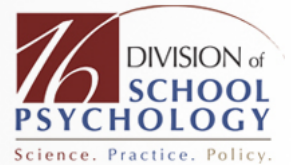


School Psychology: From Science to Practice to Policy



In this Issue of *FSPP*

Greetings SASP members from the entire SASP Executive Board! This Winter Issue of *FSPP* begins with a message from outgoing SASP President, David Cheng, in which he reflects on the end of 2014 and his hopes for SASP members in 2015. Featured in this issue is outstanding graduate student writing on the importance of addressing student connectedness for at-risk youth, as well as the benefits of involvement in international school psychology. Dr. Jill Sharkey shares a funny and ever so important book review for busy graduate students. And, lastly, this issue's Spotlight shines on the exemplary SASP chapter at the University of British Columbia. We hope you enjoy these pieces and continue your membership into 2015!

SASP Student Research Award

FSPP received excellent submissions of student research in 2014. The SASP Student Research Award winning manuscript will be selected based on the following criteria as determined by a panel of experts:

- Potential for increasing the well-being of children by advancing the field of school psychology
- Degree to which the research and/or findings add to extant evidence-based literature
- Practical applicability for school psychologists
- Quality and fit of research design
- Quality, clarity, and completeness of the manuscript

The winner of the Student Research Award will be announced in January 2015 and will receive an award of \$250. Please continue to submit your research to the *FSPP* Editor (Ashley.mayworm@gmail.com), as a Research Award recipient will be selected at the end of 2015, as well.

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Message From the Board

David Cheng, President

Season's Greetings to all SASP Members,



Thank you for your continued interest in our SASP Newsletter "From Science to Practice to Policy." With each year, our newsletter has added in type and diversity of articles to both highlight and support students of school psychology. The addition of policy into the title of our newsletter represents the importance of how the work of school psychologists fits into the bigger picture of today's world. The continued growth of this newsletter represents the prominence of school psychology as a field.

As the holiday season comes and goes, may we all take this time to heed our own advice and make time for rest and relaxation. No matter how long or short our breaks may be, may we allow ourselves to enjoy time with family and friends and support our own mental health. Looking forward to 2015, we should remind ourselves to set reachable goals and build on our prior successes. While demands placed on graduate students often make it feel difficult to make time for ourselves, let 2015 be a year where we can reach a balance between our academic and personal lives.

Wishing all a happy and healthy holiday season and 2015!

David Cheng
SASP President 2014

The purpose of *School Psychology: From Science to Practice to Policy (FSPP)* is two fold and includes disseminating student scholarship pertaining to the study and practice of school psychology and circulating news relevant to the Student Affiliates of School Psychology (SASP). SASP is a student-led organization appended to Division 16: School Psychology, of the American Psychological Association (APA). *FSPP* is prepared by Editor, William Rime (wime@education.ucsb.edu), and by Editor Elect, Ashley Mayworm, (amayworm@education.ucsb.edu). The content and views expressed in this publication do not necessarily reflect or infer the positions of SASP, Division 16 of APA, or of APA itself. For more information about SASP or *FSPP* please visit <http://www.apadivisions.org/division-16/students/index.aspx>.

Research Review

School Connectedness and its Positive Influence on Well-Being: Important Considerations for Disconnected Students

Aaron D. Haddock, Robin Dodds, & Raquel Wigginton
University of California, Santa Barbara

School connectedness has a positive influence on students' well-being. Students at-risk for school disconnection are particularly important to support, though they can be challenging to reach. This paper defines important terms related to research on school connectedness and reviews the literature on the positive influence school connectedness has on psychological well-being and reductions in risky behavior among children and adolescents. The article also reviews common assessments of school connectedness and promising school-wide and targeted intervention programs and methods. The authors conclude that facilitating students' connection with school is critical and that, though challenging, helping students reconnect with school can have a profoundly positive impact on their psychological well-being and behavior.

Introduction

School connectedness has a positive influence on students' well-being. In a recent article, Sulkowski, Demaray, and Lazarus (2012) highlight the importance of the connection between school support and student well-being for practicing school psychologists. The authors encourage school psychologists to develop communities of support through Social-Emotional Learning (SEL) programs in the context of a health-promotion service delivery model that stresses the importance of student-centered learning. Students at-risk for school

disconnection are particularly important to support, though they can be challenging to reach. As essential first steps toward creating a comprehensive school-based intervention program, Bonny, Britto, Klostermann, Hornung, and Slap (2000) recommend identifying students at highest risk for health compromising behaviors, assessing student connectedness to school, and targeting interventions to the needs of individual students.

Defining the Terms

In the research literature, the definition of "well-being" varies in slightly different ways according to the contexts under examination. For example, across the literature on well-being the term has been operationalized as optimism (Anderman, 2002; Jose, Ryan, & Pryor, 2012), positive psychological and/or social adjustment (Chu, Saucier, & Hafner, 2010; Van Ryzin, Gravely, & Roethlisberger, 2009), life satisfaction (Jose et al., 2012; You, Furlong, Felix, Sharkey, & Tanigawa, 2008), quality of life (Gillison, Standage, & Skevington, 2008), and positive behaviors or the absence of risky behaviors (King, Vidourek, Davis, & McClellan, 2002; Resnick et al., 1997). This discussion of well-being focuses on psychological well-being, with emphasis on promoting adolescent health, reducing risk behaviors, and the relationship between well-being and connectedness.

"Connectedness" is an ambiguous term that

requires some unpacking. Connectedness is theorized as inhering within different domains, including to one's peers, family, community, and school. This review focuses on the connectedness that children and adolescents feel toward school. The Centers for Disease Control and Prevention define school connectedness as "the belief by students that adults and peers in the school care about their learning as well as about them as individuals" (2009, p. 3). In a review of the literature on school connectedness, Libbey (2004) found were terms for the sense of belonging that exists in the school context, including "school engagement, school attachment, school bonding, school climate, school involvement, teacher support, and school connectedness" (p. 274). Libbey's findings highlight overarching themes related to school connection that are stable across a variety of measures and terms and indicate that students who feel in some way connected to school do better than those who do not (Libbey, 2004). Connectedness is a form of social support that enhances students' well-being. According to Barrera (1986) and Chu et al. (2010), there are four dimensions of social support:

1. *social network* refers to the size of the student's social network
2. *enacted support* refers to the support that students actually receive and is also concerned with the regularity of that support
3. *perceived support* refers to what the student perceives is the support available to him or her when and if the need arises, and
4. *seeking support* refers to the behavior of seeking out social supports

Self-Determination Theory

Theoretical definitions of school connectedness frequently draw on self-determination theory to clarify the mechanism by which school connectedness is related to well-being. Self-determination theory is a theory of motivation that describes three psychological needs associated with positive psychological well-being: competence, relatedness, and autonomy (Ryan & Deci, 2000). These needs are fostered or thwarted by an individual's environment (Ryan & Deci, 2000). According to self-determination theory, school connectedness enhances student well-being through the mechanism of relatedness, or the need to relate or connect to others within a school context. Relatedness is manifested in the school context when a student believes, or trusts, that she has the support of others. As such, relatedness can be described as a belief in others within the school context (CDC, 2009). Research based on self-determination theory indicates that a sense of relatedness is linked to increased psychological well-being, student engagement, academic performance, and prosocial behavior. Relatedness is also associated with decreases in substance and alcohol abuse, dropout rates, and mental health problems (Gillison et al., 2008).

Review of the Literature

In general, a review of the literature suggests there is a positive connection between belief in others and psychological well-being. In a seminal study by Resnick et al. (1997), the authors analyzed data from over 12,000 middle school and high school students that participated in The National Longitudinal Study of Adolescent Health (Add Health). The authors found that both family connectedness and perceived school connectedness protected

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against numerous risky behaviors (e.g., emotional distress, suicidality, violence, substance use, age of first sexual experience). Subsequent studies have found similar results. For example, in a meta-analysis of 246 studies with a total of 121,432 participants, Chu et al. (2010) found a small yet significant link between perceived support and psychological well-being in children and adolescents. The researchers also found that the older a student is, the more significant support becomes as an indicator of well-being. This seems to indicate that teenagers potentially benefited from social support more than younger children. Support from teachers and school personnel had the strongest association with children and adolescents' well-being, closely followed by support from family members. Friend support and "other" support had the weakest relationships with well-being.

A five-month longitudinal study conducted by Van Ryzin, Gravely, & Roseth (2009) analyzed data from 283 students in three rural secondary schools. Perceptions of teacher and peer-related belonging had a positive relationship with engagement in learning, positive well-being, and hope. Results indicated a direct link between perceptions of peer support and hope, which was not mediated by engagement in learning. Levels of hope appeared not to change over a five-month time span, although engagement did fluctuate. Thus, schools endeavoring to facilitate students' engagement and hope may find that engagement is easier to influence since hope appears to be a more stable trait.

Another longitudinal study conducted by Jose, Ryan, and Pryor (2012) spanned the course of three years and sought to determine whether social connectedness could predict psychological well-being over time in young

adolescents. The authors examined four domains of connectedness: family, school, peers, and community. They found that family and school connectedness were more strongly associated with well-being than peer or community connectedness, and that having at least one trusted adult who cares for and respects a teenager can be of critical importance to the student's overall sense of social connectedness and, consequently, well-being.

Although all studies reviewed found that a greater sense of school connectedness could be tied to a greater sense of well-being, a couple of studies provide evidence that this relationship is more nuanced. Anderman (2002) conducted a cross-sectional study with data from Add Health collected between 1994 and 1996. More than 90,000 students and administrators from 132 schools participated. Anderman found that perceived school belonging varied across schools and was related to several individual variables (e.g. race, size of the school, urban versus suburban school, gender, and age). Females were more likely than males to feel a sense of belonging, and seniors did not report as much belonging as their 7th-10th grade peers. Importantly, the study found that higher perceived school belonging was associated with higher self-concept and psychological well-being. Anderman also found that there was a difference between measures of aggregated belonging and individual belonging. The more aggregated belonging (a characteristic across the entire school), the more social rejection, school problems, and lower GPA. Alternatively, results indicated that the individual measure of perceived school belonging was positively related to such items as optimism and GPA and predicted decreased levels of depression, social rejection, and school problems. This indicates that in a school where many students feel a

sense of belonging there is a greater risk for those students that do not perceive that they belong than in a school where aggregated belonging might be lower.

Assessments

In order for schools and school psychologists to increase connectedness, it is important that assessment of these factors is conducted to guide intervention efforts and monitor progress. A variety of measures are frequently employed to assess belief-in-others or school connectedness. Libby (2004) provides a helpful overview of the assessments currently available. As mentioned previously, Libby points out that “though the organization and names may differ, many of the variables share similar constructs” (Libby, 2004, p.278) related to school connectedness. These salient constructs include: 1) academic engagement, 2) belonging, 3) discipline/fairness, 4) extracurricular activities, 5) likes school, 6) student voice, 7) peer relations, 8) safety, and 9) teacher support. Furthermore, these constructs are measured in two different ways, either functionally (grades and participation) or affectively (liking and belonging), with both forms demonstrating salience and all constructs largely related to student outcomes (Libby, 2004). Importantly however, perceived support has been found to be the measure of support most associated with well-being (Chu et al., 2010; Cohen & Wills, 1985). Thus, measures with questions that tap students’ feeling of support and connection are likely to be the most useful for researchers and practitioners seeking to enhance school climate and student well-being.

One of the most empirically sound and frequently used measures of school

connectedness is the School Connectedness Scale (SCS). Resnick and colleagues (1997) utilized data from the Add Health survey to develop and refine this measure of caring and connectedness which, in its original form, contained six items, but has been refined to a popular 5-item version (Bonny et al., 2000). The 5-item SCS scale asks respondents, “How strongly do you agree or disagree with the following statements about your school...?” on a 5-point Likert scale: (a) I feel close to people at this school; (b) I am happy to be at this school; (c) I feel like I am part of this school; (d) The teachers at this school treat students fairly; and (e) I feel safe in my school.

Based on a large sample of adolescents from a wide-range of socio-cultural groups, Furlong, O’Brennan, and You (2011) analyzed the core psychometric properties (reliability, concurrent validity, and latent structure) of the School Connectedness Scale and found them robust. In their analysis of the psychometric properties of the SCS, Furlong and colleagues (2011) employed the School Supports Scale (SSS), a subscale measuring protective factors, to establish the concurrent validity of the SCS. The SSS has good reliability (Hanson & Kim, 2007) and is another helpful measure of students’ perceptions of external assets, such as “caring relationships, high expectation messages, and opportunities for participation and contribution in their families, schools, communities, and with their peers” (Benard & Slade, 2009, p. 56). The SCS is an important assessment tool school psychologists and administrators can use to screen school-wide levels of students’ perceived school connectedness. Naturally, the SCS can also be utilized for progress monitoring and to examine the effectiveness of school-wide and targeted interventions to increase students’

sense of school connectedness and social support.

Intervention/ Promotion

School psychologists and educational professionals can enhance students' sense of school connectedness in important ways. The following research-based practices are recommended. According to King's (2002) evaluation of the Healthy Kids Mentoring Program, promotion programs for school connectedness should be implemented in safe environments, foster encouragement and support, include empowering activities, and provide specific guidelines for appropriate behavior that contribute to increased well-being. School-wide programs may increase student well-being by focusing on school, peer, and family connectedness (King, 2002). The CDC adds to these recommendations and asserts that interventions should facilitate family and community engagement and emphasize academic achievement and staff empowerment (2009). Furthermore, they claim that intervention programs may be more effective if they facilitate families' access to school and facilitate their involvement in school-wide activities.

Jose, et al. (2012), warn that opportunities for connecting with others without an emphasis on long-term strategy and habit-building is unlikely to facilitate long-term benefits for students' sense of well being. They suggest that creating a lasting sense of school connectedness can be enhanced by providing students with opportunities for practicing acts of kindness, expressing gratitude, learning conflict management, applying honest communication and sharing, and exhibiting acts of loyalty. The CDC provides several recommendations for the

practice of facilitating a school-wide sense of belonging which include: promoting collaboration between students, faculty, staff, and parents; service learning projects; peer tutoring; discussions on empathy and social responsibility during classroom activities; relating learning to real world issues; creating a positive environment; and encouraging staff to greet students individually (2009).

Research indicates efforts to promote school connectedness can enhance the well-being of both the general student population and marginalized and bullied students. Bullied students are particularly representative of those disengaged by high school-wide levels of connectedness. Traditional bullying prevention programs have elicited mediocre results, and have not shown long term effectiveness in schools (Smith, Schneider, Smith, & Ananiadou, 2004). It appears that these students require a more individualized, intensive approach that draws on principles of positive psychology to strengthen bonds between the student and others at school (You et al., 2008). Victims of bullying often become increasingly less trusting of both peers and adults, which may lead to increased social isolation. Efforts to expose them to positive social interactions and rebuild social connections at school on an individual basis may increase the overall health and well-being of these students (You et al., 2008). Although Smith et al.'s synthesis of research on the effectiveness of whole school bullying prevention programs concluded that there is not yet evidence that other forms of bullying intervention show greater success than school-wide approaches (2004), targeted interventions for vulnerable students are promising. These programs can be developed around the isolated student's interests or preferred activities to

facilitate peer interactions based on the individual strengths of the child. The inclusion of a mentoring component can assist in the redevelopment of positive, trusting relationships with an adult at school and potentially open the door to further connectedness and long-term well-being.

Conclusion

Reconnecting students to school can have a profoundly positive impact on their psychological well-being and behavior. In this paper we have reviewed the literature on school connectedness as well as methods of assessment and intervention. This is a topic that deserves increased attention and additional research to improve our understanding of students that feel disconnected from school and refine our ability to intervene. Graduate students in school psychology are encouraged to make further contributions to the science that will inform practice and undergird policy initiatives aimed at enhancing students' school connectedness and psychological well-being.

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Aaron D. Haddock is currently completing a Ph.D. program in Counseling, Clinical, and School Psychology at the University of California, Santa Barbara. A former elementary school teacher, Aaron holds a M.A. in Education and a Multiple Subject Teaching Credential. His research interests include: school climate, early intervention and prevention, social-emotional learning, grade retention, academic achievement, program evaluation, and international school psychology. Aaron is also the incoming President-Elect for the SASP Executive Board 2015.

Currently, a teacher of English in France, **Raquel Wigginton** studied T.E.S.O.L. as an undergraduate and then received her M.A. with an emphasis in Cultural Perspectives and Comparative Education from the University of California Santa Barbara. Her research and professional interests are focused on sociocultural linguistics, the education of English Language Learners, and educational equity.

Book Review

Is Everyone Hanging Out Without Me? (And Other Concerns)

Reviewed by Jill D. Sharkey, Ph.D., UCSB

Book Reviewed: Kaling, M. (2012). *Is everyone hanging out without me? (And other concerns)*. New York: Three Rivers Press.



Dr. Jill Sharkey is a Lecturer with Security of Employment in the Department of Counseling, Clinical, and School Psychology at UCSB. Her research interests include: Antisocial Behavior, Juvenile Delinquency,

Emotional and Behavioral Disorders, Developmental Psychopathology, Risk and Resilience, School Violence, Student Engagement, and Assessment and Measurement.

What book would you recommend to graduate students in school psychology?

It is critical that graduate students in school psychology regularly take part in activities that relieve anxiety, satisfy the soul, and bring humor to otherwise stressful situations.

Reading is a great way to achieve these goals in graduate school as long as the material is not a class assignment or to be cited in a paper. Thus, I recommend a book that accomplishes all of these goals and more: Mindy Kaling's *Is everyone hanging out without me? (And other concerns)*. New York: Three Rivers Press.

What is this book about?

Mindy Kaling – comedian, actress, and writer – describes the trials and tribulations of growing

up as a sometimes misfit but always humorous young woman who accomplishes her dream of writing and acting in comedy. She covers topics relevant to the field of school psychology such as weight bias, self-esteem, bullying, friendships, racism, sexual discrimination, and narcissism. Ms. Kaling's stories also provide sage career advice such as persisting to get what you want and getting along with colleagues.

What was the main piece of information, knowledge, or perspective that you gained from reading this book?

I learned that humor is a great way to convey otherwise sensitive information. By making fun of herself and others as well, Ms. Kaling breaks down defenses and allows for an honest analysis of what is important. What comes across is the confidence and drive it took her to overcome the odds to achieve her dream.

Why is this book important to our field and/or important for graduate students in school psychology to read?

Ms. Kaling exemplifies many of the traits we look for in our students: a tolerance for ambiguity, taking the initiative to accomplish great things, having a sense of humor even in the face of stress, and treating others how she would like to be treated by them. By reading this book, graduate students in school psychology can reflect upon salient issues in the field, contemplate personal traits that lead to career success, and laugh while getting a break from the more serious aspects of our field.

The SASP Diversity Mentorship Program: Get Involved!

Compiled by Samara Montilus, Diversity Affairs Chair

The Diversity Mentorship Program was designed to address the growing academic and professional needs of underrepresented minorities pursuing their graduate degree in school psychology. Many times in graduate programs, minority students may feel isolated and have difficulty finding mentors with similar research interests in culturally diverse issues. Through this program, students are paired with mentors who are typically professors, researchers, and early career professionals from all over the country. The mentees work closely with their mentors collaborating on research projects, discussing cultural diversity related issues in the field, and are offered advice on how to navigate in graduate school or in a future career.

Both mentees and mentors alike have described this program as a great source of support for minority students particularly those who are experiencing difficulty finding mentors in their graduate program.

If you are interested in being a part of the Mentorship Program as a mentee (typically an undergraduate or graduate student) or as a mentor, then please contact, **Isoken Adodo** (ipadodo@email.arizona.edu), *Diversity Affairs Chair*, for more information on how you can get involved or help.

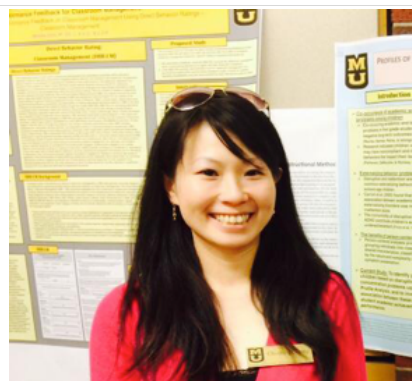
And, once again, congratulations to this year's Diversity Scholarship Program recipients:



Alondra Canizal Delabra



Lana Mahgoub



Chi-ching Chuang

Lessons From the Field

Get Involved with School Psychology Worldwide with the International School Psychology Association

Aaron D. Haddock and Shane R. Jimerson, UCSB

Amidst the contemporary globalization of school psychology, the *International School Psychology Association (ISPA)* promotes worldwide cooperation, networking, and preparation amongst school and educational psychologists. In the early 1970s a group of school psychologists from different parts of the world came together to form an International School Psychology Committee in order to promote worldwide cooperation amongst school and educational psychologists. The number of psychologists committed to this aim grew steadily until in 1982 the International School Psychology Association was founded. Since that time, membership of ISPA has spread to all corners of the earth and the Association has become recognized by the United Nations as an important Non-Governmental Organization speaking on behalf of children and young people and their families. ISPA is a leading international force in the field of School Psychology.

The major aims of ISPA are:

1. To promote the use of sound psychological principles within the context of education all over the world.
2. To promote communication among professionals who are committed to the improvement of the mental health of children in the world's schools.
3. To encourage the training of school psychologists in countries where there are none or too few.
4. To promote the psychological rights of all children throughout the world.
5. To initiate and promote cooperation with other organizations working for purposes similar to those of ISPA in order to help children.
6. To condemn any discrimination of racial, religious or sexual nature and recommend its members conduct their professional life consistent with this principle.

ISPA holds a conference in a different country each year. These annual meetings form a vital part of the activities of the Association as they provide opportunities for members to come together, share ideas and experiences, meet old friends and make new ones. The conferences focus on different themes each year and also serve to advance the profession in those regions in which they are held. The 37th ISPA Conference will be held in São Paulo, Brazil from June 24th to June 27th, 2015. The theme of the conference will be *Schools for All: Public Policies and the Practice of Psychologists*. The ISPA Conference will be combined with the XIIth National Conference of the Brazilian School Psychology Association, ABRAPEE, and will be held at the Mackenzie University in São Paulo.

ISPA seeks to increase student interest and involvement in international school psychology. ISPA invites students to join as student and early career members and

participate in conferences. There were many students in attendance at the ISPA conference in Kaunas, Lithuania this past July, and two students' perspectives were featured in articles for ISPA's newsletter *World Go Round*. Abisola Oseni, a student at California State University, Long Beach, who gave two presentations at the conference, writes:

"I can wholeheartedly say that attending the conference was one of the most memorable experiences of my life. At the conference, I networked with and gained resources from prolific leaders in our field from countries such as Portugal, Cypress and Japan. I also met many students from other countries around the world. [...] I highly recommend that students attend next year's conference in São Paulo, Brazil."

Another student presenter at the conference, Natalie Fabian of Chapman University, describes how, although initially she only knew one other person at the conference, she was quickly welcomed into the ISPA community with "open arms and treated as a colleague." She shares how her experience at the ISPA conference was professionally edifying and personally enriching. As Natalie explains:

"The most valuable moments for me were not written in the schedule, but were weaved into the various interactions and conversations I had with other ISPA members...after sessions, during interaction groups, coffee breaks, and even over a beer at a local outdoor café in downtown Kaunas. You can't put a price on sharing a coffee with a student from Portugal working on her PhD, eating dinner with the president of Japan's national association, or being involved in discussions about topics you

are passionate about with people from five other countries!"

Students Valentina Lerotheou, Natalie Fabian, Elena Kaizer, Vera Floridou, Elizabeth Brandner and Abisola Oseni,



enjoying the company of Drs. Jimerson, Dimitro and colleagues at the closing reception dinner. Photo courtesy of Abisola Oseni.

At the conference, ISPA President-Elect, Dr. Shane Jimerson, hosted a lively discussion session with students that facilitated cross-cultural friendships and further conversation in subsequent days. The upcoming ISPA conference in São Paulo, Brazil will feature myriad opportunities for school psychology students from the around the world to connect, converse, develop as professionals, and have fun.

ISPA Student Membership activities, benefits, and services include:

Advocate: Join with ISPA colleagues to advocate for children, young people, and their families, with global associations, including representation with UNESCO.

Connect: Attend the ISPA annual conference and engage in professional development with students and colleagues from around the world. Registration rates are reduced for students.

Communicate: Participate in an ongoing international dialogue regarding school psychology. Share information, ideas and updates with members via email and the ISPA website.

Awareness: Keep up to date with timely news, announcements, and information. ISPA sends e-mail announcements and provides student members with ISPA's quarterly newsletter, World*Go*Round (WGR). The ISPA website also features valuable information for members.

Science: Receive contemporary international science in The International Journal of School & Educational Psychology/IJSEP, available to members at reduced rates.

Leadership: Members are encouraged to be involved with ISPA governance. There are many opportunities to join committees and be involved in ISPA.

Awards: ISPA members may be nominated and selected for annual awards highlighting outstanding service, research, and practice.

The ISPA website is an outstanding resource filled with valuable information on international school psychology, including information on international organizations, children's rights and human rights, national and regional school psychology associations worldwide, international schools and much more! Students and professionals interested in international internships and careers are encouraged to join ISPA's School Psychology in International Schools interest group to connect with a large network of school psychologists working in international schools around the world. For more information on ISPA's School Psychology in International Schools interest group, please contact Aaron Haddock (ahaddock@education.ucsb.edu) and visit <http://www.ispaweb.org/about-iswa/committees/%20school-psychology-in-international-schools-interest-group/>.

For more information or to become a member visit <http://www.ispaweb.org> or contact the ISPA Central Office ispacentraloffice@ispaweb.org. One can simply and quickly join ISPA at <http://www.ispaweb.org/membership/membership-form/> (Student Rate \$28 per year without journal, \$58 per year with journal). Individuals who join now will receive the remainder of 2014 membership for free when you now become a member for 2015.

Student Affiliates of School Psychology Chapter Spotlight:

University of British Columbia

Catherine Archambault, Michele Cheng, Angelina Lee, & Lindsay Starosta

The School Psychology program at the University of British Columbia, following a scientist-practitioner model, is dedicated to the development of researchers and clinicians who have highly developed skills in integrated research across core psychological and educational foundations and evidenced-based practice. Accredited by the Canadian Psychological Association (CPA), central to the mission of the program is to prepare psychologists whose research, training, and practice are committed to optimizing the development of children, youth, and families within their social systems. One distinguishing feature of school psychology training at UBC is its strong appreciation for diversity, in terms of the populations served *and* the students recruited and admitted, as well as in terms of the varied theoretical and paradigmatic foci considered, the issues and elements of practice examined and taught, and the provision of skills and experiences in working with a broad range of clients, families, and settings. Graduate students of the School Psychology program at UBC constantly strive to promote the values and goals of the program and facilitate a supportive environment between the faculty and cohorts of students, as well as between peers.

Community in School Psychology at UBC

As with many other school psychology programs across North America, our program at UBC is composed of intensive sequences of services and responsibilities in class and out in the community. A number of events, activities,

and workshops are held throughout the program to help support our students' professional development and research experience, as well as to help facilitate a strong sense of community, which is central to our program at UBC. These efforts include student and faculty area meetings, mentor/mentee programs, fundraising events such as bake sales and participation in community run/walk campaigns for a local children's hospital and Crohn's and Colitis Canada, special topics presentations from visiting scholars, professional practice workshops, grant/scholarship writing groups, and connections with other organizations and networks that serve children and families (e.g., PREVNet, HELP). Some of our key events are highlighted in this chapter spotlight.

Mentor/Mentee Program

The mentor/mentee program is designed to facilitate the first year cohort's transition into the program and provide them with a point of contact throughout their first year. Each newly admitted student is paired with a second year student who offers advice and tips on how to make the most out of the academic, research, and social experience as a graduate student in school psychology, and how to manage mind-body wellness throughout the program. The mentors also help their mentee develop and maintain successful supervisor-supervisee relationships. This mentorship role allows new students to gain valuable insight into the program from the perspective of their peers.

Annual Back-to-School Camping Retreat

In the beginning of every year, the new cohort of students are welcomed into the program at our Annual Back-to-School Camping Retreat weekend in the beautiful outdoors of British Columbia. Faculty, students, support personnel, and their families are invited to join in on the retreat. This event is filled with traditions, team-building games, puppet shows, campfire stories, and other fun activities throughout the weekend, designed to build and strengthen our UBC School Psychology community. As part of our tradition, the second year students take the lead on organizing this event with the support of faculty and advanced students to welcome the new students. This year, the second year students choreographed a flash mob, which turned into a dance party for all, including the faculty, their children, and their family pets. The second year students also take the first year students on a “walk of wisdom in the woods” where they share tips and advice on what to expect from the program and answer any questions that the new students may have. Then, with a toast to the upcoming year, a formal “banquet in the woods” is held with a special theme (e.g., Hawaiian), and our students are spoiled with phenomenal full-course dinner from the faculty. Dinner concludes with a chance to express appreciation and gratitude through affirmations. The fun continues with the hilarious and creative “Puppet Theatre” with cohorts and faculty performances around a school psychology theme. The retreat event foreshadows what new students can expect to experience in the program – namely, new challenges that they will face with continual support, encouragement, and cooperation from fellow students and faculty members.

School Psychology Awareness Week

School Psychology Awareness Week (SPAW) is an annual event designated by National Association of School Psychologists (NASP) to raise awareness about the field of School Psychology and the different roles that school psychologists play in the community. This year, our chapter organized an activity for each day of the week to provide schools and the university with information about the field and foster a spirit of community within the program. During the week, faculty and student members wore their UBC School Psychology t-shirts, sweaters, hats, and tote bags to campus engaged in a flash mob dance in front of the library to pique the curiosity of other students in the Faculty of Education. In addition, our students distributed pamphlets and set up a booth to provide information regarding the services that school psychologists provide and how school psychologists can collaborate with teachers in schools. The students also distributed materials to increase awareness about school psychology in their practicum/internship schools. Finally, a bake sale fundraiser event was also held to raise money for an inner city school where our students do their practicum. To wrap up the week, a “Happy Hour” was hosted at a campus pub as a social event for faculty and students to celebrate SPAW.

Goals for the Future

Our ongoing mission as students is to contribute to the growth and development of the field of school psychology, serve to fulfill the goals and values of our program, and foster a supportive network within the program for prospective and current graduate students. Additionally, we will continue to increase awareness about the field of school psychology and advocate for the role of school psychologists on our campus, the schools, and community.

Author Bios

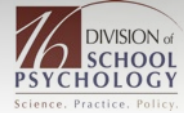
Catherine Archambault, B.Sc., is a second year M.A. student in the School Psychology program at UBC. She completed her Bachelor of Science majoring in Psychology at McGill University in Montreal. Before attending UBC, Catherine worked as a Behavioural Interventionist with children with Autism Spectrum Disorder, as well as a research assistant in the School Psychology department at McGill. Her current research focuses on bilingual education, and her career goals consist of working with bilingual population as a school psychologist. Catherine currently serves as the NASP student leader for UBC.

Michèle Cheng, B.Sc., is a first year M.A. student in School Psychology at UBC. She received her Bachelor of Science degree in Psychology, with a minor in German, from McGill University in Montreal. She has previously worked as a research assistant on reading interventions, language development, depression and anxiety, as well as neuropsychological performances. Currently, she works a graduate research assistant, examining the effects of reading interventions on student-teacher relationships. Her research interests include reading fluency, motivation, and the growth mindset.

Angelina Lee, B.A., is a second year Master's student in the School Psychology program at UBC. She completed her Bachelor of Arts in Psychology and a certificate in Infant Development and Supported Child Development from UBC. Prior to starting her graduate program, Angelina worked as an Educational Assistant for a school district in Metro Vancouver, as well as the Lab Coordinator for a language developmental lab and social cognitive lab in the Department of Psychology at UBC. Angelina's research interests include cognitive resilience of at-risk populations, parent and student perspectives on assessment and educational implications, as well as strengths and resilience of children who are refugees/immigrants. She anticipates a career in practice, research, and public policies working with racial/ethnic minority families. Angelina currently serves as the SASP Chapter Representative for UBC.

Lindsay Starosta, B.Sc., is a second year Master's student in the School Psychology program at UBC. Lindsay received her Bachelor of Science from Western University. Lindsay has worked as a research assistant focusing on the efficacy of a bullying intervention program for elementary school students. Lindsay continues to be involved in bullying research including further projects focusing on evaluating bullying prevention and intervention programs, as well as research concentrating on school climate and bullying.

Student Affiliates in School Psychology (SASP)



**School Psychology:
From Science to Practice to Policy**

CALL FOR SUBMISSIONS

Manuscript submissions are now being accepted for the Spring 2015 and beyond issues of *School Psychology: From Science to Practice to Policy (FSPP)*, the quarterly publication of the American Psychological Association Division 16's Student Affiliates in School Psychology (SASP). *FSPP* includes 8 sections for which manuscripts are accepted: *Scholarship, Research Reviews, Lessons From the Field, Forum, Chapter Spotlight, Commentary, Perspectives, and Book Reviews*. **SASP will be awarding a \$250 cash prize for the most outstanding student research manuscript accepted for publication in any 2015 issue of *FSPP*.**

Please review the Manuscript Submission Guidelines at: www.apa.org/divisions/div16/sasp for more information about each of these sections.

Please submit all manuscripts and/or questions to Ashley Mayworm, Editor, via email at ashley.mayworm@gmail.com.

Spring 2015 ISSUE SUBMISSION

DEADLINE: March 15th, 2015



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Division 16 membership activities, benefits, and services include:

- Engaging in the national and international conversation on school psychology. Division 16 is active in advocating for the interests of school psychologists on issues both within the broader field of psychology as well as with constituent school psychology organizations.
- Receiving cutting edge publications such as *School Psychology Quarterly*, the Division's APA journal and the high quality peer-reviewed newsletter *The School Psychologist*.
- Networking with colleagues and leaders in the field who share your interest in School Psychology.
- Contributing to the Science for Policy and Practice in School Psychology during Division 16 programming at the APA annual convention via round table discussions, symposia, poster sessions, workshops and the superlative Division 16 Hospitality Suite and Social Hour.
- Joining the Division 16 listserv to keep up to date with current trends, professional opportunities, and the on-going dialogue on school psychology matters.
- Recognizing outstanding achievements. Division 16 honors Students (e.g., APF-Paul Henkin travel awards, minority scholarships, AGS outstanding scholarship awards), Early Career Scholars (e.g., Lightner Witmer Award), and substantial contributors to the field (e.g., Fellow, Senior Scientist, Jack Bardon Distinguished Service Award, Lifetime Achievement Award).
- Becoming involved in Division 16 governance. There are many opportunities to join committees and run for executive office in the Division.

Additional benefits for student (SASP) members include:

- Links to national and international leadership in school psychology and psychology as a whole.
- Student activities at national conferences (e.g., SASP Student Research Forum at the APA Convention)
- Resources and financial supports (e.g., Division 16/SASP Diversity Scholarships and the Student Research Forum Travel Awards).
- Information on current topics pertaining to school psychology and forums to build connections with other school psychology professionals (e.g., SASP listserv, Facebook page, and website).
- Opportunities to get involved in activities that will further strengthen this discipline in the future. Opportunities to disseminate research and to share ideas through the SASP publication, *School Psychology: From Science to Practice*.
- Connections to a national network of local SASP chapters as well as guidance in building a local SASP chapter at your institution.
- Mentoring opportunities (e.g., SASP's Diversity Mentoring Program) that create relationships between students and professionals in the field.
- Opportunities to become involved in SASP governance.