differences found based on their education level or teaching experience. Variations, however, were observed based on their training on culturally responsive teaching. Educators who had received training on multicultural education reported higher levels of multicultural self-efficacy. The study highlights the importance of providing continuous support and training to educators on culturally responsive teaching skills.

Resilience and teacher perceptions regarding the inclusion of students with Special Educational Needs

L. Arvanitakis[1]

[1]National and Kapodistrian University of Athens, Greece

In the literature there is a lack of studies researching teachers' resilience with their perceptions regarding inclusion of students with special educational needs (SEN). This study aimed to examine the perceptions regarding resilience and inclusion of 247 teachers across various levels of education. Participants completed the Brief Resilience Scale (BRS) and the Attitudes Toward Inclusive Education of Students with and without Special Educational Needs Scale (ATIES), as well as a demographic characteristics questionnaire. Findings of the study revealed a positive correlation between resilience and perceptions of inclusion of students with SEN, as well as participants maintained relatively high levels of resilience and positive perceptions of inclusion of students with SEN. Additionally, teachers' perceptions regarding the inclusion of students with SEN seem to differ in terms of attending seminars related to special education, years of experience, and educational level. Finally, resilience can act as a predictor to perceptions of teachers regarding the inclusion of students with SEN. Findings can contribute to a better understanding of teachers' perceptions on inclusion and to the provision of appropriate services regarding the inclusion of students with SEN.

12:00 - 12:20

Contextual parameters for student psychosocial and learning adjustment in school: School culture and system dynamics

L. Petsis[1], P. Georgopalis[1], Z. Papastavrou[1], C. Papazisi[1], D. Paraschi[1], L. Arapantzi[1], M. Karamousoulis[1]

[1]National and Kapodistrian University of Athens, Greece

The school as a system encompasses elements that can facilitate the promotion of school well-being and opportunities for students to grow, develop skills, and psychologically strengthen, even during challenging times. In this presentation, school psychology graduate students' reflections on their practicum experiences during classroom observations and activities will be presented. In particular, ecological-systemic perspectives, social justice and strength-based approaches within the school context will be described. In addition, a classroom-based activity, designed by the Laboratory of School Psychology, National and Kapodistrian University of Athens, and implemented by the graduate students during their practicum will be presented. The key themes that emerged through the discussion were recorded in a relevant form, involving the ways in which the school environment is perceived by students as a place of care and fosters acceptance by taking into account the diverse needs of students at individual (students) and classroom level. In turn, the results were analyzed using content analysis and are discussed in relation to the key values of teamwork, relationships (between students, teacher-students), acceptance of diversity and sense of belonging in the school environment. The above will also be discussed with regard to the multiple levels of diversity in and between school communities.

Symposium: Leveraging Shared Book Reading for Promoting Outcomes in Early Childhood

11:00 - 11:25

Books for Belonging: Teaching Antiracism to Preschool-Aged Children

T. Schinkowitch[1], R. Hojnoski[1], B. Sawyer[1]

[1]Lehigh University, USA

Even from 6 months of age, children demonstrate a preference for individuals they interact with that are of their same race (Xiao et al., 2018). These in-group preferences continue to develop across the lifespan. Families of color tend to engage in racial-ethnic socialization practices (e.g., instilling cultural pride; Hughes et al., 2006). Placing the burden of "dealing" with racism and discrimination on individuals of color is unacceptable. It is our collective responsibility to promote the development of antiracist attitudes and actions, and this needs to begin with young children. Our project, Books for Belonging, aimed to provide parents and teachers with resources to engage young children in conversations about race, discrimination, and the development of positive racial/ethnic identities.

We will report findings from our iterative design. First, focus groups were held in December 2022 to receive preliminary feedback on our resources. Currently, we are assessing the social validity of the books and resources with parents and children. Findings will be used to develop the Books for Belonging resources and website more thoroughly. Reflections will be provided on the process and implications for adaptation and adoption of the practices and resources will be discussed.

Imagine Matemáticas: A Wordless Book Sharing Program for Preschoolers

T. Schinkowitch[1], R. Hojnoski[1], B. Sawyer[1], E. Koren[1]

[1]Lehigh University, USA

Structured book sharing routines with mathematical books can increase both parent and child math talk as well as preschool children's broader understandings of early mathematical concepts (e.g., Hojnoski et al., 2014; Purpura et al. 2017). Existing research in this area has focused on narrative books (i.e., books with text) written in English, which excludes multilingual learners and their families. Wordless photographic books that highlight mathematical concepts using photographs connect to children's everyday lives (e.g., Kaefer et al., 2015) and allow parents to share the book in a language that is familiar and comfortable. This study explored the use of a wordless mathematical book sharing program, Imagine Matemáticas, with a focus on parent and child math talk during book sharing and parent acceptability of the program.

Parents and children enjoyed sharing the books, particularly the books created by the research team. Parents appreciated being able to share the books in both English and Spanish. Transcript analyses are still underway and will be analyzed to evaluate the extent to which math concepts were discussed during book sharing. Imagine Matemáticas shows promise as a book sharing routine to support early math development in multilingual learners based on parent feedback.

11:50 - 12:15

Little Talks: Fostering Literacy and Language Development

C. Wood[1], P. Manz[1]

[1]Lehigh University, USA

Little Talks is an individualized book-sharing intervention that fosters infants' and toddlers' language and literacy development (Manz et al., 2018). The intervention is delivered in a systematic process that promotes individualized implementation according to families' strengths and needs and engages parents as collaborators in setting goals for their child (Manz & Carr, 2019). Little Talks was intentionally formulated for home visiting programs through community-based participatory research (CBPR) methods. A randomized controlled trial demonstrated significant enhancements in home visiting quality, parental involvement in infant/toddler learning experiences, and in infant/toddler communication and language skills relative to peers (Manz et al., 2017; Manz & Eisenberg, in press).

The initial demonstration of its effectiveness highlights Little Talks as an appropriate intervention for promoting language development. However, cultural adaptations are necessary given that different families have diverse beliefs about educating and interacting with their children (Melzi, 2013). As such, Little Talks is now being adapted for indigenous children and families through additional CBPR methods. Current ongoing procedures include conducting focus groups with indigenous caregivers about their personal beliefs on language development and using the qualitative findings to guide the intervention adaptations. Specific CBPR methodology, focus group key findings, and subsequent adaptation decisions will be presented.

Symposium: Teachers' Mental health and wellbeing following COVID-19: Preliminary evidence from the Global Perspectives on teachers' wellbeing and mental health project

14:30 - 14:55

The role of self-control in German teachers' job satisfaction and wellbeing

T. Moschko[1], C. Gawrilow[1]

[1]University of Tübingen, Germany

High trait self-control—that is, the ability to shape and orchestrate one's thoughts, feelings, and emotions to pursue long-term goals—is considered to be widely beneficial for psychosocial adjustment and health. For example, high trait self-control is associated with more job satisfaction and higher subjective wellbeing. In this presentation, we aim to provide initial insight into empirical data from the Global Perspectives on teachers' wellbeing, and mental health project in Germany. In particular, we will focus on how self-control as an individual resource relates to German teachers' perception of their working conditions, as well as their job satisfaction and wellbeing. To this end, we are currently collecting data in German schools, using an online survey. We aim to collect data from N = 500 teachers across six federal states, and finish data collection by the end of May. We will end this presentation by discussing behavioral change techniques to promote self-control in teachers to cope with the consequences of the COVID-19 pandemic at their job.

The relationships between well-being, stress, and job satisfaction among Greek teachers

E. Adamopoulou[1], A. Anastasiou[2], K. Pesli[3]

[1]Business College of Athens, Greece
[2]Hellenic Open University, Greece
[3]Aristotle University of Thessaloniki, Greece

The COVID-19 pandemic has highlighted the critical role of the teaching profession in supporting the academic development and well-being of students in highly uncertain times. An equitable and effective educational recovery recognizes that teachers are more effective when their needs for health, safety, and well-being are recognized and addressed. Thus, it is important to identify teachers' current mental health, well-being and work-related stress factors. The present study will examine the relationships between teachers' well-being, stress, working conditions, and job satisfaction in a sample of Greek primary and secondary teachers. Participants will complete an online questionnaire composed of the School Workplace Conditions Survey (SWCS), the Teacher Subjective Well-being Questionnaire (TSWQ), c) the Perceived Stress Scale (PSS), and d) the Job Satisfaction Survey (JSS). Information will be also collected about participants' educational background, specialty, and characteristics of schools to control for the impact of these factors. Recommendations for supporting teachers' needs considering the unique contextual features of the Greek educational system and teachers' workplace conditions will also be discussed.

TEACHER'S MENTAL HEALTH AND WELL BEING FOLLOWING COVID-19: PRELIMINARY EVIDENCE FROM GLOBAL PERPECTIVES ON TEACHER'S WELL-BEING AND MENTAL HEALTH PROJECT

A. Matsopoulos[1]

[1]University of Crete, Greece

This paper will present the phase A empirical data of the Global Perpectives on Teachers' Well Being and mental health project from Crete, Greece collected by online questionnaires from elementary and high school teachers.

Findings will be compared with other research sites within Greece but also global cross cultrual comparisons will be made to understand the phenomenon of Well Being and Mental Health of teachers after the pandemia. Application of these findings will be offered for practitioners in schools and school policy guidelines will be offered

11:00 - 12:30 | ROOM C

Papers session 5.1

11:00 - 11:15

Aspirations and accommodations for students with disability to equitably access tertiary education: A systematic scoping review

P. Bartolo[1], M. Borg[1], A. Callus[1], A. De Gaetano[2], M. Mangiafico[1], E. Mazzacano D'Amato[1], C. Sammut[1], R. Vella Vidal[1], J. Vincent[3]

[1]University of Malta, Malta
[2]Ministry for Inclusion, Voluntary Organisations and Consumer Rights, Malta
[3]Lancaster University, Malta

Several international conventions have recognised the importance of equal access to higher education on the basis of capacity. However, inequalities persist for various groups. This paper presents a systematic scoping review of studies on the aspirations and access needs of students with disability, medical and mental health conditions to equitably participate in tertiary education. A search of ERIC, Psychinfo and Web of Science databases identified 138 relevant research articles from across the world covering the experiences of students with all types of disability. A thematic analysis identified three main themes and fourteen subthemes. Firstly, the findings showed that a crucial component of the student higher education experience was the development of their own self-identity, addressing stigma and enhancing self-advocacy skills, autonomy, and career prospects; secondly, the studies described how students struggled for full membership in the university community, calling for a transformation of university physical, social and teaching environments for them to access and participate in academic and social activities; and thirdly, the analysis showed that students valued individual accommodations in both coursework and assessment. This review can be useful for higher education institutions to develop policy and procedures to ensure equitable participation for students with disability.

Longitudinal trajectories of mental health and loneliness for Australian adolescents with-or-without neurodevelopmental disorders: the impact of COVID-19 school lockdowns

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[1]The University of Western Australia, Australia
[2]Glasgow Caledonian University, Australia
[3]University of Western Australia, Australia

The impact of COVID-19 school lockdowns on the mental health and feelings of loneliness of adolescents with neurodevelopmental disorders (NDDs) is hypothesized to be greater than that of their neurotypical peers. An age-and-gender matched sample of 476 adolescents with-or-without NDDs completed online assessments for mental health and loneliness pre-COVID-19 (November 2018 and April 2019), immediately prior to COVID-19 school lockdowns (March 2020), and post schools reopening (July/August 2020). Findings revealed adolescents with NDDs experienced little change in mental health and loneliness over time, and any increase during school lockdowns returned to, or fell below pre-COVID-19 levels once schools reopened. In comparison, adolescents without NDDs experienced significant increases in depression symptoms, externalizing symptoms, loneliness, and having a positive attitude to being alone, and evidenced a significant decline in positive mental wellbeing. Adolescents with ADHD reported a significant increase in positive mental wellbeing following school lockdowns compared to those with ASD, SLD and neurotypical peers. Adolescents with NDDs emerged relatively unscathed from COVID-19 school lockdowns and short term impacts associated with these were not maintained over time. Learning to live with the unpredictability of school lockdowns into the future may be critical for further investigation in the context of interventions.

Elementary school students with special needs during the COVID-19 pandemic: A cross-cultural perspective from the US and Cyprus

M.(. Chittooran[1], S. Danou[2]

[1]Saint Louis University, USA
[2]Cyprus Ministry of Education, Sport and Youth, Cyprus

The COVID-19 pandemic has had a global impact on children in schools, particularly among elementary-age students with special needs. Young students who are especially vulnerable and are most at risk for exclusion and inequitable outcomes, often a) come from low-income backgrounds, b) have families who may be unable to provide them with continuing support at home, and c) may be enrolled in schools with limited resources as well as teachers who are ill-prepared to manage pandemic-related challenges. In addition, countries have varied in terms of how effectively they have provided education for their students with special needs during the pandemic. Led by a school psychologist in the US and a special educator in Cyprus, this presentation draws on key findings related to research and practice as they influence special education in our home countries. We focus especially on country-specific concerns and sociocultural features that have an impact on educational, social, and behavioral outcomes for young students with special needs. It is anticipated that conference participants and ultimately, the children they serve, will benefit from a cross-cultural examination of, and sharing information about, pandemic-related concerns that they may be facing in their home countries.

11:45 - 12:00

Emotion Expression and Academic Achievement in Blended Education: Results from I-TokTok–a Comprehensive Elementary School e-Learning Platform in South Korea

J.H. Paik[1], I. Himelfarb[2], S.H. Yoo[3], J.T. Lee[4], K.M. Yoo[4], M.J. Kim[4], R. Rodriguez[1]

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[2]National Board of Chiropractic Examiners, USA
[3]The Wright Institute, USA
[4]Fox Edu, South Korea

Blended education in schools has increased substantially since the COVID-19 pandemic[1]. Despite this growth, few studies have examined the factors facilitating elementary students' learning in blended education. One important factor to consider is emotions. The positive impact of emotional intelligence (EI) on learning is well established[2]. Recently, scholars have argued that EI may play a critical role in blended education[3].

We investigated the role of expressing emotions (one component of EI) on academic performance in I-TokTok—an e-learning platform used in blended education in all schools in Gyeongnam Province, South Korea. One task of I-TokTok includes Emotion Checking where students express their emotions.

Among 850 3rd-6th graders' data randomly extrapolated from 141,926 students, three distinct emotional expression latent groups emerged: Group1—expressing both positive and negative emotions; Group2—expressing only positive emotions; Group3—expressing no emotions (See Figure1 & Table1). On math tasks, Group1 performed the best, followed by Group2 (see Figure2), suggesting that expressing emotions, both positive and negative, may be important for academic performance in blended education. Furthermore, students who expressed emotions differed in their engagement behaviors compared to students who did not (see Table2). Teaching practices that may contribute to these differences in student behaviors and performance will be discussed.

International Collaborative Approach to Supporting Early Social and Emotional Learning (SEL) During the COVID-19 Pandemic

J.H. Paik[1], S. Duh[2], R. Rodriguez[1], W.K. Sung[3], J.Y. Ha[3], G. Urias[1]

[1]SAN FRANCISCO STATE UNIVERSITY, USA
[2]San Jose State University, USA
[3]Woosong University, South Korea

Over the past 20 years, amassed research has demonstrated positive, long-lasting impacts of SEL on student outcomes, both academically and social-emotionally[1,2]. With increasing prevalence for mental health challenges among youth across the globe, further exacerbated by the COVID-19 pandemic[3,4,5,6,7], building students' foundational social and emotional skills (e.g., adaptability, self-regulation, compassion, resilience) has become a priority in schools to foster holistic development and help students navigate through ever-changing environments/life events[8,9].

One effective way to provide SEL without imposing additional burden on the school system is through community partnerships[11]. Furthermore, contemporary SEL must be approached from global perspectives, possibly through joint educational ventures among international educational communities that promote sharing of teaching practices and cultural values. As part of a 2-semester long international service-learning program, a cohort of 17 U.S. psychology undergraduates from SF State University and 36 Korean undergraduates (pre-service educators) from Woosong University worked collaboratively to co-implement SEL programming for over 150 Korean kindergarteners (Figures 1-2). We report collaborative efforts made by the two institutions and learning outcomes reflected by U.S. and Korean undergraduates (Figure 3; Table 1-2). We highlight the uniqueness of such experiential learning on supporting social and emotional skills as well as global mindedness for all stakeholders.

Special educators' reported practices as they relate to differentiated instruction: A phenomenological investigation in Cyprus

S. Danou[1]

[1]Saint Louis University, USA

Student heterogeneity is identified as a worldwide phenomenon that increasingly raises challenges to teachers. In Cyprus PreK-12 special education classrooms, student population is expected to present individual differences that influence learning experience in multiple respects. Although appropriate response to such differences contributes to student academic progress, special educators are not well equipped to provide effective response to diversity. Concurrently, school reformers emphasize equitable education and make efforts to educate teachers across differentiation practices. This paper aims at providing a description of a qualitative, phenomenological study conducted through semi-structured interviews with 11 elementary special education teachers in Cyprus. Student uniqueness and response to student diversity were expressed in participants' perceptions, paired with responsive practices. A significant finding was the attention to students' emotional states, during special educators' instructional decisions. The results of the study yield an understanding of how participants' perceptions about addressing student diversity relate to differentiated instruction. Attention to emotional states indicates a need for a new differentiation perspective in the context of special education in Cyprus. Recent discussions about differentiation create a foundation for improving professional practice. Conclusions form a unique basis for appropriate recommendations intended for stakeholders that advocate for inclusive and equitable education for all students.

Roundtable

11:00 - 12:30

How school psychologists from different countries promote and support student wellbeing?

V. LE MEZEC[1], C. Griffiths[2], R. Raimundo[3]

[1]AFPEN, France
[2]Association of Psychologists and Counsellors in Schools (APACS), Australia
[3]National Portuguese Association of psychologists, Portugal

ISPA is an international organization that can build on the wealth of contributions made by ISPA affiliates. The well-being of students is central to the role of school psychologists.

Using the topic of student wellbeing, this roundtable will provide participants an opportunity to learn about the diversity of school psychologist practices from representatives of six ISPA affiliate countries: Australia, France, Greece, Ireland, Israël and Portugal. Participants from other countries will also be able to have input at this Roundtable.

For the purposes of this presentation, well-being involves psychological factors such as student perceptions, confidence, fulfillment, sense of belonging and purpose. An operational definition of well-being will include the quality of a child's relationships, including the child's perceptions/ 'voice' about their significant relationships - positive, negative and ambivalent (i.e., sometimes positive/ sometimes negative) relationships. (Reference: Anastassios Matsopoulos & Bonnie Nastasi).

This roundtable aims to inspire participants to consider new possibilities for action by gaining insights into a rich variety of practices and sources of inspiration, to continue to promote and support student well-being on a daily basis.

Roundtable

11:00 - 12:30

Equitable training approaches to school psychology grad school from an international perspective

D. Hulac[1], J. Anderson[1], J. Peña[1]

[1]University of Northern Colorado, USA

Students from marginalized backgrounds have greater mental health needs but typically receive care from an individual from a privileged cultural background. In the United States, 54% of students enrolled in public schools identified as Black, Indigenous, or Person of Color. However, in 2021, 86% of school psychologists in the U.S. identified as White and 92% identified as monolingual. This indicates a need to increase the number of school psychologists with minoritized identities. Several potential barriers to this goal exist. These include limited access to resources like financial aid, high costs of tuition, living and moving expenses, lost income due to class and practicum demands, and inflexible programmatic demands that fail to account for student life events.

The purpose of this roundtable is to identify barriers and solutions to address the lack of school psychologists from minoritized backgrounds around the globe. Presenters will share solutions to some of these problems in the United States including targeted training grants and conducting program-wide climate surveys. While the positionality of the authors comes from a United States perspective, it is critical that international solutions can occur to address the worldwide mental health crisis experienced by children and youth.

11:00 - 12:30 | ROOM M

Papers session 5.2

11:00 - 11:15

Student Care and Guidance University Program

R. CALDAS[1,2], I. Silva[1], L. Valverdes[1], A. Jesus[1]

[1]Mackenzie University, Brazil
[2]Associação Brasileira de Psicologia Escolar e Educacional, Brazil

The aim of this paper is to introduce the Student Care and Guidance Program PROATO, a psych pedagogical inclusion initiative within the Pro-Rectory of Extension and Culture at Mackenzie Presbyterian University. The objectives of PROATO align perfectly with the theme of this Congress, as it aims to eliminate pedagogical, curricular, psychological, and social barriers, in order to provide equal opportunities and support for all students.

PROATO functions as a guiding and advisory body, responsible for establishing institutional policy and developing inclusive practices that promote academic success. It offers support to students with disabilities, specific learning disorders, and those experiencing other challenges that could affect their teaching and learning experiences, such as various health issues, grief, emotional difficulties, academic adaptation struggles, relational problems, and family matters, among others.

PROATO is comprised of a multidisciplinary team of professionals, including School Psychology, Psych Pedagogy, Social Work, teachers, and university chaplaincy support.

The Program aims to promote access, permanence, participation, and good academic performance in higher education, providing assistance to students in overcoming personal and academic obstacles. It also seeks to offer support and guidance to teachers through training activities that promote inclusivity. PROATO's results have been positive in the educational processes of students.

Supporting Educators and Students: A University-Community Partnership to Help Implement Trauma-Informed Practices in Schools

J. Sharkey[1], A. Mullin[1], K. Aragon[1], E. Felix[1], A. Fedders[1], T. Dewar[1], D. Maier[1]

[1]UC Santa Barbara, USA

There has been a proliferation of trauma-related resources for schools in recent years, but the uptake and usefulness of these resources is unknown. To help schools implement trauma-informed practices to support both educators and students, a partnership between a California research university, a local foundation, and three school districts was developed at the start of the COVID-19 pandemic. Through conversations with university leadership, the foundation, and school leaders, a multi-phase project was developed. The purpose of this paper is to share lessons learned about partnering with local school districts. Several lessons have been learned throughout the project. For example, one contextual issue requiring adaptation was how much prior trauma-training each district had. Many teachers had specific situations they requested help with, suggesting the importance of in-person training and/or individualized consultation with schools. This paper will detail a) how stakeholder input and data were used to inform each step of the process, b) the degree of feasibility and acceptability rated by administrators and teachers, c) implementation fidelity and adaptations to each module, d) pretest-posttest changes in knowledge and attitudes about trauma-informed practices in the schools, and e) lessons learned throughout the project.

Exploring Different types of Psychological Adjustment of High School Students in Relation to Norm-referenced Evaluation: A Latent Profile Analysis

H. Chun[1]

[1]Pkyong National University, South Korea

The purpose of the study was to identify different types of psychological adjustment among high school students under the strict implementation of norm-referenced evaluation. The participants were 287 students who attend in two high schools in South Korea. The psychological adjustment, friendship, psychological well-being, and grade were measured. Latent profile analysis was conducted. The study resulted in the four-class model selected as the final model. The following labels were given: maladjustment, moderate comparison and competition (MCC), low comparison and competition (LCC), and high comparison and competition (HCC) group. The maladjustment group showed high scores in those factors representing maladjustment. The MCC group showed favorable scores in the factors representing healthy adaptation, but slightly high scores in the factors representing maladjustment. The LCC group disagreed on the uncomfortable comparison/competition and negative self-image and exhibited a high level of focusing on self. In addition, psychological well-being was significantly higher than that of the other groups. The HCC group demonstrated high levels of self-efficacy and career focus along with high scores on the factors representing maladjustment. The HCC group had the highest score on grade. The implications and limitations of the study will be discussed.

11:45 - 12:00

Project Real: Testing an intervention to help young people recognise fake news.

Y. Skipper[1], D. Jolley[2], J. Reddington[3]

[1]University of Glasgow, United Kingdom
[2]University of Nottingham, United Kingdom
[3]eQuality Time, United Kingdom

The World Economic Forum (2013) ranked the spread of misinformation as one of the top risks facing the world today. While there are a wealth of interventions purporting to help adults develop their skills in spotting fake news, there are very few designed for young people. This project co-created an intervention, 'Project Real', in collaboration with teachers, pupils, influencers and academics. We then tested its' efficacy.
N=126 pupils aged 11-13 completed 'Project Real' which was delivered by teachers in 6 hour-long sessions. Participants completed questionnaires exploring their confidence and ability to recognise fake news before and after the project. Some participants also completed focus groups (N=27) and teachers completed interviews (N=5) to allow us to explore their perceptions of the project.
Results suggested that on completion of the intervention, participants were more confident in their ability to recognise fake news and intended to make more checks before sharing news. Qualitative data suggested that pupils and teachers felt it had a positive impact on their ability to recognise fake news.
This suggests that co-created short-term interventions can increase pupils' confidence, and skills in recognising fake news. However, more work needs to be done to explore the longer term impact.

The Skills Clubs Program: Promoting Greek students' life skills through social innovation

E. Adamopoulou[1], M. Papadatou-Pastou[2], A. Anastasiou[3], K. Pesli[4]

[1]Business College of Athens (BCA), Greece
[2]National and Kapodristrian University of Athens, Greece
[3]Hellenic Open University, Greece
[4]Aristotle University of Thessaloniki, Greece

The Skills Clubs educational program aimed to promote life skills for students (aged 14–18) through experiential learning while enhancing students' perception of social innovation and active civil participation. The program was implemented by the British Council and included training seminars for teachers based on the 'Skills Builder' tool as well as the implementation of workshops in schools to promote six life skills (active listening, speaking, problem solving, creativity, leadership, and teamwork). Thirty-seven teachers and 1500 students from schools in Greece participated in the program from January until May 2022. For the purpose of the evaluation, the following questionnaires were completed before and after the program implementation: a) Skills Builder Questionnaire, b) School as a Caring Community Profile-II (SCCP-II) short-version, and c) Workshop Evaluation Questionnaire for the implementation of classroom activities. Results of the evaluation provided evidence that at least five of the six life skills, namely, speaking, problem solving, creativity, teamwork, and leadership were improved. Both students and teachers highlighted the positive social-emotional and behavioral effects of the program on classrooms, especially in the areas of collaboration, teamwork, and relational building. Recommendations for the implementation of life skills promotion programs in the school community will also be discussed.

Creativity and Wellbeing within school context: an exploratory analysis on teenage students

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[3]Alma Mater Studiorum University of Bologna: Università di Bologna, Italy
[4]University of Milano - Bicocca, Italy

This research is an exploratory analysis aimed to investigate the relationship between divergent thinking, school wellbeing, and other fundamental educational dynamics within school context. Divergent thinking, as the main element of creativity, can be defined as the product of something original with a recognized value. School wellbeing can be defined as the measure of how well students feel at school and their attitude towards school. Teenage students attending secondary school in Milan were the target of this research. 322 students enrolled in the 11th, 12th, and 13th school grade within five different secondary school typologies were administered a creativity test followed by several questionnaires already validated within Italian samples and aimed to explore their creative personality, school wellbeing, social support (provided by parents, teachers, and peers), and learning approach. 23 teachers of sampled students were administered a questionnaire about teaching skills and satisfaction. This study aim was to find significant correlations among the educational constructs mentioned before. The strongest correlations were those between social support and school wellbeing, social support and creative personality, school wellbeing and learning approach. Several correlations were found between divergent thinking, school wellbeing and other educational constructs operationalized as social support and teacher's skills and wellbeing.

Papers session 5.3

11:00 - 11:15

Understanding implementation factors in school-based suicide programming: Promoting facilitators and addressing barriers

J. Anderson[1], S. Pryor[1], N. Potter[1]

[1]University of Northern Colorado, USA

Suicide is the fourth leading cause for death internationally for the 15 to 29 age group (WHO, 2023). Youth have several risk factors for suicide, yet school can provide a safe environment that contributes to prevention and an overall protective factor (CDC, 2021). While schools can overcome barriers to access to care (i.e. cost, stigma), they often also have to overcome systematic barriers of priorities of leadership, limited resources, and adequate training (Erps et al., 2020). As advocates, school psychologists are able to leverage their training to assess their environment and adapt their expertise to facilitate implementation of suicide programming.

The current study explores the factors related to suicide programming from the perspective of school-based mental health professionals. The sample (N = 157) reported that they have the knowledge to address youth suicide, yet their leadership and access to resources often impede implementation of programming. Focus groups identified also identified responsibility overburden, supports, and cultural factors as barriers. Further results of the mixed study will be discussed. As rates of death by suicide for youth continue to increase, school psychologists must overcome barriers and facilitate programming related to access to care for youth at risk for suicide

Trauma-informed School-Based Practices for Immigrant Children Exposed to Immigration Detention Centers: Current Practices and Future Directions

S. Castro Olivo[1], W. Altamira[1], C. Mata[1], S. Pinales[1], D. Romero[1]

[1]Texas A&M University, USA

The United States is the country that houses the largest number of immigrants (i.e. 51 million; Natarajan et al., 2022) in the world. Immigration Detention Centers (IDC) serve as the entry point for hundreds of thousands of undocumented immigrants in most developed countries around the world. Policies and practices of who, and for how long, individuals can be detained in IDCs vary from nation to nation. In recent years, the number of minors who have been in IDC for over 90 days has increased (Cheatham & Roy, 2021). Little is known about the social, emotional, and academic interventions/ supports school-aged children receive while in IDCs. The purpose of this presentation is to summarize extant literature on policies and practices of IDC for school-aged minors in top destination countries for immigrant minors (i.e. the U.S., Australia, Turkey, etc). In addition we will provide recommendations for the delivery of trauma-informed social, emotional, and academic supports for minors who have lived in IDCs. Best practices in screening, comprehensive assessment, and interventions for this population will be discussed.

Promoting Family-School Partnerships to Support Students with Social, Emotional, and Behavioral Concerns

A. Garbacz[1]

[1]University of Wisconsin-Madison, USA

The purpose of this session is to describe (a) iterative development and (b) outcomes of a family-school partnership intervention during middle school to support students with emotional and behavioral concerns. Presenters will first describe a participatory process with parents, teachers, students that led to the development of Teachers and Parents as Partners (TAPP) for Middle School. Presenters will then describe outcomes associated with a randomized controlled trial of the fully developed TAPP for Middle School intervention on student, parent, and teacher outcomes. Findings from the iterative development study suggested the importance of family-school partnerships during middle school to promote student social and emotional competencies. Findings also identified strategies to integrate TAPP within middle school social-emotional systems to streamline implementation. Results from the randomized trial suggested improvements in student interpersonal skills ($p = .029$) and emotional symptoms ($p < .001$), as well as the parent-teacher relationship ($p = .024$). After reviewing findings from these two studies, presenters will share implementation data to demonstrate how school professionals can integrate TAPP for Middle School within their systems and practices. Presenters will also describe how the participatory iterative development approach can be applied to family-school intervention development research with implications for culturally responsive practices.

Culturally Responsive Practices for Family-School Collaboration and Successful Transition to School.

H. Petrakos[1]

[1]Concordia University, Canada

This workshop will discuss how children and families from diverse backgrounds can be supported during the transition to school. There will be a focus on taking a developmental approach and using inclusive practices in designing transition programs (e.g., Pianta and Kraft-Sayre, 2003). The format of the workshop will include a combination of presentation and interactive discussion to allow the participants to apply the practices and resources to their own unique situations. Family engagement practices focus on building trust and a welcoming environment. The implemention of equitable family engagement practices; acknowledging and navigating cultural differences through communication and sensitivity, as well as overcoming structural challenges or barriers will be highlighted (Day, 2013; Ferguson, 2005; LaRocque, 2013: Olsen, Bhattacharya, & Scharf, 2006). This workshop has implications for professionals who are working with families with diverse cultural backgrounds.

12:00 - 12:15

A codesign and cultural acceptability study of BodyKind; a self-compassion, body image programme for adolescents in Ireland

C. Mahon[1], O. O'Dowd[1], A. Booth[2], A. Fitzgerald[1]

[1]University College Dublin, Ireland
[2]Jigsaw, The National Centre for Youth Mental Health, Ireland

Rationale:
Body dissatisfaction, a primary risk factor for eating disorders, is prevalent among adolescents. Given increases in adolescent body dissatisfaction since the Covid-19 pandemic, there is a pressing need for universal body image interventions that are acceptable, culturally sensitive and address contemporary adolescent body image concerns. This study assessed the cultural acceptability of BodyKind, a self-compassion, body image programme for adolescents.

Methodology:
After receiving the 4-lesson, researcher-led BodyKind programme, 12 adolescents aged 15-17 years, in two post-primary schools in Ireland, will provide feedback on Bodykind and cocreate programme content via two interactive, codesign workshops. One-to-one interviews with six teachers and 2 mental health clinicians will also be conducted. Inductive, thematic analysis on qualitative data will be used to refine the programme and ensure cultural sensitivity to the Irish cultural context.

Findings:
Data collection will be completed in April. Findings on programme acceptability and adaptations to the programme will be available at the conference

Implications:
The adolescent-teacher-practitioner-researcher collaboration central to this research may provide useful insights in the design and adaptation of adolescent body image and wellbeing programmes in schools. Codesign can enable us to establish programme acceptability, which could enhance BodyKind's relevance and potential effectiveness in improving adolescents' body image.

Papers session 5.4

11:00 - 11:15

Secondary Education Teachers' Burnout, Self-Efficacy and Affective Commitment

V. Nikolopoulou[1], D. Georgelou[2]

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

Teaching is a very demanding profession and from 2020, teachers faced a completely new challenge: the COVID-19 pandemic. The aim of this study was to explore secondary education teachers' burnout in relation to their self- efficacy, their attitudes towards their relationships at school and their affective commitment during the second wave of COVID-19 pandemic . The sample consisted of 305 teachers from state secondary schools in Greece. The questionnaire included a set of demographic questions, work satisfaction before and during the pandemic period, the Maslach Burnout Inventory for educators, the Allen & Meyer (1990) Affective Commitment Scale and the Teachers' Sense of Efficacy Scale (T.S.E.S) of Tschannen-Moran & Woolfolk-Hoy, 2000. The results indicated that the teachers of the sample appeared moderate levels of burnout, high levels of self efficacy and strong affective relations with their school work context. Before the COVID-19 pandemic, teachers were more satisfied with their work, their communication with the school principal, colleagues and students, in comparison with to the pandemic period. The results are discussed in relation to designing implementing interventions, during the COVID-19 period that still exists, in order to promote for teachers a better communication and commitment within school community.

11:15 - 11:30

How are teachers after the first school closures? Monitoring teachers' well-being after the first year of the pandemic.

A. Soncini[1], E. Politi[2], M.C. Matteucci[3]

[1]University of Ferrara, Italy
[2]KU Leuven, Belgium
[3]University of Bologna, Italy

Although several studies demonstrated the detrimental consequences of the first school closures on teachers, only a few tracked changes in teachers' well-being during the subsequent phases of the pandemic. We carried out two studies one year (May- June 2021, study 1) and two years after (May - June 2022, study 2) the first school closures. The main aim of study 1 was to assess the moderating effect of time spent on distance learning on changes in teachers' psychological and work-related well-being one year after the first school closures (May - June 2021). An online questionnaire was administered to Italian teachers (N = 240). Results showed that the longer the teachers implemented distance learning throughout the school year, the lower their work-related well-being. The aim of study 2 was to test whether teachers' perceptions of the strengths and weaknesses of distance learning were related to their intention to use distance learning in the future via their professional growth. Italian teachers (N = 554) filled in an online questionnaire and results showed that the more the teachers perceived distance learning as a resource the more they felt professionally grown, and, in turn, their future intention to use distance learning increased.

Global Mental Health: A call for interdisciplinary collaboration to address the needs of children in war- and climate-induced humanitarian emergencies.

D. Diaków[1, 2]

[1]University of Montana, Poland
[2]Akademeia High School, Poland

With over 100 million people globally displaced by climate- and war-induced threats, it is paramount that school psychologists exercise their social advocacy by engaging in interdisciplinary collaboration to address the needs of uprooted communities. The emerging field of global mental health provides a comprehensive model of Mental Health and Psychosocial Support (MHPSS) that guides the delivery of specialized and non-specialized support to children and families in humanitarian emergencies across educational and clinical settings including refugee camps, schools, and informal shelters across all the displacement stages. Given the increasing number of humanitarian crises worldwide, knowledge of MHPSS is an essential tool for all school psychologists. This presentation will introduce the principles of global mental health and MHPSS and explore how they can be applied by school psychologists in emergency or post-emergency contexts, especially in low-resource areas. This presentation will show how school psychologists' expertise in assessment, intervention, as well as system-level support can contribute to the MHPSS effort through research, practice, and consultation both on-site and remotely. Examples from research and fieldwork in schools and informal educational settings (e.g., refugee camps) will be used to illustrate the steps school psychologists can take to support MHPSS efforts globally.

Educational Aspiration of Chinese High School Students over the Past 20 Years: Cohort Differences in Levels and Predictors

L. Zhang[1], W. Zhang[1]

[1]Shandong Normal University, China

In the past 20 years, the tremendous socio-economic growth of China leads to a changing macro background for adolescents to develop their values. This study examined differences in educational aspiration (educational level students are willing to receive) across three cohorts of Chinese high school students. Given that developmental outcomes are produced by interactions among factors of various levels, this study also investigated whether macro factors (cohort, urban/rural) altered the relation between micro factors (parental educational experience) and student educational aspiration.

Participants were recruited from the same three regions in China in 1999, 2010, and 2018. ANCOVA was used to evaluate cohort and regional differences, while hierarchical regression analyses were used to test interactive effects among cohort, region, and parental educational experience on educational aspiration.

The results showed, from 1999 to 2018: (1) educational aspiration of urban students was steady, while that of rural school students increased and surpassed their urban counterparts. (2) the relation between educational aspiration and parental educational experience was moderated by cohort and region. Among rural (but not urban) students, the influence of low parental education shifted from a 'shackle effect' to a 'spur effect'. This study illustrated changes in students' educational values in a changing world.

12:00 - 12:15

Using Children's Books to Teach Social-Emotional Learning

C. Hughes[1], Y. Rodriguez[2]

[1]Miami University, USA
[2]University of North Carolina at Chapel Hill, USA

The whole-child approach to education recognizes that learning includes social and emotional processes, as well as cognitive development (Darling-Hammond & Cook-Harvey, 2018). Socialization for students begins at home and also occurs within the school environment as well as informal settings (Harro, 2000). Vygotsky's Zone of Primal Development reminds us of the roles educators, parents, and community partners play in helping students acquire new knowledge and skills (Moore, 2011) through social, emotional, and cognitive interactions (Barnett, 2019; Darling-Hammond & Cook-Harvey, 2018, Moore, 2011). Scholars have found that negative interactions and/or experiences can inhibit student learning. Positive self-identity and positive behaviors can be mediated through social interactions with others that are embedded in learning experiences. Children's picture books provide a context for mediating social, emotional, and cognitive development as students are introduced to character emotions and conflict resolution (Garner & Parker, 2018; Keel, 2015). This session is guided by social, emotional, and cognitive development theories in younger students, emphasizing the SEL framework as an effective integration in children's literature. A children's picture book will be used to celebrate childhood moments of growing and learning while simultaneously integrating the Five Social Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Better prepared for the future: the importance of character strengths interventions at school for soft-skills development, well-being, and career development

M. Pettignano[1], A. Parola[2], J. Marcionetti[1]

[1]SUPSI, Switzerland
[2]Università degli Studi di Napoli Federico II, Italy

Positive education applies evidence from positive psychology in the educational context, fostering the development of personal resources useful for the school and general adaptation of children and young people (Norrish et al., 2013; Seligman et al., 2009). Character strengths are one of the constructs applicable in this context. These are 24 universal positive characteristics present in all people (Seligman & Peterson, 2004). Their development has an impact on the development of transversal competencies and well-being. This aspect makes the implementation of character-strengths-based interventions at school particularly relevant. As Lavy (2020) points out, character strengths are closely linked to 21st Century Skills (Partnership for 21st Century Skills, 2007), which are considered fundamental for dealing with the current period of uncertainty, also considering the integration of young people into the world of work. The talk will be an opportunity to present theoretical evidence of the link between character strengths, soft skills and well-being development in children and young people, also considering the possible impact of these on career development. Examples of interventions implementable at the school level for character strengths development and of how to integrate positive education and career development will be presented, through the presentation of the NEFELE Erasmus+ project.

Roundtable

11:00 - 12:30

Universal Screening for Mental Health: The How and Why

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

[1]University of Wisconsin-Madison, USA

Schools are increasingly universally screening their students for mental health concerns. This process can be used for a number of purposes, including (a) the identification of students who require intervention to support their concerns, (b) the determination of which teachers need support with classroom management, and (c) an evaluation of overall school health. Research has provided several best practice considerations in screening, including how often to screen, who should screen, educator training, and how screening scores should be used to identify effective interventions. Studies have also yielded a number of evidence-based screening tools through which schools can evaluate student mental health. Yet, we lack information regarding how schools conduct their screenings and whether they apply best practices and evidence-based tools. The purpose of this roundtable discussion is to better understand the reality of universal screening within schools. We will pose questions to educators regarding how, when, and why they collect their screening data, how they use this information to inform their decision-making, and how they connect with caregivers and community stakeholders to inform a continuum of care. Attendees will be provided information on screening, as well as a free implementation guide through which they can structure their screening practices.

14:30 - 16:00 | ROOM C

Workshops

14:30 - 16:00

Conflict Resolution Skills for Early Career School Psychologists; Taming Contentious Meetings with Effective De-escalation Skills

C. Belin[1], T.R. Lewis[2]

[1]Lapont Assessment & Counseling, LLC, USA
[2]Attorney-Investigator, Mediation & Arbitration Services, USA

Abundant research validates the effectiveness of peer mediation as a strategy for resolving student conflict in school settings. However, minimal attention has been afforded to the utility of mediation as an effective conflict resolution strategy for school psychologists who frequently confront conflict in multidisciplinary, IEP and MTSS team meetings. For example, competing interests, socio-political issues and personal agendas often obscure the essential goal of agreeing on strategies necessary to meet a student's educational needs.

School psychologists are well equipped to facilitate and provide a repertoire of psychoeducational tools grounded in theory, however, pedagogy for school psychologists seldom includes skill based mediation training as a means for deescalating contentious team meetings. Consequently, the purpose of this workshop is to introduce school psychologists to mediation skills for application in team settings where conflict may invariably arise.

The learning objective of this didactic workshop is to provide attendees with an evidence based seven step mediation strategy adapted from Professor F. Weatherspoon, Esq.'s Dispute Resolution Process. Through case study, and interactive skills practice, attendees will learn and apply strategies for defusing and deescalating conflict to guide parties to mutual outcomes. Participants will leave with a toolkit of resources for application across multiple school settings.

Workshops

14:30 - 16:00

Helping the Helpers: School Psychologists' Role in Supporting Teachers and Administrators to Create Trauma-Informed Schools

A. Mullin[1], K. Aragon[1], J. Sharkey[1]

[1]UC Santa Barbara, USA

Educators performed a herculean task in the transition to remote learning in the early part of the pandemic. In addition to their instructional responsibilities, educators were on the frontline of supporting the wellbeing of their students, many of whom were already struggling with trauma and its impact on their emotional and behavioral health prior to the pandemic. Educators are in an ideal position to support the wellbeing of their students. However, they may not have the preparation to implement trauma-informed practices, and with collectively-experienced stressors like the pandemic, they may not have the emotional resources to respond when they, too, are affected. This workshop will be informed by a need's assessment that was conducted with educators in California that focused on understanding educators' needs and requests around supporting themselves and their students in the wake of traumatic events. Specifically, the workshop will introduce school psychologists to a novel curriculum aimed at teaching educators how to create trauma-informed school environments. The role of school psychologists will be considered with workshop attendees including what was helpful to engaging teachers, an overview of specific training materials, lessons learned, and future directions for implementation and research. We will also discuss cross-cultural applications.

14:30 - 16:00 | ROOM E

Workshops

14:30 - 16:00

How to Impact the Well-being of an Entire School Community through Mindful Breathing

A. Baer[1], C. Phelps[2]

[1]Forsyth County School System, USA
[2]Georgia State University, USA

The COVID-19 pandemic continues to impact the overall well-being of many K-12 students and school staff. During the pandemic's beginning, the abrupt closures of schools and changes in the delivery of instruction were highly stressful. Also, children were impacted by the loss of school-based extracurricular activities, which are vital for socioemotional development (Phelps & Sperry, 2020). Now that schools have reopened, many students are academically behind and are experiencing mental health needs. These developments have increased stress for both students and their teachers.

One way to help students and teachers deal with pandemic-related stress is by implementing mindfulness practices. Researchers have indicated that mindfulness can improve students' stress tolerance and decrease emotional dysregulation (Knowles et al.,2015). Mindfulness focus on one's awareness of emotions and feelings and how it impacts overall functioning (Willard, 2015).

In this experiential workshop, attendees will learn how to pilot a mindfulness program in K-12 schools for both students and teachers with the support of community partnerships. Further, attendees will learn specific mindfulness practices and how to implement them with fidelity. Attendees will consider mindfulness programs' global implications through an implementation science framework. Finally, attendees will learn how to measure the impact of mindfulness programming in schools.

14:30 - 16:00 | ROOM F

Workshops

14:30 - 16:00

Beyond Planners and Post-Its: Ten Practical Strategies to Teach Children and Teens Executive Functioning

R. Branstetter[1,2]

[1]Thriving Students Collective, USA
[2]Thriving School Psychologist, USA

In the wake of pandemic stress and learning loss, are your students shutting down or acting out in class? Are they showing low motivation or checking out altogether? Are you struggling to provide practical, research-based recommendations to teachers and parents? With the growing need to teach all of our students emotional regulation and executive functioning skills, school psychologists play a vital role in delivering high-quality interventions and consulting with teachers and parents about effective strategies to close learning gaps and help students meet their potential.

Join Dr. Rebecca Branstetter, school psychologist and author of The Everything Guide to Executive Functioning to learn 3 keys to boosting executive functioning that you can easily add in your day to boost student independence (and why all 3 are needed for success!). In this interactive workshop, you'll walk away with 10 research-based, practical, "learn it today, use it tomorrow" skills to teach vital executive functioning skills like focus, time management, emotional self-regulation and follow-through to children and teens. These tools can be used school wide or as an individual or small-group intervention for students with disabilities. If you're looking to expand your skills beyond planners and post-its, this is the workshop for you!

Workshops

14:30 - 16:00

Culturally and Linguistically Responsive ASD Identification within a Global Context

B. Harris[1], M. McClain[2]

[1]University of Colorado Denver, USA
[2]Indiana University, USA

Recent prevalence estimates indicate about 1 in 100 children worldwide has Autism Spectrum Disorder (ASD) (WHO, 2022). This disorder is the fastest growing pediatric neurodevelopmental disorder in many countries (Maenner et al., 2021). Children from culturally and linguistically minoritized (CLM) groups are, on average, misdiagnosed more often and identified later than non-Hispanic White children (Maenner et al., 2021). Research suggests that professionals are missing behavioral indicators of ASD in CLM children, especially Latinos; thus, these children are unlikely to receive the appropriate interventions to address ASD symptomatology (McClain et al., 2021). These disparities are particularly disconcerting given the importance of early identification and intervention to improve outcomes (NICHD, 2021). Educational identification of ASD utilizes an interdisciplinary approach, of which school psychologists play a key role. Furthermore, educational contexts have the optimal opportunity to reduce these disparities. This workshop will provide attendees with 1) overview of global ASD identification information as well as disparities by various demographic factors, 2) an overview of common ASD specific identification measures and their research-base internationally and for various demographic groups, and 3) practitioner-oriented recommendations for providing culturally and linguistically responsive ASD evaluations as well as professional training recommendations for current and future school psychologists.

Workshops

14:30 - 16:00

Seven Dimensions of Children's Emotional Well-being: Psychologists' support for the well-being of young people.

J. Annan[1]

[1]Positively Psychology, New Zealand

The workshop introduces seven dimensions of children's emotional well-being and demonstrates their relevance for the work of school psychologists as they support young people through the various challenges they face today. The seven dimensions of children's emotional well-being are founded on neuroscience and the interactive theories of development that have been supported by recent brain-body research. A set of interrelated experiences, of which social experience is an integral part, supports children's healthy emotional development. All seven dimensions are integrated to form a research-informed framework, within which each child's emotional well-being is depicted as a variable, contextually-situated and subjective state, enveloped in meaning and with safety at its core. The positively-oriented framework is intended to help educational professionals understand and support children's well-being by taking contemporary neuroscience and psychology knowledge into practice. It offers psychologists a guide to build children's emotional well-being on an everyday basis and a map to explore, articulate and enhance the emotional experiences of those children who require additional support. During the workshop, participants examine an overview of the '7 Dimensions' framework, view examples of its application in school psychology, and consider how it can inform practice in their workplaces.

14:30 - 16:00 | ROOM L

Workshops

14:30 - 16:00

The Neuropsychology of Reading Disorders: Building Literacy Across the Globe

S. Feifer[1]

[1]Monocacy Neurodevelopmental Center, USA

This workshop will examine reading disorders from a brain-based educational perspective, and discuss current literacy trends across the globe. Dyslexia is a neurological condition that has been documented in every culture studied, with males and children in poverty being much more vulnerable to this condition. There are numerous variables that skew the prevalence rates of dyslexia among countries including the linguistic complexity of the language, social and economic conditions, measurement criteria, and definitional confusion. Nevertheless, approximately 70% to 80% of children who harbor limited reading proficiency suffer from dyslexia. Therefore, the primary focus of this workshop will be to utilize a neuropsychological paradigm to better understanding the basic tenets of literacy, and to discuss multiple facets of the reading process including phonemic proficiency, orthographic processing, working memory, and executive functioning. There will be an emphasis on differentiating "dyslexia" from other reading disorders, as well as to classify all developmental reading disorders into four distinct subtypes. In addition, there will be a detailed discussion matching each reading disorders' subtype with scores of evidence-based interventions. Lastly, the use of diagnostic educational assessments designed to examine the underlying cognitive and linguistic processes that supports proficient reading skills will be emphasized.

Workshops

14:30 - 16:00

Considering culturally and contextually specific trauma-informed care practices in school settings from a global perspective

C. Lorig[1], C. Phelps[1], K. Varjas[1], A. Krupina[1], R. Rodriguez[1]

[1]Georgia State University, USA

The consequences of trauma and its global impact has been well-documented in school settings and has been exacerbated by the COVID-19 pandemic. Trauma-informed care (TIC) has been emphasized as a systems approach to mitigating and preventing trauma in school communities. Research on trauma and TIC implementation has primarily focused on students, however, recent studies on the prevalence of secondary traumatic stress (STS) among staff demonstrate how essential it is to address staff trauma. The purpose of this interactive workshop is to help school psychologists (SPs) consider culturally and contextually specific trauma-informed practices. SPs will learn strategies to implement the essential components of TIC. Further, participants will consider factors that serve as facilitators and barriers of TIC in their settings. Expected learning outcomes: SPs will describe the types of trauma experienced in participants' schools and countries. Participants will identify consequences of trauma for school staff in participants' schools and countries. SPs will identify culturally and contextually specific resources to address trauma and secondary traumatic stress. Also, participants will learn how to advocate for best practices in TIC. Participants will have opportunities to apply information to case examples and to brainstorm culturally and contextually specific strategies to bring back to their schools.

14:30 - 16:00 | ROOM P

Workshops

14:30 - 16:00

A SYSTEMS CHANGE INITIATIVE- A MULTI-TIERED SYSTEM OF SUPPORTS IMPROVEMENT AND AWARENESS PROGRAM

Z. Gordon[1]

[1]Chicago Public Schools, USA

Multi-tiered System of Support (MTSS) is used in school districts to improve students' academic outcomes and potentially reduce the number of students referred for special education. Some school districts have a high percentage of black students, particularly black males, who are over-identified with a specific learning disability. This is an issue of social justice and requires a solution. Research indicated that faulty MTSS might lead to misidentification and over-identification of students (Maki &Adams, 2019), and many teachers and other educators reported limited knowledge of implementing MTSS (Vollmer et al., 2019). This workshop focuses on using the implementation science framework to improve MTSS practice, increase knowledge and collaborative practices, and lessen the misidentification of black students with disabilities. The MTSS Fidelity of Implementation checklist will be highlighted as a way to monitor progress and evaluate the effectiveness of the program.

14:30 - 16:00 | ROOM Q

Workshops

14:30 - 16:00

Aligning and Integrating Family-School-Community Partnerships in Schoolwide Systems and Practices

A. Garbacz[1]

[1]University of Wisconsin-Madison, USA

The purpose of this workshop is to prepare participants to build and implement systems and practices to promote family-school-community partnerships. Decades of qualitative, quantitative, and mixed-methods research have demonstrated the importance of family and community partnerships, as well as the barriers to partnering. Presenters will use an implementation science orientation, with grounding in participatory methods, to demonstrate how to leverage facilitators will address barriers. Presenters will describe core features of family-school-community partnerships, and the key systems necessary to implement and sustain partnership practices. Presenters will emphasize teaming, data, and partnerships as three key systems necessary to advance family-school-community partnerships. Presenters will describe these systems within a three-tier prevention framework, with a commitment to partnering with families across all enrollment groups to support students' academic competencies and social-emotional development. Participants will gain free access to implementation materials, and presenters will provide an overview of how to use the materials with their schools. Participants will take stock of their partnership systems and develop an initial action plan to share with their school team. At the conclusion of the session, participants are expected to have enhanced knowledge in family-school-community partnerships and enhanced skills in adopting and sustaining family-school-community partnership practices within their schools.

Roundtable

14:30 - 16:00

Preparing the Workplace for a Changing Workforce: The Role of School Psychologists

K. Sumner[1], T. Brown[2]

[1]Montclair State University, USA
[2]Georgian Court University, USA

Participants will discuss how school psychologists can prepare the workplace for a neurodiverse workforce which includes individuals with attention/deficit hyperactivity disorder, learning disabilities, and Autism Spectrum Disorders. Neurodiverse workers are those who may think, learn, and process information differently from more typically functioning workers. Neurodiverse workers may also behave differently than more typically functioning members of the workforce. Those with Autism Spectrum Disorders may not have well developed soft skills (e.g., the ability to work on a team) impacting their opportunities for workplace advancement. Human resource professionals, managers, and typically functioning workers may have little to no experience interacting with neurodiverse workers and little awareness of the needs of these individuals although they will increasingly encounter neurodiverse workers. School psychologists are among a group of uniquely individuals who can assist these groups in understanding the capabilities and needs of neurodiverse workers. School psychologists can do so by raising awareness and helping with the consideration of equitable hiring practices and workplace accommodations. The planning for the transition of neurodiverse students to working adult roles may be enhanced by identifying models and strategies that are successful, both enhancing economic success for the neurodiverse and supporting economic development.

16:00 - 17:00 | GROUND FLOOR HALLWAY

COFFEE BREAK / Posters presentation

16:00 - 16:15

Whole Child, School, and Community: Policy and Practice Resources to Strengthen Coordination of Supports

S. Chafouleas[1], E. Iovino[1]

[1]University of Connecticut, USA

In their Whole School, Whole Community, Whole Child (WSCC) model, the U.S. Centers for Disease Control and Prevention acknowledge the inter-connectedness of learning and health, and thus the importance of school coordination around the whole child. The WSCC model has clearly defined the "what" regarding components that facilitate healthy, safe, supportive, challenging, and engaging environments. However, guidance is needed regarding "how" to put in place contextually-relevant and evidence-informed recommendations for policy and practice. In this presentation, we share information from our WSCC: Think About the Link project (https://csch.uconn.edu/wscc-think-about-the-link/), which involved multiple partnerships in developing, disseminating, and evaluating materials to facilitate the "how" in school use of a whole child systems of support. With regard to practices, we have distilled literature to create evidence-informed practice guides as well as WSCC in action brief videos. With regard to policy, the WellSAT WSCC has been created, which offers a school policy evaluation tool. The presentation will share examples from the action planning blueprint materials that can guide work in coordination of policies, processes, and practices. Dissemination and evaluation efforts with our partners will be highlighted to facilitate attendee identification of opportunities to incorporate in their own work.

Preschooler and parent media use during the pandemic: associations with global development

E. Cristini[1], E. Harvey[2], M. Lopes Almeida[1], C. Fitzpatrick[1]

[1]Université de Sherbrooke, Canada
[2]Université Sainte-Anne, Canada

The COVID-19 health crisis has also entailed an increase in digital media use by children and parents. The objective of our presentation is to examine how media habits contributed to child development during this time. The sample consists of 315 Canadian preschoolers (Mage = 3.46) at baseline (2020). Child outcomes were assessed one year later (N=289, 2021). Independent measures include child and parent daily hours of device use (ex., television, smartphone). Outcomes were measured using the Ages and Stages Questionnaire, which assesses global development and the Children's Behavior Questionnaire-Short Form, which measures child effortful control and emotional regulation. Child sex, parent education, and parenting stress were also measured and included as control variables. Results using multiple regression and cross-lagged panel models indicated that greater screen media intake by parent and children contributed to lower scores on assessments of global child development and worse emotional and effortful control. These results add to the literature suggesting that limiting screen time may benefit the development of children. Interventions aiming to help parents establish healthy media use routines seem pertinent to reduce developmental delays and boost school readiness.

16:00 - 16:15

How first-year trainee school psychologists achieved above-average outcome effectiveness: using feedback-informed treatment (FIT) in school psychology.

J. Diggins[1]

[1]Strength Psychology/Psychs in Schools, Australia

Clinicians get better with time and experience, right? So, how effective can we expect trainee clinicians to be in schools? This evaluation examined the effectiveness of trainee psychologists that have never seen a client before. 6 trainee psychologists completing 6 and 12-month placements treated students (N= 50) attending Australian elementary schools. Trainee psychologists were taught how to use feedback-informed treatment methods to guide their intervention. In each client session, the trainee administered the Child Outcome Rating Scale (CORS) and Child Session Rating Scale (CSRS) to clients, and subsequently discussed the results in supervision. This method was chosen in light of research indicating that experience is not a prerequisite for high performance (Germer et al. 2022), and regardless of theoretical orientation or preferred treatment approach, employing FIT improves outcomes and reduces deterioration for young people (Miller et al., 2016; Tam & Ronan, 2017). Results showed that client outcomes improved significantly ($p < 0.01$) and the trainees achieved an effect size of d=1.15, which is greater than the widely cited average psychotherapist effectiveness (d=0.8) (Miller et al., 2020). Our findings suggest that implementing FIT in school psychology can lead to above average clinical outcomes, even for beginner clinicians.

The importance of parental educational language skills for the acquisition of their children's educational language at pre-school age

M. Jambreus[1], S. Zehentmayer[1], S. Hasler[1]

[1]University of Basel, Switzerland

Educational language skills (ELS) are an essential predictor of academic and professional success. Research proposed various contextual factors that are able to foster children's ELS. An important factor is parents' support and their ELS. There exists evidence that children whose parents have proficient ELS are more successful at school than children whose parents have no or insufficient ELS. The current study focuses on the question of the extent to which parents' ELS can predict their children's ELS and whether it is robust over time. The sample includes >9000 preschool children (mean age 35.9 months; 48.5% females) with German as a second language. The data was collected annually in the canton of Basel-Stadt starting in 2013 until 2022. The results show a significant correlation between parental educational language skills and the educational language skills of their children; The correlations remained stable over the years.
The results suggest that parents' educational language skills are important for the acquisition of their children's educational language. To enable all parents to support their children in their educational language acquisition, it might be beneficial to offer language lessons to parents with no or insufficient ELS.

The effect of School Consultation on Consultee's Work Engagement

T. Waki[1]

[1]University of Tsukuba, Japan

In Japanese schools, teachers are expected to deal with various problems of students. However, the current work environment for teachers has become increasingly difficult due to problems such as teachers' increasing workload, an increase in the number of young teachers due to an uneven age structure of teachers, and the diversification of the problems of the students they deal with. In particular, the increase in the number of leaves of absence due to the deterioration of teachers' mental health is recognized as a major problem that needs to be addressed.

This study examines the effect of school consultation. In particular, we will examine the effect of school consultation on teachers' work engagement in the difficult environment surrounding teachers. A retrospective analysis of the impact of the school consultation on their own work engagement will be conducted for consultees who were consulted during the school consultation.

School consultations are conducted in collaboration with consultants to deal with problems that arise in schools for students. In the school consultation process, it is important to have both a problem-solving perspective that enables the consultees to deal with the students' problems and a perspective that promotes the consultee teacher's own professional development and self-understanding.

Impacts of the Solution-Focused Team Meeting Method on Educational Counseling Collaborations: A Case Study from a Managerial Perspective

O.C. OGAWA[1], H. Uchino[2]

[1]The University of AIzu, Japan
[2]A Public Elementary School at Tochigi Prefecture, Japan

This study aimed to explore the impact of the Solution-Focused Team Meeting Method (SFTMM) at school on educational counseling collaborations and to discuss its application in Japanese educational settings. Children's mental health problems in Japan have become a serious concern since Covid-19, and teachers have been overworked to support them. To overcome such situations, it is expected that the SFTMM is used on educational counseling in Japan. The SFTMM was developed by Setsuko Sato based on the professional knowledge of business facilitation and a solution-focused counseling approach. The SFTMM requires only 30 minutes to discuss a problem and discover the next steps. This research discusses a longitudinal case study in educational counseling using the SFTMM.

This case focused on a two-years, six-month support process for the child and their family in a Japanese elementary school. Moreover, the transformation of collaboration throughout the SFTMM meetings was analyzed from a managerial perspective.

We found four positive managerial impacts— time reduction for educational counseling, continuous support, sharing recorded and visualized content, and efficient collaboration.

In conclusion, the SFTMM could apply to educational counseling in Japanese school settings. However, further investigation and research are required.

Father Involvement in Schools: Opening the Door for Opportunities

R. Nazarinia Roy[1], T. Brown[1], D. Roy[2], A. James[3]

[1]California State University, Long Beach, USA
[2]Wayne State University School of Medicine, USA
[3]Miami University, USA

Parents play a critical role in the educational experiences of their children, from school readiness among preschoolers (Marti et al., 2018) to the adjustment of adolescents (Jeynes, 2008). More importantly when parents are involved in the school, their children's learning and social development is positively impacted (Garcia, 2014; Kingston et al., 2013). A child's family and school constitute two proximal environmental contexts in a child's life (Bronfenbrenner, & Morris, 1998). What has received less attention in the school family literature is the important role fathers play in their children's academic success. In this presentation we explore three strategies that schools can use to increase father participation in their child's school activities. These three strategies are supported by research and literature on father engagement. First, schools should explore opportunities to connect fathers to each other creating a peer group of fathers. Second, school should create an inclusive community recognizing that father often miss out of school activities due to their work schedules, more before school activities should be established for working fathers. Third, schools should provide trainings on a fathers influence on their child's cognitive, social and emotional development and implicit bias training related to working with fathers.

16:00 - 16:15

Psychological and environmental components of adolescent well-being: relationships between school attachment, relationships, self-efficacy and the school environment

S. Fodor[1], V. Tóth-Varga[1]

[1]Eötvös Loránd University, Hungary

One of the main research areas of positive psychology at school is student well-being and its impact on school performance. In our research, we examined various aspects of student well-being based on Seligman's PERMA model, and its modified version, the EPOCH model (Kern et al., 2016). The main goal was to map general well-being at school, emphasizing school attachment, relationships, positive emotions, self-efficacy and flow. Based on the findings, our long-term goal is to develop intervention opportunities to increase school welfare.

The research has a mixed methodology. In the quantitative part, general well-being and its three characteristic components (relationships, positive emotions and engagement) were examined by questionnaires. With the qualitative part we aimed to find out which places and spaces in schools positively influence students' well-being. For this, certain elements of psychological welfare were localized to the school environment using the method of reflexive photography (Harrington-Schibik, 2003): students were asked to take photographs of their school building, and with the help of this they could present the school spaces that promote their well-being. During the presentation, the results of 359 high school students (14-18-year-olds) will be introduced, with a special emphasis on the qualitative analysis due to its methodological novelty.

Key Takeaways from a National Exploration of Social, Emotional, and Behavioral Screening Practices in U.S. Schools

A. Briesch[1], S. Chafouleas[2], J. Dineen[2], B. McCoach[2], E. Iovino[2]

[1]Northeastern University, USA
[2]University of Connecticut, USA

Substantial evidence supports why the social, emotional, and behavioral (SEB) health of students is important, yet data were previously insufficient to support recommendations for school-based SEB assessment practices. The NEEDs2 Project utilized a mixed methods research design over 4-year period to explore how, which, and why school-based SEB screening practices were implemented across the U.S., and if such practices impacted key student behavioral outcomes. Results of a national scan of websites supported that state-level guidance in SEB screening was limited, especially in contrast to guidance surrounding academic and physical health screenings in schools. In addition, surveys revealed that the SEB assessment approaches used by schools varied widely, with use of universal school-based SEB screening being an exception rather than the norm. Despite limited use of universal screening, district administrators, building administrators, student support staff, teachers, and parents all reported similar levels of agreement that schools should screen for both the presence of internalizing and externalizing behaviors as well as strengths/personal competencies. Although district demographics were found to be most predictive of student outcomes, the knowledge and beliefs (i.e., willingness to engage in new practices, perceived feasibility of doing so) of administrators were also identified as a potential lever for change.

Translation, Adaptation, and Validation of the Moral Adaptability Questionnaire for Children and Adolescents

A. Haddock[1], R. Yu[2], S. Jimerson[3]

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[2]University of California - Riverside, USA
[3]University of California, Santa Barbara, USA

Student disengagement and engagement with moral behavior plays an important role in the formation and maintenance of positive learning environments. This study reports on the initial development and validation of the Student Moral Adaptability Questionnaire (SMAQ) with a sample of 609 students in Grades 7 and 8. Results from confirmatory factor analyses indicated that the two scales of the SMAQ, the Moral Incongruence with School Scale (MISS) and Moral Congruence with School Scale (MCSS), are characterized by conceptually sound latent factors. All subscales of the MISS and MCSS exhibited adequate construct reliability and internal consistency. In addition, invariance analysis demonstrated that the factors of both the MCSS and MISS were invariant across gender, and bivariate correlations and a latent-variable path model indicate that moral incongruence strongly predicted self-reported bullying behavior and moral disengagement (MD), and (b) moral congruence strongly predicted self-reported defending behavior.

Reciprocal relationship between subjective school adjustment and depression among Japanese junior high school students

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[2]university of Toyama, Japan
[3]Waseda University, Japan

This study examined the relationship between subjective school adjustment and depression among Japanese junior high school students. Throughout one year, 851 Japanese junior high school students—aged 12–15 years, 436 girls and 415 boys in seventh to ninth grades—completed the subjective school adjustment scale (which assesses sense of comfort, existence of task and purpose, feelings of acceptance and trust, and absence of feelings of inferiority) three times. Further, they completed the Japanese version of the depression self-rating scale for children (which assesses decreased activity and pleasure and depressed mood) three times. A random intercept cross-lagged panel model with a multi-group analysis for gender was utilized. Results showed that boys had a negative reciprocal relationship between their sense of comfort, task and purpose, acceptance and trust, and decreased activity and pleasure. Furthermore, the study established that prior depressed mood negatively affected boys' sense of comfort, task and purpose, and acceptance and trust at each time point. Conversely, for girls, there was a positive relationship between the absence of feelings of inferiority and depressed mood. These findings suggest that there are sex differences in the process of subjective school adjustment.

The relationship between materialism, well-being and eudaimonia among Greek students

A. KORNILAKI[1]

[1]University of Crete, Greece

The study aims to explore the prevalence of materialistic values among Greek adolescents and their associations with mental health measures such as subjective and eudaimonic well-being. Evidence suggests that materialism is negatively associated with personal and psychological well-being. According to self-determination theory this is because materialistic values undermine the real psychological needs of relatedness, competence and autonomy. Such a study is timely given that todays' Greek adolescents grew up during the years of the financial crisis. This early experience could have directed their attention to obtain money and possessions as means to achieve prosperity and security. One hundred sixty-eight adolescents aged 15-17 completed a structured questionnaire entailing Richins' (2004) Material Values Scale, the Satisfaction with Life Scale (Diener et al., 1985), the Positive Affect Negative Affect Scale (Watson et al., 1988) and the Questionnaire of Eudaimonic Well-Being (Waterman et al., 2010). The findings suggest that the investment in materialistic values is associated with lower life satisfaction, more negative affect and lower levels of eudaimonic well-being. The cross-sectional design of the study cannot provide evidence of causality. Interventions are needed to help adolescents block the messages of our consumer culture and encourage them invest in intrinsic and self-transcendent values and goals.

SELF-HARM BEHAVIOUR AMONG ADOLESCENTS IN RELATION TO INTRAPERSONAL, INTERPERSONAL AND SCHOOL FACTORS

A. Janovska[1], M. Bacikova-Sleskova[2], L. Barbierik[1]

[1]P.J. Safarik University in Kosice, Slovakia
[2]Pavol Jozef Safarik University in Kosice, Slovakia

Adolescence is a period of life in which self-harming behaviour begins and can escalate. Intrapersonal, interpersonal and school factors appear to be related to such behaviour.

Objective: The study examined the relationship between self-harming behaviour and self-esteem, emotional state, peer group and school engagement.

Sample and methods: A representative sample consisted of 546 (53.0 % women) elementary school pupils (age: M = 15.4 years) from all over Slovakia. Linear regression modeling was used for data analysis.

Findings: Adolescents' self-harming behaviours were found to be positively associated with negative emotivity (p ˂ .001) and negatively associated with self-esteem (p ˂ .001), prosocial peers (p = .017) and affective engagement in school (p = .034). The links to positive emotivity as well as cognitive, behavioral and active engagement in school were not confirmed. Self-harming behaviour was more common among girls. The model explained 37. 3 % of the variance in the dependent variable.

Conclusions: The study has contributed to our understanding of the factors associated with self-harming behaviour among adolescents. This is a finding that can be used for targeting prevention programmes.

Key words: self-harming behaviour, self-esteem, emotivity, prosocial peers, school engagement

16:00 - 16:15

"Beyond Words: Exploring ChatGPT's Ability to Identify and Describe Emotions Using the Levels of Emotional Awareness Scale (LEAS)"

d. Hadar Shoval[1], Z. Elyoseph[2, 3], K. Asraf[1], M. Lvovsky[1]

[1]The Max Stern Yezreel Valley College, Israel
[2]The Max Stern Yezreel Valley College, Israel
[3]Imperial Collge, London, United Kingdom

This study aimed to evaluate the ability of ChatGTP, a large language model trained on vast amounts of text data, to generate Emotional Awareness (EA) alike responses. EA is a cognitive process that involves recognition and evaluation of one's own and others' emotions and is considered a core ability psychological practice.
The study compared the EA performance of ChatGTP to the general population using the Level of Emotional Awareness Scale (LEAS) an accepted, objective, performance-based measure for EA.
On all test scales, ChatGTP demonstrated a significantly higher performance compared to the normal population. In addition, one month after the first examination, the EA alike performance significantly improved, reaching the ceiling of the LEAS. Accordingly, the degree of fitness of the emotions to the scenario was rated as high by two independent licensed psychologists.
Clinical populations with EA impairments may use ChatGTP as part of cognitive training to improve their ability to EA. The combination of the ChatGTP theoretical knowledge with its ability to identify emotions and being a non-subjective measure may contribute to psychological assessment. Finally, ChatGTP can be used for the benefit of qualifications among educational psychological students by enriching their emotional language.

The Involvement of Japanese School Counselors in Preventive Activities and its Related Factors.

J. IIDA[1], A. Ito[2], R. Chino[3], M. Sugizaki[4]

[1]University of Tsukuba, Japan
[2]Seigakuin University, Japan
[3]Shinshu University, Japan
[4]Odawara Junior College, Japan

The purpose of this study was to investigate the extent to which school counselors (SCs) are involved in preventive activities such as conducting mental health screening and preventive education and to examine the factors related to their involvement. The preliminary survey was conducted to 20 SCs to examine the content of the survey on factors related to preventive activities of SCs, and to gather information on issues related to the implementation of preventive initiatives. The main survey was conducted to 229 SCs working in elementary, junior high, and high schools and special-needs schools nationwide. The survey indicated a high level of involvement in planning and advising on the implementation of screening, and a high level of involvement in following up with children after preventive education and in providing consultation to teachers. A hypothetical model was developed and a SEM was conducted on the factors related to involvement in preventive activities and a certain level of fit of the model was obtained (CFI=.968, RMSEA=.035). The factors associated with the SCs preventive efforts involvement were school size, issues on the SC side of preventive efforts, time allocation and curriculum issues, and evaluation and effectiveness measurement issues.

Preliminary Findings of a Social-Emotional Curriculum for Secondary Students

A. d'Abreu[1], H. Huszti[1], A. Jones[1]

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Research on social-emotional learning (SEL) programs has established its' effectiveness on promoting mental health and academic outcomes in youth. While there are several strong evidenced-based programs developed for elementary and middle school students, there has been less evidence to support and establish SEL programs for high schools. This study looks at preliminary findings of a SEL program developed for a high school and based on cognitive-behavioral and dialectical-behavioral therapies. The SEL curriculum has been implemented over two years and eight Lessons have been delivered to 1041 freshman and sophomore students. Data collected includes pre- and post- self-assessment of social-emotional competencies and SEL lesson student-feedback. Post self-assessment data will be collected in May 2023 and statistical data comparisons will be completed in June 2023. Social validity findings indicate a largely positive response to SEL lessons, with 83.5% of students believing the lessons are useful for all high school students, 71.5% of students enjoying the lesson, and 80% of students learning something new with each lesson. Preliminary findings support a promising curriculum for secondary students.

Prosocial Teasing: Positive Interactions to Build Complex Social Skills or Gateway Interactions to Bullying Behavior?

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Social interactions can occur on a continuum with positive, altruistic behavior on one end and aggressive, harmful behavior at the other. In the middle, prosocial teasing is defined as a positively intended provocation of another person using off-record markers (e.g., facial expressions, touch, or tone of voice) to help convey playfulness to the target of the tease (Dynel, 2009; Keltner et al., 2001). Work in the U.S. has examined prosocial teasing in a series of survey research studies of students (n > 400) who are approximately 10, 15, and 19 years old and has found interesting trends in the types of teasing used (physical, unspecified verbal, and verbal involving specific types of derogatory name-calling). Descriptive data from three studies will illustrate trends in prosocial teasing behavior by children and early and late adolescents. Along with these data, a summary of the current state of the research on prosocial teasing will be presented to help participants (a) see the continuum of negative to positive peer social interactions, (b) learn about prosocial teasing and the potential positive and negative implications of its use among students in schools, and (c) learn overall implications for science and practice in school psychology.

Development of the Japanese version of the Comprehensive Autistic Trait Inventory for university students

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Background: Students with autism spectrum disorder have core symptoms in social communication and restricted behavior. In addition, current findings show that sensory sensitivity and social camouflaging in Japanese university students with ASD are important traits associated with severe mental health problems. The Comprehensive Autistic Trait Inventory (CATI) was developed by English et al. (2020) and includes those traits.

Purpose and method: The CATI has 42 items and 6 subscales including the subscales of Sensory Sensitivity and Social Camouflage. The CATI (N=228), the Broad Autism Phenotype Questionnaire (N=110), the Camouflaging Autism traits Questionnaire (N=118), and Kessler distress scale (N=228) were administrated at three Japanese university to validate the reliability and validity.

Results: The 6 factors structure was confirmed as same as original scale. The retest coefficient of 6 subscale scores was from .664 to .888, and the internal consistency was from were .743 to .887. The Japanese version of the CATI also showed convergent validity between corresponding subscales (r= .509 - .758).

Discussion: The reliability and validity were confirmed in Japanese student samples. The relationship to mental health problems, the gender gap, and clinical application of the CATI need to be investigated.

Impact of Classroom Teacher's Teaching Behavior on the Effectiveness of Classroom-Based Social Skills Training in Japanese High Schools

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Social skills are essential for high school students' psychosocial adjustment. Classroom-based social skills training (CBSST) can effectively improve their social skills. However, it is possible that the effectiveness of such programs varies depending on the homeroom teacher's teaching behavior. This study examines whether the effectiveness of CBSST is contingent on the homeroom teacher's teaching behavior. The subjects were 28 students (Mage 16.36 years, SD = 1.03, seven females) undergoing an SST program at a Japanese high school. The effectiveness of CBSST on students' social skills, depression, and subjective school adjustment was measured three times before and after the intervention and three months after the intervention ended. Students' perception of their homeroom teachers' teaching behavior, such as instructional teaching behavior (ITB), socio-emotional teaching behavior (SETB), and negative teaching behavior (NTB), was also measured. A hierarchical linear model revealed that students who perceived more NTB had lower social skills before the intervention, and CBSST increased their social skills. For students who perceived more ITB, CBSST significantly increased social skills and decreased depression. These results suggest that students who perceive more NTB are less likely to acquire social skills naturally, and homeroom teachers' ITB increases the effectiveness of CBSST.

Happiness and Well-being: A descriptive study among adolescents

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Adolescence is the stage with the turmoil of physical, emotional, cognitive, and social changes. Their search for happiness and well-being takes an adventurous peak during this phase of their lives. The current generation has inconceivably vast access to information and opportunities. Their standpoint of happiness and well-being needs to be analyzed to further guide them in this decision-making period of life. Their choices on both these constructs can lead to transformative changes. Happiness and well-being have no absolute consensus, although the pair has a greater significance in how individuals approach their life. Happiness in general is an expression of a positive mental state, whereas Well-being can be expressed in terms of multidimensional facets of productive functioning. Many researchers have used both concepts interchangeably, which gives the basic view among the information-enriched adolescents that feeling pleasure equals well-being. The happiness and well-being enigmas and their inter-connections contribute to further mystery for adolescents. This descriptive study aims to determine the understanding of the constructs of happiness and well-being among adolescents in India. The study used the survey method and the data was quantitatively and qualitatively analyzed. The outcome of the study brought lucidity to the concept of happiness and well-being among adolescents.

Advancing a Transformativist Approach to Development of Social, Emotional, and Behavioral Screeners

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Within a prevention framework, universal screeners can be powerful tools to drive decisions about proactive social, emotional, and behavioral (SEB) supports. Despite the promise of SEB screeners, intended outcomes may be negatively affected by deficit orientation and a narrow focus that neglects contextual factors that may explain the causes of students' behavior. The development of SEB screeners, therefore, must evaluate the consequences of their use to determine whom the screeners are effective for and the costs of the intended outcomes. Despite calls over 30 years ago to include consequential validity as an important facet of the test validation process (Messick, 1998), evidence of test consequences and side effects has largely been omitted in the validation process of SEB screeners. In this presentation, we summarize why a shift to validation that considers intended and unintended side effects of SEB screeners is needed, and how a transformativist approach to assessment validation can serve as a solution. We explore the emergence of transformativist methodologies, and map how they can be used to attend to, anticipate, and monitor the effects of educational practices related to SEB screener use.

The Role of Resilience in the Posttraumatic Growth of Filipino Adolescents Exposed to Natural Disasters

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The multitude of natural disasters occurring in the Philippines can be devasting to mental health, especially in marginalized groups such as children and adolescents. Disaster mental health has been more identified with identifying and treating psychopathology; however, recent research focuses on promoting psychological strengths within a multisystem ecological framework. This study examined the mediating role of individual and community resilience in the posttraumatic growth of Filipino adolescents from rural coastal areas frequented by natural disasters. Utilizing a cross-sectional design, data from 228 high school students were collected using validated measures and subjected to serial mediation analysis. Salient findings indicated that adolescents' disaster experience can predict higher levels of posttraumatic growth through higher levels of individual resilience. Conversely, community resilience did not mediate the impact of disasters on PTG. However, disaster experience can predict higher levels of posttraumatic through sequential influence of individual and community resilience. Implications of findings in promoting resilience of adolescents within a multilevel prevention and intervention support framework will be discussed. Future research addressing limitations of the study will be proposed.

Investigating the Perceptions and Risk Factors of Japanese Students during School Crises: A Multiple Imputation Approach.

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Despite the widespread implementation of psychological support in Japanese schools during crises, there is little research on students who receive such support. Therefore, the present study aimed to investigate the perceptions and risk factors of students during school crises. A web-based questionnaire survey was conducted among Japanese college students to achieve this objective.

While investigations into school crises are often conducted retrospectively for ethical reasons, it is difficult for individuals to recall information regarding the support or crises they experienced. To address this issue, we analyzed the value of not remembering by treating it as a missing value and utilized multiple imputation methods on the missing data. A total of 1,709 students from 42 prefectures completed the questionnaires, of which 551 students reported experiencing a school crisis during their elementary, junior high, or high school years. Respondents were categorized into three groups based on quartiles due to the multimodal degree of shock experienced during a crisis. Logistic regression analysis with multiple imputations was then conducted, with the high shock group as the dependent variable and the case characteristics as the independent variable. Results revealed that death, friendship, unpredictability, and witness were significant predictors of the high shock group.

16:00 - 16:15

Social support and risk of victimization: the mediating role of Emotional Intelligence

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During adolescence parental and peer support can exert a protective role against status of victim of bullying. The present study aims to evaluate the role of perceived support from parents and peers in promoting individual emotional intelligence and, in turn, reducing the risk of victimization. The sample comprised 348 Italian students (235 from high school and 113 from middle school). Victimization risk, perceived parental and peer support and emotional intelligence were measured using questionnaires. A cross-sectional study was conducted to evaluate the mediating role of emotional intelligence in the association between parent and peers perceived support and risk of victimization. In order to evaluate the association between variables, was to carry out a structural equation modelling with observed variables. The model of a mediational path analysis indicated that emotional intelligence mediates the association between perceived parent ($\beta = -.13$, $p = \le.001$) and peer support ($\beta = -.06$, $p = \le.01$) and risk of victimization. The study extends the knowledge on the factors that influence school bullying and, from a preventive point of view, suggest the need to structure trainings to promote support on the social and family context and enhance students' emotional intelligence to reduce the risk of victimization.

LLAMA: Development of a Computerized Adaptive Assessment for Early Mathematics

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Early math skills are essential to short- and long-term achievement with performance gaps emerging in preschool (e.g., Duncan et al., 2007; Watts et al., 2014). Few assessments address the multidimensional nature of mathematics and provide meaningful information for instruction (National Research Council, 2009). This poster describes a multi-year project to develop Links to Learning: Adaptive Math Assessment (LLAMA), an engaging game-like app administered via touch-screen tablet using an adaptive testing platform. LLAMA will support universal screening and instructional decision-making across a range of mathematical domains. In Year One, we created construct maps through an extensive literature review; developed task formats and items; and solicited teacher and expert feedback on assessment purpose, format, and items. In Year Two, we revised items and generated additional items; empirically examined the use of adventure contexts with an equity and access lens; and gathered parent feedback. Currently, we are piloting LLAMA with over 200 children across four sites in the US, to evaluate whether items meet a priori criteria for difficulty level, discrimination, model fit, and differential item functioning for target subpopulations. The development process will be presented within a validity framework, with attention to how results from each phase informed the next.

16:00 - 16:15

Validation of the International Cognitive Ability Resource for children

M. Dutry[1], A. Vereeck[1], S. Schelfhout[1], W. Duyck[1,2], M. Janse[1], K. De Herdt[1], M. Schittekatte[1], N. Dirix[1], E. Derous[1]

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When an international team of cognitive ability experts developed the International Cognitive Ability Resource, abbreviated ICAR, they aimed to counter some of the practical problems researchers face when using proprietary licensed intelligence tests like the Wechsler tests, for instance unfeasible administration times and financial costs. So far, ICAR has been validated for adolescents and adults in many countries, forming indeed a viable test alternative for these populations. Regarding children, however, the appropriateness of this resource was yet unknown. Therefore we set out to develop an ICAR-Youth: an instrument composed of ICAR-items, which provides a measure of cognitive ability in children between 10 and 14 years of age. In our presentation, we will discuss the development process of the instrument, its psychometric quality, and its cross-validity with the Raven's 2 Progressive Matrices as well as with the CoVaT-CHC Basic Version, which is a Flemish comprehensive test of intelligence based on the Cattell-Horn-Carroll model. Our results reveal that the ICAR-Youth has the potential to be a quick and inexpensive tool for researchers wishing to obtain a reliable, valid and gender-neutral assessment of children's non-verbal intelligence.

Symposium: Teachers' mental health and wellbeing following COVID-19: Preliminary evidence from the Global Perspectives on teachers' wellbeing and mental health project

8:30 - 8:55

Mental health and wellbeing of teachers following COVID-19: Preliminary evidence from the Italian sample.

M.C. Matteucci[1], A. Soncini[2], E. Ciucci[3], C. Facci[3], P. Perucchini[4], G.M. Vecchio[4]

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[2]University of Ferrara, Italy
[3]University of Florence, Italy
[4]Roma Tre University, Italy

Emerging literature has highlighted the effects of COVID-19 on teachers' mental health and wellbeing. The international project "Global Perspectives on teachers' wellbeing and mental health project" is aimed at understanding teachers' wellbeing and mental health from a social-cultural perspective focusing on the current recovery phase of COVID-19. Research objectives are: 1) Examining the status of teachers' psychological wellbeing, mental health and job satisfaction; 2) understanding definitions of psychological well-being and mental health held by teachers; and 3) identifying the understandings of psychologically healthy environment held by teachers in the context of the recovery phase of COVID-19. A QUAN-QUAL mixed methods study will examine both quantitative and qualitative data, followed by an integration of quantitative and qualitative findings. In the context of the international project, a survey encompassing several psychometric scales has been launched on a sample of primary and secondary Italian teachers from three Italian regions: Emilia-Romagna, Tuscany and Lazio. Furthermore focus groups with primary and secondary Italian teachers are being implemented to collect qualitative data. We aim to gather data from at least 500 Italian teachers through the survey and to implement 6 focus groups (6 to 8 teachers each). Preliminary results will be presented.

Teachers' professional wellbeing: empirically-based implications from research in Latvia

B. Martinsone[1]

[1]University of Latvia, Latvia

During the last decade, an important effort has been invested in Latvia in developing interventions and policies to promote social emotional learning and support teachers' wellbeing at schools. Several programs with approved effectiveness have already been implemented in Latvia, providing evidence that not only students but also teachers benefit from the implementation of SEL in schools. Nevertheless, there has been insufficient focus specifically on teachers. This research aims to analyze relationships among different indicators and aspects of teachers' professional wellbeing in Latvia. Such variables as teachers' perceived workplace conditions at school, their self-reported job satisfaction and subjective wellbeing, and demographic characteristics will be analyzed. The research sample consists of 537 respondents – Latvian teachers working at different educational levels from preschool to secondary school. The initial results from this quantitative research will be discussed in light of findings of another study in Latvia, "Teaching to be: Supporting teachers' professional growth and wellbeing in the field of social and emotional learning." Implications to further research and practice will be proposed, and lessons learned during the COVID-19 pandemic will be addressed.

Wellbeing and Mental Health of Estonian Teachers and School Psychologists

A. Schults[1]

[1]Tallinn University, Estonia

As a part of an international project "Global perspectives on teachers' wellbeing and mental health following the COVID-19 pandemic" we have adapted the questionnaires used internationally into Estonian and added some questionnaires concerning related topics. We will have data about perceived conditions of work environment, subjective wellbeing, mental health concerns, preferred ways of stress management, and perceived relationship quality with pupils. As previously conducted studies in Estonia have shown that the scores of stress related mental health topics, especially asthenia, have been quite high among Estonian teachers, we expect to replicate this finding. Also, we will take a closer look at possible correlated factors from work environment, stress management, and relationships to ascertain risk and protective factors for the wellbeing and mental health. In addition to to gathering data from Estonian teachers about their psychological wellbeing and mental health we also invite school psychologists to fill in the questionnaires. We are interested to compare teachers' and school psychologists' evaluations of wellbeing and mental health and related factors to find out the extent of overlap and possible differences.

Symposium: Cultural differences across School Psychology: Graduate students' perspective

8:30 - 8:50

Job opportunities and career pathways in cross-cultural contexts

L. Castro[1], M. Karamousoulis[2], P. Delivorias[2], D.D. de Freitas[3], L. Kaur[4], T. Malucelli[5]

[1]PUC-Campinas, Brazil
[2]National and Kapodistrian University of Athens, Greece
[3]Pontifical Catholic University of Campinas, Brazil
[4]UCSB, India
[5]University of Bologna, Italy

School psychology is an applied field combining theory, research, training and practice. A common concern of school psychology graduates are the job opportunities and the career pathways that are offered. The main goal of this presentation is to highlight the job opportunities of school psychologists in Greece, Italy, United States of America and Brazil, following an international perspective. The session by master and PhD students from the above mentioned countries aims at presenting and reflecting upon the concerns of school psychology students about their prospective job opportunities as well as exploring the ways in which the field of school psychology is regulated and structured in each country, including differences in licensing and credentialing requirements. Thus, participants will be able to engage in a fruitful discussion about the ecosystemic factors that are related to career pathways in the field of school psychology, such as the availability of positions in public and private institutions, and to identify strategies for promoting career advancement and professional development in this field of critical importance.

A closer look at school psychology training across nations

M. Gentili Perez[1], E. Paragyiou[2], A. Mittelstet[3], S. Holland[3], L. Kaur[3], B. Ascari[4], C. Dini[4], S. Corridore[4], A. Russo[4]

[1]PUC Campinas, Brazil
[2]NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS, Greece
[3]University of California, Santa Barbara, USA
[4]University of Bologna, Italy

Training is a key component in the development of competent school psychology (SP). Different countries have different standards and ethics of training, and understanding those differences is pertinent in expanding and improving the training received. Looking at training across four countries– Greece, Italy, the United States of America, and Brazil– this symposium will examine not only the differences across international training standards, but also the similarities shared across cultures and how those differences and similarities contribute to the production of competent school psychologists. Existing research states the importance in future scholarship continuing to provide information and insights related to the profession of school psychology from around the world in order to bring global awareness to the importance of promoting the education and health of children (Jimerson et al., 2008). This symposium will critically engage in the exploration of these similarities and differences and what they could mean for future practices.

Class climate: Issues and resources in national and international context

L. Taddia[1], B. Ascari[1], T. Malucelli[1], S. Corridore[1], A. Russo[1], C. Dini[1], A. Mittelstet[2], M. Gentili Perez[3]

[1]Università di Bologna, Italy
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[3]PUC Campinas, Brazil

Classroom climate refers to the intellectual, social, emotional, and physical environments in which students learn. Discussing the theme of class climate appears particularly relevant both due to national-specific events and regarding the recent Covid-19 pandemic. This symposium will begin with a brief introduction of the Italian school system and the issues and resources it provides in terms of class climate, in order to stimulate debate on intercultural differences on the topic. Then it is going to focus on the relationship between students and teachers as an indicator of wellbeing in the class and its influence both on learning and motivation. On that matter, it will briefly illustrate inclusivity in terms of both multiculturalism and special education needs. Furthermore, there will be a detailed discussion on error climate as a representation of cognitive, emotional, motivational and relational aspects in the classes everyday life. In conclusion there will be an opportunity to consider the impact of Covid-19 pandemic on students and teachers' wellbeing in a local and international setting.
Keywords: School Psychology, Class Climate, Error Climate, Inclusivity, Class Wellbeing, Covid-19

The Role of school psychologist internationally: Challenges and future directions

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School Psychology is a field that applies principles from educational, developmental, clinical and community psychology in order to meet the diverse learning and socioemotional needs of the students based on the theories of social justice and psychological resilience. Schools are a common context of action for the provision of psychological services. The delimitation of the role of school psychologists is a crucial issue and a common concern of graduate students. This discussion seeks to identify the challenges that psychology professionals face in different educational contexts internationally. The role of school psychologists is often limited to managing emotional and behavioral or learning problems, based on an intervention model from a clinical perspective. Involving students from different countries, such as Brazil, Italy, Greece and USA, the objective of this dialogue is to highlight the perspectives on the role of school psychologist, considering the historical and social contexts of each country, as well as to identify convergences and divergences referring to psychological practices in schools globally. This discussion will have multiple benefits for graduate students around the world by broadening horizons and building bridges in an international effort to strengthen good practices in the field of school psychology towards justice and equality.

8:30 - 10:00 | ROOM F

Symposium: From Intervention to Prevention: The Past, Present and Future of Social Emotional Learning in Taiwan

8:30 - 8:50

The Social Emotional Learning Program for Children At-Risk of Selective Mutism

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[1]National Taiwan Normal University, Taiwan
[2]Taichung Municipal Wender Primary School, Taiwan

This social-emotional learning (SEL) program aims to enhance the awareness of high risk of selective mutism children's social anxiety and to improve theirs communication function in schools. Three themes and 12 units(sessions) were designed on basis of social emotional learning and cognitive-behavioral theory for low grade in primary schools.
Two young children participated in the study who were measured with communication anxiety and communication maturity in beginning and through the sessions. The findings of the study were concluded: (1) children can perceive anxiety themselves, (2) children can use the learned SE strategies to cope with anxiety, (3) the anxiety was relieved and the spontaneous communication interactions were improved in quantitatively and qualitatively. This SEL program integrated with cognitive behavior strategies is feasible to prevent children at risk of selective mutism in early stage.

From Traditional Values to Holistic Education: The Evolution of Social-Emotional Learning in Taiwan

M.Y. Wu[1]

[1]National Taiwan Normal University, Taiwan

This presentation examines the history and trend of social-emotional learning (SEL) in Taiwan, from early roots of character education to establishment of the Social Emotional Education Development Center (SEED Center). It highlights the significance of cultural values and contexts in educational reform by examining the five stages of SEL development in Taiwan. Despite gaining momentum and widespread implementation in Western nations, SEL's adoption in East Asia has been limited due to traditional values and educational perspectives that prioritize cognitive knowledge and academic achievements over affective value cultivation. In response to these challenges, the Taiwanese government has launched a series of education reforms emphasizing self-development and competency-based assessments.

Moreover, this presentation discusses future work and potential challenges in the implementation of SEL in Taiwan, including issues related to cultural and language barriers, teacher training and development, and assessment and evaluation. Despite the progress made in promoting SEL in Taiwan, there is still a need to address these challenges and continue to improve SEL implementation to promote holistic education and student well-being. Overall, this presentation seeks to provide insights into the unique challenges and progress made towards implementing SEL in Taiwan and how this development can be further supported in the future.

Emotional literacy, emotional wellbeing, and emotional labor of teachers in Taiwan

H. Wang[1], L. Hung[1], Y. Chen[1], S. Wu[1], Y. Chen[1]

[1]National Taiwan Normal University, Taiwan

Emotional literacy (EL) is not merely the personal emotional awareness, but rather emphasizes the management and application of emotions, as well as the ability to interact with others on the premise of "common good" (Weare, 2004). This perspective is applicable to teachers who must interact frequently with students, parents, and peers, and is similar to the core concepts of social emotional learning. The current study aimed at developing an EL scale for teachers in Taiwan and exploring the relations between EL, emotional labor, and emotional wellbeing. Data of the EL scale, the teacher emotional labor strategy scale (TELSS) (Yin 2012), the DASS-21 (Lovibond & Lovibond, 1995), and the PANAS (Watson et al., 1988) was collected via online questionnaire on 234 teachers in Taiwan. The results revealed: (a) EL was positively correlated with positive affect and negatively correlated with the negative affect. (b) Two strategies of the TELSS (i.e., surface acting and expression of naturally felt emotions [ENFE]) had significantly positive effects on positive affect, whereas the deep acting strategy had significantly positive effect on negative affect. (c) The mediation effect of ENFE was found between ENFE and positive affect as well as between ENFE and negative affect.

Building a Better Learning Environment: Enhancing Teacher Well-Being and Social-Emotional Competencies with the BEST ME Program

L.T. Lu[1], H. Chen[1], M.Y. Wu[1]

[1]National Taiwan Normal University, Taiwan

In the fast-paced and ever-changing 21st century, cognitive knowledge alone is insufficient to meet society's demands. Studies have revealed that Taiwanese students lack the social-emotional skills to cope with the rapidly evolving world. The focus of education is shifting towards social-emotional learning (SEL), making it vital to promote SEL among teachers to establish a positive and supportive learning environment. This presentation examines the BEST ME program's effectiveness in improving teacher well-being and social-emotional competencies through two studies.

The BEST ME program includes six units based on positive psychology, mindfulness, and emotional intelligence theory, spanning 15-18 hours. In Study 1 with 136 participants (38 in-person, 46 online, and 52 wait-list), teachers who underwent the program had higher psychological and emotional well-being, reduced depression, anxiety, and stress. Study 2 with 37 special education teachers measured the program's effect on the Emotional Literacy Scale, revealing significant improvements in self-awareness, self-management, social awareness, and interpersonal skills.

Overall, the BEST ME program significantly improved teacher well-being, reduced negative emotions, and enhanced their social emotional skills. This study highlights the importance of promoting social-emotional learning among teachers to create a positive and supportive learning environment that meets the demands of a rapidly changing society.

11:00 - 12:30 | ROOM C

Symposium: Project Positive Attitude: New Challenges, New Interventions

11:00 - 11:25

Developing a program to promote Gender Equity based upon the Social and Emotional Learning framework

V. Sousa[1], M.I. Marchante[2], V. Coelho[1]

[1]Académico de Torres Vedras, Portugal
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Gender Equality was defined as the 5th goal (out of 17) in the UN sustainable development agenda for 2030, and today, there are worldwide calls for promoting gender equity among children and youth. This study presents the development of a Gender Equity program based upon the Social and Emotional Learning framework, as well as its effects on their attitudes towards gender roles. Four-hundred-forty-one upper middle school students (7th–9th grades) participated in the program, of which 51.5% were boys. Attitudes towards gender roles were assessed at the beginning and at the end of the program. A repeated measures analysis of variance showed that students became less stereotypical in their attitudes towards gender roles. The results also showed that girls displayed less stereotypical attitudes towards gender roles and that also progressed more positively. Lessons for the field and further developments will be discussed.

Supporting students during the "silent" transition: Preliminary results of the Transition3 school adjustment program

M.I. Marchante[1], V. Coelho[2], V. Sousa[2]

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In Portugal, little attention is paid to the transition from lower to upper middle school, because students usually remain in the same schools. Unlike the transition from elementary to lower middle school, interventions designed to support this transition are very rare, probably because this is a specific feature of the Portuguese Educational System. This study presents the development and preliminary results of Transition3, a program to support the transition from lower to upper middle school in Portugal. Five-hundred-eighty-nine middle school students (6th grade at Time1) participated in the study, of which 51.8% were boys. Growth curve analysis showed that, by the end the of their first year in upper middle school, students who participated in the program displayed more positive trajectories in self-esteem and self-control that control group students. The results also showed students who participated in the program displayed more positive perceptions of teacher-student relationships and fairness of rules (two dimensions of school climate) than control group students girls. Therefore, the results support the effectiveness of the Transition3 school adjustment program. Lessons for the field and further developments will also be discussed.

Project Positive Attitude: An Overview of the Project's Participation in the Gulbenkian Academies of Knowledge Academy Initiative

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From 2018 to 2022, the Calouste Gulbenkian Foundation launched a national initiative, the Gulbenkian Academies of Knowledge (GAK) designed to sponsor initiatives that promoted social and emotional development. Half of the sponsored Academies were supposed to replicate blueprint programs.The Positive Attitude Upper Middle School (PAUMS) program was chosen as a reference methodology and replicated in six sites nationwide. This poster analyzes the main results and the process and the results of PAUMS in this national initiative.

The total participants of the studies reported in this presentation were 2261 upper middle school students (7th – 9th graders; Mage = 13.29; 51.1% boys), of which 893 composed the control group. The sample included 17 schools in 7 different locations in Portugal, where the PAUMS SEL program was implemented. Assessment was implemented in the beginning and end of the program, through self and teacher-reports (n=107).

Although the self- and teacher results showed that the PAUMS SEL program was effective in enhancing self-control, social awareness, relationship skills, the results for the Academies which were implementing the program for the first time were less positive than for the other schools. The poster will analyze and contrast the full results from the self- and teacher reports

Papers session 7.1

8:30 - 8:45

Supporting the mental health of children and young people in transition: the use of projective techniques in applied practice

E. NiChinneide[1], A. Reynolds[2], Z. Ahmed[1]

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Many practitioners supporting children and young people's (CYP's) personal, social and emotional development are concerned by declining well-being in childhood and adolescence and the increased demand for psychological services for students with social, emotional and mental health (SEMH) needs. Further complicating this decline is the seismic impact of the Covid pandemic and other socio-political changes on schools and communities. To meet these SEMH needs effectively (especially during such unstable times), practitioners need to first understand them. More importantly, practitioners also need to understand how CYP themselves make meaning of them. Psychological theories, especially those applicable to exploring experiences that evoke strong emotions, are vital. This workshop will describe one such theory-informed approach: a collaborative approach to SEMH assessment at times of transition. Specifically, we will explore a novel use of projective techniques (PTs). Alongside casework accounts that illustrate how PTs can be used to enhance engagement, insight and intervention personalization, opportunities to try out some of the techniques will be offered. Strengths and limitations of PTs, as well as suggestions for future developments in this area, will be thought about together.

Systematic Review of Early Literacy Interventions within Tiered Frameworks: Closing the Gap Between Research and Practice

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Tiered frameworks are commonly used to identify young children in need of early literacy intervention (e.g., Lonigan & Phillips, 2016). This emphasis on early literacy is not surprising due to research outlining the relationship between early literacy development and later reading achievement (National Early Literacy Panel, 2008). While previous studies indicate improved outcomes (e.g., Kaminski & Powell-Smith, 2017; Goldstein et al., 2016) there are many unanswered questions regarding the characteristics of early literacy interventions implemented with young children within tiered frameworks. The current study examined the empirical literature to better understand the methodological features of early literacy interventions conducted within tiered frameworks in early childhood programs. Utilizing the PRISMA framework (Page et al., 2021) to guide the systematic review, results revealed 16 studies. The following implications for school psychologists in preschool settings will be discussed:
• Prevalent use of research staff for interventions may increase treatment fidelity but may also limit capacity-building within early childhood personnel. Intervention designers should involve practitioners in decision-making and as interventionists as often as possible.
•Significant variability in diagnostic methods used to identify young children for interventions. Understanding the rationale regarding identification approaches may be an area of expertise school psychologists can offer preschool personnel.

Impact of Gender-Inclusive Pedagogies for strengthening Student's sense of belonging: A cross-country study of Bangladesh, Bhutan, Nepal, Timor-Leste and Vietnam

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The study is part of a large cross-country project aims to understand how Gender and Inclusive Pedagogical (GIP) approach impact on student participation and learning achievement at Secondary School during the pandemic and beyond. The study employed several dimensions to understand the impact. One of the dimensions is to see what extent the GIP approach change school culture. It is assumed that the measure of students' sense of belonging to school may indicate how the GIP approach make students find themselves more included, accepted and belonged. As part of the original project, the measure of sense of belonging to school is to be conducted before (baseline) and after (endline) GIP teacher training intervention, a 4-tier teacher training package provided to the experimental schools. The measure is quantitative in nature and employs Psychological Sense of School Membership (PSSM) scale (Goodenow, 1993) to measure students' sense of belonging to school. A total of 12,533 (Girl-51.74%) students participated from 120 schools of five countries including Bangladesh, Bhutan, Nepal, Timor-Leste, and Vietnam. The key policy implication of the research on teacher education programs is the application of gender and inclusive pedagogy training model to raise student sense of belonging and decrease sense of exclusion.

The relationship of subjective well-being and self-efficacy with academic achievement of fourth grade children: A moderation effect

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Students' well-being is of high value and a focus of modern education. Numerous studies show a weak but stable relationship between well-being and academic achievement (Bücker et al., 2018). In addition, students' perceived ability to perform academic tasks, or self-efficacy (Bandura, 2005) predicts academic success across subjects and age groups (Schunk & DiBenedetto, 2016). There is a relationship between subjective well-being (SWB) and self-efficacy, and research evidence demonstrates a moderation effect of self-efficacy on SWB and other variables (Cespedes et al., 2021). This study tests the hypothesis of a moderation effect of self-efficacy on SWB and academic performance. The sample includes 2,204 fourth grade students (50% girls). SWB is measured by Russian version of Brief Adolescents' SWB in School Scale (Tian et al., 2015; adaptation by Kanonire et al., 2020). Self-efficacy in mathematics and reading is measured by Self-efficacy Scale (Akhmedjanova, in progress). Math and reading performance is measured by standardized test PROGRESS (Federiakin, et al. 2021). All instruments show appropriate psychometric properties. Regression (OLS) analysis shows a weak but statistically significant positive relationship between SWB and test scores in math and reading, which is moderated by students' self-efficacy. The practical implications to improve SWB will be discussed.

PARENTAL INVOLVEMENT THROUGH THE LENS OF U.S. LATINO AND ASIAN IMMIGRANT AND REFUGEE PARENTS: A SCOPING REVIEW

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Strong parental involvement has been linked to many benefits, such as social-emotional health and academic achievement. Past research has shown that immigrant Latino and Asian populations in the United States have comparable school and familial partnerships yet varying student educational outcomes. This study explores how parental involvement has been conceptualized regarding immigrant Latino and Asian populations in the United States. A broad literature search was conducted using the key concepts, and related terms, of "parental involvement", "latino", "asian", and "immigrant." The search used three electronic databases: ERIC, APA PsycInfo, and Education Research Complete which yielded 44 articles in which parental involvement was operationally, conceptually, and/or theoretically defined. This scoping review categorizes and analyzes conceptualized definitions to help determine population-specific educational impact. Preliminary results of the review indicate a pattern of cultural differences, language barriers, and low socioeconomic status serving as barriers to parental involvement for some Latino and Asian immigrant families. Proposed implications of these results include increasing cultural competence for school staff to adapt to changing times and fostering school community collaboration to yield increased levels of parental involvement and improve student outcomes.

Keywords: parental involvement, immigrant parents, refugee parents, Latino families, Asian families, education

9:45 - 10:00

Family Language policies: giving the floor to plurilingual parents.

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Family language policies concern how languages are managed, learned, and negotiated within multilingual family contexts in relation to linguistic beliefs and ideologies.

The present study is part of an ongoing project run in 20 kindergartens in Bologna, including 180 bilingual families with 4 and 5 years old children. 74 of these families have been involved in a semi-structured interview to investigate family language policies and to assess the policies' impact on both the parental sense of competence and children's language learning.

Data were transcribed and analyzed thematically. This talk will focus on two results. The first refers to the interviewees' attitudes and opinions about child language brokering, which occurs when children act as linguistic mediators in the relationship between their language-minority parents and the dominant sociolinguistic context, like the school one. The second regards how, according to the parents, the educational and social context influences each family's decision to speak their L1 vs L2 at home. Considering these variables might frame pluringualism as deeply rooted in the interaction between the linguistic, psychological, and social fields.

Papers session 7.2

8:30 - 8:45

The cognitive profile of preschoolers at risk for dyslexia and ADHD

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Dyslexia and ADHD co-occur frequently and may affect children before diagnosis. Therefore, early identification of at-risk children is crucial to mitigate the risk of poor school performance and socio-emotional problems. Unfortunately, our understanding of the cognitive predictors of co-occurring dyslexia and ADHD is limited, making it challenging to provide adequate support. To this end, our research aimed to identify potential cognitive precursors of co-occurring dyslexia and ADHD. We compared the broad cognitive profile (i.e., phonological skills, executive functions, and processing speed) of 117 preschoolers at cognitive risk for dyslexia (through a phonological skills screening) and/or at behavioral risk for ADHD (through a standardized questionnaire), to the profile of typically developing preschoolers (n = 48). Results revealed that children at risk for dyslexia (irrespective of ADHD risk) performed lowest on phonological skills (of course, we identified dyslexia risk on this basis), executive functions, and processing speed. In addition, children at risk for ADHD showed executive deficits, but only when they were also at risk for dyslexia. Conclusively, ADHD risk did not influence the cognitive profile, but dyslexia risk did. These findings highlight the specific vulnerabilities of children at risk for co-occurring dyslexia and ADHD and emphasize the importance of early identification.

School Psychologists perceived efficacy in promoting Inclusive Education

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Since 1990, with the United Nations Education for All movement, Inclusive Education has been on the agenda of most educational systems worldwide. However, national and international studies showed that school psychologists tend to adopt traditional roles of assessment and intervention, contributing only to a limited extent to promoting inclusive education systems. In this context, this study aimed to characterise which professional practices school psychologists consider more effective in promoting inclusive education. The participants were 464 school psychologists with 1 to 42 years of professional experience. A 68-item online survey was used. Answers were factor analysed, and four domains were identified. Organised in descending order of perceived effectiveness, the factors were: a) supporting families; b) students' assessment and counselling; c) supporting teachers; and d) supporting other school staff. These results suggest that school psychologists tend to adopt a more traditional role within a deficit-oriented model and recognise, to a lesser extent, the work with other school members. Taken together: if school psychologists want to play a significant role in promoting inclusive education and the well-being of school communities, they must elect inclusive education as a priority for their practice.

Teachers' experiences of supporting the psychological and learning needs of children in care: Implications for educational psychology practice

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[2]University College, Ireland

Children in (out-of-home) care constitute a specific group of vulnerable learners (Gypen et al., 2017; O'Higgins, 2018), and their life chances may be improved through supporting their educational progress (Cullen et al., 2021). Understanding the experiences of teachers, in supporting children in care in the school context, is therefore important. In this qualitative study, semi-structured interviews were undertaken with nine educators working in post-primary schools in the Republic of Ireland. Interviews explored educators' perspectives on the educational and psychological needs of children in care, and their experiences of support and consultation approaches when working with external agencies. Through reflexive thematic analysis of the interview data, the following themes were identified: systemic factors (views of children in care, influences of biological family/lack of consistency and/or with external agencies), psychological factors (emotive nature of teaching role, lack of supervision support) and the importance of the 'one good adult'. Implications for educational psychology are outlined in terms of systems consultations and application of psychological problem-solving frameworks.

Teaching assistants in inclusive classrooms: boundary brokers and resources

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Globally inclusive education is seen as a principle that welcomes diversity among all learners. It not only advocates access, but more specifically participation and success in education for everyone. To become a reality, schools and teachers must be supported to teach a diverse range of learners. In South Africa mainstream schools are developed and supported to function as full-service that provide inclusive schooling to children from local communities, including those with low and moderate learning needs. Teaching assistants are employed to support teachers; however, their roles and responsibilities are not clear. Using Cultural-historical activity theory, we designed an interpretive case study to explore the roles and experiences of teaching assistants in full-service schools. We purposefully selected eight participants from three schools and the local district. The analysis of the in-depth interview transcripts and documents revealed that teaching assistants are perceived as valuable assets when there is a good relationship with clear communication and co-operation. Assistants learn from experience and modelling and act as boundary brokers between the systems. Psychologists involved in school development should facilitate clarification of assistants' value, roles and responsibilities, cultivate a collaborative culture and shared vision, and include them in professional development activities to build support capacity.

First Language Advantage and Disadvantage in the Literacy Skills of Bilingual Children with Attention Deficit Hyperactivity Disorder

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Among bilingual children, compared to those who read and write in their second language (L2), children who read and write in their first language (L1) may have better literacy skills, such as larger vocabularies, better phonological decoding skills, better reading comprehension, and better spelling, showing a first language advantage. Little is known whether this is the case for children with Attention Deficit Hyperactivity Disorder (ADHD). The current study examined this question by comparing primary school children with ADHD whose L1 was English with those whose L2 was English. Two groups of children were matched in terms of age, diagnosis, working memory, fluid reasoning, and processing speed. Preliminary results have shown first language advantages in vocabulary, reading comprehension and phonological decoding, but a first language disadvantage in spelling. The potential mechanisms and implications on intervention are discussed.

Papers session 7.3

8:30 - 8:45

Differences in Middle School Adjustment Between Children Living in Institutional Foster Care and Those Living With Parents

V. Legkauskas[1], S. Davidonienė[1]

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A study was conducted in order to investigate whether there are differences in school adjustment between children living in institutional foster care and those living with parents. To avoid possible confounding influences of school type and quality, a sample for the present study was selected from the same middle school in Lithuania, which attended by both children living in institutional foster care and those living with their parents. The sample consisted 171 children, including 129 children living with parents (75 girls and 54 boys) and 42 children living in institutional foster care (24 girls and 18 boys).

School adjustment measures included Social School Adjustment Scale and Problem Behavior Scale developed by Legkauskas (2000), School Anxiety Scale developped by Lyneham, Street, Abbott, and Rapee (2008), as well as a grade point average used as a measure of academic adjustment.

Results of the study revealed that there were no statistically significant differences in social school adjustment and school anxiety scores between children living in institutional foster care and children living with their parents. However, results also indicated that children living in institutional foster care had significantly lower academic achievement and exhibited more problem behaviors than those living with parents.

Affirming as Trans and Non-Binary in Educational Contexts: Challenges and Opportunities from an Activist's Perspective

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[1]University of Bologna, Italy
[2]Università di Bologna, Italy

Among marginalized groups, trans and non-binary (TENBY) youth face unique challenges, especially in educational contexts, which are often hostile environments characterized by exclusion, ignorance, and discrimination. This research sought to investigate the challenges experienced in the Italian educational context, giving voice to TENBY activists. We collected 15 interviews exploring participants' perceptions of barriers and spaces for improvement in educational contexts. Results showed that schools proved to be hostile and discriminatory environments for TENBY identities, identifying critical pitfalls of the educational system, such as episodes of macro- and micro-aggressions, lack of adequate knowledge and capability of teachers and school staff to work with TENBY students, and a tendency to erase LGBTQIA+ culture-related content from the curricula. Participants reported individual and collective forms of activism, with the effort to adapt and transform educational contexts into welcoming spaces for gender identity exploration and identification. Activism was perceived as stemming from a feeling of responsibility to act for the well-being and recognition of the TENBY community. Practical implications for school community practices and policies are proposed, informed by participants' academic and activist experience.

Supporting Gender and Sexually Diverse Immigrants and Children of Immigrants in Schools

J. Brown[1], J. Lehal[1], I. Flores[1]

[1]San Diego State University, USA

International patterns of migration continue to bring increasing numbers of students who are immigrants or children of immigrants (e.g. Baas, 2019). While some research has focused on these immigrant communities, less attention has been paid to intersectional intersectional identities such as immigrant students who are also gender and sexually diverse (GSD). These students face hostile environments by systems that contain xenophobic, racist, cissexist and heterosexist discrimination (e.g. Lee, 2020). The paper presentation will discuss a current study, in progress, and set to be completed in June 2023, that uses qualitative, semi-structured interview methods to investigate the experiences of these students in high school and university, with participants who are 18-21 years old and are either first or second generation immigrants to the United States. The results will be discussed within a wider context of their relationships with their or their parents' place of birth. The paper will also discuss the authors' previous studies on ethnic identity and sexual orientation identity to frame the results. Finally, it will discuss recommendations that school psychologists can use to support these students and their families, while asking how school psychologists internationally are incorporating the implications of international migration into their everyday practice.

9:15 - 9:30

Social Justice and Youth Development: A systematic review.

C. Compare[1], C. Albanesi[2]

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[2]Università di Bologna, Italy

Younger generations are often viewed as culturally homogenous and having fixed identities (Council et al., 2020), leading researchers and policymakers to adopt two approaches in addressing their developmental needs: problem-based and possibility-based approaches (Cammarota, 2011). However, a social justice perspective has been proposed to move beyond viewing youth as problems to fix or as problem-solvers. Social justice is a multi-level construct grounded in sociohistorical, cultural, and political contexts. It can be defined as an equitable distribution of burdens, power, resources, and rights according to people's needs, power, and ability to express their needs (Prilleltensky, 2001).

Although there is a growing body of research on the adoption of social justice lenses to inform and guide youth development, no systematic review has been conducted. The current paper aims to review published articles on the topic by conducting a systematic review following the rigorous PRISMA protocol (Moher et al., 2009; Gehad et al., 2019) to answer questions about the characteristics of empirical studies on the topic. A search on the most frequently used databases (Web of Science and Scopus) using the formula "social justice" AND "youth development" yielded 240 results, with 84 duplicates. Results and areas for future research will be discussed.

Anti-racist practice and equity of access within school psychology service referrals

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The Black Lives Matter movement has gained traction across the world, especially in the UK due to factors including the identification of health inequalities during the Covid-19 pandemic for those from Black and Asian heritages. This has galvanised action relating to anti-racism in the UK, with school psychologists (SPs) challenging and reflecting on the 'whiteness' of psychology, and the impact on their practice. The use of referral data is a valuable resource for identifying inequalities, developing anti-racist practice and becoming culturally responsive to the communities within which SPs work.

This action research project explored how SPs within one urban UK service used referral data to develop anti-racist practice and to meet the needs of young people within the community. The Research and Development in Organisations (RADIO) model was used to identify key foci and implement cycles of action and critical reflection, through a series of co-contracted cycles of data collection.

The findings suggest potential inequalities in the delivery of service when compared to the broader demographic. They highlight the need for developing robust data collection processes and culturally responsive practices for the contracting of work to ensure informed consent. Implications for practice locally and internationally will be considered.

Care, protection, and education status of sex workers' children: A study of three largest brothels in Bangladesh

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[3]IML, University of Dhaka, Bangladesh

Children of sex workers, who were already at the risk of access to quality education, care and protection services, are antiticipated to have been further impacted by COVID-19 outbreak. The present study is part of a large baseline study examined care, protection, and education services of children of sex workers in the three largest brothels in Bangladesh. The study employed a mixed-methods research design and collected data from 327 children (231 children of sex worker and 96 children from the adjunct community). The findings demonstrate that physical assault, sexual harassment and emotional violence are pervasive forms of exploitation and excessively affect girl children. A significant number of children remained out of school and are at high risk of involved in crime, drug abuse, and human trafficking. Poverty, unfavorable educational and administrative process (birth documentation papers, social stigma) and child labor are major factors preventing the children's participation in the mainstream education system. The study suggests that training on protection and care, administrative supports to school enrolment and additional financial interventions should be prioritized.

8:30 - 10:00 | ROOM L

Papers session 7.4

8:30 - 8:45

Mutual Trust Between Parents and Teachers: How It Relates to Children's Learning During Transition to Grade 1?

G. Silinskas[1], S. Raižienė[2]

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[2]Vilnius University, Lithuania

We investigated the reciprocal longitudinal associations between parents' trust in teachers, teachers' trust in parents, and children's learning (task persistence and math performance). Lithuanian children (n=350), their parents and teachers were assessed three times: end of kindergarten, the beginning of Grade 1, and the end of Grade 1. At each time point, children's math performance was tested; children's task persistence during testing sessions was observed; parents answered questionnaires about their trust in children's teacher; and teachers answered questionnaires about their trust in their students' parents. First, the results suggested that Grade 1 teachers evaluate their trust in students' parents based on children's performance at the start of Grade 1, whereas by the end of Grade 1 (after getting to know students and their parents better), teachers reevaluate their trust based on children's task persistence (i.e., how much children try to complete even difficult tasks, not their performance). Second, in kindergarten, parents tend to trust their children's kindergarten teachers, but this does not promote children's learning. However, in Grade 1, teachers' trust in parents positively predicted children's task persistence. In sum, parent–teacher collaboration and trust need to be encouraged as they play a crucial role in promoting positive learning outcomes.

Parental control in student homework: the role of parental negative emotions and perceived child efficacy

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Parental control (PC) in student homework has been associated with negative outcomes as opposed to the positive ones of parental support of children's autonomy. The study investigated the dynamics of PC during homework, that is whether there are different levels of PC that may be associated with more or less negative outcomes. These changes in the magnitude of PC may occur longitudinally depending on how parents' negative emotions during homework and their perceptions of their child's academic efficacy develop over time. The Complex Dynamical System framework was adopted to test this research question. Panel data from parents (N=296) of elementary school children were collected at four-time points measuring their homework involvement, emotions during homework, and perceptions of their child's academic efficacy. Cusp catastrophe models were tested in the four data series with PC as the dependent variable. Parental negative emotions acted as bifurcation factor, that is, beyond a threshold value, PC becomes unstable oscillating between high and low control, introducing nonlinearity and uncertainty in the system. Similar results were found for perceived child efficacy. The findings will be discussed in light of current evidence about parental involvement in homework and implications for parents and school psychologists will be pointed out.

Influence of parent-teacher relationship on the learning attitude of primary school students in China: A latent growth model study

X. Zhou[1], Q. He[2], Y. Bian[1, 3]

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[2]Beijing Chen Jinglun Middle School Jiaming Branch, China
[3]Child and Family Education Research Center of Beijing Normal University, China

The parent-teacher relationship, as the link between families and schools, is very important to children. However, in many empirical studies, its effects are not always positive and effective due to its intricate connotation and the differences of socio-cultural environments. Especially, in China with rapid development, urban and rural areas present different patterns. How the parent-teacher relationship is there, and its relationship with children's development have not been studied.

This study aimed to examine the impact of teacher-student relationship on the learning attitude of primary school students in China through a longitudinal study by multigroup latent growth curve models. We conducted a follow-up survey of 1548 fourth-grade primary school students and their parents from 2 cities for a period of 3 years.

We found a decline only in the rural students' learning attitude although the uptrend was seen in parent-teacher contact and relationship quality for all students. More importantly, relationship quality has a different effect on the development of learning attitude, rather than the frequency of contact.

These provide evidence that the positive role of relationship quality far outweighs the contact, especially in rural areas, which may bring enlightenment to the intervention.

Listening to British Asian parents of autistic children: an action research project

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Six parents of autistic children (four British Pakistani and two British Bangladeshi) attending a mainstream primary school in the north of England took part in an action research project. Over a series of focus groups, participants agreed on the research focus and methods. The two research questions were: how much do you feel part of the whole school community? and how could more communication and collaboration between parents and staff be facilitated? Parents reported that they felt more part of the community of staff and children, but less part of the community of parents. Parents and researchers created a guidance document for the school. It recommended: information on autism to be included in the school welcome pack; parent support groups; parent champions to liaise between staff and parents; more meetings between parents and staff; information and training about autism for staff, parents and children; regular coffee mornings for parents; communication between staff; recognition of parents as experts on their child; and support for siblings. Actions for the short, medium and long term were agreed with school leaders, put into place and evaluated. The research has implications for how education professionals can support and work with Asian parents of autistic children.

Teacher Collaboration for Supporting Young Multilingual Learners

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In many states in the U.S., teachers receive limited preservice preparation for supporting multilingual learners. Many teachers report feeling unprepared to support their students' language, cultures, and immigration experiences. Using a randomized control trial, we evaluated the efficacy of the BELLA teacher professional learning (PL) program for improving K-1 teachers' literacy instructional practices, collaboration, and use of cultural wealth in the classroom for Latinx multilingual learners (MLs). In this study, 45 teachers from 12 elementary schools participated in the year-long PL program for working with multilingual learners. The PL had a significant impact on their use of high-impact instructional strategies. We found that teachers in the PL group were significantly more likely to report intentional collaboration with the ESL teachers with a very large effect size of 4.59 on our researcher-adapted measure. While teachers' report of their frequency of collaboration only approached significance, there was a large effect size of 3.69. Effective and ongoing collaboration requires regularly scheduled opportunities for collaboration between classroom and ESL teachers and a culture of collaboration at the school.

Papers session 7.5

8:30 - 8:45

Improving Educator Wellbeing through a Participatory Approach

L. Sanetti[1]

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Chronic teacher stress is associated with health problems, poor job performance, and poor student outcomes across countries. Poor well-being is a primary driver of teachers leaving the profession for reasons other than retirement, resulting in teacher shortages. When offered, well-being promotion programs are typically top-down, teacher-focused, and largely ineffective. This presentation will review implementation of a participatory approach, called the Healthy Worker Participatory Program (HWPP), in two elementary schools. At each school, 7-12 teachers participated in focus groups; the principal and 2-3 additional school personnel served on the Steering Committee (SC); and 7-8 teachers served on the Design Team (DT). Using anonymous survey data from their colleagues, each DT identified top concerns, their root causes, and potential solutions. The SC reviewed and selected solutions and then implemented and evaluated them. Focus group data informed the survey. Survey results indicated over 75% of teachers each school experienced high levels of stress and burnout. Top concerns were related to communication, student behavior, and workload. Interventions suggested by the DT were adopted by the SC; implementation was variable across interventions. Pilot data suggest that with adaptation, the HWPP can align with school-based practices, but some limitations to process, installation will also be discussed.

One School District's Approach to Fostering the Well Being and Humanity of all Children through Collaborative Systemic and Cultural Shifts

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In this workshop, we will discuss an intentional coupled approach for shifting school beliefs, cultures, and systems to ensure the well-being of all students is collectively prioritized and practiced. When school psychologists are forced to battle systemic and cultural barriers, identifying and intervening with students' mental health concerns are often compromised, placing students at risk. Prioritizing students' mental health must be integrated into the strategic planning and aligned with the core values of the district. This systemic and cultural shifting work requires collaboration between district leadership and school personnel. Through this intentional coupled approach, we can understand the true impact we have on our students and assess the interdependencies between the humanity and instruction work we provide as educational institutions. A School Psychologist and Chief Strategy Officer for a large school district in Colorado, USA will share this approach, utilizing both top-down and bottom-up strategies in the systemic and cultural shifting work to foster the social emotional needs of all children. Participants will have time to reflect on their own districts' practices and take tangible ideas they can use in their schools to improve the ability of all school personnel working with children to be responsive to mental health needs.

Implementation of the CASEL SEL Framework in Latin America: Cultural and Linguistic Considerations

B. Kelley[1]

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Social-emotional learning (SEL) is becoming integral to education throughout the world (Taylor et al., 2017). Research demonstrates that schoolwide SEL promotes a broad range of positive social, behavioral, and academic outcomes for all students (Mahoney et al., 2018). In the wake of the global COVID-19 pandemic and ongoing school violence, the need for SEL in educational contexts has never been greater. Though the international demand for quality SEL programming is increasing at an unprecedented pace, little research has been devoted to determining the cross-cultural validity of leading SEL frameworks such as CASEL. In the current study, focus groups were conducted with key stakeholders at a bilingual school in Guayaquil, Ecuador to ascertain the appropriateness of the CASEL framework for their context and potential adaptations for increasing its cultural relevancy. Findings and implications of this study will be provided to better understand cultural and linguistic considerations for implementing the CASEL framework internationally.

Social Support Resources Impacts on Undergraduate Students' Success

J. Berry[1], D. Scott[1], L. Woods[1]

[1]Bowie State University, USA

Many factors influence student success such as social support which are learning environments outside of formal classroom learning such as peer leaders, mentor programs, extracurricular activities, and organizations. On the other hand, self-efficacy, and resilience have shown a positively correlation with social support that impacts student success. Previous research addresses that social support resources, self-efficacy, and resilience influence student success but not particularly at an HBCU (Bell, Winkle-Wagner, Buzzetto-Hollywood, & Akkaraju, 2019). However, the purpose of this study is to determine if students who attend a historically black college university that have previously received social support resources are more likely to have a high self-efficacy, resilience, and a higher GPA compared to students who have not taken advantage of resources. This research study is important because it can demonstrate that social support resources can impact students' retention rate while they matriculate through college. Therefore, the current research question is as follows: Do social support, self-efficacy, and resilience influence and impact student success? It is hypothesized that students who have used social support resources at an HBCU would improve their student success.

9:30 - 9:45

Early Intervention to Support the Well-Being of School Communities: The School Psychologist's Role

C. Perkins[1], A. Meyers[2], C. Beacham[1], B. Contreras[2], L. Munoz[2], K. LeShoure[3], J. Towner[2]

[1]Georgia State University, USA
[2]Illinois State University, USA
[3]Heartland Head Start, USA

Systematic support in early childhood is essential to build human health and capacity across the lifespan (Silver and Singer, 2014). Despite the evidence, 43% of children under age 5 in low- and middle-income countries (LMICs) are estimated to be at risk of not reaching their developmental potential (Black et al., 2017). The World Health Organization (WHO) Nurturing Care Framework outlines five strategic actions that stress investing in early intervention, focusing on families and their communities, strengthening services, monitoring progress, and using data to innovate programming for early childhood. This is consistent with a public health approach to school psychology (Strein et al., 2003).

While school psychology has historically focused efforts on school-age youth and families, emerging initiatives focus on service delivery for infants and toddlers to maximize resources for community health and well-being. School psychologists can support early interventionists to promote the health and well-being of infants and young children and maximize their school readiness. This presentation will propose a culturally responsive, prevention-focused consultation approach informed by public health principles, as a core component of addressing the well-being of school communities. Implications for school psychologists supporting early development (prenatal-3) will be discussed with examples from school psychology training and supervision.

"It hurts to give up a child who has been given up": School-counselors' perspectives on their support for foster-care children

S. Awwad-Tabry[1], I. Levkovich[2], B.H. Shachoach[1]

[1]Oranim Academic College of Education, Israel
[2]Oranim College of Education, Israel

School counselors play a very important role in safeguarding the mental health of students, including those from unique backgrounds such as out-of-home placements and foster care. This qualitative study examines how 17 elementary school counselors perceive their role with foster children. Data were collected using semi-structured interviews. Thematic analysis yielded three main themes: (1) School counselors shy away from providing deep therapy. (2) School counselors often cope with professional and ethical dilemmas between having to report to authorities about foster families' domestic maltreatment and maintaining positive working relationships with these families and the children. (3) They have a prevailing admiration for the foster parents. Despite the study limitations, we recommend the development of comprehensive training for elementary school counselors in the field of foster care to enhance their efficacy in supporting foster-children. Also, school counselors must be cognizant of the boundaries and limitations of their role. In addition, creating a professional peer groups of school counselors could be a vital resource to enhance their self-efficacy. Finally, collaboration between school counselors and the school's educational staff upon the entry of a new foster child is encouraged to facilitate the child's adjustment and enhance communication with foster parents, families, and connected caregivers.

8:30 - 10:00 | ROOM P

Roudtable

8:30 - 9:30

Global Challenges in Promoting the Well-Being and Resilience of Parents within the School Communities.

A. Matsopoulos[1, 2], A. Loutsiou[3]

[1]University of Crete, Greece
[2]University of Crere Research Center (UCRC), Greece
[3]University of Cyprus, Cyprus

Organized by ISPA's "Parent Education and Family Resilience" Interest Group (PAR.E.FA.RE) (see http://www.ispaweb.org/committees/parent-education-and-family-resilience/ for more info)

This roundtable discussion is the annual meeting of the PAR.E.FA.RE interest group and is open to ALL conference attendees. The group was established in 2017 as a forum that allows school psychologists and other related professionals, trainers, and researchers in the field of parent education and family resilience to share ideas about leveraging empirically validated research and parent and family empowerment methods to benefit the development and learning of children around the world.

One of the main objectives of the roundtable is to highlight arising needs within the field, facilitate networking among participants with shared interests, and encourage the exchange of ideas, concerns, materials, and good practices as they relate to strengthening children through parent education and family resilience especially during times of crisis. Participants are invited to share challenges and best practices from around the world focused on parental well being and resilience in the school and in the family environment especially during times of crises. The discussion will explore interest among participants in creating a partnership to launch a new International Parental Resilience Research Project.

Workshop

8:30 - 10:00

Promoting Student Well-Being in Schools: An Introduction to a Tier 2 Positive Psychology Intervention for Early Adolescents

S. Fefer[1]

[1]University of Massachusetts Amherst, USA

There is a need for school-based interventions that target student well-being because students with low psychopathology and elevated subjective well-being (SWB) have the best academic and social outcomes (Suldo & Doll, 2021). Attendees will be introduced to the Well-Being Promotion Program (WBPP), a positive psychology intervention (Suldo, 2016) shown to improve student SWB when implemented in middle schools (Roth et al., 2017; Suldo et al., 2014).

The WBPP is a small group counseling program with 10 weekly sessions that teach students nine activities to increase their SWB (e.g., gratitude journaling or optimistic thinking). There is also a caregiver component which includes an initial information session and weekly session review handouts that suggest ways to practice skills between sessions. Monthly follow-up sessions aim to maintain skills over time and reinforce use of positive activities.

The WBPP lessons described in the intervention manual will be introduced (Suldo, 2016), along with tips for how to effectively bring this Tier 2 program into schools. Participants will learn: (1) tools and processes for well-being screening to identify students, (2) considerations for the logistics of intervention delivery in schools, and (3) methods to monitor fidelity and effectiveness. Attendees will practice positive activities and review intervention materials.

Papers session 8.1

11:00 - 11:15

The relationship between school atmosphere, school connectedness, affective school engagement, and adolescents' smartphone and social media problematic use

P. Bozzato[1], E. Corradi[1]

[1]University of Insubria, Italy

Adolescents and young adults are the most vulnerable population for developing problematic smartphone and social media use, with negative consequences for their mental health and well-being. How students perceive the school ambiance is likely to be a key factor of potential risk and protection for adolescents' problematic use of smartphones and social media, but more scientific evidence is needed. To investigate the links between problematic smartphone/social media use and school atmosphere, school connectedness, and school affective engagement, 529 Italian high school students were surveyed. To analyze the collected data, statistical methods such as Pearson correlation coefficient and multiple regression analysis were used. The findings of the study revealed that all the variables were significantly correlated and there was a negative correlation between smartphone/social media use and school atmosphere, school connectedness, and affective school engagement. Among the predictor variables, school atmosphere and connectedness were the unique predictors both of problematic smartphone and social media use. Longitudinal research should be employed to confirm these findings and provide evidence for directionality. Education of media use in school in combination with adolescents feeling comfortable in their class may play an important role in preventing problematic smartphone and social media use.

11:15 - 11:30

The Role of After School Programs in Academic Achievement

J. Holstead[1]

[1]University of Wisconsin - Green Bay, USA

This paper presents results from the state-wide research analysis of the 21st Century Community Learning Centers after school program. Academic achievement results from 150 after school programs will be shared, documenting the role after school can play as an important intervention for youth most in need. The role after school plays in academic achievement will be discussed. Practical applications will be discussed, as well as limitations in the field of after school. Participants will leave with increased knowledge of out-of-school time programs, ways schools can leverage funds to create such programs, and the benefits of participation.

11:30 - 11:45

How the attribution of success and failure to ability relate to math anxiety?

G. Pajor[1]

[1]Eötvös Loránd University of Sciences, Hungary

Many students suffer from math anxiety, which can lead to low achievement, although most of them do not lack the abilities to perform much better (eg. Beilock and Willingham, 2014). We set out to investigate on a sample of high school students (N=675, grades 9, 10, 11) how achievement attributions (Weiner, 1986) and different mindsets (Dweck, 1999) with respect to mathematics relate to math anxiety.

The Success-Failure Attribution Questionnaire (SFAQ) measures attributions of success and failure to controllable and non-controllable causes. The investigation of the relationships between attributions, mindsets and math anxiety reveal that the strongest predictor of math anxiety is the attribution of failure to internal, non-controllable cause, which is ability. Although there seems to be a weak significant negative correlation between math anxiety and growth mindset (r=-,153, p<,001) the direct effect of mindset disappears when attributions are added to the regression model.

Our findings show that when the student is successful attributions to ability reduce the level of math anxiety and increase achievement level. However, if the student fails, attributions to ability increase the level of anxiety. Also, if the student is more likely to have a growth mindset, attribution of failure to ability decreases.

Title: Cognitive, Behavioral and Language Effects of a Mechanical Horse-Riding Simulator (MHS) for Children with Autism: How Can it Help?

R. Coleman[1], J. Ivey[1]

[1]Baylor University, USA

Equine-assisted services (EAS), specifically those that utilize equine movement as part of therapy, appear to benefit children with autism through improvements in self-confidence, sensory integration, social behavior, gross motor skills, and balance. Though the mechanism of therapy using equine movement is unclear, transference of the complex, three-dimensional equine motion patterns to the rider is believed to stimulate sensory and motor interconnection. A mechanical horse-riding simulator (MHS) was developed to accurately reproduce the complex motion patterns experienced when horse riding. This study used a randomized crossover design in which participants completed 10 treatment sessions of 20 minutes on a moving MHS and 5 control sessions of 20 minutes on a stationary MHS.

This study investigated and quantified effects of riding the MHS in conjunction with cognitive activities as an intervention for children with autism. We aimed to determine the extent to which the MHS motion affected behavior, motor coordination, and language. A full battery of assessments included balance, cognition, as well as behavior and language skills. Behavior and language assessments included: the Vineland-3, GARS-3, BASC-3, PPVT-4, EVT-3, and CELF-5. Results will be discussed that will include balance, behavior and language outcomes.

12:00 - 12:15

Physical Functioning and Comorbid Mental Health Status of Chronically Ill Parents on Adolescents' Academic Achievement and Psychological Adjustment

C.Y. Chen[1]

[1]Queens College of CUNY, USA

Emerging research suggests that physically ill parents' psychological adjustment to illness and emotional well-being may affect adolescents' psychosocial functioning. As people with chronic medical conditions often develop psychological and mental disorders, it is important to examine the influence of comorbidity of parental physical and mental health conditions on adolescents' functioning. In addition, the physical and mental health status of the spouses/partners of chronically ill parents needs to be explored to further understand the potential impact of parental chronic illness on adolescents' psychological distress and academic performance. Cross-sectional data from 164 parent-adolescent pairs were collected through online surveys in the United States. Hierarchical regression analyses indicated that comorbid mental illness of parental chronic illness and spousal mental health status were associated with adolescents' distress. The level of physical functioning of chronically ill parents was related to adolescents' academic performance. The results suggest that parental chronic illness appears to affect adolescents' psychological and academic outcomes through distinct pathways. It is important to examine comorbid mental health status of parental chronic illness and their spouses'/partners' mental health conditions to better understand the impact of parental chronic illness on adolescents' psychological adjustment.

11:00 - 12:30 | ROOM E

Papers session 8.2

11:00 - 11:15

Executive functions, Emotional regulation, Self-regulated learning and Psychosocial adjustment in Greek primary school.

G. Penekeli[1], V. Giannouli[1]

[1]University of Macedonia, Greece

Executive functions and emotional regulation play an important role in children's academic and social skills. Self -regulated learning and psychosocial adjustment help managing emotional reactions and social behavour. In this study we investigate the longitudinal relationship of executive functions with emotional regulation, self-regulated learning and psychosocial adjustment of 70 typically developing students and 50 students with SLD, who attend the last three classes of the Greek primary school. These relationships have not been examined in depth so far. The research is a longitudinal study, which is still ongoing, and includes 3 time phases with the administration of the research tools (individual and group administration) taking place at three different time points. Statistical analyzes at the level of comparisons/ correlations/ and investigating the predictability of dependent and independent variables will be performed. Data collection is still in progress and results will be presented during ISPA. The conduct of the doctoral research is approved from the Ministry of Education and Religious Affairs in Greece. The study of the factors mentioned above seems to be of the utmost importance for the development of effective and efficient interventions.

Key words: Specific Learning Disorders, executive functions, emotional regulation, self-regulated learning, psychosocial adjustment

Mathematics Anxiety in greek primary school students in Grades 4-6. Does the usage of New Technologies help to cure it?

G. Penekeli[1], E. Avgerinos[2]

[1]University of Macedonia, Greece
[2]University of the Aegean, Greece

A large proportion of students have serious negative emotional reactions to mathematics. These emotional problems can lead to performance difficulties and/or can become barriers that discourage students from further mathematics education, even if their performance is good. It becomes clear that reducing MA symptoms and through the use of new technologies can be a relevant approach to support children's mathematical development.The purpose of the present research is to study the latest developments on math anxiety and negative satellite emotions for math in male and female students in the Greek primary school grades 4 to 6. In addition, to examine whether the use of New Technologies - with the use of dynamic geometry software - can help to eliminate mathematical anxiety in primary school students. The approach to the subject was carried out through empirical quantitative investigation. Quantitative analysis was carried out in combination with qualitative analysis with semi-structured interview. In the applicability of the
research, the results will be valuable for educational designers when designing appropriate applications or software in mathematics, in order to incorporate appropriate technologies to facilitate students' learning motivation in mathematics, especially for students with high anxiety.

Key-words: intervention, GSP, mathematics anxiety, new technologies, primary school

Exploring the role of cultural factors in adolescents' resilience and sense of loneliness: The mediating effect of perceptions of friendship

P. Lianos[1], A. Lampropoulou[2], C. Hatzichristou[2]

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

Adolescents experience friendship as a mutual relationship with peers. Especially, for adolescents originating from diverse cultural backgrounds peer relations tend to be more challenging in part due to different values and perspectives. The purpose of this study is to investigate the association of adolescents' perception of friendship with individual and context psychological variables, such as the sense of loneliness, resilience, and parents' cultural background (Greek, Greek/foreign, foreign same, foreign mixed). The sample of the study consisted of 814 junior-high-school and high-school students (50% girls; mean age 15.71 SD 1.52). Students completed the McGill Friendship Questionnaire-Friend's Functions, the UCLA Loneliness Scale (Version 3), and a demographic survey. Conditional process analyses indicated that the overall moderated mediation model was supported. Loneliness correlated with resilience and friendship dimensions. Adolescents with parents of mixed foreign cultural backgrounds reported lower levels of friendship dimensions and higher levels of loneliness. The relationship between students' resilience and sense of loneliness was mediated by friendship dimensions and moderated by parents' cultural background. The importance of investigating the role of acculturation practices in high school students' social adjustment is discussed.

The Activity Theory approach to evaluate the impact of interventions in educational contexts

E. Mazzoni[1], A. Caviglia[2], E. Leone[1], E. Calderia[1], M. Benvenuti[1]

[1]University of Bologna, Italy
[2]Università di Bologna, Italy

The "Connessioni Educative" project (Educational Connections) aims at promoting innovative intervention systems to contrast educational poverty among minors, starting from individual (the minor) and considering also life and familiar contexts. The idea is to create a new educative alliance between different subjects such as family, school, services, belonging communities), by promoting and empowering formal and informal networks of relations (connections). Specifically, the project is thought to intervene in three principal contexts: 1) the school; 2) the social services system; 2) the environment.

To evaluate the impact of the different interventions, the adopted approach refers to Activity Theory. AT allows us to represent and describe each human activity system (such as a classroom or a lesson) in its principal aspects (subject, object, instruments, community, labor division, and norms) to achieve specific outcomes. Contradictions (e.g. the introduction of new norms or new technological artifacts that change the previous practices) and interventions to find a new balance within an activity system are the motor of the development of each human systems of activity.

This proposal discusses effectiveness and critical aspects in the use of Activity Theory approach in analyzing interventions in educational contexts such as that of the "Connessioni Educative" project.

The Roles of Supports for Organization and Planning Skills in the Academic Achievement of Middle Adolescent Youth

C. Somers[1], B. Karanfili[1, 2], J. Porcaro[1, 3]

[1]Wayne State University, USA
[2]Hutchison & Associates, USA
[3]Dexter Community Schools, USA

The purpose of the current study was to examine organizational, planning, and other intrapersonal variables for their influence on the academic achievement of youth in the middle adolescent/middle school years. Participants were 240 6th-8th graders in the Midwestern USA. Using Hierarchical Linear Regression analysis, we explored whether student organizational/academic practices uniquely predicted achievement, and whether intrapersonal variables (engagement, metacognition, and student organization/academic practices) moderated relationships between contextual factors (parent, teacher, and peer support) and achievement. Findings suggest that when school engagement becomes primary focus, versus only remediating metacognitive/ organizational weaknesses, this can pave a more accessible path for educators and parents to teach other essential skills for student success. Further, analyzed specific teacher, parent, and student organizational behaviors to determine which types of help and from whom mattered most. The findings reveal several important ideas for educating middle adolescent youth in ways that they need. The applications for school psychologists are strong. These findings, connected in with prior literature and knowledge about the increased demands for metacognition and executive functioning in middle adolescence, can be used to inform school psychologists' interventions with teachers, parents, and youth themselves. These implications and applications will be discussed in detail.

A longitudinal study on the role of cognitive/metacognitive/emotional factors in learning English as 2nd language at primary school.

E. Trotta[1], A. Bonvino[1], M. Cottini[2], P. Palladino[1]

[1]University of Foggia, Italy
[2]Free University of Bozen, Italy

Learning a second language (L2) is mainly aimed at university students and/or adults, despite it brings with it several advantages since primary school. This is a part of a larger project on learning English as a second language (L2) in Italian primary schools. The purpose of this study is to assess which factors (ie, cognitive, metacognitive, and emotional) influence L2 learning in a national sample of primary school students, involving children in northern and southern Italy in second and third grade. We assessed English vocabulary, cognitive and metacognitive skills, and the achievement emotions related to English as L2 in three different periods of two academic years: a baseline (T0) in the middle of the academic year, a second phase (T1) at the end of the same year, and a follow up (T2) at the beginning of the second quarter of the following academic year. Results highlighted relationships between English vocabulary and memory skills (Short-term and phonological), metacognitive monitoring and control and emotional variables (anxiety, happiness, and boredom). In line with the CVT theory of Pekrun (2006), this study shows that emotions are important for learning English as second language since primary school in addition to cognitive and metacognitive factors.

Papers session 8.3

11:00 - 11:15

Augmented Reality and cognitive load: the story of an announced relationship?

V. Candido[1], A. Cattaneo[1]

[1]SFUVET (Swiss Federal University for Vocational Education and Training), Switzerland

Augmented reality (AR) offers the possibility to display real and virtual objects simultaneously to support learning. In Hand-Held AR (HH-AR) the virtual elements are displayed on a smartphone, while in Head-Mounted Display (HMD) AR elements are displayed via a wearable device. Cognitive load (CL) can explain learning results: high levels of CL can predict poor results in learning. The Cognitive Theory of Multimedia Leaning (CTML) gives indications on how to reduce CL when designing multimedia interfaces. AR literature shows mixed results for CL but there are still few studies reporting an application developed in full compliancy with CTML. For this reason, we developed an ad hoc application for both HH-AR and HMD-AR according to CTML; the same content was also shown in a video. Our aim was to check if CL levels differ between AR and traditional media. To manipulate CL levels we used a visuospatial task with 88 participants who completed a protocol in three phases: familiarization, learning and performance (retention and transfer). CL was measured after each phase. Results show that CL and performances don't change using different technologies when CTML is correctly applied. When properly used, CTML supports the development of AR application to support learning.

Developing students' digital competence concerns how technology is integrated in classroom learning activities

C. Antonietti[1, 2], M. Schmitz[2], T. Consoli[2], A. Cattaneo[1], P. Gonon[2], D. Petko[2]

[1]Swiss Federal University for Vocational Education and Training (SFUVET), Switzerland
[2]University of Zurich, Switzerland

Digital competence (DC) is important for effective participation in the digital world, career success and overall well-being. Therefore, the school should help students develop their DC by integrating technology into teaching-and-learning activities in a meaningful way. However, which technology-supported learning activities effectively contribute to the development of DC remains unclear. Thus, we investigated the relationship between the implementation of four different technology-supported learning activities (receptive, active, constructive and collaborative) by 2248 teachers and the self-assessed DC of 8867 students. Data were collected through an online survey administered in 107 schools and we applied a multilevel analysis approach.

The results revealed a positive and significant association between the use of technology in constructive (e.g., creating new knowledge, problem solving) and collaborative (e.g., group work) learning activities and students' high level of DC, which was not the case for receptive (e.g., listening to a presentation) and simple active (e.g., copy-paste, drag-and-drop exercises) activities. Teachers could help students develop their DC by providing them the opportunity to work with technology on collaborative projects and assignments requiring students to create new resources and materials that go beyond imparted knowledge, rather than using technology only to present learning content or for manipulative activities.

Children digital media use in Greece: the effects of parental mediation strategies on young children's social-emotional development

A. Psalti[1], K. Zafiropoulos[1]

[1]University of Macedonia, Greece

The relation between digital media use by young children and parents' role has attracted researchers' attention. However, most studies have focused on the effect this relation has on children's cognitive and language development. This study explores the impact of the strategies that parents employ to mediate their children's digital media use on social-emotional outcomes. One hundred and three parents of children aged 3-5 from all over Greece completed an online questionnaire that measures children media use, parental mediation strategies, and children's social-emotional outcomes. Regression models with mediation and moderation variables were used. Direct effects indicate that greek parents play a decisive role in the development of young children's digital experience. A parent group variable ("digital" and "non-digital") was formed after applying cluster analysis on several variables concerning parent use of digital media and practices, and served as a moderator. For "non-digital" parents, restrictive mediation has a statistically significant negative indirect effect on behavioral concerns through children media use while for "digital" parents no statistically significant indirect effect exists. Findings have important implications for the formulation of guidelines and policies about digital media use by children below 5 and for assisting caregivers to become competent mediators of children's media habits.

White Water Writers: A novel way to learn more about young people's views of difference and diversity

Y. Skipper[1], J. Reddington[2]

[1]University of Glasgow, United Kingdom
[2]eQuality Time, United Kingdom

White Water Writers (WWW) is a psychology-based intervention which gives groups of young people the opportunity to collaboratively, plan, write and publish their own full-length novel in just one week. Groups of up to 10 work together to plot their novel, design characters, collaboratively write the text of the novel, proofread it and publish it. The authors receive professionally printed copies of their novel and the books are put for sale online, we also host a book signing event. Our research shows that WWW enhances literacy, aspiration, soft skills and creates a more positive self-concept.

The project is also an innovative research method, allowing us to explore people's views of important issues. We have recently received funding to create 10 novels in disadvantaged schools across Glasgow. We will be inviting our writers to create characters who are different from them in some way and novels which explore diversity, difference, prejudice and integration. We are collecting quantitative and qualitative data, exploring the impact of the project on participants' empathy and understanding of others. We will also thematically analyse the novels to explore how young people understand these topics. In our presentation we will share these findings.

'Being a Lerner' - Exploring the perspectives of Irish children on being a learner

S. Parkinson[1], S. Gleasure[1]

[1]Mary Immaculate College, Univeristy of Limerick, Ireland

'Being a learner' is proposed as a key competency in the re-developed primary curriculum (NCCA, 2023).Effective learners need to be able to articulate what it is to be a learner – the language, skills, strategies and processes involved in being a learner.This study explored what sense children make of themselves as learners.Three specific research questions were explored using survey methodology including Myself as a Learner Scale (MALS;Burden 1998):What awareness do children have of who they are as learners/How do children view the three Rs of learning: Learner Recognition, Responsibility and Reflection/What understanding do children have of language, skills and strategies for learning to learn? 136 students aged 10-12 years participated. Three one-way analyses of variance (ANOVA) were conducted to determine the if a difference existed between average MALS scores and demographic items for gender, age, and class-level using IBM SPSS software.Amongst findings, it was established that Irish students had lower perceptions of themselves as learners (M=68.8) than previously standardised MALS data (M=71; Burden, 1998).Three one-way analyses of variance (ANOVA) were conducted to determine the if a difference existed between average MALS scores and demographic items for gender, age, and class-level using IBM SPSS software.Findings from the study are discussed.

12:15 - 12:30

The role of personality and academic motivation in predicting academic achievement and the mediating role of Soft Skills

M.M. Kontoroucha[1], P. Dimitropoulou[2]

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

This study examines the effects of personality traits, academic motivation, and the mediating role of Soft Skills, on the GPA of senior year undergraduate students from different disciplines and universities in Greece. The sample consists of a total of 162 students aged 21-29 years. The students had moderate scores on mastery of Soft Skills, moderate to high scores on intrinsic and extrinsic motivation, and low scores on amotivation, while the majority reported being open to new experiences and few had high scores on neuroticism. After statistical analysis of the data, we concluded that the majority of the research hypotheses were confirmed. Statistically significant relationships were found between all variables. Conscientiousness, openness to experience, and intrinsic motivation were the only variables with a statistically significant relationship with GPA. Soft skills significantly mediated the relationship between conscientiousness and intrinsic motivation on students' GPA. When all variables were included in the predictive multiple regression model, resilience emerged as the variable with the greatest predictive power negatively affecting GPA, while self-determination was the largest positive predictor of GPA. In summary, this study underscores the importance of soft skills in predicting the academic course, by highlighting their mediating role.

11:00 - 12:30 | ROOM H

Roundtable

11:00 - 12:30

The Future of International School Psychology: A Dialogue of the 2023 Futures Conference at ISPA

C. Hatzichristou[1], T. Hughes[2], S. Song[3], C. Malone[4], S. Jimerson[5]

[1]National and Kapodistrian University of Athens, Greece
[2]Duquesne University, USA
[3]University Of Nevada, USA
[4]Howard University, USA
[5]University of California, Santa Barbara, USA

In 2002 the national and international school psychology organizations held a conference to discuss the future of school psychology. Now called the Futures Conference, which has been held every 10 years.

One of the major outcomes of the first conference was the formation the School Psychology Leadership Roundtable (SPLR), where leaders from the various constituent organizations come together annually to communicate, combine efforts where possible, and promote positive outcomes for children, families and schools. SPLR also serves to organize, monitor and facilitate the implementation of the specific goals outlined by the Futures conference. The next Futures Conference will kick off in May of 2023 (delayed due to COVID-19). This Futures Conference has a series of events both in-person and on-line to highlight how the field is committed to helping all children.

The goal of the roundtable is to hear how the Futures Conference's focus on social justice is conceptualized by a US audience and how those same efforts can be shaped to match the priorities of ISPA members. This roundtable discussion is meant to be interactive; questions are welcomed. Presenters will address: graduate students, graduate training, professional practice and advocacy.

11:00 - 12:30 | ROOM I

Roundtable

11:00 - 12:30

Using power of relationship to strengthen psychological resilience to confront continuously unstable social and political life in Lithuania

Z. Arlauskaite[1, 2], U. Binkauskas[3], E. Grigiene[1]

[1]Vilnius Zirmunu Gymnasium, Lithuania
[2]Committee of educational psychology in Lithuanian association of psychologists, Lithuania
[3]Vilnius University, Lithuania

In our roundtable discussion we will discuss about tools Lithuanian educators are using in schools and non - governmental organizations to deal with long lasting anxiety and psychological instability due to Russia – Ukraine war and its negative effects on different aspects of social and political life.
During this year we found out that the most valuable and effective intervention was the ability to maintain mutually positive relationships between: supportive educators and children; and between children in different youth groups.
We will focus on sharing practical work experience in maintaining relationships by working with different groups of children: from local psychologically and economically wealthy families; local marginal families; from families of migrants and refugees.
We also present research made in Vilnius Zirmunai gymnasium which reveals importance of close and safe relationship between an educator and adolescents. Good relationship with a teacher has a strong significant correlation with the factor of a student's good emotional well-being in the community, also it is a key predictor of a student's autonomous learning motivation.
In discussion we will invite participants to share their experience in fostering nurturing relationships by formal and informal educational means in different communities and educational settings.

Workshop

11:00 - 12:30

Calling for Action: We need Trauma-Informed Education NOW

L. Murphy[1]

[1]Miami University of Ohio, USA

Studies on adverse childhood experiences (ACEs) suggest that they affect a child's brain development, but how big of an event does it take to change or alter a child's brain? Will small, seemingly insignificant daily stress, for a long period, have the same impact?

The nervous system advances through sensitive periods, a temporary window of time when the brain dynamically changes and has heightened plasticity, and is particularly receptive to environmental influences. These changes then are gradually hardwired to become a network which cannot be easily or fundamentally altered once the critical period has closed.

Why NOW? To name a few, COVID, urban trauma, school shootings, and global political climate. Perseverative cognition is a mediating process manifested in phenomena such as worry, rumination, and anticipatory stress. Examples of these types of stressors include worrying that family members might get sick, not having lunch money, observing someone of your race being racially discriminated against, practicing school shooting drills, or the daily worry of deportation.

This workshop is not offering a solution. These problems are systemic and require effort from every level. As an educator, we can offer help, one child at a time. That will be through trauma-informed education.

Roundtable

11:00 - 12:30

Re-thinking Parent Involvement in Schools for the Inclusion of Children with Special Educational Needs during COVID-19.

H. Petrakos[1], S. Musacchio[1], S. Trigonakis[1]

[1]Concordia University, Canada

The COVID-19 pandemic period challenged families with children with special needs in different ways. The isolation from school and friends, lack of socialization, and changes in academic instruction and daily routines impacted children and their families. In addition, a lack of educational services, and online distance learning activities contributed to parental load and stress (Averett, 2021; Novianti & Garzia, 2020). Parents were less likely to feel that they had the relevant skills to provide academic support for their children at a time when academic support from their school was also lacking. The proposed roundtable discussion will apply Hoover-Dempsey et al.'s (2005) theory to provide a framework for working with parents and their children. The three components include: parents' role construction, parents' sense of efficacy, and parents' perceptions of invitations and opportunities to be involved. The discussion will address the following questions: 1) What are the professional implications for school psychologists who mediate between home and school to support children with special needs during the pandemic (e.g., Song et al., 2021)? 2) How might a model of family involvement include parents' perceptions of their role, their sense of efficacy, and their opportunities and invitations for their involvement?

Roundtable

11:00 - 12:30

Responsibly Introducing Students to Multicultural Assessment: Essential Considerations

A. Sims[1]

[1]Tulane University, USA

This round table discussion is intended to bring those who teach assessment at the graduate level together to discuss essential topics in assessment surrounding diverse populations. This round table discussion may also be helpful for those in current practice who with to share and learn resources pertaining to multicultural assessment.

Objectives:

Participants will be able to identify why knowledge of multicultural assessment is an essential competency within cognitive, academic, social, and emotional assessment within the context of schools, given the biased history of cognitive assessment and diverse populations with whom many school psychologists currently work.
Participants will identify essential reading in planning their course and to assign within their course.
Participants will integrate a new essential practice into their course.
Participants will engage in a syllabus share.
Participants will identify an accountability partner and adhere to a group timeline for goals above.

Roudtable

11:00 - 12:30

School psychologists in a changing world. How should they be trained?

A. Moè[1], H. Bakker[2], M. McClain[3], R. Hönlein[4], A. Matsopoulos[5], M.C. Matteucci[6]

[1]University of Padua, Italy
[2]Utrecht university, Netherlands
[3]Indiana University, USA
[4]State school psychologist in Munich, Germany
[5]University of Crete, Greece
[6]University of Bologna, Italy

School psychologists are required to deal with a really demanding set of requests, among them fostering positive attitudes, develop resources and soft skills, prevent disease and intervene to curb frequent problems such as bullying or test anxiety as well as to favor well-being and relationships in the whole school community. This means they should be very familiar with assessment and intervention tools aimed at addressing successfully these issues and favor a positive school climate. Moreover, they themselves should be flexible and have a thoughtful knowledge of the school system so that to be able to develop interventions, initiatives and programs tailored on the specific needs of the students, teachers, parents and staff of the specific context. This emphasize the importance of their training. Worldwide there are large differences on the timing, the length and the contents of curricula aimed to empower school psychologists with instruments and intervention programs to face the most important and frequent issues they will probably encounter. This round table will shed light on which abilities should be taught to future school psychologists and how this training should be developed to make them prepared at best for their important role in a changing world.

14:30 - 16:00 | ROOM C

Workshop

14:30 - 16:00

Cross-border school consultation with marginalized populations

C. O'Neal[1], S.C. Tan[2]

[1]University of Maryland, College Park, USA
[2]University of Tennessee Knoxville, USA

The goal of this workshop is to describe skills and give an overview of theoretical models and empirical studies which can be used to guide cross-border, transcultural school consultation with marginalized populations. Models to be covered are participatory culture-specific and consultee-centered consultations integrated with decolonizing approaches. Empirical research reviewed includes our and others' consultation research with refugee and internally displaced teachers in refugee transit countries (e.g., Malaysia, Kenya). Skills addressed include partnership development; pre-consultation formative research; social justice advocacy; group training; consultation skills; as well as problem identification, intervention development, and progress monitoring in the context of transnational school consultation. Expected learning outcomes are the development of skills and knowledge around school consultation across borders with marginalized communities.

14:30 - 16:00 | ROOM D

Workshop

14:30 - 16:00

Investigating teacher-students interactions in school with MICRO (Mixed Interval Class Room Observation)

F. Sulla[1]

[1]University of Foggia, Italy

The MICRO (Apter, 2016) is a paper-pencil tool that entails a repeated timed observation being made of a sample of five randomly chosen students in a class. Observations are alternated with recordings of teacher verbal behaviour, and a series of other variables in a classroom. The students are observed as being on-task or off-task. It can be used both in primary and secondary schools' classroom. This makes the MICRO a versatile assessment tool of teacher-pupils interactions. School psychologists may utilise it in order to collect evidence based information on the behaviour of one student or an entire classroom; the verbal interaction of teachers and pupils. Even after a short 20-minute observation, the psychologists may provide the school with recommendation based on data. Moreover, repeated observation of the same class/student/teacher using the MICRO can be used to compare data before and after an intervention that teachers, educators, or the psychologists themselves might want to implement in that classroom and/or school.
Participants to the workshop will be provided with all the materials needed to implement the use of the MICRO in their daily practice in schools. All they need to bring in class is a pen and the stopwatch of their smartphone.

Workshop

14:30 - 16:00

Effective Delivery of School Psychology Telehealth Services

D. Florell[1]

[1]Eastern Kentucky University, USA

The pandemic was the first introduction for many school psychologists of remote telehealth service delivery. Telehealth services are broadly defined as using technology that can provide assessment and therapeutic services over distance. Over the past few years, telehealth services have rapidly advanced and promise to offer another way for school psychologists to provide services. This session starts with an overview of the continuum of telehealth services and how various technologies can be incorporated into services. It will then address issues such as how to set up teleconferencing platforms and address privacy and access issues. The session will move on to more advanced content, including conducting assessments, counseling, and supervising others within a remote context. By the end, participants are expected to be more knowledgeable of best practices in the use of videoconference platforms. They will be able to identify other technologies like smartphone apps and wearables that can be applied in therapeutic services. Finally, participants will be able to identify various counseling approaches that are effective via telehealth.

14:30 - 16:00 | ROOM F

Workshop

14:30 - 16:00

Teachers' mental health and wellbeing Project Phase 2: Conducting and Analyzing Teacher Interviews and Ecomaps

K. Varjas[1], B. Nastasi[2], R. Serrão[3], S. Mendes[4], B. Martinsone[5], C. Lorig[1], L. farina[2], O. Palikara[6], c. jones[6]

[1]Georgia State University, USA

[2]Tulane University, USA

[3]Universidade Catolica, Portugal

[4]Universidade Lusíada do Porto (Norte), Agrupamento de Escolas Gaia Nascente, Portugal

[5]University of Latvia, Latvia

[6]University of Warwick, United Kingdom

The teachers' mental health and wellbeing project aims to collect quantitative (Phase 1) and qualitative (Phase 2) data to understand work conditions, stressors, supports, coping strategies and challenges for teachers during the COVID-19 pandemic from 30 countries. This workshop will focus on Phase 2 which is conducting and analyzing teacher group interviews and an ecomap activity. Presenters will demonstrate each data collection strategy with attendees. Presenters will introduce the deductive-inductive coding process that will be used to analyze the teacher interviews and ecomap stories. Attendees will then apply codes to the deidentified data collected from various countries. Deductive codes include valued competencies, adjustment difficulties, stressors, supports and social resources, reaction to stressors and supports, socialization practices and the definition of psychological well-being. Inductive codes are derived from the voices of the participants (i.e., emic/culture-specific). Research teams from Latvia and Portugal will present their recruitment strategies, data collection (including tips for researchers), translation process, data analysis and preliminary findings. Expected Learning Outcomes: School psychologists (SPs) will be able to conduct the teacher interviews and the ecomap activity. SPs will be able to apply the coding process to their data. SPs will learn about the larger project and how they can participate.

14:30 - 16:00 | ROOM H

Workshop

14:30 - 16:00

Demystifying Exposure & Response Prevention Therapy in Schools for OCD and Other Fear-Related Disorders

L. Purvis[1], B. Woods[1]

[1]University of Florida, USA

School psychologists are typically taught therapeutic approaches in one course during their graduate career and have limited training in applied counseling techniques, yet since the COVID-19 pandemic the need for mental health therapy in youth have exacerbated. This presentation seeks to improve the skillset of current practitioners by providing an in-depth overview of Exposure & Response Prevention (ERP) therapy implementation procedures and tailoring its use from clinical to school settings. Diagnostic criterion for disorders most successfully treated with ERP will be provided along with literature discussing the ethics of ERP techniques in youth. Participants will be exposed to the ERP process (e.g., identification of OCD type, creation of fear hierarchy, coping strategies, progress monitoring techniques, exposure implementation) through case studies to assist in the practical application in schools. Attending this workshop will allow participants to 1) identify assessments tools given to youth presenting with anxiety, 2) apply a manualized approach to ERP in schools, and 3) navigate ethical barriers when providing ERP to youth with religious, violent, or sexual forms of OCD.

Workshop

14:30 - 16:00

What is CRT? Protecting The Integrity of Evaluation Procedures by: Correcting CRT Myths, Self-Exploration, and Applying Effective Conflict Resolution Strategies

C. Belin[1], T. Lewis[2]

[1]Lapont Assessment & Counseling, LLC, USA
[2]American Arbitration Association, USA

What does Critical Race Theory (CRT) really mean? Why is CRT controversial? How do CRT distortions affect children? What is the school psychologist's role in supporting minoritized students when confronted with CRT related issues? How does one's worldview of CRT contribute to successful outcomes during the evaluation process? How can school psychologists defuse potential disagreements in professional settings?

Because school psychologists are ethically obligated to address and acknowledge ethnic, cultural, racial, and linguistic issues during the evaluation process, the purpose of this workshop is to provide attendees with an accurate definition of CRT and how one's understanding of CRT contributes to positive student well-being throughout and beyond evaluation processes.

With psychoeducational evaluations in mind, the objective of this interactive workshop is to correct common myths about CRT. A didactic case study will invite attendees to explore their respective worldviews, and provide attendees with evidence-based literature reviews of why in evaluative settings, one's awareness of historical discrimination serves an essential protective factor that promotes successful socio-emotional, and educational outcomes among minoritized youth. Attendees will leave with a tool kit of effective communication and conflict management response strategies for application in team meetings where potentially uncomfortable discussions regarding CRT may arise.

Workshop

14:30 - 16:00

Service-Learning in School Psychology: A chance to Transform Education while Empowering Students?

C. Albanesi[1], C. Compare[2]

[1]Università di Bologna, Italy
[2]University of Bologna, Italy

Service-learning (SL) is an educational approach that combines community service with class-based learning to benefit both students and the community (Bringle & Hatcher, 1995). It meets the needs identified by community stakeholders through university partnerships and fosters a deeper understanding of social problems, enabling students to identify, frame, and resolve them as citizens in their communities (Eyler, 2002). It has been implemented in primary, secondary, and tertiary educational levels and is recognised as a solid approach to support social justice, civic attitudes, and the acquisition of transversal competencies, offering real-world learning opportunities.

The workshop will present the potential of service-learning in underpinning the quality of participation experience among students, fostering greater levels of positive classroom climate, school well-being, self-assessment capacity, and students' empowerment. Additionally, reflections on the application of SL to nurture the acquisition and deployment of transversal competencies will be offered.

Through the workshop, participants will acquire knowledge of the SL approach and perspectives to capitalise on SL to meet school psychology's mission in addressing students' needs and learn practical strategies to integrate SL into their practice, gain insight into best practices for community partnerships, and develop a deeper understanding of the impact of SL on student outcomes.

14:30 - 16:00 | ROOM M

Workshop

14:30 - 16:00

Knowledge Mobilization: Stepping into Interdependent and Relational Space Using Co-Creation

Y. Skipper[1], D. Pepler[2]

[1]University of Glasgow, United Kingdom
[2]York University, United Kingdom

In recent years, there has been a growing interest in using co-creation approaches, with academics and partners working together to create research and interventions to achieve impact. Action research typically starts with the question 'how can we improve this situation?' and then co-creates knowledge with and not on or for people. This approach contrasts with conventional approaches in which academics create knowledge and then disseminate it to users.

The co-creative approach involves a shift in academics' thinking and approaches. The success of co-creation depends on the academic shifting from being self-focussed and independent to being other-focussed and interdependent. In this workshop, we will outline the theoretical background that has informed our thinking and practices related to knowledge mobilization and our novel relational approach. We will illustrate our approach using examples of co-created projects. Participants will then work in small groups to develop their own ideas. By the end of the workshop, participants will have considered:

when a co-creative approach may be useful in their research

who they may want to co-create research with

possible barriers and solutions in co-creation

how we can use digital technology in co-creation

Roundtable

14:30 - 16:00

Creating Student Support Networks through Liberatory Mentoring

C. Malone[1], E. Harper[2], T. Raines[3]

[1]Howard University, USA
[2]University of Texas Southwestern Medical Center, USA
[3]University of Nevada, USA

Mentorship plays a key role in graduate students' professional socialization and career development, and is associated with increased access to opportunities and satisfaction with the graduate school experience. However, there are inequities in graduate students' access to high-quality mentoring. Peer-to-peer mentoring networks based on liberatory mentoring approaches can increase access to mentoring, promote lateral knowledge transfer, and facilitate community building among graduate students. Liberatory mentoring is an anti-oppressive, empowering approach to developing mentoring relationships and environments. Grounded in multicultural, feminist, and ecological theories, liberatory mentoring challenges the hidden hierarchical assumptions embedded in traditional mentor-mentee relationships and instead promotes egalitarian relationships that empower mentees and foster their personal development. The purpose of this roundtable is to discuss common barriers to accessing mentorship, help participants identify their mentorship needs, and share strategies for developing mentoring networks. Based on the relevant scholarship, the roundtable facilitators will provide specific recommendations for using mentoring networks to support graduate students and promote inclusion and retention.

Papers session 9.1

14:30 - 14:45

Enhance Your Cultural Humility: Supporting Migrant Students and Their Families with Greater Effectiveness

D. Diaków[1, 2]

[1]University of Montana, USA
[2]Akademeia High School, Poland

As mental health providers and social justice advocates, school psychologists play a crucial role in creating a welcoming environment for culturally diverse students, including migrants. However, this goal cannot be accomplished without school psychologists' continuous efforts to develop their own sense of cultural humility which is a lifelong process of self-reflection and self-critique.

To enhance school psychologists' cultural humility, this workshop aims to provide participants with an understanding of the cultural humility model and practical strategies to guide the implementation of individual, family, and community-level resources. The workshop will also offer research-based recommendations on how to provide culturally attuned support to migrant youth and their families and create an inclusive school environment.

Expected learning outcomes of the workshop include gaining an understanding of the cultural humility model, developing an enhanced ability to provide culturally sensitive resources to students from diverse backgrounds, and becoming more aware of personal sociocultural biases and learning how to address them.

To achieve these learning outcomes, the workshop will utilize a variety of teaching methods, including didactic presentations, experiential activities, self-reflection exercises, and case studies informed by field experiences in both formal and informal educational settings, such as schools and refugee camps.

14:45 - 15:00

Culture Matching in Counseling in International Schools

C. Delgadillo[1], C. Limbird[1], C. Ugbor[1]

[1]Linden Global Learning & Support Services, Germany

International School Psychologists are committed to being culturally responsive as a pillar of their work with young people. This is core to our work in our infinitely culturally diverse settings. But many of us wonder if there are times when a counselor or psychologist from a similar background might be helpful in certain situations. This session will provide a review of what the research says about the benefits of culture matching in counseling relationships. Looking at all sides of the divergent research we will then examine what conclusions can be drawn for the unique international school psychology and counseling setting. After presenting real-life case studies of culture matching in international settings, we will take time to reflect on our own challenges and successes, and interactively explore ways to improve our intercultural sensitivities. The workshop will be framed from a student perspective and highlight the voices of students in international schools.

15:00 - 15:15

Classroom adjustment among dual language learners: Associations with receptive and expressive language skills in both societal and home languages

S. Halliday[1], A. Jurkic[1], T. Hascher[1]

[1]University of Bern, Switzerland

Dual language learners (DLLs) confront unique challenges in the early childhood classroom. Less advanced societal language skills may have particularly negative effects on children's adjustment. Home language skills may also have an unexplored association with adjustment through social learning in the home. This study tests the relation between receptive and expressive language skills in both the home and societal languages and classroom adjustment, operationalized as engagement and emotional reactivity. The separate effects of both receptive (RLS) and expressive (ELS) language skills are considered.

This growing sample currently consists of 121 DLLs (MAge@T1 = 46.66 months, SDAge@T1=8.94). Language skills in societal and home languages are measured using a picture-choice task (receptive) and picture naming task (expressive). Educators (N=44) from societal-language-based settings report on classroom engagement and emotional reactivity. Preliminary results suggest teachers rate DLLs with higher societal RLS as more engaged and less reactive but DLLs with higher societal ELS as less engaged and more reactive. Home RLS had a marginal positive effect on engagement.

Findings suggest that societal RLS may be more beneficial for DLLs than ELS and that home language RLS may also be relevant for classroom adjustment. Teachers' possible negative perspectives of more expressive DLLs should be considered.

The impact of parental migration on children wellbeing. Exploring the mediating role of resilience and emotional intelligence

A.A. Colomeischi[1]

[1]Stefan cel Mare University of Suceava, Romania

This study sought to examine the mediating effect of resilience and emotional intelligence on the association between parental migration and wellbeing of children and adolescents. Participants included 2466 children of school age from Romania (mean age = 13.76, ± SD = 2.27; 1068 boys and 1398 girls; 1141 originated in urban area and 1325 in rural area; 905 children having migrant parents. The participants filled out measures of wellbeing, resilience and emotional intelligence as trait. The results showed existing differences between children with migrant parents and those without migrant parents, such as the former have lower levels of resilience, emotional intelligence and wellbeing than the children who live together with their parents. Secondly, we tested the parallel mediation model, having two mediators, resilience and wellbeing, and the findings showed that parental migration had significant association with resilience and emotional intelligence but not significant with wellbeing. Both resilience and emotional intelligence are significantly associated with wellbeing and mediated the negative effect of parental migration on children wellbeing.
Overall, results from this study indicate that resilience and emotional intelligence act as mediators between parental migration and children wellbeing and could help to understand the negative effect of parental migration on child wellbeing.

Parental and Teacher Acceptance-Rejection and Victimization in children with and without SEN

Z. Karampini[1], E. Kourkoutas[1]

[1]University of Crete, Greece

The aim of the study is to focus on the complex interactions between perceived relationship quality with parents and teachers, as well as individual psychosocial characteristics and Victimization in children and preadolescents with and without Special Educational Needs (SEN). The participants of the study were 660 students (9 to 12 years old) in Greece, with 112 of them facing SEN. The following tools have been administered: (a) Parental Acceptance-Rejection Questionnaire (Rohner, 2004), (b) Teacher Acceptance-Rejection Questionnaire (TARQ) (Rohner, 2005), and (c) Peer Experiences Questionnaire-PEQ (Vernberg, Jacobs, & Hershberger, 1999). Statistical analyses were conducted by using the Statistical Package for Social Sciences (SPSS, V.22.0) and AMOS (V. 22.0). Results. One of the most significant finding is that perceived absence of paternal warmth /affection and parental hostility are highly associated with perceived teacher hostility/aggression leading to victimization of children with and without SEN. Additionally, students with SEN, who perceive their relationship with father and mother as hostile or rejecting were highly involved in victimization process. Detailed analysis and comparisons of relational patterns with parents and teachers for both groups, and pathways to victimization will be presented. Finally, implications for preventive and intervention strategies are also discussed.

"Sibling voices": The high school experiences of young adults with a sibling affected by depression

I. Levkovich[1], M. Labes[1], S. Awwad-Tabry[2]

[1]Oranim College of Education, Israel
[2]Oranim Academic College of Education, Israel

Background: Siblings of adolescents with depression are at increased risk of mental health problems, as stress and guilt can affect multiple aspects of their lives. The aim of this research was to examine the retrospective experiences of young adults who resided in the same household as a sibling diagnosed with depression during their high school years.

Methods: This qualitative study examined 21 young adults (aged 18–29) who grew up with a sibling with depression. In-depth, semi-structured interviews were conducted.

Results: Three main themes emerged from the interviews: 1) "School as a place of refuge": The perspective of participants who grew up with a sibling with depression regarding their high school experience. 2) "I wanted the adults at school to see me": Relations between research participants and the school educational staff. 3) "I was afraid people would relate to me as the sibling of a crazy person": Participants' relationships with their peers.

Conclusions: The findings point to feelings of being invisible, self-nullification, avoiding sharing with others, and transparency. The participants were afraid that if their peers found out about their sibling they would also be stigmatized and alienated. The study shows that the siblings are in need of support at school.

14:30 - 16:00 | ROOM A

Papers session 9.2

14:30 - 14:45

Psychometric Properties of the Faculty Mindfulness Scale

G. Esat[1], J. Allen[1]

[1]Sam Houston State University, USA

The Faculty Mindfulness Scale (FMS) was developed to measure the interpersonal mindfulness of the faculty as perceived by the students. The interactions with faculty constitute one of the significant factors that influence student thriving. FMS items were tested with the diverse student body of a southern United States university (N = 412). The original 27 items of the scale were administered three times, in two-week cycles. The items were reduced to 17, based on the Principal Component Analysis. The finalized unifactorial scale had an internal consistency between .95 and .96 (Cronbach's α). The test-retest reliability was between .86 and .92 (r). Scale scores were significantly correlated with the sense of belonging to the university (r = .20 - .27), engagement with the university (r = .04 - .17), perception of university climate (r = .23 -.30), and life satisfaction of the students (r = .15 - .21). The next iteration of the study will be conducted across different universities to investigate the equivalence of the factorial structure. FMS can be used to (1) collect student feedback to improve interpersonal interactions, and (2) measure the effectiveness of faculty training programs.

14:45 - 15:00

A Longitudinal Analysis of Learning, Attention, and Behavioural Difficulties in Young Children: A Multifactorial Developmental Perspective

D. Chatzoudi[1,2], T.C. Papadopoulos[1]

[1]Department of Psychology, University of Cyprus, Cyprus
[2]Educational Psychology Service, Ministry of Education, Cyprus

We investigated the risk and protective factors contributing to the manifestation of specific learning disabilities in reading and math, attention deficits, and behaviour difficulties among young children (5-7 years old) longitudinally, adhering to the Multiple Deficit Model within a Developmental Psychopathology framework. A random sample of 256 students attending regular kindergartens and primary schools in Cyprus participated in the study. They were tested on various linguistic and cognitive measures, and their parents and teachers completed questionnaires regarding children's behaviour and aspects of the family and school environment. About 65% of these participants were followed for a second school year (attrition mostly related to the covid-19 pandemic). Structural Equation Modeling (SEM) analysis pointed out how Social, Family, and Cognitive Systems factors contribute to identifying and differential diagnosing learning, attention, and behaviour dysfunctions early in development. Results highlight the significance of a multiple factors developmental perspective in studying learning-associated conditions and rejecting a single-deficit model. The practical relevance of the findings and new opportunities for early screening and interventions are discussed.

15:00 - 15:15

Academic emotions and reading motivation in students with and without Learning Disabilities

D. Filippatou[1], I. Dourou[2]

[1]National and Kapodistrian University of Athens, Greece
[2]NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS, Greece

Reading comprehension is a complex process, which is influenced by cognitive and psycho-emotional factors. The purpose of this study was to investigate how psycho-emotional factors, and more specifically academic emotions and motivation, affect reading comprehension in terms of primary school students with and without LD. In addition, differences in academic emotions were examined in different contexts, such as classroom reading, home study, and reading tests. The sample of the study consisted of 148 students in grades 3, 4, 5 and 6, 51 students with LD and 97 students without LD. The following instruments were used: Academic Emotions Questionnaire - Elementary School (AEQ), Academic Emotions Questionnaire for Preadolescents (AEQ-PA), Reading Motivation Questionnaire (MRQ), Self-Regulation Reading Motivation Questionnaire (SRQ), and a Reading Comprehension Assessment Battery. The results of the study showed significant relationships between motivation, self-regulation and emotions, as well as differences between emotions and motivation of students with and without Learning Disabilities. Finally, with regard to gender and age factors, differences were found in relation to both motivation for reading and emotions. The results of the present study are discussed in terms of developing a school environment that enhance positive academic emotions and intrinsic motivation in reading for all students.

Fostering Psychological Capital in Italian middle school students. Effectiveness of an evidence-based intervention.

F. Floris[1], G. Mazzetti[1], R. Chiesa[1], D. Guglielmi[1]

[1]University of Bologna, Italy

The end of middle school is a crucial step for Italian students, as they are faced with the choice of the high school they'll attend, with significant implications for their educational experience and academic success. Based on evidence suggesting the role of Psychological Capital dimensions (i.e., self-efficacy, optimism, resilience, and hope) in fostering students' well-being and performance (e.g., Finch et al, 2020; Van Ryzin, 2011), we implemented and evaluated an intervention among 14 middle schools from Northern Italy including 4 sessions aimed at increasing their Psychological Capital.

In order to evaluate the program's effectiveness, pre- and post-intervention measures of students' PsyCap were taken from both intervention (N = 601) and control (N = 343) groups. Comparison between groups revealed that students taking part in the intervention scored significantly higher in all dimensions of PsyCap ($t = 23.96$, $p < .000$) at the end of the intervention, when compared to the control group.

According to the obtained results, we maintain that the intervention presented is a valid tool to support the development of Psychological Capital among middle-school students, which has become even more relevant after the hardships presented by the Covid-19 pandemic.

15:30 - 15:45

Disrupting Heteronormativity and Cisnormativity in School Psychology Practice, Training, and Research Workshop

S. Kiperman[1], C. Lorig[2], E. Srisarajivakul[3], K. Varjas[2], T. Hobbs[4], E. Cullen[5]

[1]Wayne State University, USA
[2]Georgia State University, USA
[3]University of Memphis, USA
[4]Northwest Education Services, USA
[5]University of Colorado, Denver, USA

Heteronormativity and cisnormativity (HetCisNorms) are pervasive societal expectations around sexual orientation and gender that emphasize heterosexuality (being attracted to someone of the opposite sex) and cisgender (identifying as one's sex assigned at birth) as standard (Silverman & Baril, 2021). International literature indicates HetCisNorms are a concern across countries and cultures, requiring concerted efforts to undo inflicted harm (Bosia et al., 2020). HetCisNorms are upheld via binary bathrooms and prohibiting use of students' chosen names and pronouns. The stress of HetCisNorms particularly impact youth with diverse sexual orientations and genders (LGBTQ+) via their exacerbated mental health (Kosciw et al., 2019) and academic (Kosciw et al., 2016) outcomes. To resist HetCisNorms, we reference the Adapting Strategies to Promote Implantation Research and Equity (ASPIRE) framework to guide participants in addressing and replacing harmful practice (Gaias et al., 2021). The ASPIRE framework involves (1) identifying underlying assumptions of practice (2) recognizing disparities and associated harm, and (3) proposing strategies to undo identified harm. ASPIRE can be applied across international contexts to meet culture-specific needs. Participants will learn what HetCisNorms are, how they function in schools and communities, their impact on LGBTQ+ community members, and how to prevent ongoing harm via applying the ASPIRE framework.

14:30 - 16:00 | ROOM B

Roundtable

14:30 - 16:00

ISPA European committee meeting

Z. Arlauskaite[1,2], E. Grigiene[1], V. LE MEZEC[3], U. Binkauskas[4]

[1]Vilnius Zirmunu Gymnasium, Lithuania
[2]Committee of Educational psychology in Lithuanian association of psychologists, Lithuania
[3]AFPEN, France
[4]Vilnius University, Lithuania

The aim of this round table discussion - to meet school psychologists from Europe, to share professional situation, to raise actual questions, discuss the ways to solve the common problems. We expect that participants will bring and talk about sensitive topics in the countries, share their experience and good good practices.

10:00 - 11:00 | GROUND FLOOR HALLWAY

COFFEE BREAK / Posters presentation

10:00 - 10:15

Technology-Supported Implementation of an Interdependent Group Contingency Intervention for Classroom Behavior Management

R. Yu[1], A. Haddock[2]

[1]University of California, Riverside, USA
[2]Clark University, USA

The Good Behavior Game (GBG) is an interdependent group-oriented contingency management system that has been successfully used in school settings to promote positive student behaviors. As a classroom management intervention, it has proven to be effective for increasing desirable classroom behaviors and decreasing problem behaviors across a range of student populations. Recent studies have also demonstrated that a positive reinforcement-focused version of the GBG can be successfully implemented with the use of a software application. The purpose of this poster is to provide a brief overview of the GBG and its evidence base and describe the steps for implementing the GBG with a freely available software application for classroom management.

Time Keeps Slipping Away: Reflections on a Small Group Executive Functioning Intervention in a Secondary School

E. Klein[1], B. Townsend[1], R. Silver[2]

[1]Red Clay Consolidated School District, Wilmington, DE, USA
[2]Red Clay Consolidated School District, Wilmington, DE/University of Delaware, USA

As secondary students are returning to traditional school settings following the COVID-19 pandemic, many may be out of practice or ill-equipped to balance the organizational demands of grade-level coursework, homework, extra-curricular activities, and family/community activities. This school year, concerns about work completion and difficulties prioritizing tasks were noted in nearly every referral we received to our building MTSS team, as well as in nearly every initial referral for special education services or other disability-related accommodations. In this session, we will review an action research project - a pilot program we developed as part of our MTSS to improve the time management of students in grades 6-12. Data on the program's efficacy will be shared, as well as implications for practice.

Developing zines as an engagement tool to promote emotional literacy in primary school pupils.

J. Kane[1], M. Gray[1], P. Patterson[1], H. Tuomainen[2]

[1]Birmingham Women's and Children's NHS Foundation Trust, United Kingdom
[2]University of Warwick, United Kingdom

Rationale:
Zines ('zeens') provide a versatile and popular medium for expression and engagement. They are created using a variety of artistic techniques, formats and methods within a narrative context and encourage inclusivity and personal agency. Zines can be created by anyone making them a prime tool for engaging children and young people on mental health and emotional wellbeing topics.

Methodology:
In co-production with educational psychologists, young people, teachers, artists and academic colleagues, zine-making lessons were developed on emotional literacy & wellbeing topics and piloted in two primary schools in Birmingham UK with 159 8-and 9-year-old pupils.

Evaluation included the Emotional Awareness Questionnaire (EAQ30), Stirling Wellbeing Scale, Children's Usage Rating Profile (CURP), and the Usage Rating Profile – Intervention, Revised (URP-IR), exploring impact, acceptability and feasibility of the workshops.

Findings & Implications:
Initial feedback from pupil participants and school staff has been very positive. We provide initial evaluation outcomes and discuss the utility and potential of the methodology to support children and young people's wellbeing in both school and home environments.

10:00 - 10:15

The effects of cognitive and noncognitive skills on achievement in higher education: SEM analysis

S. Van Cauwenberghe[1], S. Schelfhout[1], W. Duyck[1], J. Willems[2], V. Donche[2], L. Demulder[3], J. Heeren[3], K. Verschueren[3], L. De Wachter[3], V. Vanoverberghe[4], N. Dirix[1]

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[3]KU Leuven, Belgium
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Why does someone succeed in higher education; while others seem to struggle? Choosing a suitable study program is a challenging process for students. First, students have to find a program of their interest and make an attainable choice. Secondly, they need to achieve study success if they want to stay on track. Research on study achievement focuses either on cognitive skills, or on motivation, interests and other noncognitive skills. However, interrelations between cognitive and noncognitive skills in higher education achievement are understudied. McGrew (2022) developed the Cognitive-Affective-Motivation Model of Learning which integrates affective, cognitive and motivational factors. This framework hypothesizes that the interrelations between cognitive and noncognitive skills predict the effectiveness with which students are ready to learn. The present study tests this framework in a higher education context. Prospective students (N = 5679) in Flanders were questioned on different components of the framework. According to structural equation modeling, our data were adequate to a good fit with the framework. Results showed that cognitive skills remain the major factor towards more study efficiency, but the noncognitive abilities also play an important role. We argue that study orientation and counseling tools can improve when focusing on both cognitive and noncognitive skills.

10:00 - 10:15

What children with severe learning difficulties teach us about their school and family experience

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In European countries, about 18% of 15-year-old pupils do not master basic language skills. These difficulties have an impact on their future, and on society. Preventing school failure and dropout is therefore fundamental. In France, pupils with severe learning difficulties are offered the opportunity to join a special class within the college. School psychologists should consider the cognitive resources and the learning difficulties of those children in order to help with the decision. On this occasion, 46 of these pupils were asked to write a short text about their likes and dislikes at school and at home. A control group of 82 pupils of the same age was asked to write a similar text.

The results show that the productions of these pupils are lower in quantity and quality, confirming the learning disorders they suffer from. It also appears that they value their home environment more and reject school subjects and environment as a whole. In the control group, the same process is observed, proportional to the pupils' performance.

These results raise questions and provide trends for adapting school systems to all pupils so that each one can develop and then find his or her place in society.

Computational Thinking Interventions in the Promotion of Learning for Students with Epilepsy

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Approximately 50 million people currently live with epilepsy worldwide. Over half of all children with epilepsy have neurocognitive comorbidities and report disturbances of cognition and memory, with a similar number evidencing impairment on neuropsychological tests. Further, there is often a worsening of cognitive functioning with the use of many standard antiepileptic drugs. To date, very little is known regarding the use of cognitive interventions for these children.

Computational thinking is a pedagogical approach that teaches students to solve complex problems by implementing processes that break down problems into a series of steps. The process combines problem solving and critical thinking to create new ideas, by drawing on the concepts fundamental to computer science. The approach is not synonomous with learning a programming language and has been shown to be beneficial with primary school aged children.

This proposed poster will examine how computational thinking can be integrated into the curriculum of students with epilepsy. Examples will be provided that demonstrate how students with epilepsy can benefit from direct instuction that aids their ability to logically organize and analyze data; automate solutions through algorithmic thinking and implement possible solutions with the goal of achieving the most efficient combinations of steps.

COVID-19 and adolescents' relationship with their siblings, peers, and romantic partners: A Systematic Review

L. Murphy[1], K. Bush[1], A. James[1]

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Although the consequences of COVID-19 on adolescents in many facets of their development are not yet fully known, the impact is predicted to be long-lasting. This systematic review focuses on the COVID-19 pandemic's effects on adolescent relationships with their siblings, peers, and romantic relationships and the role of these relationships in helping adolescents navigate through a period of uncertainty. Using the PRISMA checklist, this review is hoped to provide guidance for researchers in the future.

10:00 - 10:15

Sleep Quality, Distress, and COVID-19-Related Stress Among Arab and Jewish Adolescents During Distance Learning: Implications for Identifying Distress

D. Hadar Shoval[1], M. Alon-Tirosh[1], O. Tzischinsky[1]

[1]The Max Stern Yezreel Valley College, Israel

The COVID-19 pandemic has had a significant impact on education systems worldwide, resulting in school closures and the implementation of distance learning. These changes have made it difficult to identify and provide assistance to distressed adolescents, which has further exacerbated their mental health problems. The literature shows that adolescents' distress can have behavioral manifestations, such as affecting their sleep quality. This study examines the associations between adolescents' sleep quality, distress, and COVID-19-related stress by focusing on the differences between Arab (n= 134) and Jewish (n= 151) adolescents (mean age 15.6, 166 female) in Israel.

The study found that although there were no significant differences in sleep patterns between Arab and Jewish adolescents during COVID-19 and distance learning, there were differences in their mental health aspects. Additionally, sleepiness was found to be a significant mediator of COVID-19-related stress on distress. The findings can expand theoretical knowledge about the mechanism behind psychological distress among adolescents during the COVID-19 pandemic. The findings also have practical implications for identifying distress in adolescents during distance learning, which is likely to remain a challenge in the post-pandemic world. The comparison between Arab and Jewish adolescents highlights the need for cultural sensitivity in such circumstances.

COVID-19's Impact on Adolescents in the United States with an Autism Spectrum Disorder (ASD)

E. Clark[1], K. Brennan[2]

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The impact of the pandemic was expected to be especially harsh on school age children forced to make a sudden transition to virtual learning and restrict peer contact and recreational activity. What was unclear was COVID-19's impact on adolescents with ASD whose heightened sensitivities and insistence on routines could play such a critical role. The current study examined this and other psychological effects of the pandemic with twenty-eight 14 to 18 year-olds using virtual interviews (adolescent and parent) and behavioral measures.

Although 18% of adolescents reported dramatic decreases in prior psychological symptoms, which was something parents attributed to reduced expectations and demands, 57% adolescents reported significant increases in anxiety and depression. Twenty-five percent required treatment (e.g., medication, day treatment, and hospitalization). Although virtual schooling was positive for some, parents worried most about their child's lack of social contact due to physical restrictions and lack of sufficient support academically and psychologically. Parents were also frustrated by the lack of support for them, including being able to discuss ideas to better help their child. Some adolescents, however, displayed independence and found interesting online college courses and one chose to attend virtually school board meetings to advocate for flexibility and choice in education.

Beyond Likes and Follows: Social Media Rumination in Middle School

M. Demaray[1], S. Chen[2], M. Geisler[2], R. Jeong[2], L. Riffle[2], M. Gilbertson[2]

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Social media continues to be ever present in the lives of young people. While social media boasts many positive attributes, it also comes with a host of negative outcomes. Social media rumination has become a construct of interest in understanding how social media may be associated with mental health outcomes (Lannin et al., 2021). The current study investigated the longitudinal associations between social media rumination and anxiety and depression. Furthermore, additional psychometric support for a measure of social media rumination was provided. The current study sample included 126 students in 5th through 7th grades. Students completed the Social Media Rumination Scale (Parris, 2020) at Time 1 and the Screen for Child Anxiety Related Disorders (Birmaher et al., 1997) and the Child Depression Inventory (Kovacs, 2010) at Time 2. An EFA was conducted on the SMRS resulting in a bi-factor structure: ruminating about one's own social media posts (SMR-Self) and ruminating about others' social media posts (SMR-Other). Both types of rumination were positively associated with anxiety. Only SMR-Other was positively associated with depression. The results of this study provide emerging evidence of the differential impact of subtypes of social media rumination.

Cultural differences in elementary school boys' experience of boredom

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Recent developments in educational psychology theory have emphasized the effects boredom has on student motivation and achievement (e.g., Pekrun et al., 2014). These effects may be particularly strong among children with ADHD (Hunter & Eastwood, 2018). Research also indicates there is substantial cultural variation in the incidence and impact of boredom (Vodanovich et al., 2011). These issues have yet to be investigated among elementary school-aged children. We interviewed 136 fourth and fifth grade boys about their experience of boredom. Seventy Anglo-American students, 49 second generation Latino-American students, and 17 Kurdish-American students from two school districts, one urban and one rural, in the Middle Atlantic region of the United States completed an 18-item interview. In all cultural groups, about 20% of the students had difficulty defining and describing boredom, often indicating that it occurred when one didn't understand material at school or didn't like activities. The majority in all groups indicated that boredom was unpleasant. Anglo boys were less likely to indicate that there were measures that could be taken to avoid or dispel boredom and they were more likely to indicate that it was acceptable not to do an activity, including homework and class work, if it was boring.

School Psychologists' perspectives on SLD criteria and how it impacts the over identification of students from transient and diverse populations.

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During school year 2018-2019, 14.1% of all public school students in pre-kindergarten through 12th grade received special education services. Rates of disability identification vary however, within the 14.1%, the most common is Specific Learning Disability (SLD), accounting for 4.7% (Dargoo, 2020). Students qualify for SLD in three ways: Response to Intervention (RTI), Patterns of Strengths and Weaknesses, and Discrepancy. In the metropolitan Washington DC area (DC, Maryland, Virginia, - DMV), school systems serve a very transient student population, with students moving between schools and school systems regularly. The transient nature of the communities has impacted the identification of SLD for these students because different school systems use different identification methods. Researchers found that over-identification for SLD occurs when children live in an area with multiple identification methods. Therefore, this study will survey School Psychologists in the DMV using a Likert scale to obtain their preferred model. A mixed-method approach will be used to understand how current school psychologists view the effectiveness of each diagnostic model and its impact on overidentification. Implications from this study can help improve the intervention process, identify a universal identification model among the transient DMV demographic, and exemplify the benefits of using a consistent method nationally.

Social Conversation Interventions for School-age Children with Autism Spectrum Disorders: A Research Synthesis

C. Cole[1], L. Bambara[1], A. Balzarotti[1], V. Connors[1], E. Homonoff[1], E. Hostetter[1], M. Perrella[1], J. Pascua[1], H. Zink[1]

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Difficulties with social conversation are recognized as a hallmark characteristic of children and adolescents with autism. The challenges posed by the pandemic only served to intensify conversation difficulties by further isolating these vulnerable students and negatively impacting their social-emotional well-being. While some conversation skills interventions for individuals with autism have been effective, there is little guidance for school practitioners regarding the most effective interventions for particular outcomes and students. For this study, 27 empirical research articles that evaluated the effects of social conversation interventions for school-age children and adolescents with autism were identified as meeting our selection criteria. Each article was analyzed to identify the characteristics of the (a) participants and procedures used to confirm the need for conversation intervention, (b) targeted conversation skills, (c) intervention and authenticity of the contexts in which they were delivered, (d) intervention effectiveness, and (e) research rigor. Among the key findings were that most studies reported positive outcomes, but the contexts in which the interventions were delivered were often experimenter-contrived conditions that resulted in minimal maintenance or generalization of new skills. Recommendations for research and practice are provided, to more effectively address the social conversation needs of children and adolescents with autism.

Social Network Sites as a Learning Environment for Adolescents with Autism Spectrum Disorder

M. Alon Tirosh[1], N. Meir[1]

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Autism spectrum disorder (ASD) is characterized by difficulties with social communication, understanding situations and other people's feelings, and adjusting reactions according to specific situations. Nonetheless, adolescents with ASD use social network sites (SNS), which require social skills, thus raising questions about whether SNS can enhance their social skills. Our study examined whether adolescents with ASD perceive SNS as an environment in which they can learn and practice interpersonal communication skills. Semi-structured in-depth interviews conducted with adolescents diagnosed with ASD sought to understand their patterns of SNS use and how this use enables them to acquire knowledge about social communication. The results indicate that adolescents with ASD perceive the SNS environment as a place to encounter social situations that can help them learn about social conventions and develop their social communication skills. It seems, however, that they do not fully comprehend SNS social norms and thus often act in ways that are not socially acceptable. Additionally, they do not always know how to use these platforms effectively and thus find themselves not knowing how to act and requiring external assistance. These findings highlight the importance of family members, teachers, and professionals in guiding SNS use by adolescents with ASD.

Guidelines Toward More Culturally Relevant Mental Health Screening in Schools

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Mental Health (MH) screening is a pivotal practice for promoting the mental health and well-being of youth in schools around the world (Romer et al., 2020). However, some aspects of traditional MH screening practices may inadvertently perpetuate structural racism and unintentionally facilitate oppression and mental health disparities (Moore et al., 2020). We address this issue by presenting an intentional approach to guide school psychologists internationally in implementing more socially just and culturally/geographically relevant MH screening. Our guidelines are grounded within the four phases of the participatory culture-specific intervention modeling (PCSIM) framework: system entry, culture-specific model development, culture-specific program development, and program continuation or extension (Nastasi et al., 2004). We propose that conceptualizing MH screening within PCSIM methodology promotes more socially just practices by (a) displacing the implicit power of professionals, (b) giving transparent representation to local communities, and (c) employing methods that are recursive, culturally relevant, and that build capacity for sustained change. Within PCSIM phases, we recommend culturally responsive practices that foster equity in MH screening and discuss ways to resist practices that perpetuate oppression and disparities. This poster presentation presents our conceptual approach to conducting MH screening that can be implemented internationally to meet students' culture-specific needs.

10:00 - 10:15

Using socially-just mixed methods in schools: Implications for international research

E. Srisarajivakul[1], S. Kiperman[2], C. Lorig[3], L. Parris[4], K. Varjas[3]

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[3]Georgia State University, USA
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In this poster, we will discuss our 13-step guide on how to enact mixed methods practices informed by the promotion of social justice and human rights. A study's methodology, research design, a researcher's philosophy orientation, and engagement with the participants are key components that are involved in conducting and designing a mixed methods study (Creswell & Plano Clark, 2017). However, mixed methodologies are not inherently oriented within a social justice framework. Without resistance, engaging in research propels the researcher's agenda, where researchers tend to identify issues that they wish to investigate, how they will investigate the issues, and how they will analyze and present their results. In our changing world, it is important to empower our partnering participants to identify their own thoughts on what researchers should be investigating, collaborate with participants in developing a research protocol, and value their perspective. In our work with students, we aspire to take steps to convey youth perspectives by using their own words, and not from words developed in largely exclusive and often inaccessible higher education environments. Viewers of this poster will learn specific considerations one must account for when enacting a social justice-informed mixed methods research protocol with considerations for international projects.

Micro-level advocacy to advance socially just multi-tiered systems of support

E. McKenney[1], E. McPherson[1], C. Sipior[2], R. Sunda[3], K. Heidelburg[4], L. Fallon[3], S. Williams[5], D. Rodriguez-Harris[1,6], T. Lawson[7], J. Charpentier[1]

[1]Southern Illinois University Edwardsville, USA
[2]University at Buffalo, USA
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[4]The University of Ohio, USA
[5]University of Minnesota, USA
[6]Northern Illinois University, USA
[7]University of Arizona, USA

Advocacy by school psychologists is essential in advancing social justice and multi-tiered systems of support (MTSS; Collier-Meek et al., 2019; Heidelburg et al., 2022; McIntosh et al., 2021; Sanetti & Collier-Meek, 2019; Zakszeski et al., 2021). To do so, we need to understand effective "micro-level advocacy" (Logan, 2019, p. 10) occurring at the school/district level (Malone & Proctor, 2019).

This session will present the findings of a qualitative conventional content analysis (Schreier, 2012). Following a two-step screening, 80 articles about school advocacy were coded for components that advance socially just MTSS. Consistent with advocacy frameworks in related professions, such as school counseling (Trusty & Brown, 2005), advocacy competencies fell into three categories: what a school psychologist must know, what they need to value, and what they need to do.

Key findings include that school psychologists must Know the community's needs, and how their implicit biases impact decision-making. We need to Value children's rights, allyship, and student empowerment. Codes in the Do section represent approximately 75% of all codes, and the action steps identified there cut across domains of school psychology practice, including system change, community collaboration, family-school partnerships, consultation with teachers, and mental health service delivery, to name a few.

Effective supports for students with disabilities during environment transition

F. ARAKI[1]

[1]Fukui University of Technology, Japan

This study examined effective supports for students with disabilities as they transition to the next environment, with a particular focus on the transition from university to employment. Two students with disabilities and a school psychologist who supports them at a university interviewed two companies about their concerns regarding how disability could affect transition to employment. Students' concerns included (a)knowing when and how to identify and discuss employment accommodation and (b) differences in salary and employment status compared with non-disabled peers. Based on the recorded data from interviews with companies, two main themes were extracted:(1) Pre- employment activities such as internships and consultation to disclose their disability status, and (2) post-employment factors such as terms of employment, the internal consultation and support system, and how to internally share information regarding their disabilities and considerations. From the interview, it was revealed that companies are promoting other employees' understanding of disability by conducting disability awareness training and by working inclusively with employees with disabilities. Finally, it is suggested that school psychologists provide support to facilitate self-advocacy of students with disability so that they can consult directly with the next place of transition regarding their concerns.

Using Interactive Technologies to enhance classroom rules compliance in children with Autism Spectrum Disorder and Intellectual Disability: A pilot study

P. Delivorias[1], D. Kounenaki[1], A. Georganti[1, 2]

[1]National and Kapodistrian University of Athens, Dept. of Psychology, Greece
[2]9th Elementary School for Children with Special Educational Needs of Athens, Greece

Throughout childhood and adolescence, individuals draw on their experiences to shape their moral beliefs, engage in ethical behavior, and internalize social norms. While there is limited empirical data available for students with autism spectrum disorder and intellectual disability, several studies suggest that those with high functioning abilities possess a basic understanding of moral concepts. The present pilot study aims to investigate the efficacy of video modelling in the form of animated short videos as an intervention strategy to improve classroom rules compliance in children with special educational needs from Greece. The study utilized a single-subject A-B-A' design and involved two school-aged boys (N=2) (aged 8 and 10) with autism spectrum disorder and intellectual disability, respectively. Both students were capable of following basic instructions and answering questions verbally. The results suggest that video modelling in the form of animation may be a useful technique for helping children with special educational needs comprehend fundamental moral concepts, which in turn can improve their compliance with classroom rules.

Implementing a Socioemotional Education Program in a small group of Greek students with special educational needs

D. Kounenaki[1], P. Delivorias[1], A. Georganti[1,2]

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[2]9th Elementary School for Children with Special Educational Needs of Athens, Greece

Implementing primary prevention programs that develop emotional and social skills can enhance psychological resilience and well-being, both individually and collectively. The aim of this study is to showcase an adapted version of the Socioemotional Education Program, developed by the Laboratory of School Psychology of the University of Athens and implemented in a small group of 8-10 year old students diagnosed with Autism Spectrum Disorder and Intellectual Disability (N=6, 5 boys and 1 girl). The program focuses on communication skills, emotional recognition and expression, self-perception, and social skills. Interdisciplinary approach, differentiated teaching and task analysis principles were utilized during planning and implementation. The approach was experiential, using visualized teaching aids and tailored materials according to the students' needs. The informal pre-test and post-test assessment, through cross-referenced questionnaires filled out by teachers, identified differences in social skills and emotional expression.

Parental psychological control and self-esteem among adolescents with problem behaviour: the mediation role of competence needs frustration.

O. Kalina[1], L. Barbierik[1], A. Janovska[1], M. Bacikova-Sleskova[1]

[1]Pavol Jozef Safarik University, Slovakia

Self-esteem (SE) among early adolescents is characterized by very dynamic changes, especially among those with externalized types of problem behaviour. Moreover, critical and guilt-inducing control from parental communication (psychological control) may increase SE instability. Recent research also showed that high levels of competence among adolescents prevent the risky behaviour and support a positive sense of self as well. Therefore, we aimed this study to examine whether the effect of parental control on SE is mediated by competence. We expect that psychological control will increase competence frustration and thus deplete the positive SE.

A sample consisted of 60 adolescents (70% girls) aged from 11 to 18 (mean age= 14.58, SD = 1.75) which were under treatment in psychological counselling sessions for external behaviour problems such as alcohol use, delinquency, aggression and sexual behaviour.

The higher perceived psychological control from parents was significantly associated (β= -.496***) with lower levels of SE. The mediation effect was confirmed as the frustration of competence mediated the effect between psychological control and SE (β= -.137).

The results highlight the importance of parental processes towards children as their parenting may deplete SE through competence satisfaction needs.

10:00 - 10:15

Perspectives of LD teenagers about psychosocial experiences, academic emotions and motivation in school setting

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The interrelationship of psychosocial adjustment, academic emotions and learning seem to be particularly important and triggering for learning disabled pupils. The aim of the present study was to investigate the perceptions and experience of ten adolescents with learning disabilities (average age of 14.6 years) about psychosocial adjustment, motivation, difficulties, and academic emotions experienced throughout the learning process. Semi-structured interviews were conducted. Six conceptual themes emerged from the thematic data analysis: students' experience with school work, motivation and school adjustment, social relationships in the school environment, academic emotions through learning process, students' self-evaluation and expectations for the future. The findings of the study revealed that learning disabled students were not characterized by reduced social interactions. Behavioral problems were related to non-compliance with classroom rules, outbursts of anger, anxiety and lack of persistence in participating in school work. Students' experience of positive or negative emotions depends on their school performance. Stress and pressure regarding school work often cause feelings of frustration, however, motivation to succeed seems to be stronger under certain circumstances. Implications are discussed in terms of working with LD students in educational and counselling environments.

Pediatric psychological intervention services in Trinidad and Tobago: Examining implementation and caregiver satisfaction

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Behavior parent training and cognitive behavior therapy are gold standard intervention approaches when treating externalizing and internalizing behavioral concerns in children and families. Efficacy of these evidence-based interventions are typically tested with samples from larger, industrialized countries, then adapted for international samples. Trinidad and Tobago (T&T) is an island nation in the southern region of the Caribbean archipelago. In T&T, psychological services are provided through government-funded public institutions or self-pay private practices. Like other developing countries, access to appropriate psychological services is a longstanding concern. This paper reports on the development and piloting of two surveys to gather information on availability, implementation and client satisfaction with psychological services in T&T for children ages 2 through 12 years and their families. One survey gathers information from practitioners in private and public clinics on presenting concerns and implemented interventions. The second survey captures parent satisfaction with access to services and their child's treatment progress. The information gathered in this project will form the basis for a comprehensive needs assessment of pediatric mental health services in T&T. This work addresses ongoing challenges with access to appropriate mental health care in T&T and seeks to inform and bolster psychological service infrastructure in this country.

Where are we in the inclusion of Roma children in schools? The Portuguese school psychologists' experiences.

M. Carvalho[1], A. Ferreira[1]

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In the last years, a broad view of inclusion, defined as the right of all children to high-quality education, has been endorsed by policies and research (Ainscow, 2020). The evolving concept of inclusive education challenges school psychologists' practices, particularly when addressing more vulnerable populations (e.g. ethnic minorities). Historically, the profession of school psychology had a strong focus on identifying children with disabilities and placing them in segregated provisions and services (Farrell, 2014), even when they were in a previous condition of socio-economic disadvantage or socially marginalized position (Dolean & Cǎlugǎr, 2020). Nowadays, aligned with a broader view of inclusion, school psychologists are assumed to have a central role in including all children in schools, with particular attention to those at higher risk of exclusion. In Portugal, there is a great Roma community with around 50 000 to 75 000 persons and 25 000 Roma children at schools. Therefore, it is necessary to explore how school psychologists contribute to including Roma children (e.g. skills, attitudes, practices) by considering different views and voices. This paper presents a qualitative study that explores school psychologists' experiences, through a semi-structured interview, about including Roma children in the school and their role.

10:00 - 10:15

Research on the Development of a Community Resilience Scale: Examining the Relationship with School Evaluations by the Board of Education

Y. KUBOTA[1], T. Hiwatashi[1]

[1]Kyushu Sangyo University, Japan

The effectiveness of school-based crisis intervention has not been sufficiently verified. One reason for this is the lack of evaluation tools based on the school community. Therefore, we attempted to develop a School Community Resilience Scale (SCRS) by utilizing the concept of community resilience. In this report, we examine the relationship between the SCRS and school evaluation by education board officials.

Correlation coefficients were calculated between the SCRS subscale based on 760 ratings from 43 cooperating schools and the School Evaluation Scale (SES) subscale based on 2 school board members' ratings for each school.
Significant correlations were only found between3 peers: the atmosphere of free speech in the school community (SCRS) and management and leadership (SES); between teacher-parent-child relationships (SCRS) and overall calmness (SES); and between crisis prevention and preparedness (SCRS) and management and leadership (SES).
In the analysis of variance using the three clusters of the six sub-scales of the SCRS as independent variables, significant differences were found in all four sub-scales of the SES: overall calmness, organizational structure, management/leadership, and ease of consultation among teachers.
In the future, it will be necessary to increase the number of cooperating schools and to use other criteria to refine the scale.

Project Positive Attitude: An Overview of the Project's Participation in the Gulbenkian Academies of Knowledge Academy Initiative

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[3]Académico de Torres Vedras, Portugal

From 2018 to 2022, the Calouste Gulbenkian Foundation launched a national initiative, the Gulbenkian Academies of Knowledge (GAK) designed to sponsor initiatives that promoted social and emotional development. Half of the sponsored Academies were supposed to replicate blueprint programs. The Positive Attitude Upper Middle School (PAUMS) program was chosen as a reference methodology and replicated in six sites nationwide. This poster analyzes the main results and the process and the results of PAUMS in this national initiative.

The total participants in the studies reported here were 2261 upper middle school students (7th – 9th graders; Mage = 13.29; 51.1% boys), of which 893 composed the control group. The sample included 17 schools in 7 different locations in Portugal, where the PAUMS SEL program was implemented. Assessment was implemented in the beginning and end of the program, through self and teacher-reports (n=107).

Although the self- and teacher results showed that the PAUMS SEL program was effective in enhancing self-control, social awareness, relationship skills, the results for the Academies which were implementing the program for the first time were less positive than for the other schools. The poster will analyze and contrast the full results from the self- and teacher reports.

16:00 - 17:00 | GROUND FLOOR HALLWAY

COFFEE BREAK / Posters presentation

16:00 - 16:15

Can school kindness predict key academic outcomes among Filipino high school students?

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Existing investigations have shown that kind school climates are linked to positive psychological outcomes. Yet, there is scant evidence on how school kindness relates to subjective and objective measures of academic success. This research addresses this gap by examining the association of school kindness with academic achievement and engagement using cross-sectional (Study 1) and longitudinal (Study 2) designs among Filipino high school students. Study 1 demonstrated that school kindness positively predicted agentic, behavioral, cognitive, and emotional engagement after controlling for demographic covariates and dispositional kindness. School kindness marginally predicted subjective academic performance. Study 2 showed that Time 1 school kindness positively predicted Time 2 behavioral engagement even after controlling for demographic covariates and auto-regressor effects. Results suggest that fostering kindness in school can serve as a potential route to promote students' active participation in academic activities.

Respecting teachers: beneficial or harmful to students? The effects of two dimensions of respect-for-teachers on teacher-student relationships and academic engagement

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Respecting teachers is an important educational issue around the world. The traditional Confucian concept of "respecting teachers" is a kind of "hierarchical" or "reverential" respect, which differs from the "equality-based" respect found in the West. Respecting teachers was an unquestioned ethical value in Confucian society and was considered beneficial to learning. However, it has nowadays been criticized as a symbol of authority and detrimental to learning and teacher-student relationships. To resolve the controversy over "respecting teachers," the "framework of respect-for-teachers" based on Confucianism is taken for examining the effects of respect-for-teachers on teacher-student relationships and student academic engagement. In study 1, a scale for respect-for-teachers was constructed and two factors, reverence for teachers (RFT) and fear of teachers (FOT), were obtained. In addition, the results of the cross-sectional data (study 1) and longitudinal data (study 2) consistently show that RFT is beneficial to the teacher-student relationship and academic engagement, whereas FOT has detrimental effects. Overall, this paper provides a solution to the controversy over respecting teachers, namely, whether respecting teachers is beneficial or harmful to students depends on its dimensions. This paper also expands the concept of "respect" in educational studies.

Joy or fear in school. The relationship between emotional attitudes towards school and ability and achievement.

É. Szabó[1], S. Jámbori[1]

[1]University of Szeged, Hungary

Emotions and attitudes towards school are important parts of school well-being.
The aim of our research was to explore students' attitudes toward school and its relation to their abilities and achievement. To measure their attitudes we used the Semantic Selection Test (SST) which shows how they associate joy or fear with school-related words. Among cognitive skills, attention, phonological discrimination, main concept reasoning, and number repetition skills were measured. The study, which was the first data collection of a longitudinal study, involved 58 first-grade and 85 fifth-grade students.
The results show that school-related attitudes are essentially positive in both groups, but that affiliation total scores are significantly higher for first graders $U(107) = 1025$; $p = 0.007$, while aversion scores are stronger for fifth graders ($U(108) = 1010$; $p = 0.019$). Neither affiliation nor aversion scores significantly correlate with measured cognitive ability and academic achievement. The results suggest that affiliation with school differs between younger and older students. But this is not primarily driven by ability or academic achievement. Improving school well-being is of particular importance for the work of school psychologists, but in order to design interventions, it is necessary to understand what factors are the main determinants of school attitudes.

How to Train Teachers' Emotional Competencies

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The classroom represents a complex socio-cultural environment where emotions emerge as a result of instruction, learning, and interpersonal transactions. Teachers' ability to recognize, regulate, and respond to emotional experiences has powerful consequences for students' social-emotional development, learning, and the teacher's own well-being. In order to be effective in instruction and classroom management and to prevent emotional burnout, teachers must be emotionally competent. Emotionally competent teachers are more effective in responding to emotional situations, promoting social-emotional learning in the classroom, and maintaining their own emotional well-being. Instilling emotional competence is much more than telling teachers "what to do" or "how to do." Teachers must develop an understanding of how and why emotions emerge through an increased awareness of self, emotional experiences of students, and individual goals that pervade the classroom. Emotional training should also position the teacher as an agent for promoting social-emotional learning in the classroom. This presentation will delineate methods and strategies to train teacher's emotional competences. These include lecture, discussion/inquiry, emotional self-reflection, vignettes and videos depicting emotion-evocative classroom situations, direct training stress-reduction skills, role-play aimed at practicing emotional competencies, and consultation/coaching.

16:00 - 16:15

Evaluation of School Counselling by Students in Japan

T. YOSHIMURA[1], Y. HIRATA[1], Y. Shimoda[2]

[1]Kagoshima University, Japan
[2]Saga University, Japan

In Japan, little is known on how students perceive the assignments and activities of school counselors (SCs). In this study, we asked 1,800 students aged 14 to 16 years, to complete an online survey that examined their awareness of SCs in junior high schools, their experience of attending psychological education, and their experience consulting with SCs; the questionnaire also asked the students and to evaluate the assignments of SCs. The results showed that 100% of the students were aware of the SCs, 36.8% (663 students) had attended psychological education, and 16.3% (294 students) had previously consulted with the SCs. Students who had consulted with the SCs rated each response of the SC as useful in a range of 60.5–77.5%. About 3.5 times as many students who consulted with an SC rated the presence of the SC as good, suggesting the students may perceive the SC and the consulting activities positively.

The role of basic psychological needs frustration in the link between parental overcontrol and adolescents internalizing problems

M. Bacikova-Sleskova[1], L. Barbierik[1], A. Janovska[2]

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Introduction: Parents that are overly controlling their adolescent children may inappropriately interfere in their school lives and school engagement. Moreover, overcontrol is often associated with internalizing problems. Parental overcontrol is characterized by high parental vigilance, excessive regulation of adolescents' daily routines or intrusion to decision-making. The aim of the present study is to explore this association in the context of Self-determination theory and to study the role of basic psychological needs frustration in the link between parental overcontrol and adolescents internalizing behaviour (depressive symptoms; anxiety).
Methods: We have analysed the data from 695 adolescents (51% girls, mean age 15.4) who filled in the questionnaires on mothers´and fathers´ overcontrol, basic psychological needs frustration, depresivity and anxiety.
Results: Results indicate that both maternal and paternal overcontrol is associated with higher levels of depresivity and anxiety. This association was fully explained by basic psychological needs frustration. The link between overcontrol and depresivity was mediated by competence and relatedness frustration, while the link between overcontrol and anxiety was mediated by competence and autonomy frustration.
Conclusion: The results will be discussed in terms of possible prevention and intervention strategies that school has in terms of parental overcontrol.

Construct Validity of the WISC–V UK: Hierarchical EFA with a Large Irish Clinical Sample

G. Canivez[1,2], R. McGill[3], R. Good[4], K. James[5]

[1]Eastern Illinois University, USA
[2]Canivez EdPsych Consulting, USA
[3]William & Mary, USA
[4]Eduction Elephant, Ireland
[5]Éirim: The National Assessment Agency, Ltd., Ireland

Canivez, Watkins, and McGill (2019) assessed the WISC–V UK structure with exploratory (EFA) and confirmatory (CFA) factor analyses of the standardization sample which failed to support the purported five-factor structure. The present study assessed the WISC–V UK 10 primary subtests factor structure with a large Irish clinical sample (N = 1,197). Best EFA practices (Watkins, 2017) were used including multiple extraction criteria. Principal axis analysis with promax rotation (k=4; Gorsuch, 2003) were followed by second-order EFA and Schmid and Leiman transformation (SLT; 1957) to apportion variance. Model-based reliability/validity coefficients, including omega-hierarchical (ωH) and omega-hierarchical subscale (ωHS; Watkins, 2013, 2017), were estimated to assess the interpretive relevance of composite scores. No factor extraction criterion supported five factors except publisher claim. Extraction began with five factors and iteratively reduced by one to explore alternate solutions. The fifth factor contained only one salient subtest pattern coefficient (Figure Weights). The four-factor EFA produced simple structure with subtests replicating Canivez et al. (2019). SLT of second-order EFA revealed dominance of general intelligence. Residual subtest variance was apportioned to theoretically consistent group factors with 70.3% of explained common variance of general intelligence, while group factors provided only 2.0%–6.8% additional explained common variance.

The Importance of Psychosocial Factors to Adolescents' Neutral and Problematic Photo Self-disclosure on Snapchat

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

[1]Vytautas Magnus University, Lithuania

Photo self-disclosure is becoming one of the main activities among adolescents on social networking sites (SNS). However, it's still unclear how photo disclosure is related to important psychosocial factors on Snapchat, which is a popular SNS among adolescents. Thus, this study aims to find out how psychosocial factors are related to adolescents' neutral and problematic photo self-disclosure. To reach this aim, the quantitative study was organized (N=246; Mage=14.57, SDage=1.39; 57.2% female). Adolescents had to fill in the hard copies of questionnaires, assessing their neutral and problematic photo disclosure on SNS and psychosocial factors (e.g., narcissism, parental mediation). The results of regression analysis show that girls and those adolescents who are more narcissistic, concerned about their privacy and spending more time on SNS are more likely to engage in neutral photo self-disclosure ($F = 7.20$, $p < .05$); older adolescents and those who are more narcissistic, experience active parental mediation and spend more time on SNS are more likely to engage in problematic photo self-disclosure ($F = 8.27$, $p < .05$). Thus, we may state while creating or implementing prevention or intervention programs on adolescents' photo disclosure on SNS it is important to pay attention on different psychosocial factors depending on a type of disclosure.

Construct Validity of the WISC–V UK: CFA with a Large Irish Clinical Sample

G. Canivez[1,2], R. McGill[3], K. James[4], R. Good[5]

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Canivez, Watkins, and McGill (2019) assessed the WISC–V UK structure with exploratory (EFA) and confirmatory (CFA) factor analyses of the standardization sample which failed to support the purported five-factor structure. The present study assessed the WISC–V UK 10 primary subtests factor structure with a large Irish clinical sample (N=1,197). CFA (EQS 6.4) used maximum likelihood estimation and Hu and Bentler (1999) combinatorial heuristics determined adequate model fit (CFI≥.90, TLI≥.90, & RMSEA≤.08) and good model fit (CFI≥0.95, TLI≥0.95, & RMSEA≤0.06). Meaningful differences between well-fitting models were assessed using ΔCFI>.01, ΔTLI>.01, and ΔRMSEA>.015 (Chen, 2007; Cheung & Rensvold, 2002). Models with one through 5 first-order factors were examined with higher-order and bifactor representations. Higher-order models were compared to bifactor models to determine the superordinate versus breadth aspects of psychometric g. Model-based reliability/validity coefficients including omega-hierarchical (ωH) and omega-hierarchical subscale (ωHS; Watkins, 2013, 2017) assessed the interpretive relevance of provided composite scores. Higher-order models produced model specification errors requiring fixing parameters but bifactor models did not. The bifactor model containing four group factors identical to EFA results was preferred. Model-based reliability/validity estimates for higher-order and bifactor models indicated the general intelligence factor was essentially unidimensional.

Changes in challenges of counseling activities resulting from employing full-time school counselors

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[2]Nagoya City University, Japan

School counselors (SCs) in Japan are psychologists who usually work part-time. However, full-time status for all SCs is currently being considered, and SCs in some areas already have full-time positions. Part-time SCs have specific problems, including short working hours and difficulties working with teachers because they are outsiders. However, whether changing SC's position to full-time work would solve these problems is questionable. The authors conducted a questionnaire survey of 64 full-time and 67 part-time school counselors in City A, which was the first city in Japan to introduce full-time SCs. The survey inquired about their roles, activities, and problems. The study compared challenges to full-time and part-time SC's activities through a qualitative analysis of client visits' and activity challenges' free descriptions. The results indicated that part-time SCs with a few clients felt the need for publicity and developing relationships with children. Moreover, full-time counselors focused on culture and teacher awareness of SCs' roles. Results also indicated that full-time employment eliminates time shortages to some extent. However, SCs' effective activities cannot be implemented without developing students' support systems based on teachers' understanding of SCs' roles.

Parallel Forms Reliability of Traditional and Computerized Versions of the Stanford-Binet-V in a Sample of Chinese Students

J. Kush[1]

[1]Duquesne University, USA

There is research evidence to indicate that even slight differences in the mode of test administration may produce significant differential outcomes. Before a newly created or modified measure can be appropriately used in school settings, the consistency of measurement must be demonstrated. Particularly when the measure is used with participants whose language and cultural practices are different from those on which the original measure was standardized, the examination of possible score differences is critical for appropriate interpretation.

This proposed poster will examine the parallel forms reliability between the traditional, standardized version and a computerized version of two subtests from the Stanford-Binet-V in a sample of several hundred mainland, Chinese students. Specifically, the SB-V Quantitative Reasoning and Matrices subtests were included as they are both nonverbal and could be easily recreated in a computerized format. All administrations were face-to-face and followed administration procedures outlined in the SB-V manual. All participants completed a consent form and participant instructions were translated into native Mandarin. Approval from the test publisher was obtained prior to the initiation of the research. Large, and statistically significant correlations were found, suggesting psychometric equivalence of the two formats. Implications for practitioners and for future research will be provided.

Is child poverty a cause of school bullying?

H. Kato[1], M. Ota[2], Y. Shu[1]

[1]Hokkaido university, Japan
[2]Tokoha university, Japan

Previous studies and investigations on school bullying have indicated that child poverty is one of the risk factors for victimization. However, it is unclear about the mechanisms of how child poverty is associated with bullying victimization. For example, does child poverty cause school bullying, prevent it from resolving, or both?

Therefore, this study aimed to examine the relationship between child poverty and bullying from the perspective of occurrence and resolution. A total of 3,980 students from elementary and junior high schools were given a survey about school bullying. The analyzed data was then categorized into three main groups by students' perception of their household economy: low-income families and wealthy families relatively.

As a result, no significant differences were found between the two groups concerning the rate of occurrence of school bullying($F_{(2, 3681)}=2.42$, ns). However, there was a significant difference in the rate of resolution of school bullying($\chi^2(2)=6.552$, $p<.05$), with more than half of the students from wealthier families reporting that bullying was unresolved at this time (35.6%) compared to 56.4% of those from poorer families. The results suggest that child poverty may be more of an impediment to resolution than the occurrence of bullying.

16:00 - 16:15

Bayesian Psychometric Network Analysis of the WISC-V UK with an Irish Clinical Sample

R. McGill[1], G. Canivez[2], K. James[3], R. Good[4]

[1]William & Mary, USA
[2]Eastern Illinois University, USA
[3]Éirim: The National Assessment Agency, Ireland
[4]Education Elephant, Ireland

Previous construct validity studies of the WISC-V UK edition (e.g., Canivez et al., 2019) have failed to support the five-factor interpretive model preferred by the publisher. Instead, a more parsimonious four-factor structure consistent with previous Wechsler Theory was found to better explain the normative data. However, these construct validity studies of the WISC-V UK have largely utilized conventional exploratory (EFA) and confirmatory (CFA) factor analytic techniques, a practice which has been criticized as reductionist (McGrew et al., 2023). As an alternative, the present study assessed the WISC–V UK 10 primary subtests, with a large Irish clinical sample (N =1,197) using Bayesian network analysis in JASP (GGM estimation for continuous data, 10,000 iterations). Given the uncertainty that has been raised about the veracity of the WISC-V UK structure, it was determined that a Bayesian approach is preferable to a more conventional frequentist analytical approach. The best fitting solution revealed strong evidence for increasing model complexity and the presence of four factors (VS, VC, WM, and PS) with conflicting evidence for the presence of a fifth factor (FR). These results are consistent with prior research and suggest that Figure Weights may be a problematic indicator.

Construct Validity of the Strategy Inventory for Language Learning (SILL) in Ukrainian students

J. Kush[1], A. Krasulia[2]

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[2]Sumy State University, Ukraine

This proposed poster examines the construct validity of the Strategy Inventory for Language Learning (SILL) in a sample of English- and Ukrainian-speaking, Ukrainian college students. There is considerable extant research supporting the notion that the use of learning strategies by second language learners is directly related to language learning success. Specifically, students who can monitor their own metacognitive processes can control their learning by applying individualized cognitive strategies to their own learning. Worldwide, the SILL is the most popular scale designed to assess these skills and has been translated into over 17 languages and administered to thousands of learners; however, studies examining the psychometric properties of the scale have offered inconsistent conclusions. While reliability coefficients for the SILL have demonstrated adequate internal consistency, only a handful of studies have examined the factor structure, and most have concluded that the scale does not measure as many unique factors as intended by the author. Our modification of the 50-item SILL resulted in a shorter, 38-item, two-factor version of the scale which demonstrated psychometrically sound characteristics as a measure of second language learner characteristics. Ultimately, the clinical utility of both factors will be determined by their ability to successfully predict language learning outcomes..

16:00 - 16:15

Factors related to shoplifting among elementary school students in Japan

T. Okubo[1]

[1]Kagawa University, Japan

The purpose of this study was to examine factors related to shoplifting among elementary school students in Japan in order to develop a shoplifting prevention education program that could be implemented in schools. In recent years, the percentage of shoplifting by elementary school students among juveniles has been increasing in Japan and has become a social problem. Since shoplifting is an easy gateway to delinquency, schools are required to provide shoplifting prevention education at an early stage. A questionnaire survey was administered to 1,037 elementary school students, asking about family relationships, friendships, self-control, legal knowledge of shoplifting, normative awareness of shoplifting, and assumptions about feelings of victimization. Examination of differences by gender revealed that boys scored significantly higher in legal knowledge of shoplifting. Multiple population analysis revealed no differences in influence relationships by grade level, and interpersonal relationships influenced attitudes toward shoplifting as mediated by self-control in all grades. Based on these results, we developed a shoplifting prevention education program for elementary school students from the perspective of legal knowledge and cognitive behavioral therapy.

16:00 - 16:15

Educatori e insegnanti uomini a scuola e nei contesti educativi per l'infanzia: rappresentazioni, stereotipi e dinamiche relazionali.

M. Ederoclite[1]

[1]Alma Mater Studiorum University of Bologna, Italy

Nei primi due gradi del sistema statale di istruzione (scuola dell'infanzia e scuola primaria), la quota di docenti uomini, a tempo determinato e di ruolo, si assesta, secondo i dati del Miur, intorno al 3% del totale degli insegnanti. Questo scenario caratterizza anche il panorama educativo di molti Paesi europei ed extraeuropei, così come evidenziato dal rapporto Education at a glance (2022) dell'OCSE.

Comprendere, attraverso le narrazioni e i discorsi, le forme in cui la mascolinità viene riprodotta/performata o sovvertita nei contesti educativi e scolastici, è uno degli obiettivi di una ricerca dottorale ancora in corso, condotta con professionisti dell'educazione: insegnanti ed educatori di nido, scuola dell'infanzia e scuola primaria. Il contributo intende presentare, attraverso l'analisi dei dati emersi dai focus group con insegnanti ed educatori, la prima fase applicativa della ricerca, facendo luce soprattutto sulle implicazioni per il benessere lavorativo dei docenti. I primi esiti, infatti, evidenziano quanto il genere sia percepito come una categoria fondante sia per il singolo professionista, sia per il contesto scuola e come da questo assunto si costruisca un immaginario e un repertorio di rappresentazioni sociali che condiziona l'azione e gli atteggiamenti degli uomini che si occupano di educazione dell'infanzia.

16:00 - 16:15

Developmental changes of playing a role assigned to an individual in a peer group among Japanese adolescents

F. Murai[1]

[1]Sugiyama Jogakuen University, Japan

Playing a role assigned to an individual in a peer group facilitates communication among adolescents in a peer group, but it can also lead to psychological maladjustment as a role defines the behavior in the group. This study investigated Developmental changes of playing a role assigned to an individual in a peer group among Japanese childhoods and adolescents. More concretely, the present study clarified a) percentage of playing a role in friendships, b) age started playing a role in friendships, c) thoughts about playing a role based, d) stress caused by playing a role. These developmental changes was examined using a questionnaire. The 1663 students who participated were from Elementary school, junior high school, high school, and university. Results of the survey revealed that the percentage of those who playing a role expected of them in friendships was about 30% through all grades, and the children began to play roles among their peers around age 10. Moreover, High school students were deeper understanding of the advantages and disadvantages of playing a role in a group than were elementary school and junior high school students. Meanwhile, there were no differences in the stress caused by playing a role across developmental stages.

Building and testing the effectiveness of a school care system that fosters a "secured feeling": Through peer support activities

I. SHOJI[1], T. TAKAHASHI[2]

[1]TOKAI UNIVERSITY, Japan
[2]Joshibi University of Art and Design, Japan

This study aimed to implement peer support for junior high school students as an SEL, to enhance relationships between students, to increase students' 'secured feeling' and 'school adjustment' through mutual support and care, and to build a system of care in schools. Participants were 1074 pupils in grades 7-9 of junior high school. The procedure involved peer support training for representative pupils, who then facilitated peer support activities in each class. Pre- and post-tests were administered to all pupils over the three years from 2019 to 2021 (June and March) using five scales. The five scales were peer support, social bond 'secured feeling', school adjustment and classroom climate. Results were compared over three years using subscale means. In addition, a three-year longitudinal data analysis was conducted in three groups based on the mean values. The results showed a significant increase and interaction of the low-scoring group on each scale. The results suggest the importance of continuous efforts and the construction of a school-wide student support care system, including teachers, for the construction of a school care system.

Evaluating the Impact of ADOS-2 Usage on District Level ASD Incidence Rates

T. Zambrano[1]

[1]University of Florida, USA

While statewide criteria create uniformity amongst eligibility requirements, there is still flexibility and debate in the assessment battery used by school districts in the evaluation of ASD. One of the most widely used ASD instruments is the Autism Diagnostic Observation Schedule 2nd Edition (ADOS-2) which is a semi-structured play based assessment used as a gold standard method for completing a direct observation of student behavior. While the ADOS-2 is considered the gold standard in ASD assessment, not all practitioners choose to include it in the evaluation of ASD. The purpose of the study is to test the hypothesis that the use of the ADOS-2 in an assessment battery of ASD in the public school setting has an effect on the overall prevalence rate of ASD.

16:00 - 16:15

Unveiling School Psychologists Leadership: Presentation of a research project

M. Carvalho[1], R. Serrão[1], H. Azevedo[2], M. Tintoré[3]

[1]Universidade Católica Portuguesa, Faculty of Education and Psychology, Research Centre for Human Development, Portugal, Portugal
[2]Universidade da Maia, Portugal
[3]Universitat Internacional de Catalunya (UIC); Faculty of Education, Spain

This poster will present and discuss with Conference participants, a research project focused on studying School psychologist's leadership with the following objectives: develop the concept of School Psychologist Leadership; develop a theoretical model of School Psychologist Leadership; map school psychologist practices related to leadership roles in Portugal; analyze leadership roles of school psychologists; and provide guidelines and recommendations to support school psychologists that have leadership roles. For each objective, the research methodology that is planned will be presented, particularly the protocol for a scoping review (undergoing) and the conduction of case studies with cases of school psychologists taking on formal leadership roles/having leadership practices informally. Authors see the possibility of presenting this poster at the ISPA Conference as a means to discuss and evolve the methodology that is planned, and open pathways for collaborations with other countries for similar research projects to be conducted.

Cognitive profile of children with autism spectrum disorder using Latent Profile Analysis

K. Ishizaki[1], S. Okada[1]

[1]Hokkaido University, Japan

Background:
It was known that there were two cognitive profiles of children with autism spectrum disorder; one is classical autism profile which is characterized by strengths in nonverbal and visual-spatial scores, another is Asperger's syndrome profile which is characterized by strengths in verbal scores.

Objective:
Therefore, we investigate the cognitive subtypes of ASD using Latent Profile Analysis based on the Cattel-Horn-Carrol theory.

Method:
The data of 69 children(mean age, 9.0 years old, SD, 2.8) were collected in clinical settings. The data were analyzed using Latent Profile Analysis.

Results:
5 class model were extracted from CHC model using the Bootstrap loglikelihood ratio test, and also beyond the .80 entropy. The two classes reported in previous studies were also identified. Furthermore, 3 classes were identified, which were: a class with relatively high scores on short-term memory, a class with relatively high scores on processing speed and a class with relatively high scores on visual spatial and short-term memory.

Conclusion:
The results suggest that the cognitive profile of ASD is diverse. And that practitioners need to assess more detail through CHC scores having valid construction.

Using the Zones of Regulation curriculum to promote self-regulation among six grade students: An Action Research

Z. Gordon[1], E. Kardas[2], A. Curcuru[2]

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[2]Loyola University Chicago, USA

At an elementary school in Chicago, Illinois, a six-grade class of 24 black and brown students struggles with regulation skills, as demonstrated by independently utilizing a tool to aid themselves in regulating their feelings-resulting in disruptive classroom behaviors. This paper analyzes the zones of regulation curriculum and its impact on students' self-regulation skills. An explanatory mixed-action research method was used to answer this question: all eighteen self-regulation lessons were implemented, and secondary data was collected through surveys, unstructured teacher interviews, observation, and Branching Minds records review. The results revealed that the curriculum has to be adapted for black and brown sixth-grade students; however, there were positive student outcomes (improved ability to use tools to regulate feelings independently). This study emphasizes the need for more evidence-based social-emotional interventions that target black and brown students.

16:00 - 16:15

Understanding the Experiences of School Counselors in Supporting Adolescents with Eating Disorders

Z. Elyoseph[1], I. Levkovich[2]

[1]The Max Stern Yezreel Valley College, Israel
[2]Oranim College of Education, Israel

This qualitative study examines the perceptions of school counselors in post-primary schools in relation to Eating-Disorders and their role in identifying, referring, and providing follow-up support.

The data was collected through semi-structured interviews with Seventeen school counselors who supported high school students with eating disorders and analyzed using thematic content analysis.

The study findings indicate that school counselors recognize the importance of detecting and addressing Eating-Disorders in the early stages, but they report a lack of up-to-date prevention, accompaniment, and treatment programs. School counselors describe challenges in engaging parents who often refuse treatment and report personal distress, excessive concern that their own children may develop eating-disorders.

This study highlights the need for clear training and explanation regarding Eating-Disorders for school counselors and to provides practical tools for detecting adolescents with Eating-Disorders. Overall, the study provides valuable insights into the experiences of school counselors and the need for enhanced training and support to address Eating-Disorders effectively in school-aged children. This information is highly relevant to school psychologists who work collaboratively with school counselors to provide effective support for students with Eating-Disorders in educational settings.