



INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION CONFERENCE

Manchester UK, 19th - 22nd July 2017
www2.mmu.ac.uk/ispa2017



Supporting Vulnerable Children in an Uncertain World

CONFERENCE PROGRAMME

(Note: This programme is liable to change; the final programme will form part of the Conference Programme Book that will be available to all delegates at conference)

CONFERENCE PROGRAMME OVERVIEW

Note about venues: Apart from the Leadership and Pre-conference workshops all sessions will take place in the Brooks Building, Manchester Metropolitan University Campus

Wednesday 19th July	
08.30 – 13.00	Registration Open – Ellen Wilkinson Building, University of Manchester
14.00 – 16.00	Registration Open – Atrium, Brooks building
09.00 – 12.00	ISPA Leadership Workshop/Pre-Conference Workshops – Ellen Wilkinson Building, University of Manchester
13.00 – 16.00	Pre-Conference Workshops – Ellen Wilkinson Building, University of Manchester
16.30 – 17.00	Interaction Group Facilitators Meeting – Room 2.12
17.15 – 18.45	Opening Ceremony – Main Hall G 34
18.45 – 22.00	Welcome Party - Brooks Building Campus (and music session from 20.30)
Thursday 20th July	
08.00 – 17.00	Registration Desk Open - Atrium
09.00 – 12.00	Poster Session 1
09.00 – 10.30	Parallel Sessions – papers/symposia/round tables/workshops/posters
10.30 – 11.00	Coffee/Tea
11.00 – 12.00	Keynote Presentation – Professor Cynthia Leung – Main Hall G34
12.00 – 13.30	Lunch/Interaction Groups
13.30 – 16.30	Poster Session 2
13.30 – 15.00	Parallel Sessions – papers/symposia/round tables/workshops/posters
15.00 – 15.30	Coffee/Tea
15.30 – 17.00	Parallel Sessions – papers/symposia/round tables/workshops/posters
17.00 – 18.30	ISPA General Assembly 1 – Lecture Theatre 4 G44
19.30 – 21.00	Guided walking tour - Discover Manchester (Meet by registration desk)
20.00 – 22.30	Folk dancing – Books building, Drama Studio, Brooks Building
Friday 21st July	
08.30 – 17.00	Registration Desk Open – Atrium
09.00 – 12.00	Poster Session 3
09.00 – 10.30	Parallel Sessions – papers/symposia/round tables/workshops/posters
10.30 – 11.00	Coffee/Tea
11.00 – 12.00	Keynote Presentation – Professor Shane Jimerson – Main Hall G34
12.00 – 13.30	Lunch/Interaction Groups
13.30 – 16.30	Poster Session 4
13.30 – 15.00	Parallel Sessions – papers/symposia/round tables/workshops/posters
15.00 – 15.30	Coffee/Tea
15.30 – 17.00	Parallel Sessions – papers/symposia/round tables/workshops/posters
17.00 – 18.30	ISPA General Assembly 2 – Lecture Theatre 4 G44
19.30 – 22.00	Walking Tour of Manchester – Pub walk, quiz and dinner. (Meet by registration desk)
20.00 – 22.00	Musical evening with Fiddlestone, led by C. Griffiths & T. Bowles. Meet at the Salutation (see map)
Saturday 22nd July	
8.30 – 17.00	Registration Desk Open - Atrium
9.00 – 12.00	Poster Session 5
9.00 – 10.30	Parallel Sessions – papers/symposia/round tables/workshops/posters
10.30 – 11.00	Coffee/Tea
11.00 – 12.30	Parallel Sessions – papers/symposia/round tables/workshops/posters
12.30 – 13.30	Lunch
13.30 – 16.30	Poster Session 6
13.30 – 15.00	Parallel Sessions – papers/symposia/round tables/workshops
15.00 – 15.30	Coffee/Tea
15.30 – 16.30	Keynote Presentation – Professor Neil Humphrey – Main Hall G34
16.30 – 17.30	Closing Ceremony - Main Hall G34
19.00 – 23.00	Farewell Party – Student Union Building (see map)

08.00 – 17.00	Registration Desk Open – Atrium	
09.00 – 10.30	Parallel Sessions – papers/symposia/round tables/workshops	Poster Session 1 Atrium
10.30 – 11.00	Coffee/Tea	
11.00 – 12.00	Keynote Presentation – Professor Cynthia Leung <i>Empowering parents to support vulnerable children: a public health approach.</i> Main Hall G34	
12.00 – 12.45 12.45 – 13.30	Lunch, Group A/Interaction Groups, Group B Lunch, Group B/Interaction Groups, Group A <i>See separate booklet for information about your interaction group</i>	
13.30 – 15.00	Parallel Sessions – papers/symposia/round tables/workshops	Poster Session 2 Atrium
15.00 – 15.30	Coffee/Tea	
15.30 – 17.00	Parallel Sessions – papers/symposia/round tables/workshops	
17.00 – 18.30	ISPA General Assembly 1 – Lecture Theatre 4, G.44	
19.30 - 21.00	Walking Tour – Discover Manchester. Meet by registration desk	
20.00 – 22.30	Folk Dancing with Alexa Candrian. Drama Studio, Brooks Building	

09.00 - 10.30

Session	Room	Type	Title	Speakers
1	G34	Symposium	Hands off our children: Can recent research clear away the confusion around affective touch in education and care contexts?	Sean Cameron, Francis McGlone, Paula Trotter
2	G78	Symposium	Using Mixed Methods Research in a Diverse Global Context: Promoting Culturally Relevant Solutions	John Hitchcock, Bonnie Nastasi, Anthony Onwuegbuzie, Jeff Anderson
3	G86	Papers	<p>Extreme Inclusion in International Schools: Lessons Learned</p> <p>Attitudes towards Inclusion of Pupils with Autism Spectrum Disorder (ASD): A Survey of Regular Primary School Teachers in Bangladesh</p> <p>Developing inclusive learning environments in Sweden</p> <p>A new ecosystem model for inclusive early childhood education: Findings from a qualitative analysis of 32 European examples</p>	<p>Angie Wigford</p> <p>Maleka Pervin</p> <p>Malin Öhman</p> <p>Paul Bartolo</p>
4	G29	Symposium	Current international issues on social emotional learning	Terence Bowles, Vítor Alexandre Coelho, Vanda Sousa, Baiba Martinsone, Coosje Griffiths
5	G44	Symposium	Incorporating technology into psychological work with children and young people	Terry Hanley, Zehra Ersahin, Kevin Glasheen, Sarit Alkalay, Avivit Dolev
6	2.12	Papers	<p>International Language Education and Its Role in Achievement: A Study Investigating Language-learning as an Indicator of Performance on</p> <p>International Tests of Achievement Factors affecting spoken academic language development: a multiple case study</p> <p>Understanding and Supporting Academic Achievement in University Students with Undiagnosed Reading Difficulties</p> <p>The Role of Distal and Proximal Cognitive Processes in Literacy Skills in Greek</p>	<p>Woody Seagren</p> <p>Jenny Feinmann</p> <p>Jamie L. Metsala</p> <p>Theodosia Apostolou</p>
7	2.15	Symposium	Promoting child development and learning from infancy to adolescence: Mothers' and teachers' beliefs, attitudes, knowledge, behavior, and practice	Naomi Watanabe, Mai Hamana, Yayoi Watanabe, Junko Iida
8	2.16	Workshop	Intervening early: Developing mental health in an educational setting	Fiona Pienaar, Keith Harvey
9	2.17	Papers	<p>Cross Cultural Perceptions of Emerging Adulthood (EA): Indian Vs. American Females</p> <p>Attitudes towards Cultural Diversity, Social Identity and Academic Practices Among Students at Al Ain University of Science and Technology in the UAE</p> <p>Aiming high in diverging life contexts: the qualitative exploration of differences in pupils' educational aspirations living in differing school neighbourhoods</p>	<p>Judith Kaufman</p> <p>Bihan Qaimari, Samir Dukmak</p> <p>Zrinka Ristić Dedić, Boris Jokić</p>

09.00 - 10.30				
Session	Room	Type	Title	Speakers
10	2.18	Papers	Moving and Learning: An Exploratory Study of a Yoga-Based Social Emotional Learning Curriculum to Foster Engagement and Wellbeing.	Aria E Fiat, Madeline Larson, Clayton Cook
			Promoting Greek gifted children’s personality traits: an empowerment program for improving self-esteem, self-perception and social-interpersonal skills.	Dimitrios Papadopoulos
			Rights, Power and Play: Control of play in school grounds - an action research project from Wales	Marianne Mannello
			A Case Example of Solution-Focused Brief Counseling	Marlene Garzona
11	2.19	Symposium	IQ Tests: Who Needs Them? Current developments and controversies in the use of IQ tests.	Peter Farrell, Bill Pfohl, Brian Apter, Toshinori Ishikuma

10.30 – 11.00 Coffee/Tea - Brooks Building Atrium

11.00 – 12.00 Keynote Speaker - Mail Hall G34

Professor Cynthia Leung, Hong Kong Polytechnic University
“Empowering Parents to Support Vulnerable Children: a Public Health Approach”

12.00 - 12.45	Group A	Lunch,
12.00 – 12.45	Group B	Interaction Group meetings
12.45 – 13.30	Group B	Lunch
12.45 – 13.30	Group A	Interaction Group meetings

(see separate book for information about interaction groups)

13.30 – 15.00

Session	Room	Type	Title	Speakers
1	G34	Symposium	Supporting learners on the Autism spectrum	Caroline Bond, Lee Robinson, Ellie Boylan, Vanessa Evans, Rainart Fayette, Carla Tomlinson
2	G78	Symposium	Exploring resilience to mental health outcomes in at risk young people in Guatemala	Jeremy Oldfield, Andrew Stevenson
3	G86	Papers	<p>The social and emotional competencies of bullies and victims: Does class size or pupils sex matter?</p> <p>The Effect of Student-Teacher relationships on the School Bullying.</p> <p>Workplace Bullying and its relationship with Job Satisfaction and Psychological Well-Being</p> <p>The Influence of different forms of bullying on the Students' Academic Performance at Elementary Level</p>	<p>Ana Maria Romão, Vítor Alexandre Coelho</p> <p>Hirofumi Kato, Masayoshi Ota, Kumpei Mizuno</p> <p>Javier Fiz Perez</p> <p>Qaisara Parveen</p>
4	G29	Papers	<p>Exploring the field: What evidence is there to justify a mindfulness intervention programme within Initial Teacher Education?</p> <p>Preparing teachers to improve the quality of primary prevention in Czech schools</p> <p>No Time to Talk! Teachers' Perception of Workplace Communication</p> <p>Exploring Portuguese teachers' perceptions of the challenges they face in schools</p>	<p>Liz Birchinal, Rob Buck</p> <p>Marta Kolarikova,</p> <p>Elinor Schad</p> <p>Sofia Ramalho</p>
5	G44	Papers	<p>Psychological Assessment of Children in the Global Context</p> <p>What do we believe about intelligence and does it matter?</p> <p>Testing intelligence bilingually: How can we do it?</p>	<p>Amanda Clinton, Kevin Woods, Fotini Polychroni, Catherine Kelly, Korah LaSerna Guilar</p> <p>Rudolph Bailey, Jeannie Montagano,</p> <p>Serge Lacroix</p>

13.30 – 15.00				
Session	Room	Type	Title	Speakers
6	2.12	Papers	<p>Effects of the Implementation of a Program Designed for Students with Emotional and Behavioural Difficulties (EBD) in the United States</p> <p>Investigating school exclusion: supporting schools to develop their ethos, systems and approaches to promote the inclusion of students with the most challenging behaviour</p> <p>Synthesising learning on prevention and early intervention programmes aimed at improving children's wellbeing and educational outcomes</p> <p>How to create a Therapeutic Sequence for supporting vulnerable children? - An external point of view</p>	<p>Rondy Yu, Shane Jimerson</p> <p>Kathryn Pomerantz</p> <p>Aisling Sheehan, Sarah Rochford, Stella Owens</p> <p>Avivit Dolev</p>
7	2.15	Workshop	Creating Inclusive schools in Difficult Political Times: Using NASP Resources to support students, teachers and families.	Melissa A. Louvar Reeves
8	2.16	Workshop	Using consultation and the psychology of motivation to support staff in specialist settings for young people with social emotional and mental health needs	Gillian Shotton, Sarah Woodburn
9	2.17	Symposium	<p>ISPA European Committee: Supporting schools in integrating refugee children and young people and in dealing with crisis situations.</p> <p>The importance of networking and collaboration across Europe to support psychologists.</p>	Margaret Grogan, Willy van Halem, Wil Koning, Jan-Erik Schmidt, Olanda Momcilovic, Paul Rees
10	2.18	Papers	<p>Early School Leaving and SEN: understanding the literature and policy in Europe</p> <p>Developing students' executive function skills: Using the <i>Buletin Abqari</i> Talkshow as a Medium</p> <p>Stimulation of executive functions of underperforming pupils from the Roma ethnic group – the stimulation potential of math</p> <p>"He's suffering from Neurodiversity": how do teachers understand this term and how does this affect their practice?</p>	<p>Garry Squires</p> <p>Ahmad Faiz Yazid, Abdul Razzak Khan Rustum Ali Khan, Nik Salida Suhaila Nik Saleh, Amirah Zainun</p> <p>Iveta Kovalcikova</p> <p>Dominic Griffiths</p>
11	2.19	Roundtable	Multicultural training in school psychology: Preparing practitioners to respond to the needs of an increasing population of diverse learners from different cultural backgrounds.	Jeanne Jenkins, Theron Ford

15.00 – 15-30 Coffee/tea – Brooks Building Atrium

15.30 – 17.00

Session	Room	Type	Title	Speakers
1	G34	Symposium	School Psychology in Ireland: Focus on Wellbeing and Mental Health Promotion	Margaret Grogan, Anne Tansey, Mary Gordon, Paula Dunne, Jean Henefer
2	G78	Papers	<p>The Effects of a Science and Social Studies Themed Shared-reading Intervention on Spanish-speaking Latino Preschool Children’s Vocabulary.</p> <p>Applying Response to Intervention in Italy: the use of CBM Maze task to assess reading comprehension in primary school children</p> <p>The Impact of a Two-Tiered Approach on Struggling Readers</p>	<p>Jorge E. Gonzalez, Sharolyn Pollard-Durodola</p> <p>Sergio Di Sano</p> <p>Tan Chee Soon, Beth O'Brien, Lyna</p>
3	G86	Papers	<p>Creating Emotionally Intelligent Classrooms: What Competencies Teachers Need</p> <p>Growth Resilience Ecosystemic Consultation (the GRECO Model) in Greek-Cypriot Schools: Empirical Support for Meaningful Change in Educational Settings</p> <p>Making classes a better place: a case for classroom climate</p> <p>Stabilizing the school community: how can school psychologist do it?</p>	<p>Elena Savina</p> <p>Anastassios Matsopoulos</p> <p>Nora Katona</p> <p>Zydre Arlauskaite</p>
4	G29	Papers	<p>Attitudinal and Psychological Concerns: Mental Illness Stigma among Tertiary Level Students</p> <p>International Adolescent Perceptions of Mental Health and School-Based Interventions</p> <p>Community Attitudes Towards Mentally Illness: the Comparison of Stigmatizing Attitudes among Lithuanian and US Mental Health Professionals</p> <p>A Quantitative Survey of Young People’s Mindfulness, Social Behaviour and Vulnerability in Greater Manchester</p>	<p>Orlean Brown Earle</p> <p>Rachel Salinger</p> <p>Rasa Markšaitytė</p> <p>Mariyana Schoultz, Donna Peach, Michelle Beattie</p>

15.30 – 17.00				
5	G44	Roundtable	School Psychologists' work and the Internet: A new ISPA Interest Group	Avivit Doley
6	2.12	Workshop	Coaching for Resilience: Principles and Tools to Support Resilience in Teenagers and Young Adults.	Mark Adams
7	2.15	Workshop	An Attachment Aware Schools Programme: Helping schools to become safe and effective learning environments for vulnerable pupils and the whole school community.	Paul Kelly, Lizzie Watt, Sara Giddens
8	2.16	Workshop	Identifying and Serving Students with Culturally Influenced Academic Delays	Carl Romstad
9	2.17	Symposium	Children's access to their right to play: the potential role of school psychologists	Cathy Atkinson, Marianne Mannello, Mike Barclay, Becki Finney, Natasha Goodhall, Francesca Woods
10	2.18	Roundtable	ISPA Trainers of School Psychology Interest Group: Current initiatives and future projects	Chryse (Sissy) Hatzichristou, Shane Jimerson, Kevin Woods, Sandra Dunsmuir, Sylvia Rosenfield
11	2.19	Roundtable	Is Emerging Adulthood a Universal Experience: Challenges and Opportunities	Judith Kaufman, Dala Badreddine

17.00 - 18.30 **ISPA General Assembly I** Lecture Theatre 4, G.44

19.30-21.00 **Walking Tour** – Discover Manchester. Meet by registration desk

19.30- 21.30 **Folk Dancing** with Alexa Candrian. Drama Studio, Brooks Building

Poster Session 1 - Atrium

09.00 – 12.00

No.	Title	Presenters
1	A mentoring program for supporting vulnerable children: an exploration of the gains for mentors.	Andri Anastasiou, Katerina Georgaki, Marian Angelidou
2	Parent-adolescent relationships as a mediator between family processes and domains of competence among low-income families	Anthony James, Amity Noltemeyer, Kevin Bush, Gary Peterson
3	Trauma-Informed Approaches in Schools: Social-Emotional Learning and Comprehensive Integrated Services Improve Outcomes for Children	Suzanne Bamonto, Ina Krasniqi, Sadie Kulhanek, Molly Lincoln, Corinne Murray, Tamara Gray Nixon
4	Ethnic Differences in the Psychosocial and Academic Functioning of Homeless Students.	Megan Beardmore
5	Effectiveness of Play Therapy on Life Skills of Children with Intellectual Disability	Sareh Behzadi
6	Impact of Computer Games on the Incidence of Behavioral Disorders among Male Elementary School Students	Sareh Behzadi
7	Social-Ecological Factors that Increase Defending Behaviors and Decrease Victimization, Bullying, and Bystanding. A comparison across gender.	Cecile Binmoeller, Shane Jimerson
8	How does Multi-Tiered Systems of Support (MTSS) implementation fidelity impact student academic and social-emotional progress?	Cecile Binmoeller, Shane Jimerson
9	Emotion regulation abilities and school readiness in preschool children: The influence of parental emotion regulation and child gender	Oana Bucsea, Stacey Kosmerly, Maria, Rogers
10	Perceived Discrimination and Depression among Mexican American College Students: The Mediating Role of Biculturalism	Carlos Calderón
11	Syrian Refugee Children: An Overview of the Literature	Ana d'Abreu, María Castro
13	Executive functions and visual-spatial skills predict mathematical achievement across childhood and adolescence	Tobias Kahl
14	2017 New Status for Psychologists in French Schools : New Answers for Supporting Children in Schools?	Rosène de Saint Hilaire, Véronique Le Mézec

Poster Session 2 - Atrium
13.30 – 16.30

No.	Title	Presenters
1	School psychology for preschool services. A case study on the Wimpfheimer Nursery School (WNS), New York.	Elisabetta Marin, Maria Cristina Matteucci, Julie A. Riess
2	An Examination of Achievement Emotions Regarding High-Stakes Testing Situations	Alicia V. Fischer
3	The Role of School Psychologists in Constructing a Support System for Students with Disability at a Private University	Fumiyo Araki
4	Reciprocal relationships between psychologically controlling teaching and students' engagement in learning	Saulė Raižienė, Ingrida Gabrielavičiūtė
5	Elementary School Teacher Mental Health Literacy and Implications	Marlene Garzona
6	An Exploration of School Belonging and Engagement in a High School Sample	Marlene Garzona
7	The Impact of the 'Nurture School' on students' Emotional and Social Development	Mansoureh Hajhosseini
8	Adolescence connectedness and life satisfaction: The mediating role of ethnic identity	Samara Hussain
9	Validation of the Social Emotional Health Survey among Japanese High School Students	Junko Iida, Ayako Ito
10	A Global perspective on the role of Prevention Science in school settings	Moshe Israelashvili
11	Validation of the Social Emotional Health Survey among Japanese High School Students Part 2; Ecological Validity	Ayako Ito, Junko Iida
12	Are Social Stories an Effective Intervention for Children with Communication and Behaviour Difficulties?	Kim O'Connor
13	Executive functions and visual-spatial skills predict mathematical achievement across childhood and adolescence	Tobias Kahl
14	The Stigma of Mental Health on the Beliefs of Juveniles in Rural India	Amulya Mandavalli, Angel Mann

FRIDAY 21st July – PROGRAMME AT A GLANCE

08.30 – 17.00	Registration Desk Open – Atrium	
09.00 – 10.30	Parallel Sessions – papers/symposia/round tables/workshops	Poster Session 3 Atrium
10.30 – 11.00	Coffee/Tea	
11.00 – 12.00	Keynote Presentation – Professor Shane Jimerson ‘ <i>School Psychologists; Making a Difference to the Lives of Vulnerable Children and Young People Around the World</i> ’ Main Hall G34	
12.00 – 12.45 12.45 – 13.30	Lunch, Group A/Interaction Groups, Group B Lunch, Group B/Interaction Groups, Group A <i>See separate booklet for information about your interaction group</i>	
13.30 – 15.00	Parallel Sessions – papers/symposia/round tables/workshops	Poster Session 4 Atrium
15.00 – 15.30	Coffee/Tea	
15.30 – 17.00	Parallel Sessions – papers/symposia/round tables/workshops	
17.00 – 18.30	ISPA General Assembly 1 – Main Hall G34	
19.30-22.00	Walking Tour – Pub walk, quiz and dinner. Meet by registration desk	
20.00 – 22.00	Musical Evening with Fiddlestone; led by Coosje Griffiths and Terrence Bowles. Meet at the Salutation Pub – see map for details	

09.00 - 10.30

Session	Room	Type	Title	Speakers
1	G34	Symposium	Construct Validity of the WISC–IV^{UK} and WISC–V^{UK}: Implications for Ethical Clinical Interpretation	Gary L. Canivez, Ryan J. McGill, Marley W. Watkins
2	G78	Symposium	Building a resilient educator workforce: An international perspective on the impact of teacher wellbeing on educator and student outcomes	Aria Fiat, Madeline Larson, Clayton Cook, Christopher Day, Jennifer Frank, Jan-Erik Schmidt
3	G86	Papers	Rethinking the role of the school psychologist for the 21st century Psychologists in the Italian Education system. A mixed-method research to study strengths and limits of their presence in the school context. Supporting teachers to create effective learning environments: A New Zealand Perspective of Educational Psychology From the creation of School Psychologist’s Referential to the "Escola SaudávelMente" Campaign	Lisa Marks Woolfson Cristina Matteucci Olivia Williams, Judith Ansell, Terence Edwards Sofia Ramalho
4	G29	Symposium	Psychological wellbeing, inequality and higher education	Laura Winter, Kasia Maciagowska, Doireann Mangan, Nicky Toor,
5	G44	Papers	The Team of Life: A narrative approach to building resilience in UK school children Promoting school completion and decreasing dropout risk factors among ethnic minorities in the US Systems Coaching: What is Important Training professionals in school-based consultation in the context of multi-tiered service systems	Helen Sharp, Vicky Eames Maria J. Castro, Ana D’Abreu Ellie L. Young Joel Meyers, Adena Meyers, Catherine Perkins
6	2.12	Workshop	Managing difficult conversations with vulnerable young people	Rebecca Sundhu, Ken McIntyre, Rai Fayette
7	2.15	Workshop	Developing Resilient, Well Aware, Active and Flourishing Students in Schools	Patrick Carney
8	2.16	Roundtable	Competing Ethical Commitments in School Psychology Consultation and Practice	Chava Friedman, Sharone Maital, Ingrid Hylander
9	2.17	Workshop	The Holistic Politico-Psychological Model of Mental Health and Wellbeing	Dave Traxson, Kevin Rowland
10	2.18	Roundtable	Annual general meeting of the Social Emotional Learning Group	Terence Bowles
11	2.19	Workshop	Fine Arts and Trauma; The Healing Value for Children with Emotional Disabilities and Professionals Experiencing Vicarious Trauma	Comel Joyce Belin

10.30 – 11.00 Coffee/tea – Brooks Building Atrium

11.00 – 12.00 Keynote Speaker - Mail Hall G34

Professor Shane Jimerson, University of California, Santa Barbara
‘School Psychologists; Making a Difference to the Lives of Vulnerable Children and Young People Around the World’

12.00 - 12.45 Group B Lunch,
 12.00 – 12.45 Group A Interaction Group meetings

12.45 – 13.30 Group A Lunch
 12.45 – 13.30 Group B Interaction Group meetings

13.30 – 15.00

Session	Room	Type	Title	Speakers
, 1	G44	Symposium	The role of evidence in developing authentic evidence-based practice. How this might be achieved by schools and educational psychologists	Barbara Kelly, James Boyle, Jeremy Monsen, Marie Davidson, Lisa Henderson
2	G78	Symposium	Supporting school adjustment and psychological well-being of vulnerable groups of students	Chryse Hatzichristou, Danai Athanasiou, Bonnie Nastasi
3	G86	Symposium	Motivation - the key to academic success in schools	Patrick Snellings, Brenda Jansen, Ilonka de Haas
4	G29	Symposium	Challenges in the 21st century to school psychology services in three countries	Nora Katona, Flávia de M Ribeiro, Eva Gajdosová
5	G44.	Papers	Interventions for children and young people on the autism spectrum. What works in schools? Supporting Students on the Autism Spectrum in Higher Education: The Gap Between Secondary and Post Secondary Education Fatherhood in families of children with autism: methodological and theoretical gaps An evaluation of services for children with Autistic Spectrum Disorder in Bangladesh	Caroline Bond David Morrison, Christopher Morrison Katerina Antonopoulou, Despina Papoudi, Afroditi Kalambouka Umme Kawser
ers6	2.12	Workshop	Developing strategies to support children with special educational needs and/or disabilities in mainstream schools	Malcolm Ashman, Michele Moore
7	2.15	Workshop	Adolescent Immigrants: Acculturation Challenges and Interventions	Judith Kaufman
8	2.16	Workshop	Early Childhood Wellness Predicts Future Mental Health: the integral nature of the Nurtured Heart Approach® on Social Emotional Learning and Children’s Mental Health	Sally A. Baas

13.30 – 15.00

Session	Room	Type	Title	Speakers
9	2.17	Papers	Responding to a Mental Health Crisis in the Republic of Armenia. - Providing Training and Support to Establish a Suicide Hotline	Leslie Popoff
			Training school psychologists in ASIST: an approach to identifying and supporting students at risk of suicide	Catherine Perkins
			Domestic Violence Leads to Depression and Suicidal Intentions among Adolescent Children	Shumaila Khurshid
			The Prevalence of Emotional Abuse Among Indian Adolescents	Shah Alam
10	2.18	Papers	Effects of Perceived Parental Conditional Regard on the Emotional State of Adolescents: Gender as Moderator	Rubina Hanif
			Parental Stress as it relates to Positive Parenting Practices and Child Defiant Behavior	Andri Anastasiou, Anthi Loutsiou, Anastasios Matsopoulos
			Supporting adolescents growing up in a single-mother family: Insights from a South African multiple case study	Carmelita Jacobs, Doria Daniels
			Bullying Prevention among Children Raised by Grandparents	Oliver W. Edwards
11	2.19	Roundtable	Getting Published in the International Journal for School & Educational Psychology: Meet the Editor of the ISPA Journal	Gertina J. van Schalkwyk, Editor IJSEP

15.00 – 15.30 Coffee/Tea - Brooks Building Atrium

15.30 – 17.00

Session	Room	Type	Title	Speakers
1	G34	Symposium	Innovations to Improving Mental Health interventions in Schools: Single point of access, Attachment Training, and Method of Levels.	Susan McCormack, Ana Churchman, Louise Mansell
2	G78	Symposium	Human Diversity and Multi-Cultural Competencies: Research and Practice from Around the Globe	Amanda Clinton, Sally Bass, Frank Worrell
3	G86	Symposium	Cross-Cultural School Climate Validation Study Sponsored by the ISPA Research Committee	Tamika La Salle, Jesslynn Neves, Shane Jimerson, Chryse (Sissy) Hatzichristou, Orlean Brown Earle, Baiba Martinsone, Yayoi Watanabe, Nora Katona,
4	G29	Papers	Preventing Ethical Transgressions in School Psychology	Gráinne Ní Dhomhnaill
			Supporting Children’s Psychological and Physical Safety under New Laws	Deborah Stiles, Phoenicia A. Wright, Sonja D. Brewer, Patrick J. McGuirk
			YouTube monologs: Are they a useful tool for mental health counselling?	Moshe Israelashvili

15.30 – 17.00				
Session	Room	Type	Title	Speakers
5	G44	Papers	<p>Supporting the Learning and Socio-emotional Needs of Refugee Students</p> <p>Development and evaluation of a psychosocial stabilization and support program for unaccompanied refugee minors (URM) and families</p> <p>The experiences of street-connected children living on, and leaving, the street in two Kenyan towns</p> <p>Psychological well-being Among Nepalese Child Labourers</p>	<p>Eirini Adamopoulou</p> <p>Simon Heid, Esra Urmoneit</p> <p>Su Lyn Corcoran</p> <p>Esa Alaraudanjoki</p>
6	2.12	Workshop	The School-Child-Family Interconnectedness: Changing Model for Counselling Vulnerable Populations	Gertina van Schalkwyk
7	2.15	Workshop	Bullying Protection: Protective Peer Ecology Program	Samuel Song, Katherine Lee, Jodie Jones, Wynn Tashman, Beth Doll
8	2.16	Symposium/ Roundtable	Ethical Challenges in School Psychology – Meet with the ISPA Ethics Committee!	Jürg Forster, Mary Chittooran, Helen Bakker
9	2.18	Roundtable	Clinical Interpretation of Intelligence Tests: Psychometric and Ethical Considerations	Ryan McGill, Gary Canivez, Kara Styck
10	2.19	Roundtable	Student Meeting with ISPA President: All students invited to discuss exciting opportunities and the future of ISPA	Shane Jimerson, Bonnie Nastasi
11	2.19	Roundtable	Meeting of the ISPA Inclusion Interest Group	Keith Venables, Paul Bartolo

17.00 - 18.30 **ISPA General Assembly II** Main Hall – G34

19.30-22.00 **Walking Tour** – Discover Manchester. Pub walk, quiz and dinner. Meet by registration desk

20.00- 22.00 **Musical Evening** with the Fiddlestones; led by Coosje Griffiths and Terrence Bowles Meet at the Salutation Pub – see map for details

Poster Session 3 - Atrium

09.00 – 12.00

No.	Title	Presenters
1	The Achieving Relationship Among Addition, Subtraction, Multiplication, and Division in Japanese Primary School-aged Children: Toward the Development of Screening Test for Children with Dyscalculia.	Keiko Kumagai, Hiroki Tabei, Yu Yamamoto, Nanase Sato
2	Role of Home-School Communication, Parental-School and Home Involvements in Alcohol Use in High School students	Abiodun Musbau Lawal
3	Helping educators identify school refusing youth: a systematic review of associated factors	Karissa Leduc
4	Does the Perception of a Student's Gender Influence Educators' Expectations Regarding Academic Achievement?	Tina Lee
5	'Be Equal Project': A New Approach In Promoting Interpersonal Acceptance, Empathy And Equality Among Youth	Francisco Machado, Tiago Pimenta, Nuno Baptista, Márcia Machado
6	The Role of Students' Perception of Acceptance-Rejection by Their Teachers on Their Psychological Adjustment and Self-Regulation	Francisco Machado, Sónia Correia, Márcia Machado
7	Assessment of Cognitive Ability in Gifted Students	Esther Stavrou
8	12 years of Positive Attitude: An overview of a Portuguese Project to promote Social and Emotional Learning	Ana Maria Romão, Vítor Alexandre Coelho, Vanda Sousa
9	The effects of exposure to domestic violence on children and young adults.	Paarmita Dua
10	Stimulation of executive functions of underperforming pupils from the Roma ethnic group – the stimulation potential of math	Iveta Kovalcikova
11	Benefits of Reading: The Relationship between Difficulties in Emotion Regulation and Reading Habits	Rasa Markšaitytė, Judita Rudokaitė
12	A Training program supporting parents of school refusing students in Japan: protocol and implementation of a trial.	Noriko Minamitani, Yuki Mastumoto
13	Mathematics Anxiety: The Plight of the Poor Ethnically Diverse Child?	Jeannie Montagano, Rudolph Bailey
14	Developing strategies to support children with autism and learning difficulties	Antel Muller

Poster Session 4 - Atrium

13.30 – 16.30

No.	Title	Presenters
1	Bright SPaRCS. The creation and standardisation of a test battery (Spelling, Processing Speed and Reading Comprehension Speed) for secondary students age 13 to 18 years old.	Kate James
2	Factor structures of Japanese version of WISC-4 and cognitive profiles of children with autism spectrum disorder : Investigation of ASD subtypes based on Cattell-Horn-Carol theory factors	Satoshi Okada
3	Factors related to shoplifting experiences among Japanese adolescents	Tomoo Okubo
4	The Influence of Parental and Teacher Autonomy Support on Emotional and Behavioral Problems of vocational high school students.	Hongli Zhao, Peipei Jin
5	Thematic analysis of cross-cultural data of psychological well-being: implications for developing culturally-responsive tools	Sydney A Wing, Hayley Peele
6	Developing safe school environments through experiential preventive and educational activities led by school psychologists	Lucia Sabová
7	Navigating a New Life: Supporting Refugee Students Through a Whole School Approach	Samra Sahbegovic
8	A preventive intervention program to reduce social isolation among Hispanic youth	Robert Santiago
9	Piloting a Global and Prosocial Education “Journey Around the World” Curriculum	Elena Savina
10	An Observational Study of Teaching Practice with SEN Students: The First Year Experience of Teachers from a Main Stream Primary School.	Wai Shing Tse
11	Reflection on Practice following Attachment Training using Self Evaluation Over Two Time Spans	Rebecca Sundhu

SATURDAY 22nd July – PROGRAMME AT A GLANCE

08.30 – 17.00	Registration Desk Open – Atrium	
09.00 – 10.30	Parallel Sessions – papers/symposia/round tables/workshops	Poster Session 5 Artrium
10.30 – 11.00	Coffee/Tea	
11.00 – 12.30	Parallel Sessions – papers/symposia/round tables/workshops	
12.30 – 13.30	Lunch	
13.30 – 15.00	Parallel Sessions – papers/symposia/round tables/workshops	
15.00 – 15.30	Coffee/Tea	
15.30 – 16.30	Keynote presentation: Professor Neil Humphrey <i>“Are the kids alright? The role of schools in promoting mental health”.</i> Main Hall G34	
16.30 – 17.30	CLOSING CEREMONY Main Hall G34	
19.00-23.00	Farewell Party Meet at the Students’ Union (see map for directions)	

SATURDAY 22nd July – DETAILED PROGRAMME

09.00 – 10.30

Session	Room	Type	Title	Speakers
1	G34	Symposium	School Psychologists as Child Rights Advocates: Supporting Vulnerable Children & Young People	Bonnie Nastasi, Elizabeth Carey, Michael Sheehan, Kevin Woods, Goodfellow, Sally Baas, Shereen C Naser, Rebekah Cianci, Haley Peele, Sydney Wing
2	G78	Symposium	Capturing the voices of children and young people under the new special educational needs system in the UK: challenges and opportunities for educational/school psychologists	Ros Rheinberg, Olympia Palikara, Susana Castro, Jo Van Herwegen, Carolina Gaona
3	G86	Symposium	Supporting Vulnerable Learners: Managing emotions for effective learning in educational contexts	Adeela ahmed Shafi, Rebecca Pritchard, Sian Templeton, Tristan Middleton
4	G29	Symposium	Training educational psychologists to use research and development to enhance their professional skills and knowledge	Andrew Richards, Chris Boyle, Dawn Thorley, Dan Sheehan, Kate Hornblower
5	G44	Papers	Staff Values and Beliefs in Action in a Pupil Referral Unit A Multifaceted School Based Mental Health Support Service for Children: Is it Effective? Violence prevention in schools: psychology in action Supporting Children through Parenting Interventions – Trials of the “Parenting the Strong Willed Child” Group Curriculum in Cyprus.	Andrew Scott Diana Joyce-Beaulieu, Christopher Roberts, Alexa Dixon Flávia de M Ribeiro Anthi Loutsiou, Andri Anastasiou, Anastasios Matsopoulos
6	2.12	Roundtable	Making the Most from Limited Resources- Maximizing Paraprofessionals Impact on Students with Autism Spectrum Disorder(ASD)	Sanaida Mehmedovic
7	2.15	Workshop	Facilitating work discussion groups with staff who work with vulnerable and challenging students in complex settings – can it help?	Gemma Ellis, Victoria Wolfe
8	2.16	Papers	Reframing “teacher support” in times of crisis: Implications for consultee-centered consultation and primary prevention Crisis intervention in Slovak schools - the identification of crisis events in lives of adolescents “Ordinary Magic”: understanding how schools help to develop children’s resilience in times of crisis Trauma-Informed Schools: A Systematic Review of Universal Practices	Barbara Meyers, Adena Meyers, Teresa Fisher-Ari Lucia Sabová Teresa Regan Sophia Frank
9	2.17	Papers	Congruence of parents’ and teachers’ views of pupils’ future prospects and aspirations: the qualitative study in the context of Croatian elementary education Are parents and teachers able to detect working memory difficulties in primary school children? The Relationship Between Israeli-Arab Elementary School Children's Achievement Scores and their Attachment to their mother and Teacher The Role of Parental Involvement in Minority Students’ Access to College Preparatory Programs	Boris Jokić, Zrinka Ristić Dedić Nerelie Freeman, Sarit Alkalay Ana Carolina Silva, Joseph R. Engler

09.00 – 10.30

Session	Room	Type	Title	Speakers
10	2.18	Papers	<p>Using a sociocultural framework to explore the experiences of visually impaired young people who leave school; their transition experiences, feelings of independence and sense of identity during the transition process: An Interpretative Phenomenological Analysis</p> <p>A map of good transition practice to support pupils with Special Educational Needs (SEN) to post-secondary opportunities</p> <p>Effective Practitioner Practices for Preparing Students with Disabilities for Postsecondary Education</p> <p>Reaching Your Life’s Goals: Helping NEET youth re-engage with the world of training and work</p>	<p>Huw Williams</p> <p>Louise Bason</p> <p>Diana Joyce-Beaulieu, Scholar, Greg Muller</p> <p>Nora Katona, Paul McGlynn, Catherine McGlynn</p>
11	2.19	Roundtable	Meeting of the ISPA Accreditation Committee	Peter Farrell

10.30 – 11.00 Coffee/tea – Brooks Building Atrium

11.00- 12.30

Session	Room	Type	Title	Speakers
1	G34	Symposium	From risk to resilience: Working with teachers and parents to promote coping with behavioral difficulties among Israeli children faced with ongoing threats.	Sharone Maital, Hava Friedman, Daniella Peled, Michal Shemesh
2	G78	Symposium	Reviewing the empirical literature investigating where psychological wellbeing, the Internet and Young people meet	Terry Hanley, Ross Phillips
3	G86	Papers	<p>Best Practices for the Practical Training of School Psychologists: International perspectives from the interface between the university and the field in Cyprus</p> <p>The relationship between school counsellors’ self-efficacy, vocational satisfaction and counselling programme development & evaluation</p> <p>Using Problem and Situational Analysis to underpin high quality educational psychology training in New Zealand</p> <p>Teaching for reflective practice in professional educational psychology</p>	<p>Anthi Loutsiou</p> <p>Filiz Polat, Ragıp Özyürek</p> <p>Terence Edwards</p> <p>Jeanette Berman, Terence Edwards</p>

11.00 - 12.30				
Session	Room	Type	Title	Speaker
4	G29	Papers	<p>Supporting Children with Chronic Health Conditions in Hospital-to-School Transitions</p> <p>Supporting children of parents living with chronic illness</p> <p>Educational and Psychological Interventions for Youth with a Chronic Illness</p> <p>Academic and Psychological Support for a Student Athlete with Severe Injuries</p>	<p>Alexa Dixon, Diana Joyce-Beaulieu</p> <p>Cliff (Yung-Chi) Chen</p> <p>Ticiane Silva</p> <p>Olivia C. Ogawa</p>
5	G44	Papers	<p>The importance of psychological support for low income students in Higher Education</p> <p>Conceptualizing and Measuring Students’ Engagement with School Internationally: Key Findings from Four Countries</p> <p>Which individual and school factors determine pupils’ sense of school belonging during secondary education? Evidence from the PISA data</p> <p>Increasing sixth form students’ control, autonomy and power; the benefits and challenges</p>	<p>Flávia de M Ribeiro, Raquel S L Guzzo</p> <p>Cynthia Hazel, Professor, Katarzyna Tomaszek, Sayani Das Chaudhuri, Emma Topf, Nicole Weiss, Caren Rhodes</p> <p>Olympia Palikara, Arielle Bonneville-Roussy</p> <p>Catharine Quirk-Marku</p>
6	2.12	Workshop	The PIPER Model: Personalised Interventions Promoting Emotional Resilience in Children with Social, Emotional and Mental Health Needs.	Dennis Piper
7	2.15	Roundtable	Realistic Restorative Justice in Schools: A Discussion of Core Components and Implementation	Samuel Song, Katherine Lee
8	2.16	Roundtable	Leadership Roles for School Psychologists in Developing and Sustaining Effective Inclusive Schools	Nancy Waldron, James McLeskey
9	2.17	Papers	<p>Cognitive behavior therapy for parents of students exhibiting school refusal in Japan: A Development Trial</p> <p>Theta Group: specialist therapeutic provision for children in school</p> <p>Addiction, transgression and a new beginning as part of a project ship model</p> <p>The Effect of Group Therapy on Children’s Interpersonal Interactions, and Emotional Perception</p>	<p>Noriko Minamitani, Yuki Mastumoto</p> <p>Sandra Hiett, Penny Moon</p> <p>Signe Juhl Møller</p> <p>Sareh Behzadi</p>
10	2.18	Papers	<p>Tackling uncertainty: Making a positive difference when vulnerable children move to a new school.</p> <p>Supporting vulnerable children in transition from primary to secondary school: Can a Motivational Journal make a difference?</p> <p>Promoting school success in the transition from elementary to middle school: Searching for the most effective solutions</p> <p>Developmental Assets as a Slow Life History Strategy: The Role of Future Environmental Certainty</p>	<p>Pamela Higgins</p> <p>Sue Bentham</p> <p>Vítor Alexandre Coelho, Vanda Sousa, Sue Bentham</p> <p>Bin-Bin Chen</p>

12.30 – 13.30

Lunch

13.30 – 15.00

Session	Room	Type	Title	Speakers
1	G34	Symposium	Falling through the gaps: young offenders with special educational needs and disabilities	Peter Hick, Jenny O'Carroll, Helen Wyton, Jane Hurry
2	G78	Papers	<p>Social and Emotional Learning in Schools: evaluation of the Norwegian version of the Lions-Quest "Skills for Adolescence" program.</p> <p>Does scheduling influence the effectiveness of SEL programs? An analysis of the comparative effectiveness of integration into school curriculum versus after-school scheduling</p> <p>Second Step®: A randomized controlled trial evaluation of student social and emotional learning (SEL) outcomes and teacher fidelity over a two-year period.</p> <p>A social and emotional learning (SEL) program for abused youth</p>	<p>Henrik Rødsten Gilde, Børge Strømgren</p> <p>Vanda Sousa, Vítor Alexandre Coelho</p> <p>Andrew Thayer, Sabina Low, Clayton Cook, Madeline Larson</p> <p>Akira Miyazaki</p>
3	G86	Papers	<p>Some Psychometric Properties of the Norwegian version of the "Social Emotional Assets and Resilience Scales–Child Short Form" (SEARS-C-SF)</p> <p>Italian Translation and Adaptation of Adjustment Scales for Children and Adolescents and the Learning-to-Learn Scales</p> <p>Can Cultural Competence be Taught? Can Cultural Competence be Assessed?</p> <p>The University of Minnesota's Traumatic Stress Screen for Children and Adolescents (TSSCA): A Preliminary Analysis</p>	<p>Børge Strømgren, Henrik Rødsten Gilde</p> <p>Gary Canivez, Laura Pendergast, Fiorenzo Laghi, Roberto Baiocco, Paul McDermott Nicholas A. Curtis</p> <p>Sophia Frank, Katelyn Donisch</p>
4	G29	Papers	<p>Supervision of group leaders in parent training programs: experience from groups of birth parents and foster carers</p> <p>Exploring the perspectives of young people in the UK leaving care using Self Determination Theory</p> <p>Effects of Mental Health Issues on Scholastic Accomplishments of Adolescents</p> <p>Improving Education for Children in Foster Care</p>	<p>Andri Anastasiou, Anthi Loutsiou, Despina Themistokleous, Anastasios Matsopoulos</p> <p>Rebekah Hyde</p> <p>Saba Khurshid</p> <p>Ticiane Silva</p>

13.30-15.00				
Session	Room	Type	Title	Speakers
5	G44	Papers	<p>The Effect of Acculturative Stress on Refugee Children and Implications for Intervention</p> <p>Immigrant children’s and parents' praxis to adjust foreign school culture: A case study of Nepali immigrants in Japan</p> <p>A “Day in the Life” of a migrant child in transition to school: A Brazilian experience</p> <p>Test Anxiety in a Test Conscious Culture: An Indian Scenario.</p>	<p>Ana d'Abreu</p> <p>Makiko Habazaki, Ichiko Shoji</p> <p>Roseli Caldas</p> <p>Sadhan Dasgupta</p>
6	2.12	Roundtable	School-Based Consultation in the 21st Century: Perspective of an International Panel	Sylvia Rosenfield, Chryse Hatzichristou Terrance Bowles, Peter Farrell, Cynthia Hazel, Candice Hughes, Ingrid Hylander, Sharone Maital, Bonnie Nastasi, Frank Worrell
7	2.15	Workshop	Mindfulness: Strategies for Curbing Anxiety in Children with and without Autism	Shanter Alexander
8	2.16	Workshop	Improving service delivery using action research: Group and Single Case Designs	James Lennon
9	2.17	Workshop	Learning Disabilities as Manifestations of Processing Deficits: an Interactive and Experiential Workshop	Patrick Carney
10	2.18	Papers	<p>Child Trafficking in the Schools: Academic and Psychological Perspectives</p> <p>School based prevention of sexual exploitation and harassment</p> <p>Promoting Resilience and Posttraumatic Growth Among Survivors of Commercial Sexual Exploitation of Children (CSEC)</p> <p>Creative therapeutic techniques for educational psychologists’ work with anxious primary school children.</p>	<p>Mary (Rina) M. Chittooran, Deborah A. Stiles</p> <p>Joel Meyers, Catherine Perkins</p> <p>Luke Janes</p> <p>Adrian Gavin</p>
11	2.19	Roundtable	2017 Futures Development Team open meeting	Sam Song

15.00 - 15.30 Coffee/tea – Brooks Building Atrium

15.30 – 16.30 Keynote Speaker – Main Hall G34

Professor Neil Humphrey, University of Manchester Institute of Education.
“Are the kids alright? The role of schools in promoting mental health”.

16.30 – 17.30 **Closing ceremony** – Main Hall G34

19.00 – 22. 30 **Farewell Party** – Students Union Building (see map)

Poster Session 5

09.00 – 12.00

No.	Title	Presenters
1	Positive Environment and Behavior for Building Learning and Engagement (PEBBLE)	Karen C. Stoiber
2	Development and Exploratory Factor Analysis of the Academic Behavior Change Scale with a Clinical Sample	Kara Styck
3	Mentally Vulnerable Children Belonging to Single and Both Parents	Qaisara Parveen, Shumaila Khurshid
4	School-based intervention for long-term recovery from trauma-related distress in a Japanese school.	Yozo Takino, Masahiro Iwakiri
5	Classroom Management Strategies in Japanese Elementary School	Akiko Terasaka
6	Anxiety and academic performance in second and fifth graders	Claudio Tonzar, Luciano Fanelli, Edoardo Virgili,
7	Career Aspirations in Students with Disabilities in an Uncertain World	Ashton D. Trice, Nicholas A. Curtis
8	between perceived parenting styles and academic attributions among Chinese secondary students.	Vivienne, Y.K. Tao, Chun Yan, Yip
9	Parental harsh discipline and child problem behavior in China: Perceived normality as a moderator	Meifang Wang, Li Liu
10	Attitudes Mediate the Intergenerational Transmission of Corporal Punishment in China	Meifang Wang, Fang Wang, Xiaopei Xing
11	Development of Views of a School Attendance Scale for Chinese junior high school students	Yansong Wang, Ichiko Shoji
12	Latent profile analysis of left-behind children's psychosocial adaptation in rural China	Jingxin Zhao
13	Relationship Between the Abilities to Count Dots and Calculate of School-aged Children: Towards a method of Screening Children with Calculation Difficulties Using Reaction Time	Yu Yamamoto, Keiko Kumagai, Hiroki Tabei, Nanase Sato
14	Development of "Secured Feeling" scale for junior high school students and the relationship between social bond and school adjustment	Ichiko Shoji, Momo Masaki
15	Culture fair testing non-native Dutch speakers with the Cattell-Horn-Carroll-based Dutch Cognitive Ability Test	Caroline Dejonghe

Poster Session 6

13.30 – 16.30

No.	Title	Presenters
1	Assisting Disadvantaged Students in Reaching Postsecondary Education	Tyler Vassar, Kenny Su
2	Intervention of Portuguese school psychologists in their school communities: case studies	Laura Silva, Sara Bahia, Alcina Martins
3	Calling for Social Support: Who and What Types matter for Adolescents	Kimberly Sitter
4	A Synthesis of School-wide Positive Behavioral Interventions & Support (SWPBIS) Research: What Does the Literature Tell Us?	Amity Noltemeyer, Katelyn Palmer, Anthony G. James, Shanice Wiechman
5	Collaborative consultation to teachers of a Special Needs School teaching students with autism spectrum disorder (ASD)	Keiko Notomi, Hiromi Ikeda
6	The Effect of School Based Crisis Intervention Program on Teachers -- Focusing on School Crisis Coping Efficacy and Post Crisis Growth.	Yuki Kubota
7	The Psychometric Properties of the Inventory of Child and Youth Functioning and Behavior	Fikriye Eda Karacul,
8	Equal Pay for Equal work? Not if you are a Female School Psychologist in New Jersey!	Ruth Marino
9	Multiple intelligence cultivating - Project "Eight" - a practice from one school	Diana Demkaninová, Gabriela Herényiová, Lucia Sabová
10	Social-pathological phenomena in schools in Bratislava	Diana Demkaninová,
11	The Rocky Road to Mental Wellness in the United States: How Students with Severe Emotional and Behavioural Difficulties (EBD) obtain Psychiatric Residential Treatment	Rondy Yu, Shane R. Jimerson
12	An evaluation of the reliability and validity of Eating Disorder Inventory - 3 referral form questionnaire among Iranian university students	Haleh Dadgostar
13	Effectiveness of Implementing Inclusive Education through in-school Workshops by Graduate Interns	Hisako Nishiyama, Keiko Notomi, Reizo Koizumi, Tetsuro Wakita