

BOOK of ABSTRACTS



16 – 19 JULY 2025
COIMBRA - PORTUGAL



46th INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION CONFERENCE

*Promoting sustainability through
more humane schools:
The role of School Psychology*



ISPA
International School Psychology Association

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DE PSICOLOGIA E DE
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*Promoting sustainability through more
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KEYNOTE SPEAKERS



KEYNOTE SPEAKER // Thursday • 17th July • 11:00-12:00 // Auditório da Reitoria da Universidade de Coimbra

Do Grit and Relatedness to Social Partners Matter for Science Engagement? The Mediating Role of Academic Resilience



Sam Goldstein, University of Utah, USA

In a world marked by relentless change and growing complexities, resilience has emerged as a critical phenomenon for today's youth. Dr. Sam Goldstein, a leading authority in resilience research and co-author of three volumes of the Handbook of Resilience in Children, will deliver a transformative keynote address. Drawing on over five decades of groundbreaking studies, Dr. Goldstein will explore the biopsychosocial processes that enable young people to adapt and thrive in the face of adversity. This engaging talk delves into the urgent need to foster resilience amidst increasing pressures, including economic uncertainty, digital overwhelm, and shifting societal norms. Dr. Goldstein will highlight key protective factors, including nurturing relationships, stress-hardiness, and adaptability, which empower youth to overcome challenges while building self-efficacy and emotional strength. The presentation emphasizes a paradigm shift from deficit-focused mental health models to a wellness-centered approach, underscoring practical interventions that promote a resilient mindset. By weaving together research insights and real-world applications, Dr. Goldstein inspires educators, parents, and mental health professionals to cultivate environments that help children “bounce back” and grow stronger from adversity. Join this compelling session to discover actionable strategies for building a generation ready to face life's storms with confidence and purpose.



KEYNOTE SPEAKER // Thursday • 18th July • 11:00-12:00 // Auditório da Reitoria da Universidade de Coimbra

The role of life projects and other time concepts in promoting healthy development



Maria Paula Paixão, Universidade de Coimbra, Portugal

Life projects are future-oriented frameworks that guide individuals' goals, choices, and actions, playing a crucial role in healthy psychological and social development. This presentation explores how life projects, in interaction with broader time-related constructs such as time perspective and future orientation, contribute to identity formation, well-being, and adaptive functioning—particularly during adolescence and emerging adulthood. Emphasis is placed on the integration of past, present, and future experiences in constructing meaningful and coherent life paths. The role of educational and social contexts in shaping and supporting these projects is also discussed, highlighting the importance of career guidance and personal development interventions. By understanding how individuals conceptualize and organize their future, we can better support healthy development across the lifespan.



KEYNOTE SPEAKER // Thursday • 19th July • 11:00-12:00 // Auditório da Reitoria da Universidade de Coimbra

Navigating the storm: Equipping youth with resilience in a rapidly changing world



Kristen Varjas, Georgia State University, USA

Across the globe we have seen an increase in the mental health concerns of youth and adults. At the same time, in many countries, educators have experienced challenges in the recruitment and retention of school personnel. These crises have created an opportunity for us to leverage school psychologists as highly trained professionals who have the knowledge and skills to address these challenges. I will present data from two ISPA multi-country mental health projects and how these findings can be used to address student and school personnel mental health needs. I also will discuss the importance of developing, implementing and evaluating school-based mental health services that are culturally and contextually specific. I will close by proposing how individuals and professional organizations can advocate for policies and resources to address the growing need for school psychologists around the world.





Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 1.2// Oral Paper

Teachers' self-efficacy and classroom management: Mediating role of teachers' social and emotional competences



Maria Poulou, Stella Laletas

Besides research evidence on the importance of teachers' self-efficacy and teachers' social and emotional competences on classroom outcomes, there is less evidence on the underlying pathways through which teacher self-efficacy relate to teachers' social and emotional competences and classroom management. The current study aimed to investigate this research gap by examining whether teachers' perceptions of their teaching efficacy and social and emotional competences directly predict their classroom practices and whether social emotional competences moderate the relationships between teachers' self-efficacy and classroom management practices. Administration of questionnaires to 140 primary teachers in Greece revealed that although teachers' perceptions of teaching efficacy are not directly related to their classroom management practices, they have an indirect effect through their perceptions of social and emotional competences. These findings contribute to our understanding of the intersection of teachers' self-reported teaching efficacy, and social and emotional competence with their decisions on classroom management, an intersection of personal and professional skills, with implications to pre-service teacher training and teachers' professional development.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 1.2// Oral Paper

Teachers attachment matter to pupil-teacher relationship and to pupils' school adjustment



Sarit Alkalay

Attachment theory, originally developed to understand the bond between parents and children, has been increasingly applied to educational settings. Research indicates that closeness, conflict, and over-dependence in teacher-student relationships significantly affect students' school adjustment, academic performance, and social relationships.

The impact of children's attachment to their teachers on their adaptation was demonstrated in several studies. However, teachers' attachment styles – although less studied - also have an impact on children's adaptation. For example, secure attachment styles in teachers contributed to better student outcomes, including higher academic achievements and positive social behaviors. In contrast, teachers' avoidance and anxiety were linked to students' emotional and behavioral problems. Another study found that teachers with avoidant attachment styles had more conflicts with students. Moreover, this study found interactions between teachers' attachment and children's behavioral problems. Specifically, teachers with higher avoidance had more conflicts with students exhibiting internalizing problems. Anxious teachers showed higher levels of closeness and fewer conflicts with students exhibiting internalizing problems.

The proposed lecture focuses on the application of attachment theory in educational settings, providing a valuable framework for understanding and improving teacher-student relationships. By fostering teachers' secure attachments, pupils' social adaptation and academic outcomes might improve.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 1.2// Oral Paper

Which dimensions of school climate are directly associated with teachers' well-being?



Matthieu America, Fabian Pressia, Ariane Baye, Benoît Galand

School climate is recognized as a multidimensional construct (Wang & Degol, 2016) and is hypothesized to be a lever in supporting teachers' well-being (Malinen & Savolainen, 2016). However, there is a lack of consensus regarding which specific dimension of school climate predominantly influences well-being (Wang & Degol, 2016). This paper utilizes multilevel analysis to investigate the relationship between school climate and teachers' well-being, considering between-school variance.

This study is based on a sample of 1,426 teachers from 130 schools randomly selected using stratification methods in the French-speaking Belgium. Teachers' perceived well-being was assessed through job satisfaction, emotional exhaustion, depersonalization, and sources of stress. Additionally, various dimensions of school climate, such as clarity of rules, perceived violence, treatment fairness, and management leadership, were examined. The analysis involved confirmatory factor and multilevel analyses. A null model decomposed variance within and between schools. Then individual (gender and age) and school-level factors (school size, socioeconomic level of the school, and teachers' aggregated score of perception of school climate) were included to identify dimensions of school climate associated with variations in teachers' well-being. Further research can refer to those results to define the focus of future potential interventions.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 1.2// Oral Paper

Teacher Safety and Wellbeing in the US: A Crisis of Teacher Retention and Student Outcomes



Linda Reddy

Violence against teachers is a public health crisis that has devastating effects on school personnel well-being, health, and retention, as well as students' educational outcomes. In collaboration with national organizations, the American Psychological Association Task Force on Violence against Educators conducted a national survey on educator victimization that included over 9,000 pre-K through 12th grade teachers from all 50 U.S. states and Puerto Rico. In the study over 50% of teachers reported experiencing at least one verbal threat, physical assault and/or property damage, with verbal threats being the most prevalent form of victimization. Using a social-ecological framework and logistic regression analyses, characteristics of teachers, school climate, and school organizational and community factors were examined as predictors of teacher victimization (i.e., verbal threats, physical, property violence). Findings revealed that teacher role (i.e., special educators), school climate, as well as school organizational and community factors (i.e., percent of students receiving free and reduced lunch, school level, and urbanicity) significantly predicted greater teacher victimization. Likewise, teacher victimization and depression symptoms predicted intentions to transfer schools or quit teaching. Results offer insights into possible contextual antecedents to teacher safety, well-being and retention in schools.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 1.2// Oral Paper

Navigating overload: A mixed-methods inquiry into teacher well-being and multiple job holding in Uruguay.



Cindy Mels

Teacher well-being is crucial for educational quality and student outcomes, strongly shaped by organizational and social aspects of the profession. In Uruguay, where most teachers work in multiple schools, these factors take on particular relevance. This study employs a sequential mixed-methods design to examine working conditions and their associations with teacher well-being, with particular attention to multiple job holding.

An online survey of 443 teachers (78.3% secondary, 21.7% primary) assessed workload, organizational support, relationships with students and families, school connectedness, and multiple job holding. Analysis of covariance revealed significant effects of workload, organizational support, and school connectedness on job satisfaction, alongside an interaction between multiple job holding and workload.

Subsequently, 34 teachers participated in focus groups. Data was analyzed using thematic framework analysis in Atlas.ti. Teachers highlighted high workload—stemming from social tasks, bureaucracy, lack of resources, insufficient support staff, and time constraints—as a central challenge. Social ties with students and colleagues emerged as valuable resources, though multiple job holding negatively affected both workload and relationships.

Findings suggest that structural and organizational factors, shaped by cultural and historical contexts, influence teacher well-being through multiple mechanisms. While social support is critical, its benefits may depend on broader working conditions.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Auditorium (Room 5.1)// Oral Paper

Effects of Digital Technologies on Child Well-Being at School: from Video Games to Artificial Intelligence



Visvaldas Legkauskas, Šarūnė Magelinskaitė-Legkauskienė

While smart devices can be used for various purposes, technology companies' business models are based on one key aspect of human-device interaction: the user's attention. This inevitably pits smart devices against the school, in which learning also critically relies on attention. In our presentation, we will review the available evidence concerning links between child well-being at school and the two key attention-based activities - online gaming and social media. We will also analyze how the principles of attracting and holding attention employed by gaming and social media platforms can be used in educational activities. Furthermore, we will summarize the accumulating evidence on the impact of artificial intelligence on learning, communication, and other aspects of child well-being at school.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Auditorium (Room 5.1)// Oral Paper

Exploring the Effects of Parental Digital Citizenship to Children's Screen-based Media Use and Well-being



LINGXI LI, Jana Patricia VALDEZ

This study investigates how parental digital citizenship (PDC) influences children's screen-based media use (SMU) and well-being, focusing on preschool-aged children in Shenzhen, China. With increasing screen-based use in early childhood level, concerns about its impact on children's psychological health are rising. Using quantitative surveys and qualitative interviews with parents, this research explores the relationship between different dimensions of PDC and children's SMU, as well as the effects on children's positive and negative well-being. Findings suggest that responsible digital behaviors by parents (PDC-Self-Identity) positively influence children's well-being, reducing emotional distress and behavioral issues. In contrast, parents' excessive social/cultural engagement (PDC-Social/Cultural) negatively impacts children's well-being. Additionally, higher SMU, especially with inappropriate content and screen time contributes to children's social, emotional, and behavioral problems. These findings highlight the need for parents to model responsible digital citizens to mitigate negative effects on children's development. This research provides valuable insights for educators, parents, and policymakers to create effective strategies and guidelines that support children's well-being with the development of digital world.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Auditorium (Room 5.1)// Oral Paper

Conducting Research with AI Tools in School Psychology



Dan Florell, Aaron Haddock

School psychologists have many demands on their time including providing recommendations and implementing empirically validated interventions. It can be difficult to have the time to do thorough research to ensure their practice is keeping up with the latest research. Fortunately, a set of research tools powered by artificial intelligence have supercharged school psychologists' ability to do research efficiently. This paper will present a flowchart for implementing these AI research tools to come up with relevant research in a quick and efficient manner. The flowchart starts by finding a relevant journal article on the topic of interest. This article is then fed into either Connected Papers or Research Rabbit which provides a graphical representation of related journal articles on the topic. These articles can be collected and categorized using source management software like Mendeley or Zotero. Summaries of the articles are then provided through services like Consensus with follow-up of individual articles with Elicit or SciSpace, which enable school psychologists to interact with articles. Ultimately, the use of these AI research tools will allow school psychologists to more easily provide higher quality recommendations and implement empirically validated interventions.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Auditorium (Room 5.1)// Oral Paper

Virtual Reality in Psychological Research: A Tool for Ecologically Valid Assessments



Cory Ford, Andre Escarzaga, Kai Miguel, Nicolas Beltran, Andrew Rosenfelder, Melanie Gonzalez, Andres Carrasco, Kelly D. Carrasco

In psychoeducational assessments, classroom observations facilitate the identification of behavioral patterns within natural learning environments. By systematically measuring social interactions and contextual factors, this approach offers a practical and ecologically valid method for assessing students' behavior. Despite the widespread use of this practice, inherent variability between classrooms can limit the generalizability of findings, as differences in environment, teaching style, and classroom composition can significantly impact observed behaviors. The present investigation details the development, implementation, and applications of an experimental method for classroom observations that balances high levels of control while maintaining ecological validity. Virtual reality (VR) technology was employed to develop an experimental design that standardizes a classroom environment. Participants (n=45) were immersed in a pre-recorded classroom lecture using a mixed-reality headset. Passthrough cameras within the VR headset integrated the participant into the recording, creating a physically and academically immersive experience. Preliminary results demonstrate that this approach effectively integrates real-world classroom stimuli while enabling reliable and repeatable behavioral assessments. The proposed method offers an ecologically valid alternative to conventional clinical assessments.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Auditorium (Room 5.1)// Oral Paper



The Responsible Use of Generative Artificial Intelligence in School Settings: Ethical Implications for School Psychologists

Mary (Rina) M. Chittooran

The use of generative artificial intelligence (GenAI) in the social sciences has grown rapidly; however, the ethical use of GenAI in the schools has not kept pace with growth in higher education. School psychologists are increasingly being asked for guidance related to the use of GenAI in the schools, and although some progress has certainly been made, much still remains to be done.

This presentation, led by a school psychologist who has extensive experience in teaching, scholarship, and service related to GenAI, includes didactic components and case scenarios related to the responsible use of GenAI for both students and school professionals. While the 2021 revision of ISPA's Code of Ethics does not address GenAI, it does mention ethical principles as well as professional standards related to well-being, competence, responsibility, respect for persons, and social justice. Judicious interpretation of these guidelines and an updated Code will ensure that student rights and responsibilities are promoted as are those of the adults charged with educating them. It is anticipated that attendees will gain important insights that will inform their own efforts in the responsible use of GenAI in the schools, that in turn, will benefit the students they are charged to protect.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.5// Oral Paper

The Importance of Parental Mediation on Adolescents' Problematic Photo Self-Disclosure on SNS



Ugnė Paluckaitė, Viktorija Čepukienė, Kristina Žardeckaitė-Matulaitienė

Photo self-disclosure has become one of the main activities among adolescents on social networking sites (SNS). However, the relationship between problematic photo self-disclosure and parental mediation remains unclear. Therefore, this study aims to examine how parental mediation is related to adolescents' problematic photo self-disclosure. To achieve this goal, a quantitative study was conducted (N=598; Mage=15.57, SDage=1.39; 63.7% female). Adolescents completed online questionnaires assessing their problematic photo self-disclosure on SNS and other psychosocial factors, including parental mediation. The results of the hierarchical regression analysis indicate that girls and adolescents who experience more active—but not restrictive—parental mediation are more likely to engage in problematic photo self-disclosure on SNS ($F = 4.43, p < .05$). Therefore, when designing or implementing prevention and intervention programs for problematic photo self-disclosure on SNS, it is essential to consider the role of parental mediation.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.5// Oral Paper



Exposure to Potentially Traumatic Events in Adolescents: Assessing subjective impact and its relationship with quality of life

Alice Morgado

Around 2/3 of the population will have been exposed to at least one Potentially Traumatic Experience (PTE) by adolescence, a developmental stage with profound socioemotional and cognitive acquisitions. There is overall agreement in literature that PTE relate to worse mental health outcomes in young people. Research has highlighted the value of looking at adaptation processes but very little has been studied about positive developmental outcomes in relation to exposure to PTE in adolescence, for example, considering resilience trajectories, the role of social support, and how adolescents that have been through PTE rate their well-being and quality of life.

This study presents the validation of a measure of subjective perception of exposure to PTE in a sample of adolescents and explores the relation between perceptions of losses and resources in relation to PTE and quality of life at this developmental stage.

The sample includes adolescents (ages 15-19), that filled anonymously three self-report measures: a sociodemographic questionnaire; the TEC-Youth and the WHOQoL-BREF.

Results confirm that adolescence is an important period for exposure to PTE, with important developmental implications in what concerns quality of life in multiple domains. This provides an important framework for future directions and school interventions.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.5// Oral Paper



The Right to Play, Adolescents and Secondary School; The conditions required for adolescent play from the adolescent perspective, informed by participatory research in a secondary school setting in England.

Emily Frezza, Hannah Cartmell

The United Nations Convention on the Rights of the Child (UNCRC) states in Article 31 that all children up to the age of 18 have the right to play, rest and leisure (1989), with General Comment No. 17 (2013) evidencing member states failing to enable this right. The secondary school setting has the potential to contribute significantly to providing play opportunities, given the time adolescents spend in school. This participatory study explored adolescents' perceptions of play and play experiences in secondary school, identifying through participant-planned play sessions the conditions required for additional play to occur. Data were gathered through focus groups with five 13-14 year-olds and a staff group interview with two key staff members and were analysed using conventional Content Analysis. Four identified conditions for play were; 'An understanding that adolescents do and need to play', 'An understanding of the benefits of play for adolescents in the secondary school environment', 'Inclusion of the adolescent voice in shaping play opportunities' and 'A school system that commits to fulfilling a child's right to play'. Challenges to play are identified alongside implications for schools and school psychology practice, with increased play suggested to improve mental health and promote positive school climates.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.5// Oral Paper

Safety in Schools: Exploring Adolescent Boys' Views About Peer on Peer Abuse.



Anna Burnett

Rationale: Feeling safe is a fundamental human right for children and young people (UN, 1989) and pre-requisite for effective learning (Maslow, 1954). The 'Everyone's Invited' movement (2020) revealed testimonies from women and girls about sexual violence in UK schools, which is so frequent it is considered normal or expected (Ofsted, 2021). Research suggests that boys are less likely than girls to recognise both the frequency of harmful sexual behaviours (HSB) and the severity of their impact.

Methodology: This qualitative, focus group study uses vignettes to prompt exploration of adolescent boys' perspectives on situations that girls say make them feel unsafe in schools. Data was analysed using reflexive thematic analysis (Braun and Clarke, 2022).

Key Findings: Themes generated were - accountability for actions, protective factors in the school environment, peer protection and peril, judging impact and risks for boys in school.

Implications: Findings suggested boys underestimate HSB's impact on girls' wellbeing. While peers influence behaviour, they also look to teachers for guidance. This highlights a role for educational psychologists (EPs) in advising schools on interventions to improve girls' safety. Additionally, EPs can support development of educational programs that allow boys to explore challenging issues in a supportive and non-judgemental way.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.5// Oral Paper

Character Strengths and Adolescent Flourishing: Pathways to Resilience and Well-Being



Adrienn Molnár, Szilvia Fodor

Character strengths play a significant role in enhancing the well-being and resilience of adolescents. Research indicates that higher levels of character strengths are associated with better mental health outcomes (Liu & Wang, 2021), and interventions aimed at cultivating strengths have been linked to increased life satisfaction and psychological well-being, particularly for adolescents from challenging socio-economic backgrounds (Na et al., 2022)

Our study aimed to explore the role of character strengths in the resilience and well-being of adolescents. Well-being was measured using the EPOCH-H scale (Láng, 2019), character strengths were evaluated with the VIA-Youth-2 assessment (Jermann & McGrath, 2022), resilience was assessed using the Resilience Scale for Adolescents (Hjemdal et al., 2006). The sample included 533 adolescents, with a mean age of 16.07 years.

Correlation analyses showed that specific character strengths had strong positive associations with well-being, especially Hope ($r=0.61$), Love ($r=0.56$), Teamwork ($r=0.47$), and Love of learning ($r=0.451$). Similarly, Love ($r=0.57$), Hope ($r=0.53$), and Teamwork ($r=0.44$) showed the strongest correlations with resilience. Linear regression analyses indicated that Hope ($\beta=0.27$), Vitality ($\beta=0.225$), and Love ($\beta=0.22$) were significant predictors of well-being, for resilience Love ($\beta=0.28$) and Hope ($\beta=0.17$) emerged as predictors. Our results highlight the importance of strengths-based interventions in educational settings.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building Room 5.2// Oral Paper



Bridging The Gap: Addressing the dissonance between the promise and practice of school psychology for practitioners of color

Sagirah Brown, Sasha Solomon, Keanna Brown, Khady Wade, Cameran Thompson, Shayla Williams, Haley Downin, Nneka Truss, Tara Beers, Jennifer West, Darla Scott

Over the past decade, the shortage of school psychologists has become an urgent concern, especially the underrepresentation of school psychologists of minoritized backgrounds (Bocanegra et al., 2019). This mixed methods investigation examined qualitative data from pre-service school psychologists about their visions and expectations for practice and compared those themes to data gathered from school psychology practitioners or those who have left the field. Quantitative data was gathered to examine current school psychology practice, burnout level, and reasons for leaving the field. The aim of this paper is to address the discrepancy between the deficit approach to school psychology and a more holistic model for school psychology practice. By broadening and redefining the scope of what school psychologists do, the field can attract more individuals passionate about making a difference in education and mental health. This paper explores strategies for expanding the public perception of the profession, emphasizing the importance of advocacy, collaboration, and innovation in shaping its future. By driving these transformative changes and elevating the expectations for school psychologists, the field can ignite a movement of dedicated and inspired professionals that are committed to reshaping the educational landscape and ensuring every student thrives.

Authors' [affiliation]: Cameran Thompson [Bowie State University], Darla Scott [Bowie State University], Haley Downin [Bowie State University], Jennifer West [Bowie State University], Keanna Brown [Bowie State University], Khady Wade [Bowie State University], Nneka Truss [Bowie State University], Sagirah Brown [Bowie State University], Sasha Solomon [Bowie State University], Shayla Williams [Bowie State University], Tara Beers [Bowie State University]



Thematic session A // Thursday • 17th July • 8:30-10:00// Building Room 5.2// Oral Paper

Post-pandemic School Climate and Violence: Chilean Teachers' Union Subjective Theories in Web News



Pablo Castro-Carrasco, David Cuadra-Martínez, Verónica Gubbins, Fabiana Rodríguez-Pastene-Vicencio, Claudia Carrasco-Aguilar, Martina Zelaya

The COVID-19 pandemic exacerbated school violence and deteriorated the school climate in Chile. The Chilean Teachers' Union has emerged as a key actor in the public debate due to its potential influence on shaping future policies. This study aimed to reconstruct the subjective theories of school violence and school climate articulated by the Chilean Teachers' Union in its public discourse, as presented in web news after the COVID-19 pandemic. Using a documentary case study design and qualitative methodology within the framework of a major project, titled "The social construction in Chile of school climate and school violence after the return to face-to-face education". We analyzed 36 web news articles where the Union addressed these issues. The analysis revealed subjective theories linking school violence and climate to broader social and educational challenges, including external factors exacerbated by the pandemic. Teachers proposed solutions such as inclusive policies, curricular adjustments, participatory policy-making, and strengthening public education. These findings highlight the union's critique of non-inclusive policy-making and emphasize the need to prioritize mental health and improve working conditions to effectively address school climate and school violence.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building Room 5.2// Oral Paper

Links between school climate and pupils' well-being in French-speaking Belgium



Fabian Pressia, Matthieu América, Benoît Galand, Ariane Baye

This research study examines the relationship between school climate and student well-being in the Wallonia-Brussels Federation. The study is part of a FNRS-funded research project analyzing data from a representative sample of over 4,000 students (1,712 fifth-grade primary students and 2,372 secondary school students).

The research aims to:

1. Evaluate between-school variations (school effect) in student well-being and their perception of school climate
2. Identify specific dimensions of school climate directly associated with these variations
3. Analyze how students' perceived climate affects their well-being

The study measures multiple variables including:

- Student subjective well-being indicators (positive/negative affects, somatization, satisfaction)
- Perceived school climate factors (rule clarity/enforcement, perceived violence, treatment fairness, teacher-student relationships, student relationships, pedagogical practices, physical environment)

The methodology combines multilevel approaches and confirmatory factor analyses with latent variables (structural equation modeling) using R's lavaan package. The analysis strategy includes two-level null models to decompose variance and identify school effects, aggregated student responses by institution for each climate dimension, and multilevel analyses combining student and teacher indicators.

This research aims to establish reliable relationships between school climate and student well-being, potentially informing future intervention strategies in the Belgian educational system.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building Room 5.2// Oral Paper

School Climate and Innovation: Keys to Student Well-Being and Engagement.



Martina Lattanzi, Silvia Panzavolta, Andrea Nardi, Anna Lucia Ogliari, Valentina Tobia

School climate and instructional innovation are key factors in fostering students' cognitive development, well-being, and motivation. This study examines the impact of perceived school innovation on students' learning and emotional well-being. A multi-informant study was conducted in Italian schools, involving 413 students (Grades 4–8, $M = 10.87$ years, 52.8% male), their parents, and teachers from schools implementing various innovative projects as part of "Avanguardie Educative". Participants completed questionnaires assessing school climate, well-being, perceived control, self-concept, and school innovation, defined as the adoption of student-centered pedagogical approaches, digital tools, and collaborative learning strategies. Findings show that students who perceive higher school innovation report greater perceived control ($p < .001$), self-concept ($p < .001$), and a more positive school climate, particularly in teacher support, peer interactions, and student participation ($p < .001$). Interestingly, students reported higher well-being than perceived by parents and teachers. These results underscore the importance of innovation in fostering student agency and emotional well-being. Discrepancies in perceptions of innovation among students, parents, and teachers highlight the need for improved communication and alignment of expectations. Promoting evidence-based instructional innovations can enhance both mental health and learning environments, reinforcing the role of school climate in academic and emotional development.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building Room 5.2// Oral Paper

The Role of a Supportive School Climate in Shaping Students' Psychological Resilience and Academic Achievement: A Study in Turkey



Zekeriya Temircan

A supportive school climate is recognized as a critical factor in student psychological well-being and academic achievement. However, limited research has been conducted on the long-term effects of this relationship. This study investigates The Role of a Supportive School Climate in Shaping Students' Psychological Resilience and Academic Achievement in Turkey. A mixed-methods research design was used in this study. Quantitative data were collected using the School Climate Scale, Connor-Davidson Resilience Scale (CD-RISC), and academic achievement indicators (grade point average), which were administered to 500 students from public and private high schools in the city of Nevsehir. Qualitative data were obtained through semi-structured interviews with 30 students and 15 teachers. The results of the analyses showed that students with a supportive school climate had higher levels of psychological resilience, and their academic performance increased significantly. Furthermore, the quality of student-teacher relationships, school safety, and social support mechanisms were found to enhance resilience. These findings have important implications for educational policy in Turkey, emphasizing the need to promote a positive climate in school environments.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building Room 5.2// Oral Paper

Understanding School Climate Perceptions Among Black Students in California



Shemiyah Holland, Lakhvir Kaur, Shane Jimerson

A positive school climate is foundational to creating a space where students are able to succeed and progress in their academic performance, well-being, and development. International research has demonstrated that school climate is crucial to a students' success and educators have to foster a sense of safety, inclusion, and emotional support for the development of students. This presentation will feature the results of a latent class analysis which has revealed 5 diverse patterns of school climate perceptions among a statewide sample of Black middle and high school students in California, USA (N = 8,224) . Additional, multinomial logistic regression (MLR) analysis revealed how the perceptions of school climate among Black students are impacted by grade level, gender, and parental education level. This presentation will advance participants' understanding of within-group differences among Black youth, in regards to how they perceive their school climate. This presentation will feature valuable insights into the diverse experiences of Black students (a minority population) in California and potentially inform more targeted interventions or support strategies in the following areas: mental health, academic success, social-emotional development, equity, and inclusivity, for Black students. The presentation also aims to inspire further school climate scholarship in countries around the world.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.13// Symposium

Community psychology as a basis for Educational Psychology Service Delivery in the English context.



Catherine Kelly, Sarah Newman, Elizabeth Hampton, Susan Birch, Jawad Shah, Joanna Stanbridge, James Wood, Kevin Woods, Gurdip Theara

Community Psychology principles are negotiated, represented and enacted in Educational Psychology Service delivery through considering the context and nature of work with schools and beyond. Although, many communities do not feel listened to by professionals, community engagement and feedback is positioned as key to service development. It is suggested that the shared understanding needed to unstick stuck situations can be facilitated by new models of service delivery. Including considering whose needs in the community are not being served and why, and how we can support schools to provide progressive contexts which do not reproduce problematic structures within wider society.

Authors' [affiliation]: catherine Kelly [University of Manchester], Elizabeth Hampton [Deputy Programme Director, Doctorate in Educational Psychology, University of Exeter], Gurdip Theara [Westminster, Kensington and Chelsea Educational Psychology Consultation Service], James Wood [National Association of Principal Educational Psychologists (NAPEP)], Jawad Shah [Deputy Principal Educational Psychologist, Bury Community Educational Psychology Service], Joanna Stanbridge [British Psychological Society Division of Educational and Child Psychologists (DECP)], Kevin Woods [University of Manchester], Sarah Newman [University of Manchester], Susan Birch [Doctorate in Educational Psychology, University College London]



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.13// Symposium Oral

'They just don't listen'. Families' views of working with services for children: An interpretative phenomenological analysis.



Elizabeth Hampton

This study aimed to explore the views of families who had not previously wanted to engage with professionals working in children's services. Seven parents and two young people participated in semi-structured interviews and talked about their life histories. Conversations were analysed using Interpretative Phenomenological Analysis. Eight group experiential themes were created with one overarching theme which was the intergenerational cycle of trauma. The eight themes included feeling judged by professionals, being unable to find help when it was needed and wanting a better future. In conclusion, the behaviour of the professionals and the lack of access to the support services needed were identified as key barriers. Within person barriers such as mental health needs and drug use were also important. Parents did not see themselves as hard to reach, but felt that professionals had not built relationships with them. The study findings suggest implications for professionals and systems within services for children, as well as wider services, such as housing and family law. It should be acknowledged that IPA includes a small sample of participants and as such the findings may not be reflective of all communities. The researcher holds responsibility for their own unique interpretative analysis of the conversations.

Authors' [affiliation]: Elizabeth Hampton [UCL], Susan Birch [UCL]



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.13// Symposium Oral

Listening to the Community: Using Feedback to Inform Educational Psychology Service Developments



Sarah Newman

Over the last five decades, several Educational Psychology Services (EPS) have integrated community psychology principles into their practice. A number of services are identified as 'community' EPSs, however, there is limited literature concerning the adoption of the approach at the EPS level in the current context. An action research project was conducted with an EPS developing a community psychology approach. To develop this further, a working group of four educational psychologists (EPs) and a trainee EP were involved in reflection and action-planning cycles. Semi-structured interviews with three participants were conducted at the end of the action research to reflect on the process and outcomes. The action research resulted in a focus on community engagement and feedback processes to inform service development. The study highlighted the service's ongoing journey towards a community-oriented EPS, the importance of ongoing reflection and planning for developing services, and the underlying aims and values that promote this work. Influences at the EPS and local authority levels were considered in relation to developments. The action research provides professional reflections on developing a community orientation in the current context, emphasising the role of community members' feedback in service development.

Authors' [affiliation]: Kevin Woods [University of Manchester], Sarah Newman [University of Manchester]



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.13// Symposium Oral

All we have to decide is what to do with the time that is given us: Revolution, resolve and the future of the EP Profession.



Jawad Shah

Community psychology as a basis for Educational Psychology Service Delivery in the English context.

context of UK educational psychologists' (EPs) work has shifted so dramatically over the last fifteen years, undoubtedly reflects the combined impact of political, legislative, financial and societal change during this period. The wider education system has been subject to considerable changes which, combined with the impacts of austerity, have made it much harder for schools to provide the flexibility and capacity required for inclusive education. In an era of divisive polarisation there can be there is little room for the shared understanding needed to unstick stuck situations and traditional models of educational psychology support may no longer be fit for purpose in addressing today's challenges.

In this presentation we explore one service's development of relationships with communities to jointly address challenges, and address issues before they escalate but also enhance overall system functioning. The Community Educational Psychology Service (CEPS) proposes an innovative shift towards a Communities of Practice (CoP) model, where clusters of schools work collaboratively with CEPS to build capacity, share best practices, and create sustainable, supportive networks. The overall aim is to leverage expertise in educational psychology to optimise school-based special education needs support systems.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 3.13// Symposium Oral

Intersectional Community Psychology: A social justice framework for EP practice at every level



Gurdip Theara

This paper introduces an intersectional community psychology framework as a useful way of exploring how school communities' function and who they best serve. It explores key questions such as: who is referred to when we talk about a school community? How does it feel to be a minority group within this community? Whose needs are best met within this community? Whose needs are overlooked?

Whereas community psychology encourages understanding of wellbeing as the interplay of systems that effect individuals, relationships, community structures and broader society (Mackay, 2006; Kagan et al. 2020) intersectionality deepens this perspective by emphasising how individuals are complex, multidimensional and how community structures do not serve the needs of people equally (Bhopal, 2020).

Within a school context, this framework emphasises the importance of thinking about whose needs are not being served by school systems and policies and why. In doing so it is hoped that schools can be progressive places that disrupt rather than replicate problematic structures that exist within the wider society (Crenshaw, 1991). Not only does it aim to highlight the importance of social justice in our work, but how we can strive for it within the contexts of children's lives and school experiences.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 4.3// RoundTable

The Future of Specific Learning Disability Rights in Education – Legal Precedents, Proposed Policy Changes, and Global Perspectives



purva Tandon, Leigh Ann Fierro

This roundtable will explore how legal precedents, political movements, and international approaches shape special education policies for students with Specific Learning Disabilities (SLD). We will examine U.S. legal cases related to late identification, misidentification, and education programming failures for students with SLD. Additionally, we will explore how recent changes in federal policy regarding diversity, equity, and inclusion (DEI), along with proposed revisions to disability rights protections, may impact support for students with SLD. Finally, we will compare global approaches to SLD dispute resolution to identify alternative models and best practices. We will explore how different legal and policy frameworks influence access, equity, and advocacy by integrating perspectives from multiple educational systems.

Expected Outcomes:

Examine legal precedents in the U.S. and their impact on SLD identification and services.

Discuss policy changes, specifically changes to diversity, equity, and inclusion, and proposed changes to disability rights in a school setting.

Compare international models for SLD dispute resolution.

Develop strategies for school psychologists to advocate for equitable policies and student rights in shifting legal and political landscapes.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 1 Room 4.1// Workshop



Improving Mental Health, School Culture and Wellness by Embedding Mindful Breathing Practices into a School District

Ashley Baer

The lack of adequate mental health services for students may increase the demands on teachers to provide mental health support for students. The Office of Safe and Supportive Schools recommends policies and administers grant programs aimed at creating safe, supportive, and positive school environments to address increasing behavior challenges (U.S. Department of Education, 2023). FCS implemented mindful breathing into their district by training teachers how to practice and teach the strategy of mindfulness. Researchers indicated that mindfulness can improve students' stress tolerance and decrease emotional dysregulation (Knowles et al., 2015). Mindfulness focuses on one's awareness of emotions and feelings and how it impacts overall functioning (Willard, 2015). In 2023, the CDC recommended mindfulness to help prevent mental health problems and promote positive behavioral and mental health of students (CDC, 2023). In this experiential workshop, attendees will learn the basics of a creating a mindfulness program in K-12 schools to address mental health of both teachers and students. Further, attendees will learn and engage in specific mindfulness practices for their personal lives and best practices to implement into a school district with fidelity. Attendees will understand the science and research behind embedding these practices into the school setting.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 4.4// Workshop

Empathy-building through a story exchange model



Leticia Soares, Deborah Kantrowitz

This interactive workshop uses the Narrative 4 story exchange model to foster empathy and connection within school communities. Co-led by a teacher and Narrative 4 facilitator, and a school psychologist, the session will immerse participants in a structured story exchange, emphasizing deep listening and first-person storytelling. Through paired story sharing, participants will step into another's experience, gaining insights into diverse perspectives. This approach not only strengthens personal connections but also demonstrates how story exchange can be a powerful tool for students, faculty, and parents to build understanding and empathy to lead to greater compassion in school settings. Part of the Narrative 4 experience includes a structured debrief session that will allow participants to reflect on their experiences and explore the impact of this method. Attendees will also receive practical resources and guidance on how to implement story exchanges in their own educational environments, to create a more compassionate and connected school culture.



Thematic session A // Thursday • 17th July • 8:30-10:00// Building 2 Room 5.3// Workshop

The Power of Play: A multidisciplinary approach to supporting K-12 students' social-emotional development



Vanessa Placeres, Patricia Sánchez Lizardi, Juan Camarena, Brittany Glover, Jeffrey Brown

Child-centered play therapy (CCPT) has been widely recognized as an effective intervention for promoting emotional well-being and social skills in children. However, its implementation in K-12 settings often faces challenges due to time and resource constraints and environmental barriers. This presentation proposes a multidisciplinary approach where school psychologists collaborate with the mental health team to implement CCPT to help address these barriers and create a comprehensive framework for supporting children's mental health and improving school climate.

Our approach combines the core principles of CCPT with evidence-based practices implemented through a culturally responsive lens. By engaging the school psychologist, school counselors, and school-based mental health professionals in a collaborative process, we aim to create a supportive school environment that acknowledges the unique needs and strengths of each child from a holistic perspective.

Through case studies and research findings, we will demonstrate the effectiveness of this multidisciplinary approach in promoting social-emotional learning, reducing behavioral problems, and improving school climate. Our presentation will also provide practical strategies and tools for K-12 mental health providers to implement CCPT in their school settings, fostering a culture of empathy, understanding, and support for all students.



Thematic session // Thursday • 17th July • 8:30-10:00// C.C. Dom Dinis// Workshop

The Neuropsychology of Stress, Trauma, and Anxiety: How to Develop a "Trauma Informed" School



Steven Feife

According to the World Health Organization (2020), nearly half of all children worldwide, or approximately one billion children, suffer some form of violence each year. In the United States, more than two-thirds of children have experienced trauma, such as physical or sexual abuse, neglect, natural disasters, or sudden loss of a loved one by the age of 16. Exposure to trauma has been linked to a range of negative mental health outcomes including post-traumatic stress (PTS), anxiety, depression, and learning difficulties. However, not all children exposed to trauma experience detrimental outcomes, as many children are capable of devising internal coping and resilience strategies to grow from these experiences. Therefore, this workshop will explore the neural underpinnings of stress, trauma, and anxiety in children and its subsequent impact upon learning and behavior. There will be a detailed discussion on specific brain regions impacted by trauma, as well as the relationship between trauma and poor academic performance. Schools can enhance emotional wellness through early prevention efforts, appropriate assessment and screening techniques, and an improved school climate to foster emotional growth and resiliency for all children.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building Room 5.2// Oral Paper

"Being strict is not going to help": Using autistic students' school experiences to develop inclusive school cultures.



Sinéad McNally, Mary Rose Sweeney, Lisa Keenan, Aoife Lynam, Ciarán Ramsbottom, Aiswarya Radhakrishnan

International research on the experiences of autistic students in post-primary schools suggests that many find mainstream school a demanding social and sensory experience. However, we know little about the experiences of young autistic students, and research has mostly focused on accounts from parents and teachers or expert knowledge. We conducted a systematic investigation of the school experiences of autistic students in primary (n=27) and post-primary schools (n=16) in Ireland and their parents (n=51). In our thematic analysis of participatory interviews with autistic students and their parents we identified several ways in which schools currently support inclusion, while also finding persistent barriers to inclusion that must be addressed by schools. One of the most significant themes was the role of the teacher and the potential of their relationship with autistic students to be 'make or break' for the student's inclusion. The extent to which teachers proactively provided supports was also noted by students and parents as critical for inclusion. In this presentation, we explore the qualitative evidence provided by autistic students for the ways in which schools can develop more inclusive cultures and practices, and we share recommendations informed by autistic students themselves.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building Room 5.2// Oral Paper

The Upside of a Purposeful Career? Sense of Calling, Empathy, and Attitude towards Students with Autism Spectrum Disorders among Chinese Special Education Teachers



Feifan Pang, Jesus Alfonso Datu

Previous studies have emphasized the critical role of individuals' attitudes towards students with autism spectrum disorders (ASD) in designing inclusive educational contexts. However, investigations on school-based stakeholders' psychological resources that foster positive attitudes towards students with ASD remain scarce and sporadic. This study examined the direct and indirect effects (via empathy of perspective taking) of the sense of calling on attitudes toward autism (i.e., perceptions of improvement opportunities for children with ASD, attitudes towards the parents, and emotional responses when teaching students with ASD) using a sample of 257 Chinese special education teachers. Structural equation modeling showed that overall sense of calling was linked to more positive attitudes when controlling for the effects of empathy. Calling was indirectly linked to better perceptions of improvement opportunities and parents through increased empathy. However, calling was indirectly associated with more negative emotional responses through increased empathy. Findings indicate the importance of creating professional development programs that promote teachers' positive work meaning in inclusive educational contexts.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building Room 5.2// Oral Paper

Looking back at school: The experiences of young people whose parents have mental health challenges when they were at school



Andrea Reupert

Approximately 21%-23% of children have a parent with mental health challenges, placing them at risk for their mental health as well as school disengagement and poor academic outcomes. Despite this, many of these children are unrecognised and unsupported while at school.

A series of semi-structured interviews were conducted with approximately 40 young adults (aged 18-25 years) from Australia, England, Northern Ireland and the Republic of Ireland, to explore their retrospective school experiences and preferred support systems. Findings highlighted young people's perspectives from different education systems and policies, showing how these young people were identified and supported. A comparative reflexive thematic analysis identified both country-specific and shared experiences, highlighting gaps in recognition and support, as well as young people's perspectives on school-based strategies that would have supported them and their families. The study highlights the need for changes that transcend national boundaries which can be used to inform policy and practice internationally. Findings have implications for teachers, school psychologists other school wellbeing staff, school leaders and policy makers worldwide.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building Room 5.2// Oral Paper

Advancing inclusive education: Interprofessional collaboration between school psychologists and teachers



Jade Mete, Kate de Bruin, Zoe Morris

Learning outcomes include applying culturally responsive interviewing techniques to explore spirituality's role in student resilience and assessing spirituality as both a protective and risk factor in a trauma-sensitive way.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building Room 5.2// Oral Paper

Supporting Early Intervention for Students with ASD: Perspectives from School Psychologists in Delaware



Nitaya Khanijou, Nitaya Khanijou

Early intervention is a critical period for cognition, social, and emotional development, and provides support for children at learning or developmental risks to enhance developmental benefits. This study explores the role of school psychologists in supporting early interventions for students with autism spectrum disorders (ASD) in Delaware. A survey was sent to 20 school psychologists working across various educational settings, from early childhood to high school, including those on autism teams. Follow-up interviews with six respondents further examined their roles, challenges, training needs, and ideal support systems. Findings from the survey reveal a shortage of school psychologists, a high caseload burden, and limited availability of trained personnel to provide adequate early intervention for students with ASD. Interview participants emphasized the importance of a collaborative, team-based approach involving specialists such as Board-Certified Behavior Analysts (BCBAs) and speech therapists, navigating administrative constraints, as well as a need for ongoing professional development in autism-specific interventions. Recommendations for improving early intervention services include increasing training opportunities for school psychologists, enhancing collaboration with external specialists, and developing state-wide intervention programs. This study highlights the crucial need for expanded resources, training, and support systems to improve outcomes for students with ASD in Delaware's schools.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 5.3// Oral Paper

Effects of combining Check-in Check-out (CICO) and behavioral coaching for Teachers to improve Student outcomes in an Elementary School Classroom in Taiwan



Cheng-Lin TSAI, Chi-ching Chuang

The purpose of this study is to examine the effects of student Check-in Check-out (CICO) with supplemental coaching to teachers to reduce students' disruptive dysregulated behaviors and to increase students' engagement behaviors in the classroom. Three elementary school students (all in second grade) and their teachers participated in this study. A multiple baseline study design was implemented with the dependents as disruptive/dysregulated behaviors and engagement. The school counselor served as the CICO coordinator meeting students individually to review their behavioral expectations in the morning (Check-in), and reflect with the students at the end of the day (Check-out). The school counselor also provided weekly coaching sessions for teachers. The counselor led coaching, reviewing student progress and practicing giving praise and demands based on behavioral plans. Qualitative data (interviews) were collected from these teacher participants to examine the social validity of CICO and feedback on the coaching session. The preliminary results indicated the progress of one student with an intense history of dysregulated behavior and disengagement due to a low tolerance for frustration. Data collection is ongoing and we expected to demonstrate the positive effects of CICO implementation in the general classroom and promote classroom teachers' self-efficacy in managing challenging behaviors.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 5.3// Oral Paper

Design and Evaluation of an Intervention Program for the Enhancement of Emotional Competence of Primary School Students



Ilias Vasileiadis, Ioanna Dimitriadou, Evmorfia Kipouropoulou

Emotional competence is a key factor in promoting students' mental resilience and school adjustment. There is a lack of structured interventions that enhance emotional skills in the first grades of primary school in Greece. The present program is based on the Non-directive intervention approach. A 12-week intervention program was designed and implemented with 1st and 2nd grade students in 5 primary schools in Northern Greece. The program aimed to enhance emotional recognition, expression and regulation. A mixed methodology was adopted. To ensure quantitative data, teachers and parents, completed the Psychosocial Adjustment Test before and after intervention. Semi-structured interviews with teachers and group discussions with students were conducted (qualitative data) 120 students (divided in two, intervention group, n=60 and control group, n=60), as well as 16 teachers and 120 parents participated in the survey. Teachers were actively involved in the implementation of the activities, as they had previous experience and training in social-emotional education programs. Results showed significant improvement in emotional recognition and management and decrease in behavioral difficulties. Teachers reported increased students' cooperation and self-management improvement. Data highlight the need to strengthen school psychological support, to enhance student empowerment and prevent emotional and behavioral difficulties from an early age.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 5.3// Oral Paper

Exploring the implementation of a pupil-led mental health strategy within a mainstream primary school



Amy Poulton, George Thomas

Government guidance has aimed to support children's mental health through the promotion of whole-school approaches, with a focus on increasing pupil participation. Despite this, there is a lack of research regarding how primary-aged pupils are involved in whole-school approaches to support mental health. This research reports a single-embedded case study design that explored the implementation of a pupil-led mental health strategy within one mainstream primary school. Two focus groups were conducted (with pupil mental health ambassadors and school staff members) and documentation pertaining to the pupil-led mental strategy were gathered. The data were analysed using directed content analysis. Key concepts and subcategories related to 'pupils' ideas' (e.g., mental health resources, mental health spaces in school), 'facilitators' (e.g., staff buy-in, effective communication and a culture of mental health awareness), 'barriers' (e.g., time, availability of staff, pupils need scaffolding), and the 'impact' of the pupil-led mental health strategy. An additional key concept, 'next steps' was inductively derived from the data, focusing on the sustainability and longevity of the strategy over time. Implications for practice consider how education professionals can effectively involve pupils in establishing, implementing and sustaining whole-school approaches to mental health, and to foster and promote more positive school climates.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 5.3// Oral Paper

Collaboration in Primary Schools - A survey of Greek Teachers and Parents



Brad Bloomfield, Maria Poulou

The collaboration between parents and teachers in primary schools provides numerous benefits, particularly in enhancing student academic and behavioural outcomes (e.g., Minke & Anderson, 2005). Research indicates that a strong family-school partnership is a critical variable in supporting students with academic and behavioural challenges (Sheridan et al., 2008; Smith et al., 2020). Much of the literature, however, is based on the perspectives of mostly American teachers. The current project will examine cross-cultural perspectives of collaborating in schools between parents and teachers. In this sample, 100 primary school teachers and 100 parents of primary school students in Greece will complete a brief survey about their perspectives on collaborating with parents and teachers. Specifically, we are exploring parent and teacher perspectives on different forms of collaboration, the perceived importance, and barriers to effective collaboration. Then participants will review a probative case-scenario of student classroom disruptive behaviour and answer questions about effective parent-teacher collaboration based on that scenario. Data will be analysed using T-tests and descriptive statistics. Implications for school psychologists and related service providers consulting in schools will be provided.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 5.3// Oral Paper



Effects of paraprofessional support coaching for elementary school students with disruptive behavior disorders: Analysis of outcomes and teacher practice moderation

Linda Reddy

Worldwide paraprofessionals are often assigned to support students with challenging and complex behavioral needs; however they receive very limited training. This study serves as the first clustered randomized controlled trial to investigate the efficacy of the Behavior Support Coaching for Paraprofessional Model (BSC-P), designed to enhance paraprofessionals behavior management skills for student at risk for or with disruptive behavior disorders in elementary schools. Primary dependent measures included paraprofessionals' behavioral strategies, perceived supports and stress, teacher classroom practices (moderator), as well as student social behavior outcomes. The sample included 354 students, 142 paraprofessionals and teachers, and 56 elementary schools randomly assigned to the BSC-P coaching condition or the control condition. Multilevel models revealed that, relative to those in the control condition, BSC-P paraprofessionals demonstrated improvements in behavior management practices (antecedent strategies $d = .91$, reward appropriate behavior $d = 1.51$) and emotional and instrumental support ($ds = .60$ and $.63$). Students supported by BSC-P paraprofessionals exhibited improvements in observed verbal and physical aggression ($ds = -.68$) and academic engagement ($d = .87$), as well as teacher-rated school problems ($d = -.43$), adaptive skills ($d = .44$), and social skills ($d = .42$). Paraprofessionals reported that BSC-P was a highly useful professional development.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 1.2// Oral Paper

Every school can be magical: How house systems promote a positive school climate



Elise Harrington

In the age of bullying and mental health struggles among youth, school-wide interventions to address school climate have never been more needed. One intervention that shows promise at fulfilling that purpose is the House System. Originating in the United Kingdom, House Systems are a Tier 1 intervention that have expanded around the world to many different countries and cultures. They have also been utilized to target many different areas of need, from positive behavior, to peer relationships, to academic achievement. This presentation will give an overview of the literature on house systems, including what exactly they are, how they have been successfully implemented in schools, and how they can benefit students. Specifically, the research shows that House Systems have been associated with positive behavior, positive relationships, perceptions of community, engagement in extracurriculars, and academic achievement. There are several implications for practice and research that will be discussed, including the importance of implementation fidelity, key “ingredients” that go into creating a successful House System, how a House System can fit within a Positive Behavior Interventions and Supports (PBIS) framework, and the need for more research analyzing the effects of House Systems.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 1.2// Oral Paper

Training Change Agents: The Use of the Problem-Solving Model to Foster Positive School Climate



Morgan Pennick, Darla Scott, Shaiyann Palmore, Cambria Miles, Jordyn Pierce, Julissa Alvarez, Imani Harvey, Jennifer West

Consultation involves working directly with teachers to address challenges faced in the classroom. The current paper showcases the implementation of a consultation project involving various consultation models to identify and address school-wide mental health issues in an elementary school in eastern USA. Nearly 20% of students experience mental health challenges annually (National Association of School Psychologists [NASP], 2020) and these challenges could be addressed through the consultation problem solving process, with the trained school psychologist. The current paper highlights the importance of the diverse role of school psychologists and provides a practical example for connecting school psychology training programs to actual school-based challenges. Using a quasi-experimental approach, seven pre-service school psychologists conducted nine interviews and four site visits at a local elementary school. Through multiple visits, data was gathered to assess the school climate and engage in consultation using the Problem-Solving Model. Findings revealed that systemic changes, when combined with preventive measures, significantly improved teacher and student engagement through social-emotional learning. This research aims to raise awareness of the importance of maximizing school psychologists' roles as catalysts for systemic change. These findings benefit all stakeholders by fostering positive school climates where all children can thrive.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 1.2// Oral Paper



'If This Was Like an Actual School, I'd Want to Go': Using the Ideal School to Inform Whole School Approaches to Mental Health and Wellbeing

Emma Wozzley, Judith Bruce-Golding, Ed Sayer

Approximately one in five young people in the United Kingdom experienced a probable mental health disorder in 2023, highlighting the need for effective school-based support. Whole-school approaches to mental wellbeing offer a potential solution, with pupil voice being a key principle. However, student views are often collected in a tokenistic manner, constrained by adult preconceptions. This study explored factors that pupils perceive as both positively and negatively influencing their mental health in a school setting. Sixteen year 9 pupils from 3 secondary schools in the United Kingdom participated in 3 focus groups. Participants took part in a version of the 'Drawing the Ideal School' activity (Williams & Hanke, 2007), where they designed and discussed both ideal and non-ideal school environments in relation to their mental health. They also engaged in a scaling activity to compare their current school with these ideal and non-ideal models. Reflexive thematic analysis identified four overarching themes: 'Is this a school or a clinical setting?', 'School as a place for social exploration', 'Being more than just a name on the register', and 'Education in 2025: Adapting to a changing world'. It is hoped findings will inform whole-school approaches to better support pupils' mental health.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 1.2// Oral Paper

Feeling Good, Performing Better! A Study on the Predictors of Reading and Mathematics Proficiency in Primary Education



Odeth Bloemberg

Research in primary education has shown that fundamental academic skills are influenced by linguistic abilities. While research has shown that these cognitive and linguistic abilities are impaired in children with learning difficulties, the strengths that can potentially compensate these difficulties in vulnerable students have received little attention.

Students in special education often experience difficulties such as low motivation, self-confidence, and school well-being in addition to their learning and/or behavioural problems.

This raises the question of how such affective characteristics affect the development of fundamental academic skills, alongside linguistic and cognitive abilities. Given the substantial individual differences observed within children in special education, it is crucial to gain a deeper understanding of the underlying reading and mathematics profiles of these children, as well as the cognitive and affective predictors of reading comprehension and mathematical proficiency.

To investigate this, a longitudinal study has been launched with two cohorts, one from second to third grade, and one from fourth to fifth. Each cohort includes two groups: children with typical development and children with severe socio-emotional or behavioural difficulties. Children's academic skills, cognitive and linguistic abilities, and affect will be assessed. During the presentation, preliminary results from the first data collection will be presented.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 1.2// Oral Paper

More than positive relations: attachment at school



Ana Castro, Dora Pereira

Since learning is a relational process influenced by the quality of the relationships that the child establishes within and outside the school context, attachment theory appears to be an important reference adopted internationally as the basis for educational practices. However, in Portugal there is a shortage of studies that focus on the relationship between attachment and learning. This study aimed to understand how professionals from schools in Madeira Autonomous Region conceptualize and operationalize that relationship, particularly in the management of challenging behaviors of students at school. Is a qualitative study, using 4 Focus Groups, in which 20 professionals (psychologists, teachers, school managers and teaching assistants) participated, most of whom did not have formal training in attachment. Data were analyzed through thematic analysis. The main results showed that many participants consider attachment as synonymous of a positive relationship, and from this perspective they recognize the relationship between attachment and learning and their qualities for better academic performance. The management of challenging behaviors in school is based mainly on behavioral (and non-relational) strategies, highlighting the relevance of promoting training for all school actors on attachment and its implications for learning that facilitates the adoption of practices sensitive to dynamic internal attachment models.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 1.2// Oral Paper

(IN) Tour: In the Route of Self Discovery. A tool to promote psychological flexibility and self-compassion.



Carolina Crispim, Cunha Marina, Marques Bruna, Gil Mafalda, Jacinto Joana, Cátia Branquinho

The (IN) Tour game, based on Acceptance and Commitment Therapy (ACT) and Compassion-Focused Therapy (CFT), uses the Bus metaphor to incorporate six processes of psychological flexibility and self-compassion. The game includes challenges such as role-play, mindfulness, creative expression, dramatic exercises, writing, and reflection to facilitate communication, peer sharing, and addressing adolescent challenges like physical changes, self-image, autonomy, peer conformity, and future concerns. A 2023 study with 22 adolescents aged 12 to 17 involved five weekly sessions, showing increased self-compassion, psychological flexibility, life satisfaction, and self-soothing, and decreased self-criticism and psychological inflexibility. The study aims to present the therapeutic tool's contents and methodology, pilot study results, and evidence of promoting self-compassionate attitudes and adaptive behaviors. In 2025, the ACT Club (IN) uses the (IN) Tour game to enhance psychological flexibility and self-compassion, examining their impact on career adaptability and psychological well-being. The program's applicability and impact will be studied over eight weekly sessions with 15 adolescents and 9 unemployed adults in Cascais, incorporating role-play, mindfulness, creative expression, and reflection. Results will be collected by the end of May.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 3.5// Symposium

Enhancing School Climate: Perspectives from International Research



Baiba Martinsone, Sergio Disano, Sofia Mendes, Vítor Coelho, Jesslynn Neves-McCain

A positive school climate is a key aspect of the adjustment and well-being of students and teachers. This round table will explore various aspects of school climate through data-driven insights from researchers across multiple countries. Discussions will address key topics, including students' perceptions of school climate and marginalization, the influence of school climate on social-emotional learning (SEL) program outcomes, longitudinal monitoring of school climate, and cross-sectional investigations across different cultural contexts. The session will also examine implications for culturally responsive strategies to foster a positive school climate and advance research in this field.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 3.5// Symposium Oral

Assessing Perceived Marginalization to Promote Positive School Climate: Exploratory Validation of the PMQ in Italian Secondary Schools



Sergio Di Sano

Recent research in school psychology highlights school climate as a critical factor in understanding and supporting the educational experiences of marginalized and minoritized students. To design targeted interventions in this context, it is essential to deeply investigate the specific experiences of marginalization faced by particular student populations. With this aim, we developed the Perceived Marginalization Questionnaire (PMQ) and conducted an exploratory validation study. The PMQ, along with the Georgia School Climate Survey (GSCS), was administered to a sample of 608 Italian secondary school students to assess perceived marginalization and overall school climate, respectively. Results revealed a clear 3-factor structure for the PMQ and demonstrated specific, meaningful correlations between PMQ dimensions and GSCS scores. The next research step involves a convergent validation of the PMQ. Overall, these findings underscore the importance of administering the PMQ alongside the GSCS to identify specific intervention strategies aimed at supporting marginalized students and fostering a positive school climate for all learners.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 3.5// Symposium Oral

Does School Climate influence the effectiveness of a Social and Emotional Learning program?



Vitor Alexandre Coelho

Enhancing School Climate: Perspectives from International Research

School climate has been associated with several benefits in students' well-being. However, it is unclear how individual perceptions of school climate may influence Social Emotional Learning (SEL) program results. This study aimed to analyze if two dimensions of school climate (teacher-student relationships and student-student relationships) were associated with more positive results of an elementary school universal SEL program.

Eight-hundred-fifty-eight fourth-grade students participated in the Positive Attitude Elementary School (PAES) SEL program (Mage = 9.27; 49% girls), and 286 students composed the control groups. Assessment was implemented in the beginning and end of the program, and in a follow-up six months later by both students and their teachers (n = 66).

Multilevel analysis were performed and results showed a more positive trajectory in self-esteem, self-control, social awareness and relationship skills for students intervention groups compared to control group students. Furthermore, students who reported higher levels of student-student relationships benefited more in self-control, social awareness and relationship skills, whereas students who reported higher levels of teacher-student relationship reported more gains in self-control than students who reported lower levels.

It is possible to conclude that both dimensions of school climate are associated with higher effectiveness of the PAES SEL program.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 3.5// Symposium Oral

Adolescents' Perceptions of School Climate and Mental Health: A Longitudinal Study



Baiba Martinsone

Enhancing School Climate: Perspectives from International Research

School climate is increasingly recognized as a key indicator of school quality and student well-being. The use of cross-culturally validated self-report measures, such as the Georgia School Climate Survey (GSCS), enables a comprehensive assessment of school climate from the perspectives of students, educators, and families.

This presentation will focus on adolescents' perceptions of the school climate and their self-reported mental health, measured longitudinally in 2017/18 and 2024/25. Key aspects of school climate—including perceived physical and emotional safety, the quality of peer and adult relationships, and teaching and learning factors (such as teacher expectations, a stimulating environment, and educational materials) – will be analyzed in relation to adolescents' reported stress, anxiety, depression, and other mental health symptoms.

The study includes a sample of over 1,000 students from grades 5 to 12 across various regions of Latvia. Additionally, the research explores differences in school climate and mental health based on gender and age/grade. Findings will provide insights into the role of schools as key contributors to students' mental health and well-being, offering practical implications for fostering a supportive educational environment.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 3.5// Symposium Oral

The Georgia School Personnel Survey of School Climate: Validity Evidence from a Sample of Portuguese Teachers and Support Staff



Sofia Mendes

This presentation focuses on the adaptation of the Georgia School Personnel Survey (GSPS) to assess perceptions of school climate among Portuguese educational professionals, including teachers and support staff. Data from two samples ($n_1 = 1,965$; $n_2 = 2,884$) were analysed in the study. Through Confirmatory Factor Analysis (CFA), the survey's structure was validated, revealing a second-order factor composed of six first-order dimensions. The adapted version of the GSPS exhibited high internal consistency, affirming its stability across diverse occupational and gender groups. The instrument revealed measurement invariance, ensuring its appropriateness for comparative analysis across different demographic groups. The validity evidence of the GSPS was rigorously tested through its relationships with related constructs. It demonstrated large positive correlations with job satisfaction and work engagement, and a large negative correlation with burnout, highlighting its role within the nomological network of constructs related to school climate. The results support the use of GSPS as a tool for assessing school climate within Portuguese school settings, providing key insights for school improvement initiatives.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 3.13// Workshop

Promoting values-based practice to meet the needs of LGBTQ+ youth: Policy to practice



Tracy Hobbs, Elayne Ruttledge, Paula Prendeville

This workshop will support participants to meet the needs of LGBTQ+ youth in schools by providing an ethical, rights-based and neuroaffirmative approach to policy and practice. Using Values Based Practice (VBP) as a framework, participants will explore the intersection of policy and practice in supporting LGBTQ+ youth, with a focus on creating safe and inclusive environments. Participants will engage in interactive discussions and case studies to examine the challenges and opportunities in implementing policies that support LGBTQ+ youth. The workshop will provide a platform for sharing best practices and strategies for creating inclusive spaces that promote the well-being and success of LGBTQ+ youth. The workshop will also provide opportunities for networking and collaboration among participants, with a focus on building a community of practice that supports the needs of LGBTQ+ youth.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Room 4.3// Workshop



Facing REAL life events – SMASH the reality: Teaching teachers and parents to help children cope with global challenges -

Bill Pfohl, Olanda Momcilovic

In an era of unprecedented global challenges, including wars, climate change, political polarization, and sustainability concerns, it is crucial to equip teachers and parents with the necessary skills to support children's emotional and cognitive resilience. This workshop will explore effective strategies for fostering adaptive coping mechanisms in young learners, emphasizing emotional intelligence (how do you find friends?), critical thinking, and constructive dialogue. In this workshop, we will discuss evidence-based educational approaches that enable children to process and navigate complex world issues. Topics include the role of social-emotional learning (SEL) in building resilience, integrating global awareness into curricula, and fostering open communication between children, educators, and caregivers. Special attention will be given to strategies that promote psychological well-being, including coping, mindfulness techniques, social media influence, and community engagement. Moreover, the ethical responsibility of educators and parents in shaping children's understanding of these challenges will be examined. This session aims to provide practical tools and insights to empower educators and parents in guiding children through the complexities of today's world, ensuring they grow into informed, compassionate, and resilient individuals.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 1 Room 4.1// Workshop

Promoting more humane schools through relationship-building behaviors – Amanda Davis & Jodi Samuels (USA)



Amanda Davis, Jody Samuels, Kimberly Hills

Researchers continue to find that students benefit from developing safe, stable, and nurturing relationships with adults at school (e.g., teachers, school counselors and psychologists; Ansari et al., 2020; Black et al., 2010; Murray-Harvey, 2010; Rucinski et al., 2017; Zee et al., 2020). These relationships have become increasingly important following the widespread loneliness and isolation experienced by young people during the COVID-19 pandemic. During this workshop, we will discuss how school psychologists can promote relationship-building behaviors – specific actions that foster positive, supportive relationships with students – and support educators in developing these skills. Workshop attendees will leave this session with practical tools and a better understanding of the specific behaviors that school staff may engage in to cultivate supportive relationships with students. By integrating these behaviors into existing school intervention efforts, such as teacher coaching or classroom management strategies, school psychologists can help create sustainable environments where students feel valued and supported. We will also address the role of cultural responsiveness in tailoring relationship-building behaviors to meet the needs of diverse school communities and promote more humane schools and support students' social, emotional, behavioral, and academic wellness.



Thematic session B // Thursday • 17th July • 14:00-15:30// Building 2 Auditorium (Room 5.1)// RoundTable

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



Chryse (Sissy) Hatzichristou, Shane Jimerson, David Shriberg, Catherine Kelly, Raquel Guzzo, Maria Cristina Matteucci, Francesca Cavallini, Kris Varjas

The issue of evolving and enriching academic curricula and training methods including social justice issues in order to address the complexity of needs and the increased challenges and diversity in school communities worldwide has been of critical importance during the last years. This session is organized by the ISPA School Psychology Trainers Task Force including presentations of trainers (Part 1) and students (Part 2) from graduate school psychology programs from multiple countries. The participants in this roundtable discussion will present the goals and structure of School Psychology training programs in different countries and the inclusion of social justice dimensions in training and practice in their relevant contexts. Recommendations for international collaboration regarding social justice issues in training and practice and networking of School Psychology trainers and students will be further discussed providing a basis for international initiatives and collaborative partnerships.

Authors' [affiliation]: Chryse (Sissy) Hatzichristou [National and Kapodistrian University of Athens, Greece], Shane Jimerson [University of California, Santa Barbara, United States], David Shriberg [Indiana University, United States], Maryellen McClain [Indiana University, United States], Catherine Kelly [University of Manchester, United Kingdom], Raquel Guzzo [Pontifícia Universidade Católica de Campinas, Brazil], Maria Cristina Matteucci [University of Bologna, Italy], Francesca Cavallini, Tice [Italy], Kris Varjas [Georgia State University, United States]



Thematic session B // Thursday • 17th July • 14:00-15:30// C.C. Dom Dinis// Workshop

Province-Wide Consultation: A Hybrid Model for the Digital Age



Zuhra Teja

In an era where concerns around equity in special education service delivery can be addressed with digital solutions, we present an innovative hybrid consultation model that empowers educators to create more inclusive classrooms. By bridging the gap between resource-adequate and resource-limited schools across a province, this model enables psychologists and allied professionals to equip educators with the tools to better support neurodivergent students. Grounded in problem-based and consultee-centered approaches, this model balances standardization and flexibility while reducing financial and logistical barriers to expert consultation. Participants will explore a streamlined referral process and a two-pronged approach that blends virtual and in-person collaboration. Virtual components encompass priority identification, action planning, progress monitoring, and a school transfer plan to facilitate independent implementation--removing geographical barriers to make specialized expertise accessible even in remote communities. In-person components deliver targeted hands-on support, empowering educators to implement strategies with confidence. By leveraging widely used tech-communication platforms to support direct collaboration, this model strengthens school teams and drives sustainable improvements in teaching and learning. Participants will engage in a step-by-step case study for a student with autism, gaining hands-on experience with each stage of the consultation process. Templates for each phase will be provided to support implementation.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 5.3 // Oral Paper

Navigating Hardship: A Systematic Review on the Impact of Adverse Life Events on College Students' Well-Being



Malamati Veloni, AIKATERINI VASIOU

The unpredictable landscape of our times, characterized by adverse life events ranging from personal challenges to global pandemics and environmental disasters, underscores the urgent need for comprehensive insight into how such adversities shape students' well-being in the context of tertiary education. To that aim, we performed a systematic search that spanned across three databases (PubMed, Scopus, ERIC), adhering to predetermined inclusion and exclusion criteria, targeting peer-reviewed, empirical studies, written in English, without time limitations. According to the main findings, the experience of negative life events causes a decrease in life satisfaction and positive affect, while it also increases negative affect, while they significantly affect students' psychopathology, enhancing depression and PTSD symptoms, levels of anxiety, stress and suicidal ideation. Furthermore, the relationship between adverse life events and students' well-being is clearly mediated by factors that provide a buffering effect, mitigating their impact. By advancing our understanding of the influence of adversity on student outcomes, this research enriches scholarly discourse, as it attempts to identify research gaps, while it also presents and promotes knowledge regarding the scope, nature and interactions between all of the involved variables.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 5.3 // Oral Paper

Potentially Traumatic Experiences in Higher Education: A Study with Nursing Students



Alice Morgado, Andreia Cristina, Isabel Gil

Potentially traumatic experiences (PTE) affect most of the population at some point in their lives. Nursing students are exposed to potentially traumatic routines during their educational path. This study aims to identify losses and support perceived by nursing students and their relationship with quality of life, sense of purpose, and post-traumatic growth.

Students attending the Coimbra Nursing School completed several self-report questionnaires: sociodemographic questionnaire, Trauma Exposure Checklist, WHOQOL-BREF, Meaning in Life Questionnaire, and Posttraumatic Growth Inventory.

Most students reported exposure to PTE and had poorer quality of life outcomes than peers who were not exposed. The death of a close one and violence were the most reported. Violence in clinical education settings (VCES) was also repeatedly reported. Violence, bullying, and VCES were associated with higher perceived internal losses and less perceived support. The death of a close one was associated with higher perceived external losses. Internal losses were associated with lower quality of life and sense of purpose, while perceived support was related to greater quality of life and post-traumatic growth.

Results highlight the urgent need for programs to prevent abusive situations, particularly in the health sector, and to enhance support for higher education students exposed to such experiences.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 5.3 // Oral Paper

ACADEMIC PERFORMANCE IN RELATION TO SLEEP QUALITY, EXECUTIVE ATTENTION, AND ANXIETY DURING EXAM PERIODS AMONG UNIVERSITY STUDENTS FROM DIFFERENT COURSES



Carina Ferreira

Background:

University students' academic performance is influenced by multiple factors, including sleep quality, executive attention, and anxiety. During exam periods, cognitive and emotional regulation become critical for academic adaptation. This study investigates the relationship between these variables in university students from different fields of study.

Methods:

A correlational approach was adopted with a sample of 51 university students. The participants were enrolled in Medicine, Economics, and Law programs. Data collection occurred during examination periods and included the Pittsburgh Sleep Quality Index (PSQI), the Epworth Sleepiness Scale (ESE), the State-Trait Anxiety Inventory (STAI), the Beck Depression Inventory (BDI-II), and neuropsychological tests such as the Stroop Test and the Go/No-Go inhibitory control task. Data analysis was conducted using SPSS, including descriptive statistics, correlations, and linear regression models.

Results: The findings showed significant differences across courses. Poorer sleep quality and higher state anxiety were linked to lower executive attention, while trait anxiety predicted self-reported academic performance.

Conclusion:

These findings emphasize the importance of sleep regulation and anxiety management as key factors in academic success. Implementing sleep hygiene strategies and psychological support interventions may positively impact students' academic performance.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 3.5 // Oral Paper

Talking about Race in Schools



Elana Wolkoff, Ronda Goodale

Conversations about race in K-12 schools have been found to improve racial attitudes for students of all races and to serve as a protective factor for students of color. However, studies show that these conversations rarely occur, particularly in settings in which a majority of students are white.

This study surveyed 89 educators and 130 youth across the US to understand their perspectives on race-related conversations. Using descriptive statistics and thematic analysis, researchers found that these conversations generally have positive outcomes and often strengthen relationships. Key obstacles include educator discomfort, insufficient training, and lack of time. Youth highlighted the importance of established trust, connection to their lived experiences, and the opportunity to engage with peers from different backgrounds. They recommend that conversations about race start early and be planned proactively so that both adults and youth are more comfortable with the topic.

Participants offered multiple recommendations to improve the frequency and effectiveness of these crucial conversations.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 3.5 // Oral Paper

Unpacking the Basic Psychological Needs of Roma students: Three decades of educational practices



Joana Martins, Tânia Moreira, Daniela Moreira, Pedro Rosário

The educational shortfalls of students from Roma communities have gained increasing attention from stakeholders, leading to numerous interventions over the past three decades. The current study offers a comprehensive overview of the educational practices tailored to address the challenges faced by Roma communities in schools by applying Self-Determination Theory. The study aimed to synthesize and clarify the educational strategies implemented across Europe influencing the fulfilment and/or frustration of Roma student's basic psychological needs. Following the Joanna Briggs Institute guidelines, a scoping review was conducted across three databases (e.g., Web of Science) using eligibility and exclusion criteria (e.g., language). A qualitative content analysis identified key themes that showcased the methods through which Roma's basic psychological needs are approached in schools, such as in teacher-student interactions. Findings suggest that inclusive educational approaches, namely curriculum adaptation and academic abilities development, play a critical role in fostering engagement and academic success of students with Roma heritage. Prioritizing the fulfilment of basic psychological needs can help schools create inclusive and empowering environments that promote equitable learning opportunities for all, regardless of ethnicity or cultural background. Practical implications for educators and policymakers are discussed.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 3.5 // Oral Paper

Lessons Learned: Evidence-Based Recommendations for Educational Interventions for Roma Students



Daniela Moreira, Tânia Moreira, Pedro Rosário, Armanda Pereira

The Roma are one of Europe's largest transnational minorities, facing systemic educational barriers. Despite promising practices and interventions, efforts remain fragmented and lack evidence-based guidelines to effectively inform future educational program. Grounded in an Academic Resilience framework, this qualitative evidence synthesis aims to analyze and synthesize evidence-based recommendations from intervention programs designed to enhance the educational outcomes of students from Roma Groups in educational contexts. A comprehensive search was conducted following the Joanna Briggs Institute guidelines across Web of Science, Scopus, and ERIC databases. Twenty-nine qualitative studies covering published and grey literature between January 2015 and January 2024 in English, Portuguese, and Spanish were included. Two independent reviewers conducted data selection and extraction and thematic analysis was used to identify recurring patterns across studies. Findings highlight key recommendations to enhance intervention's sustainability and effectiveness, which include leveraging behavioral, cognitive, and affective mechanisms across multiple ecological levels (e.g., familial and institutional). Notably, bridging formal and non-formal learning contexts or strengthening family and community engagement.

This study advances the literature by offering a comprehensive synthesis of replicable and effective educational interventions. It provides valuable insights for policymakers, educators, and practitioners to improve Roma inclusion and success in education.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 1.2 // Oral Paper

An Examination of the Global School Psychology Literature as Relates to Addressing Antisemitism



David Shriberg, Rachel Stein, Leah Marks, Elana Bernstein, Daniel Newman, Elizabeth McCallum

Prior to and subsequent the attack on Israel on 10/7/23, there has been an alarming increase of global antisemitism (Tel Aviv University and the Anti-Defamation League, 2024). Based on tens of thousands of surveys covering 101 countries, the Anti-Defamation League (ADL) estimates that 2.2 billion people (46% of the world's adult population) harbor antisemitic attitudes (ADL, n.d.)

School psychologists potentially play key roles in addressing antisemitism. However, the literature is sparse. This presentation will first define antisemitism and then provide publication trends across time within practitioner-focused publication outlets in school psychology and other social science fields regarding Jewish students and/or antisemitism. Articles are analyzed by discipline, journal of publication, year, and whether they were published as part of a special or general issue. Next, each article was coded as conceptual or empirical and according to its primary topic category. Finally, each empirical article was coded based on the age of the participants, the study design, and whether the article had an intervention focus. Discussion will focus on global implications for school psychology researchers and practitioners. Guiding principles and resources for addressing antisemitism in schools will be shared.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 1.2 // Oral Paper

Transforming School Psychology: Indigenous Rights-Based Practice as a Pathway to Self-Determination in Australian Educational Settings



Wren Howe, Peter Anderson, Russell Fox, Zane Diamond

One significant challenge facing Australian school psychologists, is the need to support Indigenous students' self-determination while operating within educational and psychological systems that have historically marginalised Indigenous communities, families, and the students themselves. A recent update to the Australian psychological professional standards seeks to address this challenge by articulating the knowledge and skills required to better support Aboriginal and Torres Strait Islander Peoples. These are articulated in Competency 8. This paper presents a critical analysis of Competency 8 and explores the importance of adopting Indigenous Rights-Based Practice (IRBP) as a means to shape how school psychologists understand each competency, transforming it from discrete practice to serving Indigenous students' self-determination. A three-tiered implementation guide is proposed to support IRBP: Foundational (Active Engagement), Intermediate (Adapting Practice), Advanced (Synthesis). This framework outlines a transformative professional development journey that centres Indigenous rights while building clinical judgment and reciprocity between psychologists, educators, and Indigenous communities. IRBP provides school psychologists with a structured pathway to move from superficial cultural awareness toward genuine systemic reform. By positioning school psychologists as change agents, this rights-based approach redefines psychological services in Australian schools, creating environments where Indigenous students' identities, cultures, and knowledge systems are honoured, and their self-determination embraced.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 1.2 // Oral Paper

Promoting wellbeing in portuguese children and adolescents at system-level: The role of the national professional organization of psychologists



Raquel Raimundo, Sofia Mendes, Sofia Ramalho, Marisa Carvalho, Sara Bahia

Psychological science has proven to be an essential resource for shaping public educational policies. The collaboration between the Portuguese Psychologists Association (OPP) and Governmental entities has been crucial in promoting health and well-being in schools, particularly through evidence-based programs. In this scope, psychology can support educational recovery and progress. Psychology can provide practical guidelines for creating more inclusive and effective policies, positioning psychological science as a valuable tool for advancing education and well-being on a global scale. The focus goes far beyond classic psychological fields of intervention and starts from societal challenges to highlight psychological science and psychologists' contributions to the sustainable development of the whole society. Psychologists play an important role as advocates and practitioners for mental health and well-being. To create and sustain meaningful change, system-level actions are needed to ensure a greater impact on communities and society. OPP has embraced the challenge through an integrated and systemic strategy that engages not only psychologists but also other stakeholders and organizations. A key element of this strategy has been collaboration with policymakers and institutional leaders to advocate for mental health and wellbeing. This approach operates on three interconnected levels: psychologists, community/society, and policymakers.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 3.13 // Symposium

3 Core competences of Social and emotional learning -Self-awareness, Social-awareness, Self-management-



Akira Miyazaki, YAYOI WATANABE, Hazuki Sawada, Yuki Matsumoto

This symposium will discuss the following three foundational skills from the CASEL framework.

Miyazaki will discuss the mechanisms of self-awareness, focusing on how we become aware of our own emotions. Watanabe and Sawada will discuss the development of the ability to understand the emotions of others from their facial expressions and tone of voice.

Matsumoto will discuss the impact of long-term use of social media on children's well-being from the perspective of self-management.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 3.13 // Symposium Oral

Development of Emotional Literacy Essential for Core Competence



YAYOI WATANABE

This study examines emotional literacy development as a foundation for effective social and emotional learning (SEL) in children's moral education. Understanding emotions through nonverbal cues, such as facial expressions and vocal tones, is essential for fostering empathy. However, little evidence exists on how accurately these cues are interpreted. To address this, the study assessed the accuracy of recognizing six emotions (joy, anger, disgust, surprise, sadness, and fear) using facial and vocal stimuli. Professional child actors performed emotional expressions, which were recorded for analysis. Vocal expressions used the single utterance "Wow" for consistency. Thirty-five adult participants identified the emotions from randomized facial and vocal cues. Findings revealed significant differences in accuracy based on emotion type and medium. Joy was the most accurately recognized, particularly through facial expressions. Surprise had lower recognition rates, especially in girls' facial expressions. Anger was better identified through vocal tones, while disgust and sadness recognition varied between boys' and girls' expressions. These results suggest that even adults struggle to accurately infer emotions from nonverbal cues. Future research will extend to other age groups, aiming to highlight the challenges of emotional understanding and develop methods to support children's emotional literacy.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 4.4 // Symposium

Seminar 1 Covitality, Positive Psychology and Well-Being



JUNKO IIDA, Ayako Ito, David Pineda, Jose A Piqueras, Ana Martinez-Martinez, Juan A. Moreno Murcia, Gokmen Arslan

This symposium is dedicated to examining the concepts from the area of positive school psychology from a cross-cultural perspective. Topics such as covitality, well-being, and resilience will be explored and the role of universal mental health screening and school-based interventions in cross-cultural contexts will be discussed. Presenters from Japan, Spain, and Turkey will provide their perspectives on enhancing youth mental health by implementing positive psychology concepts in school settings.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 4.4 // Symposium Oral

Implementation of Mental Health Screening Using the SEHS Scale in Japanese Junior and Senior High Schools



The increase in non-attendance is a major educational challenge in Japan. Non-attendance is defined as being absent from school for 30 days or more per year, without a specific reason. The causes of non-attendance are diverse and not necessarily directly linked to mental health problems. However, once a child starts missing school, available support resources become limited, and the child and family can easily become isolated. To prevent school absence, it is essential not only to enhance preventive education and mental health initiatives, such as Social and Emotional Learning (SEL), but also to conduct mental health screenings to identify issues early and provide appropriate support. The authors have developed Japanese versions of the Social Emotional Health Survey (SEHS) originally developed by Furlong et al. (2014), Primary Scale, Secondary Scale, and Higher-Education Scale. We use the SEHS scale and the Distress scale to identify each student's needs level based on the Dual-Factor Mental Health Model (Greenespoon & Saklofske, 2001). We provide feedback to schools on individual status and provides data-based consultation on classroom and school characteristics.

This presentation reports on the data characteristics of the Japanese version of SEHS-Secondary to share experiences from mental health screening practices using them.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Room 4.4 // Symposium Oral

Dynamic Relationships between Affect, Motivation, and Covitality in University Students: A Network Analysis



David Pineda

Seminar 1 Covitality, Positive Psychology and Well-Being

University students' psychological well-being is shaped by a dynamic interplay of affective, motivational, and psychosocial factors. This study applies psychological network analysis to examine these relationships and identify central elements within the system of well-being. A total of 380 students from various academic programs completed validated scales measuring positive and negative affect, academic motivation (autonomous, controlled, and amotivation), satisfaction of basic psychological needs (autonomy, competence, relatedness), and covitality (e.g., self-efficacy, emotional regulation, optimism). Standardized composite scores were used to estimate a network using the EBICglasso algorithm. The resulting model revealed a well-connected structure, with emotional competence, perceived social support, and personal competence as central nodes. Autonomous motivation was positively linked to positive affect, psychosocial strengths, and need satisfaction. In contrast, amotivation and negative affect appeared in peripheral positions, with fewer and more specific connections. These results suggest that psychological well-being in higher education involves more than the absence of distress—it reflects the active integration of intrapersonal and interpersonal strengths. Identifying central components in the network may guide targeted interventions to strengthen emotional and relational competencies. This network-based approach offers a dynamic and integrative framework for understanding and promoting well-being in academic contexts. Study supported by the PIEU project (PIEU-B/2024/79).



Thematic session C // Thursday • 17th July • 15:30-16:30// Building Room 5.2 // Symposium

Supporting Immigrant Families in California Schools: International Implications



Shane Jimerson, Jennifer Quintanilla, Leslie Alvarez, Shemiyah Holland

California, USA, is home to nearly 10 million immigrant families (PPI of California, 2025), who disproportionately face acculturative stressors. School-based professionals are uniquely positioned to support immigrant students. The Phenomenological Variant of Ecological Systems Theory (PVEST) framework helps school psychologists holistically serve immigrant families by accounting for social dynamics and lived experiences. Promoting critical consciousness empowers youth to recognize and navigate systemic challenges. The presentations in this session, including a case study, will feature valuable information demonstrating how school psychologists can effectively support students, families, and administrators using PVEST framework and critical consciousness, creating more responsive and supportive educational environments.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building Room 5.2 // Symposium Oral

Exploring Immigration Policies Affecting California



Jennifer Quintanilla

Since 2016, immigration policies have had a significant shift in America. Key policies included the travel ban affecting predominantly Muslim countries, family separation at the southern border, and increased ICE enforcement operations within communities. These policies coincided with documented increases in xenophobic rhetoric and hate crimes against immigrant populations. Unlike previous administrations which generally maintained bipartisan approaches to immigration reform, the Trump administration's policies represented more fundamental changes to asylum processes, DACA protections, and enforcement priorities. These shifts created unprecedented levels of fear and uncertainty among immigrant communities, particularly affecting children in educational settings who reported increased anxiety, school avoidance, and psychological distress. Since Inauguration Day 2025, California has witnessed a rise in anti-immigrant sentiments, ICE raids, mass deportation in sanctuary spaces which causes fear in families impacting student well-being, academic performance, and family engagement. Immigrant families once again became reluctant to access public services including education and healthcare due to fears of deportation. During this time of major shifts in policy and climate, it is important we address what is currently affecting the immigrant community.

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Thematic session C // Thursday • 17th July • 15:30-16:30// Building Room 5.2 // Symposium Oral

Using PVEST and Critical Consciousness as Lenses to Support Families



Jennifer Quintanilla

Using Phenomenological Variant of Ecological Systems Theory (PVEST) framework and critical consciousness lenses, we will highlight how school psychologists and other education professionals can help to support immigrant families. The PVEST emphasizes the importance of culture, lived and experienced at multiple levels of the environment, and individuals' own perceptions. It draws attention to: a) multiple layers of environment, b) normal human processes that unfold in varied settings with multiple others, c) historical factors and social policy that are associated with long-standing and contemporary structural conditions and social relations, and d) cultural sensitivity to the traditional ways the authentic experiences of human development in context is interpreted. The PVEST model challenges the perspectives of "poor psychosocial functioning" to be reconceptualized as "coping reactions." These coping reactions depict the ways that youth are resilient in ways to react to the systemic and interpersonal inequities that they encounter in their everyday lives. Critical consciousness refers to one's ability to be cognizant of their positionality within the socio-political environment. The tenets of critical consciousness include: a) critical motivation, b) critical awareness, and c) critical action. School psychologists and education professionals can help to build resiliency and aid in establishing pathways to overcome such barriers.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building Room 5.2 // Symposium Oral

Navigating Familialism in Immigrant Families and Providing Responsive Support



Leslie Alvarez

Many immigrant families hold “familialism” as a core value and place an emphasis on social networks. Interconnectedness contributes to the formation of socioemotional well-being and overall functioning. What happens to family members or loved ones significantly impacts a child’s development. With the current deportation mandates, children of undocumented parents may unexpectedly experience parental removal. Others may live in mixed-status households where not all family members are documented. These fears evoke anxiety and helplessness in children as young as elementary school age. To support these students, it is imperative that we maximize the resources we can provide for both the students and their families. In this presentation, we will utilize the PVEST lens and tenants of critical consciousness to explain how school psychologists can maximize their support for immigrant families to foster a sense of security and lessen anxiety in these youth. A case study will be presented to demonstrate an example of what this can look like within a school setting.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building Room 5.2 // Symposium Oral

Current Available Resources and Further Implications



Leslie Alvarez

For many students, schools serve as the primary site for receiving care and support. In response to recent developments since January 20th, this compilation identifies both new and existing school-based resources to assist staff in creating safe, supportive environments for vulnerable students. Key resources include Red cards, which provide critical information for families facing potential deportation situations. Additionally, established school-based supports continue to offer foundational assistance through existing programs and services. The ultimate goal of this presentation is to equip school staff with practical strategies to: 1) support students attending school while family members face deportation, 2) address student fears and anxieties about deportations affecting their communities, 3) create safe spaces for open communication about sensitive concerns, 4) build and strengthen relationships that promote trust between staff and students. By implementing these resources, schools can maintain their vital role as sanctuaries of learning while addressing the complex emotional and practical needs of students navigating uncertain circumstances. This approach recognizes that educational success requires addressing the whole student, including their sense of security, belonging within the school community, and identities as immigrants.



Thematic session C // Thursday • 17th July • 15:30-16:30// Building 2 Auditorium (Room 5.1) // RoundTable

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



Mariana Gentili Perez, Jessica Brower, Lampros Petsis, Aikaterini Papaioannou, Alex Brownhill, Lakhvir Kaur, Costanza Dini

The issue of evolving and enriching academic curricula and training methods including social justice issues in order to address the complexity of needs and the increased challenges and diversity in school communities worldwide has been of critical importance during the last years. This session is organized by the ISPA School Psychology Trainers Task Force including presentations of trainers (Part 1) and students (Part 2) from graduate school psychology programs from multiple countries. The participants in this roundtable discussion will present the goals and structure of School Psychology training programs in different countries and the inclusion of social justice dimensions in training and practice in their relevant contexts. Recommendations for international collaboration regarding social justice issues in training and practice and networking of School Psychology trainers and students will be further discussed providing a basis for international initiatives and collaborative partnerships.



Thematic session C // Thursday • 17th July • 15:30-16:30// C.C. Dom Dinis // RoundTable

Children's Rights and Education: Designing education to empower youth to manage quality of life threats and opportunities



Stuart Hart, Bonnie Nastasi

A Global Summit on Children's Rights and Education, with ISPA in a leadership role, is being planned (2026, in-person, Leiden NL, and online). Driving force -- two undeniable facts.

- The world is experiencing extremely rapid and challenging developments of endangerment and opportunity for human beings, life in all forms, and the planet (e.g., artificial intelligence, social media, climate change, intractable and inflammatory tribalism, rising hate incidents and mass violence).
- Child rights respecting education is necessary to promote the development, capacities and wellbeing of children and youth to empower them to address and navigate these challenges and opportunities.

This roundtable forum will explore promising education strategies to promote youth capacity and agency for dealing with the significant threats and opportunities facing our world. Particular emphasis will be given to interventions that can be designed and facilitated by school psychologists. Roundtable facilitation will be provided by previous presidents of ISPA Stuart Hart and Bonnie Nastasi, currently chairing. ISPA's Child Rights and Well-Being Advocacy Task Force. They are members of the Global Summit planning team (e.g., UNESCO, International Bureau of Education, African Child Policy Forum) and will have the opportunity to bring your ideas forward for consideration in Summit planning.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 4.3 // Oral Paper



Creating More Humane Schools through Self-Regulated Intercultural Learning for School Psychologist and Professionals

Dorota Celinska

This paper proposes an application of a self-regulated learning approach to increase school psychologists' and professionals' intercultural competence. Intercultural competence is an essential component in creating humane, inclusive schools that engage all students, families and communities.

The proposed application of self-regulated learning is based on research by Strohmeier, Gradinger, and Wagner (2017) that resulted in the theoretical framework and corresponding self-report questionnaire of self-regulated intercultural learning. Guided and continuously supported professionals progress through inter-connected phases of self-planning, performance, and self-assessment with an emphasis on self-reflection on unique individual experience. The author designed a series of semi-structured activities to usher learners through a self-paced process by utilizing a variety of readings, media, exercises, and guided reflections. All activities were developed based on a review of the current peer refereed empirical research and expertise grounded in own studies on the effectiveness of intercultural training (Celinska & Swazo, 2019; Celinska & Swazo, 2016; Celinska & Swazo, 2015).

Given the paucity of systematic pre-service intercultural trainings, self-regulated learning provides a unique and promising approach that is longitudinal, highly individualized, self-paced, goal-oriented and grounded in meaningful individual experience. This approach may be beneficial for college coursework and professional development for school/educational psychologists and other professionals.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 4.3 // Oral Paper

The Power of Culturally Rooted School Psychologists in International and Resource-Limited School Settings



Mary Fusco

This presentation examines the vital role of culturally embedded school psychologists in fostering inclusive, equitable education systems and nurturing every child's success. In many international and resource-limited settings, schools rely on remote or visiting professionals whose technical assessments may lead to cultural or contextual blind spots and fragmented support. In contrast, psychologists deeply rooted in local culture—whether nationals or well-integrated expatriates—build robust support teams that unite teachers, families, and community stakeholders. This promotes lasting, trust-based relationships and systemic change.

This work draws on Matilda Adeboye's work in Kano, Nigeria—where an 11th grade intervention improved student-teacher relationships for 65.7% of students and 77.8% of teachers in just four weeks. This case study highlights context-sensitive strategies that counteract the “fly-in, fly-out” model. Additional examples from Mary Fusco's work as a global and virtual consultant will be shared to explore flexible and sustainable models when embedded roles are not yet funded.

The session integrates multiple frameworks: Windows and Mirrors Theory to affirm cultural identity; Cultural Humility for ongoing self-reflection and adaptation; Ecological Systems Theory to address the multi-layered influences on child development; and Community-Based Participatory and Social Justice approaches to ensure equitable, sustainable support. Ultimately, this approach shifts service delivery from isolated assessments to holistic, community-based care, where authentic connection is the cornerstone of every child's developmental journey.

This presentation invites school psychologists in multicultural or international contexts—whether they work primarily as consultants or in more embedded roles—to explore how incorporating culturally relevant, community-engaged strategies can enrich their practices. In doing so, they deepen current approaches and embrace support models that are both sustainable and finely attuned to the diverse needs of their communities.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 4.3 // Oral Paper

Research with Children in International Settings: Ethical and Cultural Considerations for School Psychologists.



Mary (Rina) M. Chittooran, Stella Danou

School psychologists are sometimes called to conduct research with children in international settings/schools. Child research participants may be particularly vulnerable to ethical harms due not only to their age, but also to the lack of researcher knowledge about the ethical and cultural challenges presented by these unfamiliar research contexts.

This presentation, led by a school psychologist with extensive research experience in international settings, includes didactic components and brief case scenarios that address ethical and cultural issues relevant to school psychology research in international settings. Guidance related to cross-cultural and international research methodology from the International School Psychology Association's Code of Ethics, as well as the cultural characteristics of the research context, informed consent, cross-cultural communication, selection of appropriate research tools, and dissemination of results are shared. The presentation also includes discussion of relevant values such as respect for persons, responsibility, social justice, and beneficence/nonmaleficence. Adherence to these guidelines ensures that the rights of child research participants in international settings are protected and that child research studies in such settings are appropriately designed and conducted. It is anticipated that attendees will gain important insights that will inform their own research studies with children in international settings.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 4.3 // Oral Paper



Evaluating the Impact of a Wellbeing Ambassadors Program on Empathy Development in International School Students

Smaragda Spyrou, Anastasia Panidou

This study examines the impact of the Wellbeing Ambassadors Program on the empathy development of international school students in grades 4–12. The program is aimed at enhancing cognitive, affective, and somatic empathy through activities focused on emotional awareness, conflict resolution, active listening, and mental health literacy. Participants engage in role-playing, team-building exercises, reflective discussions, and real-life applications of empathy-based skills. A mixed-methods approach is used to evaluate the program's impact from its beginning (September 2023) to date. Quantitative instruments such as the Children's Affect and Social Empathy Scale (CASES) for elementary students, the Adolescent Measure of Empathy and Sympathy (AMES) for secondary students, and the Griffith Empathy Measure (GEM) for parents were distributed, while school psychologists conducted qualitative observations. Preliminary results suggest increases in empathy across multiple domains, supporting the program's effectiveness. During the presentation, the study's implications for fostering positive school climates and promoting student mental health will be explored, along with the challenges and considerations involved in implementing and evaluating such programs. These findings contribute to a growing body of evidence on school-based empathy interventions and their role in creating more humane schools by integrating social-emotional learning initiatives that enhance wellbeing and empathy in educational settings.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building Room 5.3 // Oral Paper

Improving Teachers' Teacher-parent Communication Skills through Online Teaching and Deliberate Practice



SUFEN TU, Hsueh-wen Hsu

Communication with parents is one of the most stressful situations for teachers; however, lack of skills and practical training in teacher-parent communication were revealed. With the evolution of new teaching technology, this study intended to merge the online simulated videos and deliberate practice to carry out teacher-parent communication skill training for in-service teachers. The online teaching system comprised of 10 fundamental communication skills each equipped with 5-minute teaching guidelines and three difficult situation videos designed for homework practice. Five school counseling specialists were invited to validate the system and provide their professional opinions. Forty in-service teachers were recruited to participate online in this ten-weeks' training project. To evaluate the outcome, both quantitative and qualitative data are collected. The results indicate that teacher-participants' communication skills have improved considerably after training. The teachers reported positive attitude toward learning and technology. Though not significant in teacher-parent communication self-efficacy after training, teachers narrated more quality, more willingness, and more confidence in communication with parents. Some voices expressed regarding updating the training platform, the introducing AI in skill training, and the extending of training platform to preservice teachers in order to increase family-school collaboration and to safeguard the growth of children and adolescents.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building Room 5.3 // Oral Paper

“Community Clubs”: Protocol of an Education Psychological Consultancy Intervention for 10th grade high school students



Inês Castro, Maria do Céu Taveira, Ana Daniela Silva, Íris M. Oliveira

This study outlines the protocol of the Community Clubs intervention, designed to promote a skills integrative approach in 10th-grade secondary school students. Combining educational psychological consultancy with the Portuguese School Clubs framework, this initiative is coordinated by a school psychologist and supported by a research team from the School of Psychology, University of Minho. The psychologist's consultant role is structured, offering opportunities for information, guidance, and reflective activities with the Club members, including each Community Club's monitor, a volunteer teacher. Participation is voluntary for schools, teachers, and students. Students were randomly assigned to intervention and control groups. Over eight weekly sessions of two hours each, students of the intervention group engage in group activities designed to make an elicited community action project a reality. This strategy is intended to facilitate students' contextual exploration, community involvement, and career and socio-emotional skills development while strengthening their engagement with the school and surrounding community. Pre-test and post-test assessments included a questionnaire with sociodemographic questions and measures of social-emotional skills, career adaptability, school engagement, and study processes. By integrating psychological support into school-based initiatives, this study contributes to evidence-based educational psychology by fostering student engagement and skill development through a skills-integrative approach.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building Room 5.3 // Oral Paper



Longitudinal relations between future orientation and academic burnout among high school students: self-control as a mediator

Junfeng Zhao, Danfeng WEN, Wan Zhao, Xiaoming Li

This longitudinal study aimed to examine the bidirectional association between future orientation and academic burnout among high school students, as well as the mediating role of self-control in this association. A sample of 1075 Chinese high school students (41.1% boys; Mage at T1 = 17.40 years) completed self-report questionnaires regarding future orientation, self-control, and academic burnout at three time points (called T1, T2, and T3), with 6-month intervals. The cross-lagged panel model (CLPM) was employed to test the temporal relationship between future orientation and academic burnout, as well as the mediation role of self-control. Results showed that future orientation and academic burnout were mutually reinforcing when controlling for gender. Specifically, initial future orientation significantly and negatively predicted T2 academic burnout, which in turn negatively predicted T3 future orientation. T1 academic burnout also negatively predicted T2 future orientation. More importantly, T2 self-control mediated the association between T1 future orientation and T3 academic burnout. The findings of this study contribute to a deeper understanding of the development and mechanisms of academic burnout among high school students, highlighting the importance of fostering future orientation in the prevention and intervention of academic burnout.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building Room 5.3 // Oral Paper

Socioemotional Competencies and Academic Performance in Portuguese High School Students



Maria Glória Franco, Maria João Beja, Margarida Soares, Daniela Câmara

Numerous studies indicate that socioemotional learning (SEL) is closely linked to academic achievement and overall school success. Students who develop socioemotional competencies not only demonstrate better classroom behavior but also strengthen essential skills such as cooperation, creativity, communication, and critical thinking. Previous research indicates that acquiring these competencies increases students' motivation and engagement in school, fostering a positive relationship with their environment. Additionally, SEL promotes social skills, problem-solving abilities, and a strong sense of belonging and commitment to school while reducing negative behaviors. While many studies focus on elementary education, research on high school students remains scarce.

This study examines how socioemotional competencies impact the academic performance of adolescents in secondary education. A total of 121 students aged 15–18 participated, including 70 females (57.85%), 50 males (41.32%), and 1 non-binary individual (0.83%). Participants were distributed across 10th grade (32.23%), 11th grade (26.54%), 12th grade (36.35%), and other secondary education tracks (4.96%). The research protocol included a sociodemographic questionnaire and the “Para mim é fácil”, Socioemotional Competency Assessment Scale (EACSE-CA) by Gaspar & Matos (2013). Academic performance was measured using first-semester grades from the 2023/24 school year. Results suggest a correlation between certain socioemotional competencies and academic performance.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building Room 5.3 // Oral Paper

Thinkspace in portuguese schools: an exploratory study



Dora Pereira, Margarida Pocinho

Attachment based educational practices are considered a relevant approach to challenging behaviors at school. However, in Portugal the behaviorist approach has been the dominant one, even when professionals acknowledge the relation between attachment and learning. Thinkspace is a methodology conducted by attachment trained professionals (as psychologists) where real cases are discussed from an attachment based perspective by teachers aiming to decide the practices that can foster the learning process. This exploratory research aimed to study the impact of Thinkspace, in two schools of Madeira Autonomous Region. Is a mixed method study, in which 50 professionals (10 school psychologists and 40 teachers) participated, most of whom without formal training in attachment. This presentation will focus the data obtained from the quantitative and qualitative evaluation of the training in Thinkspace methodology developed through a period of 6 months. The main findings showed that teachers changed the way most of them perceive and relate with students with challenging behavior, adopting more collaborative and less punitive practices. Psychologists considered that Thinkspace can usefully be applied in spaces and times where teachers can reflect about their practices including also other school professionals. Implications of this findings for future studies will be discussed.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Auditorium (Room 5.1) // Oral Paper

ADHD in academia: Doctoral students' perspectives on ADHD stigma



Alexa Darby

Students with disabilities are entering graduate programs at higher rates than ever before, comprising eight percent of the graduate student population (Byrd, 2018; Welding, 2023). Doctoral programs are challenging for the general student population, with 50% of students dropping out (Cassuto, 2020). Doctoral students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD) may face additional challenges and experience stigma related to questions regarding the validity of their diagnosis and the overprescribing of medication (Masuch et al., 2018). The purpose of this study was to explore what stigma means to doctoral students with LD and/or ADHD using Mueller et al.'s (2012) theory of stigma.

Through semi-structured interviews conducted over Zoom, 21 doctoral students with LD and/or ADHD discussed the influence of stigma on their well-being in graduate school. Nineteen participants said stigma still exists. Participants believed stigma results from a lack of understanding of these disorders and their accompanying challenges and from the belief that any successful graduate student must not have a disability. Illuminating these perspectives will help educators more effectively serve this growing student population.

****This proposal comes out of a project I submitted in 2023 and was accepted. I was not able to attend the conference that year.**



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Auditorium (Room 5.1) // Oral Paper

Intellectual Giftedness, Child and Adolescent Psychologists' Conceptualization and Practices in French Speaking Countries



Vincent Quartier, Fabrice Brodard

Child and adolescent psychologists are increasingly involved in assessing intellectual giftedness, yet their conceptualization and practices remain understudied. Given their crucial role in identification, this study explored their understanding and assessment methods, as well as the influence of the child's gender and the psychologist's expertise.

A total of 100 psychologists from French-speaking countries completed a 94-item online questionnaire and evaluated three clinical vignettes varying in characteristics and gender. Results revealed inconsistencies between theoretical conceptualizations and actual practices. While psychologists generally felt well-trained in the field with 65% considering themselves sufficiently trained, they primarily associated giftedness with high curiosity, rapid learning, and an IQ above 130. Conversely, characteristics such as peer relationship difficulties emotional regulation issues, school boredom, sense of humor, adaptation to adult environments, or low self-esteem were not commonly linked to giftedness.

Psychologists acknowledged the heterogeneity of gifted profiles. In 70% of cases, school referrals—often due to boredom, emotional difficulties, or school adjustment issues—initiated the assessment. Most psychologists aimed for a comprehensive evaluation, with IQ 130 being the primary threshold for gifted identification. Clearer guidelines could help standardize assessment practices.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Auditorium (Room 5.1) // Oral Paper

Enhancing Psychological Wellness in Schools: A Digital Triage Platform for Neurodivergent Students



francesca cavallini, Maria Cristina Matteucci, Maria Chiara Sacchetti

we will present an innovative project developed in Italy, funded by the social enterprise Con i Bambini, which aims to standardize intervention practices in school-based psychological wellness triage, with a particular focus on neurodivergent students. This initiative brings together schools, school psychologists, the private social sector, and the public healthcare system to create a structured triage model that categorizes students based on different risk levels, ensuring timely and appropriate support. A dedicated online platform has been developed to collect and analyze triage data. This tool enables a systematic and consistent approach to identifying, assessing, and addressing the psychological wellness needs of all students, with special attention to those with neurodevelopmental conditions such as ADHD, autism spectrum disorder, and learning disabilities.

Students who, following the triage, appear to require psycho-educational environments will be referred to specialized psycho-educational centers, which are flexible, non-medicalized support spaces established within adolescents' everyday environments and social settings. These psycho-educational centers are structured with multi-professional teams and designed within an inclusive, mainstreaming perspective.

Through collaboration among key stakeholders, this project seeks to bridge the gap between education and healthcare, creating a scalable model for inclusive psychological wellness in schools.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Auditorium (Room 5.1) // Oral Paper



A time to LISTEN: A meta-framework to build capacity in schools to promote equitable, inclusive and neuroaffirmative practices

Paula Prendeville

This paper addresses the disjoint in policies and practices that support learners in schools. As organizational and cultural changemakers, educational and school psychologists have a pivotal role to reducing inequalities and promoting good health and wellbeing in schools. Using convergence as method, the LISTEN meta-framework presents a rights and ethically-informed approach. Every person has a right to express their views, to be listened to, and for their opinions to be taken seriously. This meta-framework is an appeal to 'LISTEN' to their voice to promote equity, diversity and inclusive policies in schools.

This framework is guided by the following factors:

- L- Leadership and Language
- I - Integrity and Intersectionality
- S- Systems, Space, and Sensory Sensitivities
- T- Trauma-informed practice, Transitions, Trust, and Time
- E- Empathy, Equity, and Ethical Practice
- N- Neuroaffirmative Needs- Based Planning

In this presentation, each LISTEN factor is explored and the voices of multiple stakeholders are considered including student voice, and perspectives of parent/guardian, school staff, school leadership, and policy maker. It will demonstrate how the gap in implementing policies and practices can be bridged with this framework. The aim of LISTEN is to nurture positive empathic relationships to enable everyone to thrive in psychologically safe neuroaffirmative school environments.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 1.2 // Symposium



Developing a new classroom-based intervention to strengthen belonging: integrating input from psychology, technology, arts, policy and students' perspectives

Kate Woodcock, Alžběta Šašinková, Tamanna Malhotra, Nyareso Mokaya

Augmented Social Play (ASP) is a new form of smartphone-led psychotherapeutic collaborative experience that strengthens sense of belonging - boosting mental health. Players embody a fictional mystery that allows players to address sensitive topics safely together and augmented reality technology heightens the magic and intrigue. The first ASP, Lina (based on a single-session prototype), comprises 6 lessons for 12–13-year-old classes in the UK, Czechia and Portugal.

This symposium will explore the interdisciplinary and collaborative process used to develop Lina. Furthermore, it will explore the context for Lina implementation in schools and how this has informed the broader support structure required.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 1.2 // Symposium Oral

Psychotherapeutic Intervention vs. Curriculum: Where a Well-being Program Overlaps with Key Competencies



Alžběta Šašinková

Developing a new classroom-based intervention to strengthen belonging: integrating input from psychology, technology, arts, policy and students' perspectives

When designing Lina, the objective was to make it as inclusive and broadly applicable as possible. Lina will soon be evaluated in the UK, Portugal, and Czechia. Thus, analyses were conducted to explore the status quo in respective available programs and the risks perceived by experts as most relevant for the target group – young people aged 12-13. A scoping review was then carried out on policies and strategic documents on well-being promotion to set up the framework for implementing a novel intervention. The questions we were asked by school psychologists, teachers and headteachers were often similar: How does this program fit into our curriculum? Why should we deploy technology to promote well-being? And what arguments can be used to advocate for such a program towards the authorities?

This presentation will introduce some answers to these questions based on a case study of the Czech environment. A revised Framework Education Programme – a novel strategy by the Czech Ministry for Education – defines key competencies as learning outcomes of K12 education. These key competencies are general enough to be relevant for experts from other countries yet specific enough to showcase the enriching convergence of well-being programs with general K12 curricula.

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Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 1.2 // Symposium Oral

Working across professional disciplines to design and develop the psychotherapeutic competency of Lina: a new smartphone-led in-person classroom experience to boost mental health



Tamanna Malhotra

One of the foundational pillars of ASP is that it draws on psychotherapeutic principles from across a range of psychology theories to increase its capacity to strengthen young people's belonging. Here we aim to describe the development of Lina's psychotherapeutic competency, which was achieved via iterative collaboration between an interdisciplinary team and a panel of experts representing a range of psychology theories.

We conducted interviews with eight experts in the psychology of intergroup relations, adolescent social networks, solution-focused practice, anti-bullying, arts therapy, dance movement psychotherapy, peer-supported recovery and critical psychology. Qualitative analysis identified key design principles to guide Lina development. Iterative focus groups informed refinements of the psychotherapeutic content of Lina.

Several principles incorporated space for reflection and personal meaning making. Thus, substantial time is allowed for meaning making (5-10 minutes following each of 4 mystery lessons + 2 whole lessons). As an illustrative example, one principle was safety. This was addressed initially in several aspects of the app design (e.g. teacher-informed initial student pairings). Furthermore, refinements ensured that the distance created by the fiction, which provides psychological safety, was maintained throughout even out-of-character activities.

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Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 1.2 // Symposium Oral



Interdisciplinary, multimodal methods with young people to co-design Lina: a new smartphone-led in-person classroom experience to boost mental health

Nyareso Mokaya

To describe the interdisciplinary, multimodal methods used to co-design Lina with young people across three countries.

Ten UK adolescents took part in weekly co-design sessions and a summer workshop. Twelve peers from Czechia and Portugal took turns participating in a three-day cultural exchange workshop in each country. Facilitated by a diverse, multidisciplinary, multilingual, multiethnic team of: creative designers, game developers, school teachers, theatre practitioners, academic researchers, and community-based school practitioners, sessions used participatory, user-centered design and integrated theatre, gamification, and ethnography. Activities supported expression through drama, storytelling, drawing, improv, and incorporated playtesting sessions, maintaining an iterative feedback loop.

The co-design process highlights the multidisciplinary, multimodal approach used to design a novel, gamified, AR-enabled intervention—yielding culturally and age-sensitive inputs while increasing mental health awareness and fostering peer connections and creativity. Positioning youth as “creative associates” enhances authenticity and equity; the diversity of facilitators enriches the co-design process, establishes flexibility for creative associates to contribute in their preferred mode of expression and allows multiple perspectives and methodologies to be integrated seamlessly.

This research highlights the transformative potential of interdisciplinary co-design encompassing interdisciplinary, multimodal methods, diverse facilitators in co-designing gamified interventions for youth mental health.

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Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 1.2 // Symposium Oral



Interdisciplinary Co-Development of Lina: a new smartphone-led in-person classroom experience to boost mental health

Kate Woodcock

OBJECTIVES

To showcase how interdisciplinary collaboration, particularly with young people, shaped the development of Lina.

METHODS

Ten UK adolescents participated in weekly theatre-based co-development sessions over six months, culminating in a three-day summer workshop. Twelve peers from Czech and Portuguese schools joined three-day cultural exchanges hosted in each country. These explored cultural nuances and informed key components of the intervention. Activities combined arts-based and gamified methods with traditional approaches.

Researchers also collected ethnographic notes, participant outputs (e.g., graphics, performances), and interviews with creative leads. Thematic analysis identified how youth perspectives shaped specific design features.

RESULTS

Youth referred to throughout the co-development process as “creative associates” influenced narrative, characters, visuals, game mechanics, collaboration models, and psychological safety. A key example is the game’s progressive collaboration model, beginning in teacher-identified “safe pairs,” progressing to small groups, and eventually collaborating as a full class. This mirrors the increased comfort and openness observed during the co-development sessions.

CONCLUSION

This interdisciplinary process highlights the value of integrating diverse inputs; youth voice, psychological expertise, and creative



Thematic session B // Thursday • 17th July • 14:00-15:30 // C.C. Dom Dinis // Workshop

Province-wide consultation: A hybrid model for the digital age



Zuhra Teja

In an era where concerns around equity in special education service delivery can be addressed with digital solutions, we present an innovative hybrid consultation model that empowers educators to create more inclusive classrooms. By bridging the gap between resource-adequate and resource-limited schools across a province, this model enables psychologists and allied professionals to equip educators with the tools to better support neurodivergent students.

Grounded in problem-based and consultee-centered approaches, this model balances standardization and flexibility while reducing financial and logistical barriers to expert consultation. Participants will explore a streamlined referral process and a two-pronged approach that blends virtual and in-person collaboration. Virtual components encompass priority identification, action planning, progress monitoring, and a school transfer plan to facilitate independent implementation--removing geographical barriers to make specialized expertise accessible even in remote communities. In-person components deliver targeted hands-on support, empowering educators to implement strategies with confidence.

By leveraging widely used tech-communication platforms to support direct collaboration, this model strengthens school teams and drives sustainable improvements in teaching and learning.

Participants will engage in a step-by-step case study for a student with autism, gaining hands-on experience with each stage of the consultation process. Templates for each phase will be provided to support implementation.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building Room 5.2 // Round Table Discussion

Providing school psychological services to Multilingual children and families: A cross-cultural examination.



Patricia Sánchez Lizardi, Tobias Kahl, Anita Sohn McCormick, Rosario Serrão, Marisa Carvalho

Multilingual Learners (MLs) are an increasing population in classrooms around the world. This poses challenges to school psychology practice, given that the diversity of cultures and languages influences the school community. Consequently, school psychologists are called to provide culturally responsive services. The National Association of School Psychologists in the United States issued a position statement referring to the shared responsibility that school psychologists assume on “providing systemically focused services that consider the assets and needs of multilingual children and families with all stakeholders” (NASP, 2023, p.3). The statement highlights the need for school psychologists to receive professional development related to multilingual responsiveness in consultation, assessment, and mental health interventions. However, limited research exists to inform what adequate training is to provide school psychological services to MLs. We will share a proposal for a cross-cultural study to understand school psychologists' needs to provide services to MLs in four countries. This roundtable builds on an ISPA 2024 presentation. We are expanding our discussion to the need for professional development and will present a pilot survey. The audience will be invited to share suggestions. Data will be collected after ISPA 2025, and results will be presented at next year's ISPA.



Thematic session D // Thursday • 17th July • 16:45-18:15 // C.C. Dom Dinis // Workshop

Rethinking 'Difference': Building culturally responsive mental health practices in schools



Anastasia Psalti

The increasing cultural diversity in schools worldwide has made it imperative for school psychologists to develop competencies in providing culturally sensitive mental health services. In Greece, as in many other countries, demographic shifts have placed education and mental health professionals in direct contact with students from diverse backgrounds. One of the key challenges in culturally responsive practice is recognizing how personal beliefs, attitudes, and social contexts shape professional interactions.

This workshop will help participants critically examine their own perspectives on cultural 'difference,' explore historical and social influences on these views, and reflect on their impact on professional practice. Through experiential exercises, participants will engage in activities addressing impression formation, stereotypes, and practitioner behavior, fostering self-awareness and reflection—key components of psychological empowerment.

Culturally responsive mental health services are essential for creating humane and inclusive schools, directly supporting the broader goal of promoting sustainability through more humane schools. The workshop also emphasizes international collaboration, providing a platform for school psychologists to exchange ideas, share best practices, and develop strategies for supporting diverse student populations. By fostering cultural awareness, participants will enhance their professional effectiveness and contribute to equitable and supportive educational environments where all students feel valued and understood.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 3.7 // Workshop

The neuropsychology of stress, trauma, and anxiety: How to develop a "trauma informed" school -



Steve Feifer

According to the World Health Organization (2020), nearly half of all children worldwide, or approximately one billion children, suffer some form of violence each year. In the United States, more than two-thirds of children have experienced trauma, such as physical or sexual abuse, neglect, natural disasters, or sudden loss of a loved one by the age of 16. Exposure to trauma has been linked to a range of negative mental health outcomes including post-traumatic stress (PTS), anxiety, depression, and learning difficulties. However, not all children exposed to trauma experience detrimental outcomes, as many children are capable of devising internal coping and resilience strategies to grow from these experiences. Therefore, this workshop will explore the neural underpinnings of stress, trauma, and anxiety in children and its subsequent impact upon learning and behavior. There will be a detailed discussion on specific brain regions impacted by trauma, as well as the relationship between trauma and poor academic performance. Schools can enhance emotional wellness through early prevention efforts, appropriate assessment and screening techniques, and an improved school climate to foster emotional growth and resiliency for all children.



Thematic session D // Thursday • 17th July • 16:45-18:15 // Building 2 Room 3.5 // Workshop

UNESCO and UN Programs supporting school psychology: Actions, resources, and impact–



Melaine Descamps

ISPA is one of more than 400 NGOs represented at UNESCO. UNESCO is leading Sustainable Development Goal 4 (SDG 4), "Quality Education," and is also involved in other SDGs.

This presentation explores key UNESCO programs and initiatives from associated UN agencies that support school psychology practice, particularly regarding student well-being, mental health, and inclusive education. It will cover UNESCO's efforts in global citizenship education, sustainable development, and inclusive schooling, as well as associated initiatives from the World Health Organization (WHO) and UNICEF. The session will also address challenges, strategies for local adaptation, and opportunities for collaboration with UN agencies. A discussion and Q&A will allow participants to share experiences and explore ways to integrate these global initiatives into their practice.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 1.2 // Oral Paper

Berlin's Multi-Professional Institutes (SIBUZ) to Support Schools and Families



Dr. Maike Poehler, Hannah Thomas

This presentation explores the integration of school psychology within Berlin's multi-professional out-of-school framework, known as SIBUZ (School psychology and inclusion education counselling and support centres). This collaborative approach involves school psychologists working alongside special needs teachers, social workers, and educators to enhance support for schools at a systemic level, moving beyond traditional individual counseling and diagnosis. Two distinct roles within school psychology are identified: the general school psychologist, who emphasizes the promotion of long-term well-being, resilience, and sustainability through systematic organizational development in schools; and the emergency and crisis intervention school psychologist, who specializes in providing immediate support during crises and equipping schools to effectively handle major emergencies. Our presentation highlights the importance of this multi-disciplinary collaboration in fostering a supportive educational environment for both schools and families.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 1.2 // Oral Paper

What factors affect organisational change within educational psychology services?



Kelly So

The educational psychology profession is subject to changes in legislation and statutory professional standards that impact practice, leading to organisational changes within Educational Psychology Services (EPSs). However, research exploring the factors influencing organisational change within local authority (LA) EPSs in the UK remains limited. A systematic scoping review using hand searching was conducted across four academic journals to address this gap and identify key factors influencing organisational change within UK LA EPSs. Using Arksey and O'Malley's (2005) methodological framework, the review systematically selected and evaluated papers (n=5) based on inclusion and exclusion criteria. NVivo software was used to collate the data, and a charting process was employed to categorise the identified factors. The resulting themes were organised into a conceptual framework that outlines the facilitators and barriers to organisational change in UK LA EPSs. The findings provide valuable insights into the factors shaping organisational change in this context and have implications to practice for managing change at the individual, team, and organisational levels. This review contributes to understanding organisational change within UK LA EPSs and highlights considerations for future change management in this field.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 1.2 // Oral Paper



Exploring Knowledge, Perceptions, and Needs of School Psychological Services in Italian Secondary Schools: Insights from Students

Enrico Deleo, Sergio Di Sano

In recent years, a growing body of research has investigated school psychological services (SPS), often focusing on the perceptions, needs, and expectations of teachers, school principals, and other stakeholders. However, students -the primary stakeholder of these services- have received comparatively little attention in the scientific literature. This study aims to address this gap by exploring how students perceive, access, and utilize SPS.

A survey was conducted among 1,703 students from secondary schools across three Italian regions. Findings indicate that while 67.4% know the role of the school psychologist but only 23.8% have interacted with them. Students' main needs include privacy ($M = 4.13$), accessibility when needed ($M = 3.50$), and ease of scheduling ($M = 3.46$).

Notably, 60% of students favor a whole-school approach that promotes inclusion, well-being, and peer relationships, while structured interventions are perceived as less central or available. Barriers remain: 49% of students are unsure if their school has a psychologist, and many hesitate to seek support, highlighting issues of communication, trust, and visibility. These findings underscore the necessity of incorporating student perspectives in the design and implementation of SPS. By prioritizing students' voices, schools can foster more accessible, inclusive, and student-centred psychological services.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 1.2 // Oral Paper

Competencies and Responsibilities: An Analysis of School Psychology in Brazil and the United States of America.



Raquel Guzzo, Mariana Gentili Perez, LAKHVIR KAUR, Shane Jimerson, Laura Lorenzetti, Letícia Martins

This study aims to examine the competencies and responsibilities of school psychologists through a comparative analysis of two vastly different realities: the Brazilian and the North American contexts. It is acknowledged that the political, economic, and cultural landscapes of these countries differ significantly. Furthermore, the establishment and regulation of psychology as both a science and a profession have developed in distinct ways in each nation. As a result, the requirements for obtaining a license to practice as a school psychologist, as well as the structure of professional training, vary considerably. Considering these differences and the potential for international collaboration, this study seeks to outline the competencies and responsibilities of school psychologists in both contexts. By doing so, it aims to foster connections and identify key insights that may contribute to the enhancement of professional practices.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 1.2 // Oral Paper

Promoting Sustainment of School Mental Health Systems and Practices



Andy Garbacz

School teams often struggle to sustain school mental health services in schools. Issues such as resource constraints and competing priorities can undermine a school's efforts with implementation. The purpose of this presentation is to describe effective practices for sustaining school mental health practices. This presentation is aligned with abstract topics focused on (a) the sustainable development goals of the UN 2030 and (b) human school promotion through mental health services. We will present data based on interviews with school team members and a systematic review of the sustainment literature. We conducted interviews with 32 school team members who were focused on school mental health services. We transcribed and coded interview data. These data suggested data-informed decision-making, family and community partnerships, initiative integration, alignment with school culture, and collaboration as important sustainment practices. The systematic review identified many of these practices as well as effective school teaming, leadership, and team autonomy. We will present an integrative review of these practices that highlight effective sustainment practices across data sources, as well as feature experiences of school team members and their recommendations to school psychologists. We will conclude by facilitating an interactive discussion among participants about sustaining school mental health services.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper

Interdependent Happiness Relates to Higher Interpersonal Emotion Regulation, and Perceived Sleep Quality in Filipino and Japanese Undergraduate Students



Sirui Liu, Jesus Alfonso Datu, Jiahong Zhang, Hidefumi Hitokoto

Past studies have shown that individuals with more interdependent happiness tend to report greater cognitive and affective well-being outcomes. However, the scientific evidence on the role of interdependent happiness in other physical health behaviors remains elusive. This study addresses this issue by exploring the associations of interdependent happiness with interpersonal emotion regulation and perceived sleep quality among undergraduate students in Japan ($n = 301$) and the Philippines ($n = 255$) using a cross-sectional design. Results of path analysis showed that interdependent happiness was linked to more interpersonal emotional regulation and better perceived sleep quality. Perceived SES was also associated with greater interdependent happiness. Findings underscore the importance of cultivating socially oriented models of well-being in optimal social and health behaviors.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper

College Students' Perceptions of Neurodivergent Faculty



Amanda Davis, Alexa Darby

Neurodivergent faculty—those diagnosed with learning disabilities (LD), attention-deficit/hyperactivity disorder (ADHD), or autism spectrum disorder (ASD)—are more prevalent in higher education than ever before (Hiscock & Leigh, 2020; Neca et al., 2020). Yet despite this growing demographic, there remains a lack of research and understanding regarding the disclosure practices and experiences of neurodivergent faculty. This study of 228 U.S. undergraduates examined college students' attitudes toward neurodivergent faculty members. Participants were given one of three vignettes describing behaviors of faculty with LD, ADHD, or ASD. Participants rated their attitudes before and after knowing the faculty member's disability status.

We conducted a mixed-methods ANOVA to examine the impacts of disclosure status and disability type on student attitudes. Results indicated a significant main effect of disclosure status ($F(1, 223) = 86.68, p < 0.001$), with students more likely to report more favorable attitudes when they were aware of the faculty member's disability (i.e., post-disclosure) as compared to when they were not aware (i.e., pre-disclosure). No significant main effects regarding disability type were found. However, a significant interaction was found such that students reported greater changes in attitude post-disclosure for ASD and ADHD as compared to LD. Implications for school-based professionals will be discussed.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper



Teacher Victimization, Peer Bullying and Psychosocial Adjustment: A Retrospective Study of Greek University Students

Eirini Adamopoulou, Kalliopi Pesli, Aliko-Niki Anastasiou

Less research has examined the prevalence of teacher bullying or victimization, though it occurs globally and negatively affects individuals in both childhood and adulthood (Gusfre et al., 2022). Using a retrospective approach, this study explored the frequency of psychological maltreatment by teachers (from kindergarten through 12th grade) and its relationships with peer bullying and psychosocial adjustment in a sample of 137 Greek university students (70.2% female; mean age = 24). Participants completed an online questionnaire that assessed teacher victimization (Fromuth et al., 2015, modified by Norvilitis & Kamper-DeMarco, 2023), peer bullying (Green et al., 2018), college adjustment (O'Donnell et al., 2018), academic motivation (Vallerand et al., 1992-1993), and psychological distress (Kessler et al., 2010). The most commonly reported negative teacher behaviors were being shouted at (65.2%), receiving a lower grade than deserved (54.6%), and being criticized in front of others (52.9%). Significant correlations were found between teacher victimization and peer bullying, as well as a lack of motivation in university. Implications for developing interventions addressing both teacher and peer victimization will be discussed.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper

Persistence in Higher Education in STEM Fields: An Exploratory Study on Socioemotional Competencies and Career Development



Tiago Maçarico, Isabel Janeiro

Science, Technology, Engineering, and Mathematics (STEM) fields play a crucial role in today's rapidly advancing world. Numerous studies and interventions have been implemented in High and Middle School to support and encourage engagement in these areas. However, despite high dropout rates in college, research and interventions are notably limited. This project is grounded in the Persistence Model, aligned with Sociocognitive Career Theory, and aims to analyse the relationships between Persistence and Socioemotional variables, as well as Vocational Development in college students. The purpose is to formulate an integrative model that broadens horizons for novel interventions to this population.

To identify the most relevant variables, a qualitative exploratory study was conducted. Individual interviews (n=8) and five focus groups (n=21) were held with university students in STEM fields. The data were analyzed using a mixed thematic approach, validated through intercoder agreement.

This study provided insights into the key Socioemotional (Self-awareness, Self-regulation, and Relationship Skills) and Career Development Competencies (Purpose, Uncertainty, and Commitment) perceived as influencing the Persistence process. Furthermore, findings support ongoing efforts to develop a theoretical model, highlighting the mediating role of Relationship Skills in the interaction between Socioemotional and Career variables that contribute to university students' Persistence in STEM fields.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper

PERSONALITY TRAITS OF STUDENTS FROM DIFFERENT UNIVERSITY FACULTIES



TATIANI GKATSA, Marina Papageorgiou

Abstract:

The article presents a comparative study of the personality traits of students from two different university faculties. A sample of 301 Greek undergraduate students in Education (Department of Primary Education (DPE)) and the Polytechnic Faculty (Department of Computer Engineering (CE)). Students completed the International Personality Items Pool and answered socio-demographic questions. Results showed the DPE students have statistically significant scores on the Agreeableness ($t(299) = 4.106$, p -value < 0.001 , sample mean = 4.32) and on the Conscientiousness ($t(299) = 3.336$, p -value

< 0.001 , sample mean = 3.67) in contrast with the CE students (Sample means 4.03 and 3.36, respectively). Overall, Computer Science students showed a tendency toward difficult social relationships and lower Conscientiousness. These findings suggest that personality traits may influence social behavior and psychological well-being. The study advocates for educational interventions within university curricula to address and improve students' personality traits, enhancing their interpersonal and academic competencies.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Social-Emotional Learning Interventions: A Systematic Review of Randomized Controlled Trials in primary education



CHRISTINA SMAROPOULOU, AIKATERINI VASIOU

The prevalence of research on Social-Emotional Learning (SEL) interventions in primary education has increased, particularly due to randomized controlled trials (RCTs). Contemporary studies reveal a complex interaction of emotional, social, and cognitive factors influencing student behavior and performance. SEL programs consistently improve interpersonal skills, emotional regulation, and academic outcomes. Effective interventions utilize explicit pedagogical strategies for social competencies, self-awareness, and self-regulation, enhancing classroom behavior and peer relationships. A systematic review of 11 primary research peer-reviewed articles, drawn from two databases and spanning all research up to September 2024 was conducted to identify the key information collectively provided on SEL interventions in primary schools worldwide that used RCTs. The synthesis identified four key elements: interventions, factors, research outcomes, and future implications. Findings highlight the positive effects of SEL on emotional regulation and academic success, yet challenges remain regarding long-term effects, protocol adherence, technology use, and the need for adaptability and engagement from educators and parents; future research should focus on sustainability and economic evaluations to enhance SEL's effectiveness. Classroom structures, educator training, and community involvement are crucial for successful implementation of SEL programs. These findings align with the growing belief that SEL is essential for holistic child development in primary education.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Barriers and Success Factors in Professional Learning and Implementation of SEL – A Literature Review



Donny Bergsten, Elinor Schad

This study presents findings from a literature review of programs implementing social and emotional learning (SEL), focusing on barriers and success factors in professional learning and practice. Barriers include insufficient anchoring, inadequate resources, time constraints, and teachers' uncertainty when using manuals. Repetitive or complex exercises, stress, diverse interpretations of SEL, uneven school engagement, external socioeconomic factors, parental skepticism, and students' reluctance was found to further complicate implementation.

Success factors identified in the reviewed programs include clear program structures, pre-implementation engagement, effective leadership, and alignment of program content with local needs. Forming implementation teams, utilizing data-driven feedback, whole-school involvement, and integration with existing routines are key strategies. Individualized teacher coaching, follow-up training, low teacher stress levels, and positive organizational relationships was also found to support successful implementation. Secure learning environments, opportunities for self-actualization, and trainers who exemplify SEL principles was found to enhance professional learning outcomes.

Notably, school psychologists, despite their expertise in student well-being, are rarely involved in the implementation of SEL programs. This review highlights this gap and discusses its implications for optimizing SEL practices. Our findings underscore the importance of strategic planning, comprehensive support structures, and inclusive approaches to foster successful SEL implementation in schools.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper



Building More Humane Schools Through Social and Emotional Learning (SEL) Program: Insights from a Rural Pilot Study in Türkiye

Merve Başat

This study evaluates the effects of implementing an SEL program in a rural school in Türkiye, organized by the Rural Schools Transformation Network (<https://kodegisim.org/en/>). This school struggles to support students' academic, social, and psychological development due to the lack of school psychology services, extracurricular activities, and technological resources.

Seventh grade students (N=24) participated in twice-weekly sessions during a 12-week SEL program in 2022. The program consisted primarily of creative, physical, and interactive SEL activities such as drama, mandala, and dance due to reading comprehension difficulties. Data collection included participant observation, semi-structured interviews with students, a focus group with parents, and teacher reflections. The data were analyzed using the thematic analysis method.

Findings indicated that the program positively affected students' school experience, mental well-being, and social and emotional skills. First, the program broke the "home-school-home routine" and changed students' perceptions of school from "boring to fun." These experiences made students feel "valued," raised awareness of peer bullying, and reduced behavioral problems. Consequently, the program increased emotional expression, improved peer relationships, and enhanced communication skills. These findings suggest that SEL programs have the potential to transform schools into more humane learning environments, especially in disadvantaged rural schools.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

We Cannot Teach What We do not Know: A Systematic Review of SEL Programs for Adults



Sara Castro Olivo, Natalie Vallarta, Zeyu Guo, Stephanie Liu, Kalena Villa, Gloria Moctezuma

Research has found that children exposed to Social-Emotional Learning (SEL) make significant gains in their academic, social, emotional, and behavioral development (Cipriano et al., 2023). Recent research has shown that these effects can be moderated by the adults who deliver the intervention (teachers) or the caregivers who provide additional support for children to practice SEL skills at home (Jones et al, 2018). Thus, interest in promoting SEL interventions to adults has increased. However, little is known about the content adults charged with promoting SEL skills in children are being exposed to and the settings/delivery methods that are more successful for this unique target population. In this presentation we will summarize the results of a systematic literature review that examined current practices on SEL training for adults. A total of 25 articles met criteria. Sixteen of those articles summarize interventions focused on parents and 10 focused on teachers. Data extracted from extant literature included: Specific SEL Skills taught in adult programs, type of setting intervention was delivered in, delivery methods, measures used to evaluate effectiveness, etc. Implications for research and practice will be discussed.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Measuring Outcomes for Social Emotional Learning Initiatives



Ellie Young

When school personnel implement social-emotional learning (SEL) initiatives, assessing student outcomes is a key component of effective implementation. Measuring outcomes and tracking progress helps school leaders and teachers understand student growth and identify instructional needs.

Initial school-wide assessments provide valuable information about which types of instruction will best meet students' needs. These formative assessments can also be used to monitor progress and determine which competencies may require additional instructional time or practice. In addition to school-wide SEL assessments, timely measures for targeted groups and individual students help educators adapt lessons and supports quickly to improve student outcomes.

SEL assessments take a variety of forms, including student self-reports, teacher- and caregiver-completed rating scales, and direct assessments that require students to demonstrate skills. Effective assessments should be culturally relevant, developmentally appropriate, and feasible to implement in school settings.

This presentation will explore a range of approaches to measuring SEL outcomes. Attendees will be able to identify the benefits and limitations of commonly used measures and consider how best to assess SEL in their school communities.

References available upon request.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper

Early Childhood School Psychology: A Global Catalyst for Change



Rachel Stein, Kizzy Albritton

School psychology, although primarily embedded within K-12 settings, has the potential to play an important role in preschool education. Indeed, data suggest that approximately 12-16% of young children have a developmental delay or disability that may benefit from support or intervention (Boyle et al., 2011). Further, young children often exhibit precursors to challenges that if left untreated have the potential to become more serious mental health and behavioral challenges later (Campbell et al., 2006; Rutter et al., 2006). Yet, early intervention can alter these trajectories, having potential downstream effects for school psychology, given that untreated early challenges are likely to persist (Briggs-Gowan et al., 2006) and are linked to later academic success (Jones et al., 2015). Specifically, engaging with children prior to kindergarten entry has the potential to positively alter young children's lives, lessen the overburdened workload of school psychologists, and offers a powerful tool to promote equity from the beginning. Thus, this session will have two objectives: 1) Provide data demonstrating how working with young children can mitigate later challenges and promote equity; 2) Offer a roadmap for why and how the present moment is well poised for positive expansion of school psychology into early childhood work globally.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper

Gender Dynamics in Early Childhood: Investigating Teacher Biases in Latina/Latino Preschool Classrooms



Apurva Tandon, Stephany Pinales, Claudia Mata, Dalila Romero, Anita Sohn McCormick

Gender bias in education remains a significant issue, often manifesting subtly in early childhood settings. While there is gender equality in access to pre-primary education, the system falls short of addressing gender inequities and challenging harmful stereotypes during the formative years when children are most impressionable (Rogošić et al., 2020). Research suggests that teachers significantly influence children's academic outcomes (Kumar et al., 2024). Further, studies in elementary classrooms have shown that boys tend to receive more attention from teachers (Sadker & Sadker, 1994; Olczyk, et al., 2023). These differences might be related to cultural values or norms.

Our study investigates whether Latine preschool teachers exhibit differences in their interactions based on gender, potentially shaping experiences and expectations. This study will use a qualitative approach to highlight subtle changes in teacher interactions, such as variations in attention, language, and disciplinary practices, that may inadvertently favor boys. For instance, boys often receive encouragement for assertiveness and problem-solving, while girls are praised for compliance and quiet behavior. This research aims to uncover whether gender bias persists among Latine teachers in early education. Promoting equity and removing stereotypes at this stage can help foster long-term positive educational outcomes for all children regardless of gender.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper

“You could sit and think, I'm not alone with this”: a multi-agency creative arts parent project in the Early Years.



Jessica Tongue, Pamela Qualter, Caroline Bond

This action research details and evaluates an innovative multi-professional arts project supporting families in the North of England. In the North, between 27-33% of children are living in poverty, which negatively impacts early childhood development and later life outcomes (Pickett & Taylor-Robinson, 2021). The benefits of the arts have been highlighted across the ages and could address developmental gaps such as social and emotions skills and therefore school readiness. Children deemed not school ready were 2.5 times more likely to be absent from school persistently (Powell et al., 2024), therefore missing quality education.

Multi-professional stakeholder meetings decided the project's outcome should be to create parental workshops. Evaluative data were collected through stakeholder meetings and parental semi-structured interviews. Content analysis identified positive perceived effects on the parents, their families and emphasised the importance of the community created at the arts organisation. Findings highlight the potential of arts activities and parental groups for early intervention, suggesting that creative and multi-agency approaches can be valuable tools for policymakers. The unique experience the arts and access to professionals contributed to the parental buy-in of the families. Parental commitment and sense of community are essential for continued engagement and benefits for child development.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper

Teaching Assistants in Early Childhood Education and Care (ECEC): well-being, job satisfaction, and self-efficacy



Ana Lemos, Tiago Ferreira, Eva Björck, Joana Cadima

Improving the workforce conditions in ECEC is critical to address the shortages faced by the sector. Most of the research conducted on ECEC focuses on lead teachers, although up to half of the professionals working in the sector worldwide are teaching assistants (Van Laere et al., 2012). In this study, we examine levels of perceived well-being, general health, job satisfaction, and self-efficacy of teaching assistants, comparing them with teachers and comparing their reported levels at the beginning and at the end of the academic year. Forty-four assistants and 51 teachers participated in this study, answering a self-report questionnaire. Linear mixed models were conducted to compare teachers and assistants while accounting for the nested data structure. Wilcoxon tests for paired samples examined changes in assistants' responses over time. Results indicate that, after controlling for years of teaching experience, assistants report significantly lower levels of self-efficacy than teachers ($\beta = -0.91$, $SE = 0.24$, $p < .001$). Longitudinal analyses revealed a decline in assistants perceived general health ($W = 289.0$, $p = .004$), with no significant changes in other dimensions. These findings will be discussed considering the specificities of assistants' profiles in ECEC and the challenges currently faced by the sector.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper



Improving Preschool Transitions: The Role of Parental Involvement in Supporting Child Adjustment and Family–Teacher Relationships

Elinor Schad

This presentation combines findings from two studies examining the preschool transition process and its influence on child adjustment and family–teacher relationship-building. A mixed-methods study (N=535) revealed significant variability in how Swedish preschools organize transitions, with differences in introduction length, intensity, and parental involvement. The “parent-active” model (PAM), characterized by high parental participation, was associated with the potential for stronger family–teacher relationships, whereas a longer and less intense transition phase, as seen in the “traditional model” (TM), was perceived to better support children’s emotional adjustment. A qualitative focus group study (N=31) further highlighted the importance of parental presence in fostering emotional security and child-teacher bonding while revealing concerns about over-attachment to teachers and the challenges of balancing individualized needs with structured introduction processes.

Practical implications suggest that preschools should adopt flexible transition models that engage parents while gradually promoting the child’s independence. Training programs for teachers should incorporate strategies for effective parent collaboration to support emotional adjustment and long-term relationship-building. Policymakers should provide resources to ensure structured, research-informed transition processes that accommodate diverse family needs. Future research should focus on the long-term effects of parental participation and the influence of cultural and institutional factors on transition outcomes.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 5.2 // Symposium

Advancing Social Justice in Schools: Promoting Mental Health and Positive School Climate



Chryse Hatzichristou, Aikaterini Lampropoulou, Alexandra Giannakopoulou, Lampros Petsis, Aikaterini Papaioannou, Amalia Sakka, Eleni Fili, Vasiliki Nikolopoulou, Theodora Yfanti, Georgios Georgouleas, Panayiotis Lianos

Building humane schools requires mental health promotion, inclusive practices, and social justice-driven interventions. This symposium presents initiatives from the Laboratory of School Psychology, NKUA, integrating social justice principles into school-based mental health and climate improvement. The first and second presentations highlight the "Routes II" intervention program, addressing challenging behaviors and evaluating its effectiveness. The third presentation explores social justice practices in Greek schools based on School Psychology graduate students' experiences during practicum/internship. The fourth presentation examines relational practices in a UK primary school to support attendance. Implications for training and practice are discussed, emphasizing sustainable, inclusive, and emotionally attuned educational settings.

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Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 5.2 // Symposium Oral

Social Justice Practices in Greek Schools



Alexandra Giannakopoulou

In the Greek educational system, the increasing diversity of student populations, along with multiple challenges, highlights the need for socially just practices. This presentation draws on the experiences of graduate students in School Psychology at the National and Kapodistrian University of Athens in their practicum/internship settings (primary and secondary schools). Key aspects of social justice as reflected in training and practices in school contexts identified by the graduate students will be analyzed. Special focus is placed on the interdisciplinary collaboration among school community members in addressing social, economic, cultural issues and needs as well as the necessity of establishing a supportive network of schools that fosters a more just and inclusive educational approach is discussed.

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Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 5.2 // Symposium Oral

A Multilevel Intervention Program for Addressing Challenging and Aggressive Behaviors within a Social Justice Framework



Chryse Hatzichristou

In recent years, there has been a growing interest internationally in interventions that focus on positive behavior and the promotion of socially just practices for managing challenging, violent and aggressive behaviors in schools. Within this framework, the Laboratory of School Psychology, National and Kapodistrian University of Athens, has developed "Routes II," a multilevel intervention program aimed at strengthening school climate, promoting cooperative and supportive relationships, and identifying systemic factors that facilitate students' emotional and social well-being within a social justice approach. This presentation will outline the core objectives of "Routes II," focusing on protective mechanisms against dysfunctional behaviors, strategies for fostering students' active engagement, and inclusive practices for vulnerable groups. The program's implementation, including online teacher training sessions, structured in class activities, and a networking platform for educators to upload class projects will be described. The program also included training and active involvement of graduate students of school psychology in its implementation. Finally, implications for policy and educational practice will be discussed, highlighting the program's role in creating safe, cohesive, and resilient school environments.

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Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 5.2 // Symposium Oral

Multilevel Intervention Routes II: Assessment process and findings



Aikaterini Lampropoulou

This presentation focuses on the assessment of the "Routes II" program, a multilevel intervention designed to promote a safe and inclusive school climate while addressing challenging and dysfunctional behaviors within a social justice framework. The evaluation process incorporated a comprehensive mixed-methods approach, including needs assessments, pre- and post-assessments, and process monitoring. Participants included 99 teachers and 200 students from primary and secondary schools. Data from both students and teachers were collected using School as a Caring Community Profile—II (SCCP-II), and Delaware School Climate Survey, to explore changes in school climate, student engagement, and peer relations. Teacher perceptions on “difficult” behaviors in the classroom were investigated using open-ended questions. Furthermore, the level of the program goals’ achievement was examined via a set of Likert-scale items. In addition twelve graduate students who were engaged in the implementation of the program provided feedback on the procedure. Results highlight the program’s effectiveness on promoting positive relationships, reducing challenging behaviors, and fostering inclusive school environments. Implications for policy and practice are suggested, emphasizing the importance of evidence-based interventions in creating resilient and supportive school communities.

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Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 5.2 // Symposium Oral

Developing and Implementing Relational Practice in a UK Primary School to Support School Attendance



George Alaimo

This research explores the development and implementation of relational practice to address emotionally based school non-attendance (EBSNA) in a UK primary school, using the Research and Development in Organisations (RADIO) model. This action research highlights efforts to integrate relational practices at a whole-school level. Findings indicate meaningful connections between children and staff significantly improve attendance. Emotion coaching emerged as highly effective, enabling staff to emotionally connect with children, leading to increased openness, reduced conflict, and enhanced emotional regulation among pupils - protective factors for attendance. Collaborative reflection among staff was essential for maintaining relational practices and managing emotional demands associated with EBSNA. Key barriers included limited time, inconsistent training, and the need for a unified approach among school personnel. This study emphasises the importance of empowering staff to emotionally support children and underscores structured emotional support for staff. Future research should examine long-term impacts of relational practices on attendance, methods to increase parental involvement, and the broader implementation of these strategies in diverse settings. Findings support relational approaches as effective in reducing EBSNA and fostering emotionally supportive educational environments.

Authors' [affiliation]: Catherine Kelly [University of Manchester], George Alaimo [University of Manchester]



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 4.3 // Round Table Discussion

Celebrating Racial, Ethnic, and Cultural Identity: The School Psychologist's Role



Racial and cultural socialization practices present important avenues for support and intervention during identity development and cultivate understanding and appreciation for cultural and historical traditions associated with racial and ethnic identity. Because culture underpins and dynamically interacts with every aspect of the human experience, considerations of culture and efforts to engage in and advocate for culturally responsive educational interventions and culturally sensitive practices in school-based assessments are crucial. School-based cultural socialization interventions that provide opportunities for students to explore and discuss their cultural heritage, traditions, and history with peers increase feelings of connectedness, self-confidence, and engagement in the learning environment (Lee & Ahn, 2013). In that vein, the school and educational psychologists of today's world should engage in culturally sensitive interventions and assessment practices and critically consider whether instruments are appropriate or valid in light of the unique cultural and linguistic experiences of each student. In this cooperative learning experience and discussion, psychologists will review and discuss evidence-based intervention and assessment strategies that employ a culturally sensitive lens. Attendees will be guided through a structured problem-solving activity that enables real-time practice in determining culturally appropriate and sensitive interventions and assessments that support and, ultimately, empower students and families.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 4.4 // Workshop

Training Change Agents: Transformative frameworks for co-constructing community partnerships to elevate the voices of marginalized trainees in school psychology



Darla Scott, Kimberly Daniel, Jennifer West

Amidst mounting concerns over the contentious political climate with potential impacts on mental health for school children, school psychology remains short staffed and plagued by under-representation of diverse practitioners to serve an increasingly diverse school population (Eklund et al., 2020). Globally, school psychologists are tasked with addressing mental health concerns such as anxiety, depression, poor academic performance, and bullying (NASP, 2020b). This interactive workshop offers practical frameworks for addressing problems of practice in school psychology, as well as provides an evidence-based approach to creating strong community partnerships and equity-focused research that centers challenges facing school ecosystems today.



Thematic session E // Friday • 18th July • 8:30-10:00 // Building 2 Room 5.3 // Workshop

Cultivating Clinical Reasoning Skills to Improve Psychoeducational Assessments and Report Writing



Gabrielle Wilcox, Meadow Schroeder

Have you ever felt like your psychoeducational reports do not have the impact they should? Have you ever wondered if you could write reports that teachers can understand and implement? If so, you are in good company.

There have been calls to improve the usability of psychoeducational assessment reports, but there have not been significant improvements, and stakeholders often find psychologists' reports less helpful than they hoped. In psychoeducational assessments, clinical reasoning supports every step of the process from the questions we ask, the theories we follow, the hypotheses we make, the tools we use, and how we interpret our findings. Improving clinical reasoning can support conceptualization, which is the first step in writing more usable psychoeducational reports.

In this session, we will provide a structured approach and advice on clinical reasoning gathered from other fields (e.g., medicine, social work, business) as reasoning has been largely ignored in psychology, particularly in school psychology.

Participants will be able to:

1. describe clinical reasoning and its role in psychoeducational assessment.
2. use a structured plan to improve their clinical reasoning and case conceptualization to minimize thinking errors during psychoeducational assessment.



Thematic session E // Friday • 18th July • 8:30-10:00 // Student Hub // Workshop

Implementing Culturally Responsive Pedagogy: Strategies for Inclusive Classrooms that promote differentiated instruction and radical care



Annie Liner, JaDora Sailes-Moore

This interactive workshop will prepare educators with the skills and knowledge necessary to foster learning environments that are equitable for all students. Participants will explore the principles of culturally responsive care and differentiated instruction with the goal of gaining practical strategies to support diverse students. Through self-reflection and experiential activities, educators will develop tools to recognize and address implicit biases, integrate student identities into instruction, and adapt teaching methods to meet more than just student learning needs.

Some hands-on activities for this workshop will include “adapt a lesson,” where participants modify a lesson plan for a specific student profile, and the “culture walk, which immerses educators in diverse student perspectives to build empathy and radical care. Learning outcomes include understanding the role of identity in learning, applying differentiation strategies, and implementing inclusive teaching practices that promote student engagement, student belonging, and student success.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 3.5 // Oral Paper

Inclusion in England: Rhetoric or patchy practice?



Garry Squires

The UK government has signed up to the various conventions that promote educational inclusion (e.g. The Incheon declaration). Yet the policies around special educational needs send confusing messages with demand for assessment outstripping specialist and segregated resources. The current media panic echoed by politicians is that the SEND system is broken. This makes talk about inclusion seem nothing more than rhetoric. An examination of national statistics will be used to define the problem at a national level and suggest that it is the mainstream system that is broken and in need of attention. In contrast, our research with schools finds some really good practice around inclusion. How can these two positions be reconciled?



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 3.5 // Oral Paper

The current state of inclusion in a Canadian context: Views of parents



Meadow Schroeder

All provinces in Canada have established systems to ensure children with disabilities have access to an appropriate education (McBride, 2013). In the 2023/24 school year, there were almost 112,000 Grade 1-12 students in the province of Alberta with a disability or impairment (Alberta Education, 2022). Most of these students were included in a regular classroom setting. We know very little about how Canadian parents experience the process of collaborating with schools to develop and implement individualized programming for their children or how inclusion is implemented. This session will describe a research project examining the perspectives of parents in the province of Alberta, Canada. Parents who had a child with a formal diagnosis of a disability were interviewed in a semi-structured format. Analysis reveals themes in parents' roles, such as collaboration, partnership, and advocacy, along with challenges in understanding the system, systemic barriers, and concerns about their child's future. The findings suggest that the way in which inclusion is implemented in schools may not be working for all students and inclusion has challenges that need to be acknowledged, and solutions sought.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 3.5 // Oral Paper

A participatory study exploring the implementation of materials aimed at raising awareness of autistic girls' experiences in mainstream secondary schools.



Laura Salmon, Hanna Kovshoff, Sarah Parsons

Many autistic girls face the challenges of misdiagnosis, late diagnosis, or no diagnosis at all, and report feeling overlooked, misunderstood, and exhausted by trying to conform to an unaccommodating neurotypical world. When autistic girls reach early adolescence, they experience the additional challenges of the transition to secondary school, the complexities of social relationships, and the onset of puberty, which can all have a considerable impact on mental health.

Following the research of East (2024), in which a set of resources were co-created to raise awareness of autistic girls' experiences of school, the present study focuses on the implementation of such resources. Taking a participatory approach, a team of autistic students were involved in the planning, delivery, and evaluation phases of resource implementation within their school. Using semi-structured interviews, their views of being involved in this process will be explored and data will be analysed using reflexive thematic analysis. It is hoped that this study will add to and inform future participatory research with autistic individuals, on topics that are meaningful and relevant to them. Additionally, it is hoped that this research will inform the practice of school staff and educational psychologists, in involving young people in implementation processes.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 3.5 // Oral Paper

SEL teaching practices in Japanese university: Initiative of Supporting Children's Learning Practice



Yuki Matsumoto

This paper reports on the teaching practice of Social and Emotional Learning (SEL) in higher education in Japan. SEL is an education that focuses on the non-cognitive social and emotional skills. Social and emotional competence (SEC) are associated with academic performance, psychological wellbeing and positive social interactions. However, SEL in Japan is mainly practiced in primary and secondary education, and SEL practice and research in higher education is a current challenge.

To improve the SEC of university students, 30 SEL-based lessons were delivered in a training course for teachers and childcare workers, with the specific expectation that the students would be able to teach SEL in childcare and educational settings and take an active role in their own wellbeing. Students with SEC can be expected to create positive environments in schools and childcare centers and to have positive career outcomes.

Prospective students in Years 1-4 (34 students) participated in the Supporting Children's Learning Practice and completed two assessments four times during the practice. Analysis of variance showed a significant improvement in the SEC. Future challenges with regard to the content of the practice and the methodology are discussed.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 3.5 // Oral Paper

School psychologists' vision of the schooling of pupils with special educational needs



Danièle RUAUD, Pierre Ruaud, Farid El Massioui

The aim of this study is to compare the schooling of pupils with Special Educational Needs in four European countries chosen for the performance (Finland) or the well-being of their pupils (Netherlands), the quality of their professional integration (Germany) and their low dropout rate (Switzerland), compared with France, as a reference country. School psychologists in the five countries were questioned via an online survey focused on the support provided to pupils with special educational needs, i.e. almost 20% of children according to Mary Warnock's definition. A combination of quantitative (non-parametric) analyses, and qualitative analyses for the many open-ended questions, confirms that the missions and contexts in which SPs practice are very different. They also enable us to gain a better understanding of the policies and practices of school systems that are likely to preserve the four criteria selected: diversification of curricula from age 12, ongoing specialized help provided within schools, recourse to special education for situations of disability that require it, and gateways throughout schooling, right through to higher education. These results should provide school psychologists around the world with guidelines for ensuring the future and development of the most vulnerable pupils.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

The Effects of a Game-Based, Tier 1 Reading Intervention



Gabrielle Wilcox

Reading is foundational for student success in areas including academic success, wellbeing, and long-term opportunities. Within the Multi-Tiered System of Supports (MTSS), Tier 1 interventions ensure that students have access to strong curriculum and teaching strategies to support their acquisition of reading skills. Game-based learning, especially digital platforms, can deliver instructional supports to students. One advantage of this medium is that they can provide adaptive learning opportunities specific to student skill development, progressing at levels individualized for each student, as well as immediate feedback. Our research team has collaborated with the team that created Shoelace Learning to better understand the impact of using this reading comprehension program in grade 5 classrooms with students from diverse linguistic and cultural backgrounds using a quasi-experimental design. In this presentation, we will (a) describe the program, its development, and implementation within classrooms, (b) effects on student reading skill (Grey Oral Reading Test – 5th edition) and on student reading efficacy (Motivation for Reading Questionnaire), (c) lessons learned in successful implementation.

Participants will be able to:

1. Describe the benefits and limitations of using game-based Tier 1 interventions
2. Describe the impact on student reading skills and reading efficacy



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

Reading on Screen and Paper: The Role of Text Highlighting and Familiarity with Digital Devices for Learning



Angelica Ronconi, Lucia Mason

Meta-analyses suggest better reading comprehension on paper than screens, but research on contextual factors, such as learning strategies and digital familiarity, is limited, especially for younger students.

This study examined whether text highlighting and familiarity with digital learning devices for learning purposes influence reading time, metacomprehension accuracy, and comprehension in middle-school students. The study involved seventh graders (N=126) attending schools with different teaching modalities, that is, paper or digitally-based. Participants read two long expository texts, adapted from textbooks, one on paper and the other on screen, covering the topics of earthquakes and volcanoes. Reading time was recorded, and students predicted their comprehension performance before answering multiple-choice comprehension questions. Metacomprehension accuracy was computed as the difference between students' prediction of performance and actual performance.

Results revealed that 'digital' students were faster in highlighting the text on screen compared to paper. Additionally, highlighting increased metacomprehension accuracy, but only when reading on the more familiar reading medium. In a similar way, students' comprehension was also better when reading on the medium students were more accustomed to, regardless of highlighting.

Overall, our findings suggest that increased familiarity with digital devices for learning purposes may reduce the negative effects of digital reading.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

Building resilient readers through ARC theory & culturally responsive pedagogy



Annie Liner, Chavez Phelps

Aligned with the theme of creating more humane schools and promoting ethical assessment practices, this workshop emphasizes culturally responsive interviewing as a means of respecting students' diverse cultural and spiritual backgrounds. Participants will learn strategies to explore spirituality's influence on resilience among displaced students and their families while considering their cultural contexts. Through practical techniques, case studies, and interactive exercises, attendees will gain skills to navigate complex identity dynamics, build trust, and assess the nuanced role of spirituality in students' coping and adaptation.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

The impact of teacher-child book talk on children's vocabulary: An observational coding study



Jorge Gonzalez, Hanjoe Kim

Shared book reading (SBR) provides a unique opportunity for the teacher and child to engage in literacy rich conversations around meaningful topics that target learning words and concepts that underlie later reading. Quantifying the instructional strategies and engagement of educators and effectiveness of shared-book reading practices may be of interest to researchers especially those interested in Spanish-speaking dual language learners (DLL). One innovative approach is to code teacher-child interactions for complexity using innovative observational techniques. One such observational instrument is the SABR-2.2. The SABR 2.2 is a classroom based interactive shared reading coding system used for examining quality of teacher talk through observation. The purpose of this study was to examine the effects of rich extratextual teacher and child talk on vocabulary development in dual language learning preschool-aged children using the Systematic Assessment of Book Reading (SABR-2.2). Using the SABR-2.2 protocol, a research team of six graduate students coded over 200 intervention videos in which teachers implemented daily an 18-week, 5-day instructional cycle evidenced-based SBR curriculum called *Results* were counterintuitive. Preschoolers with teachers who used less “Feelings” talk during SBR had higher scores on standardized expressive vocabulary suggesting more SBR directed talk rather than unrelated “feelings” talk performed better.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

The platform DeveLex: an eye-tracking based system for reeducation dyslexia and the development of reading skills



Čeněk Šašinka, Nicol Dostálová, Michaela Vojtěchovská, Kateřina Johecová

In our previous project, which focused on dyslexia diagnosis using eye tracking, practitioners repeatedly emphasized the need for an educational tool to enable effective intervention. This contribution presents the DeveLex system, designed for dyslexia reeducation and the development of reading skills. The system utilizes eye tracking, which serves not only as a specialized user interface allowing young readers to interact with tasks using their gaze but also continuously monitors and evaluates their reading performance.

The system is designed to track and assess the achieved level of reading proficiency and adapt the difficulty or type of reeducation tasks accordingly. From an information technology perspective, the system is natively developed for web-based solutions, meaning that its content can be administered and updated online. Currently, several types of educational tasks have been designed and implemented, featuring different levels of difficulty.

The system is being piloted with an emphasis on both user aspects—such as the ability to control the application with eye movements—and the effectiveness of the educational intervention. It is being tested in the Czech Republic but is designed for broader use beyond national borders. The software solution itself is being developed under an open-source license.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 1.2 // Oral Paper

Enhancing Access to Mental Health Supports: Building Sustainable School Mental Health Systems



Faith Miller, Sarah Wollersheim-Shervey

This presentation explores strategies for enhancing access to school-based mental health supports by building sustainable MTSS systems. Globally, evidence indicates a decline in youth mental health since the early 2010s, with rising anxiety, depression, and suicide, trends exacerbated by the COVID-19 pandemic (The Lancet-Psychiatry, 2024). In line with the Sustainable Development Goals of the UN 2030 Agenda, we must ensure healthy lives and promote well-being for all at all ages (Goal 3). To this end, schools are a critical setting to address these challenges and provide accessible, proactive, mental health support. This presentation highlights the design and implementation of multi-tiered systems of support (MTSS), incorporating universal screening, tiered interventions, and continuous progress monitoring to ensure effective mental health support at all levels. Key findings demonstrate that MTSS improves access, reduces stigma, and enhances student outcomes. Additionally, strong collaboration among educators, mental health professionals, and families is critical for tailoring efforts to student needs. The session will provide practical strategies for sustaining these systems, addressing resource limitations, staff training, and buy-in. Attendees will gain actionable insights to develop school-based mental health supports that promote academic success and emotional well-being.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 1.2 // Oral Paper

A Dual Approach to Student Wellness: Integrating Positive Psychology and CBT in School Mental Health



Kristen Mahony-Atallah, Cheryl Gelley, Shannon Suldo, Sarah Fefer

This session builds on our recently published book chapter, *CBT for Promoting Well-Being of Children and Adolescents*, by exploring the integration of Positive Psychology Interventions (PPIs) into school mental health services to enhance student well-being and resilience. Unlike traditional models focused on treating mental illness, positive psychology emphasizes strengths, well-being, and flourishing (Seligman, 2011). This presentation introduces key concepts, contrasts them with traditional approaches, and examines how PPIs integrate within a cognitive behavioral therapy (CBT) framework.

Grounded in the dual-factor model of mental health (Lazarus et al., 2021), this approach recognizes wellness and distress as distinct yet related constructs. PPIs enhance mental health by promoting positive emotions, relationships, and motivation (Tejada-Gallardo et al., 2020).

PPIs apply across three tiers of school mental health care. Tier 1 programs, such as MindUP, support emotion regulation and gratitude (Hawn Foundation, 2011), while The Positivity Project builds character strengths (Garwood, 2022a). Tier 2 interventions, including Trails to Wellness and the Well-Being Promotion Program (WBPP; Suldo, 2016), focus on stress management and resilience. Tier 3 interventions, such as Positive CBT, integrate strength-based strategies with CBT (Bannink & Geschwind, 2021).

This session equips school mental health professionals with strategies to implement PPIs and foster student well-being.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 1.2 // Oral Paper

Between School and Healthcare: Rethinking Developmental Monitoring Beyond Pathologization



Letícia Martins, Raquel Souza Lobo Guzzo

This study presents the findings of research investigating the perceptions of health and education professionals regarding learning difficulties and the interaction between schools and Primary Healthcare Units (PHU) when such difficulties lead to referrals. The study was conducted in a municipal elementary school and its corresponding PHU in Brazil, employing Participatory Action Research and González-Rey's Qualitative Epistemology as methodological frameworks. Six semi-structured interviews were conducted with professionals, transcribed, and analyzed using a constructive-interpretative approach. The results indicate that learning difficulties are understood based on the expectations of the educational system and frequently result in referrals when there is a suspected disorder or disability, often relying on generic developmental markers. Additionally, a lack of feedback from PHU to schools was observed, making the relationship between these services largely dependent on families and education professionals, which weakens the systematic monitoring of children's development. In light of these findings, the need for effective strategies to support school teams in monitoring children's development is emphasized. It is advocated that such strategies should not contribute to the pathologization of students but rather enhance pedagogical practices in alignment with each child's needs.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 1.2 // Oral Paper

Scaling Mental Health Supports in Schools: Implementation, Outcomes, and Future Directions



Sarah Wollersheim Shervey, Faith Miller

Student mental health needs are a concern worldwide, with the World Health Organization reporting that 8% of children and 15% of adolescents experience a mental health disorder. Schools can be an essential place for students to access mental health prevention and intervention support. However, implementation of such supports can be challenging. This presentation describes the strengths and challenges of the first two years of implementation of a mental health demonstration grant in an urban school district with a large international population. Presenters will discuss the process of scaling up mental health supports beginning with entry and relationship building strategies within school buildings. Next, the process of mapping existing resources and developing a blueprint for the current state of mental health supports will be described. The goals for action planning will be outlined, and the impacts of the first two years of implementation will be delineated using quantitative and qualitative data. Finally, next steps in the action plan will be identified and strategies for attendees to scale up their own school based mental health supports will be discussed.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 1.2 // Oral Paper

Southbridge CARES: Building a Comprehensive School-Based Mental Health System



Aaron Haddock, Nadia Ward

This presentation will describe the Southbridge CARES (Coordinated Academic Resiliency and Emotional Success) Project, a five-year, grant-funded partnership between Southbridge Public Schools and Clark University. The project aims to address students' academic, social-emotional, and college and career readiness needs through the development of a comprehensive school-based mental health system.

The presentation will outline the intervention model guiding implementation. One component is the MAAX (Maximizing Adolescent Academic eXcellence) program, a Tier 1 social development curriculum designed to foster positive mindsets, strengthen school engagement, build social and emotional skills, and increase college and career awareness. Additional components include the MI PEACE mobile application, a HIPAA- and FERPA-compliant platform that supports educational and mental health professionals in coordinating care, implementing action plans, monitoring student mental health, and facilitating school- and community-based mental health services. The Sensory Immersion Room is another key component, incorporating state-of-the-art technology and clinical interventions to help students with behavioral health concerns regulate emotions and re-engage in learning.

Preliminary outcomes indicate improved student engagement, enhanced coordination of mental health services, and expanded access to social-emotional supports. This presentation will share key lessons learned and discuss implications for schools seeking to implement comprehensive mental health systems.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 4.3 // Symposium

Project Positive Attitude: Lessons learned in 20 years and new directions



Marta Marchante, Patrícia Brás, Sofia Saldanha, Ana Romão

Project “Positive Attitude” is a Portuguese project aimed at enhancing the social and emotional competences of elementary and middle school students. The project, in its 21th year of implementation has been identified in independent studies as one of the most significant, in Portugal and Ibero-America.

This symposium will focus upon four different aspects of the Project: Sofia Saldanha will present the project, Patrícia Brás will talk about results from a nationally dissemination of a SEL program, Marta Marchante will present a new instrument to assess school stress, Maria Romão will focus on the effect of school climate on bullying behaviors.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 4.3 // Symposium Oral

Is school stressful? The School Stress Survey Portuguese adaptation for adolescents



Marta Marchante

Project Positive Attitude: Lessons learned in 20 years and new directions

School transitions have been receiving increasing attention in education studies because they represent dramatic changes in students' lives (Akos, Rose, & Orthner, 2015). The present study aims to report the results of the extension of the School Stress Assessment Questionnaire (Wenz-Gross et al., 1997; Portuguese adaptation by Pereira & Mendonça, 2005) to 9th-grade students and the reduction of the number of items in the questionnaire. It also seeks to analyze the factorial structure of the questionnaire and multigroup invariance.

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Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 4.3 // Symposium Oral

The Effectiveness of the Positive Attitude SocioEmotional Learning Program in a National Replication



Patrícia Brás

Project Positive Attitude: Lessons learned in 20 years and new directions

From 2018 to 2022, the Calouste Gulbenkian Foundation launched the Gulbenkian Academies of Knowledge (GAK) to promote social and emotional development. The Positive Attitude Upper Middle School (PAUMS) program, based on previous findings, was replicated in six sites nationwide. This presentation examines the main results and processes of PAUMS within this initiative.

A total of 2261 students (7th–9th graders; Mage = 13.29; 51.1% boys) participated, with 893 in the control group. The sample included 17 schools across seven sites in Portugal. Assessments were conducted at the beginning and end of the program using self-reports and teacher reports (n=107). Variables such as gender, grade, and classroom size were analyzed. Self-report questionnaires were administered pre- and post-intervention, and at a six-month follow-up, while teacher reports were collected pre- and post-intervention.

Growth curve analysis indicated that the PAUMS program enhanced self-control, social awareness, and relationship skills. However, results were less positive for Academies implementing the program for the first time. Boys showed greater improvement in self-control, while grade and classroom size did not affect the effectiveness of social and emotional competencies. Additionally, neither dosage nor fidelity influenced program outcomes.

This presentation will contrast the full results from self- and teacher reports.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 4.3 // Symposium Oral

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



Sofia Saldanha

Project Positive Attitude: Lessons learned in 20 years and new directions

Project “Positive Attitude” is a Portuguese project aimed at enhancing the social and emotional competences of elementary and middle school students. Currently in its 20th year of implementation, the project has been identified in two independent studies as one of the most scientifically supported, both in Portugal (Cristovão et al., 2017), and in the Ibero-American context (Fernández-Martín, 2021).

The Project currently comprises three SEL programs: one for 4th grade, one for lower middle school (5th – 6th grade); and another one for upper middle school students (7th - 9th grade)—replicated nationally since 2019, under the Gulbenkian Academies of Knowledge initiative. The current presentation will provide a summary of the results for the first two programs, encompassing over 2.000 participants in the programs (and their respective control groups).

In general, the Positive Attitude Elementary School SEL program has had consistent positive results in self-control, social awareness, relationship skills and responsible decision-making, reported by teachers and self-reports throughout these 20 years. Whereas the Positive Attitude Lower Middle School program displayed better results when implemented in a program format than when implemented in curriculum format.

The current presentation will reflect upon these results of the project.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 4.3 // Symposium Oral

The influence of school climate on bullying and victimization behavior during middle school transition



Ana Romão

Project Positive Attitude: Lessons learned in 20 years and new directions

This study analyzed how some dimensions of school climate (student-student relationships, teacher-student relationships, fairness of rules, school safety and school liking) influenced bullying and victimization behaviors during from elementary to middle school (4th to 5th grade).

A total of 671 low middle school students participated in the study, 52.2% of which boys. Bullying and victimization behaviors were assessed three times (twice before transition to 5th grade and one after transition), whereas individual perceptions of school climate were assessed twice (before and after middle school transition).

Results showed that a more positive trajectory in individual perceptions of student-student relationships, teacher-student relationships, fairness of rules, school safety and school liking between 4th and 5th grade were associated with a more positive trajectories in victimization behaviors, whereas a more positive trajectory in fairness of rules during the same period was associated to a more positive trajectory in bullying behaviors. Furthermore, regarding gender, boys displayed a larger increase in victimization behaviors during middle school transition.

These results highlight the importance of maintaining a positive school climate in low middle school to reduce bullying and victimization behaviors during middle school transition.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Auditorium (Room 5.1) // Symposium

Teacher Well-Being Global Project Phase II: Ecomaps Methodology and Findings from Italy, Latvia, and Slovakia



Kris Varjas, Bonnie Nastasi, Maria Cristina Matteucci, Baiba Martinsone, Olga Orosova, Olympia Palikara

The symposium focuses on Phase II of the multi-country Teacher Well-Being (TWB) project, aimed at understanding teachers' wellbeing and mental health from a social-cultural perspective after the COVID-19 crisis. Phase II included Ecomaps, mixed methods graphic and narrative procedures, used to identify stressors and supports within teachers' ecologies. The symposium includes five presentations: description of the Ecomap methodology (Co-Chairs, Kris Varjas, Bonnie Nastasi); presentations of respective findings from three partner sites—Italy (Maria Cristina Matteucci), Latvia (Baiba Martinsone), Slovakia (Olga Orosová); and discussion of patterns across sites and implications for practice (Discussant, Olympia Palikara).



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Auditorium (Room 5.1) // Symposium Oral

Exploring Teachers' Well-Being in Latvia: Insights from Ecomaps and Focus Group Interviews



Baiba Martinsone

Over the past decade, significant efforts have been made in Latvia to develop interventions and policies that promote social-emotional learning (SEL) and support teachers' well-being in schools. Several evidence-based interventions have already been implemented, demonstrating benefits not only for students but also for teachers.

This presentation will address various indicators of teachers' professional well-being in Latvia. This qualitative research aims to analyze qualitative findings from teachers' drawings (Ecomaps) and focus group interviews. Key variables under analysis include teachers' perceived workplace conditions, stressors, and support systems.

The sample comprised 53 teachers aged from 24 to 63 years ($M=44.53$, $SD=9.5$). It was found that similar contextual factors simultaneously serve as both risk factors and resources (i.e., family, and colleagues). In the Latvian sample, teachers' Ecomaps included such important contextual factors as contact with nature (36%), gardening (30%), having pets (30%), and different hobbies.

This research emphasizes the necessity to enhance teachers' social-emotional skills, including emotional literacy and awareness of well-being aspects they can influence independently.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Auditorium (Room 5.1) // Symposium Oral

Assessing the Well-being of Slovak Teachers with Eco-Maps.



Janka Liptáková

The Slovak research team conducted a qualitative study as part of the international project "Global Perspectives on Teachers' Well-being and Mental Health Following COVID-19" in April-May 2023. Data were collected from eight focus groups in Košice and Bratislava, involving over 48 teachers (Bratislava: 24 teachers, mean age 41.1, 87.5% female; Košice: 24 teachers, mean age 45.5, 84% female), with an equal number of eco-maps gathered. Data analysis is ongoing, beginning with a quantitative assessment of the eco-maps, followed by qualitative content analysis. Steps for implementing research results to promote well-being in schools are also discussed.

Authors' [affiliation]: Anna Janovská [Pavol Jozef Šafárik University in Košice], Eva Gajdošová [Pan-European University in Bratislava], Janka Liptáková [Pavol Jozef Šafárik University in Košice], Mária Bačíková-Šlešková [Pavol Jozef Šafárik University in Košice], Oľga Orosová



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 5.3 // Workshop



Ethically engaging children and young people in reviewing educational services: creative and pragmatic approaches to giving voice to their experiences.

Mary Nugent, Elaine Walsh

This workshop is informed by research done with 35 children and young people who had experiences of special education services in Ireland, including participants from both mainstream and specialist placements. It was part of a wider study evaluating and reviewing Irish legislation and provision in this area.



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 4.4 // Workshop

Developing Inclusive and Affirming Schools: Supporting Neurodivergent & Gender-Diverse Youth



Emily Wojniak-Heselton, Chanon Viriyasatien

School psychologists play a vital role in fostering inclusive environments that affirm the diverse identities of all students. Neurodivergent and gender-diverse youth experience unique challenges at the intersection of disability and identity, often facing heightened risks of marginalization, mental health struggles, and exclusion. This workshop will provide school psychologists with the knowledge and practical tools to support these students and create more affirming school climates.



Thematic session F // Friday • 18th July • 14:00-15:30 // Student Hub //

Implementation of Trauma Sensitive Practices and technical support within an educational setting



Kaylene R. Case Ph.D, NCSP

We are keenly aware that we ask students to journey with us daily and grow in knowledge, skill and character. We make a similar journey as we grow to become trauma informed, trauma responsive, and trauma sensitive in our practices. In this essential workshop, the central underpinnings of trauma foundations will be highlighted. A variety of Interventions will be explored that allow us to respond to students in ways that create opportunities for growth, curiosity and understanding. This session will also highlight the importance of adult regulation, focusing on strategies that can support ourselves and students in the learning environment while responding and recognizing needs. We will learn to incorporate a Trauma Sensitive Lens to create responses that are attuned and sensitive while resisting retraumatization. Implementation and technical support will also be discussed including quality indicators that can be used to guide our teaching practices. Case studies and examples will be shared for application of these concepts. This is meant to be an interactive workshop where participants can share experiences and synthesize ideas with others. Trauma Sensitive work is complex and emerging "requiring constant attention, caring awareness, sensitivity and possibly a cultural change at an organizational level" (CDC, 2023).



Thematic session F // Friday • 18th July • 14:00-15:30 // Building 2 Room 3.13 // Workshop



Social Media and Youth Mental Health: Strategies and Tools to Make Schools Safer and More Humane in a Digital World

Philip Lazarus

The PURPOSE of this presentation is twofold: First, to provide current research regarding both the potential benefits, as well as the potential harm that social media presents to young people. Second, to describe positive actions that school psychologists can take to increase benefits and decrease harm. This is consistent with the U. S. Surgeon General's Advisory (2023) which stated, we must "urgently take action to create safe and healthy digital environments that minimize harm and safeguard children's and adolescents' mental health and well-being during critical stages of development (p.4.).

The CONTENT will include (1) a summary of what we presently know about both the benefits and the harms associated with social media use, (2) recommendations from the APA's health advisory on social media use, (3) an overview of how mental health needs of young people have skyrocketed in the past decade since the widespread use of social media and the COVID-19 pandemic (American Academy of Pediatrics, 2021; Twenge 2020; U.S. Department of Health and Human Services, 2021), and (4) a discussion of how school psychologists can best intervene to make social media safer. Participants will be provided with strategies and a comprehensive tools.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 5.2 // Oral Paper

Co-creating an integrated approach for addressing youth mental health and wellbeing in schools for multi-ethnic communities in the United Kingdom



Fiona Samuels, Ilham Yusuf, Sajda Butt, Helena Tuomainen

Rationale:

The early teenage years are a pivotal time for identity development. For young people from minority ethnic backgrounds, balancing cultural expectations with societal norms can create even more stress, impacting mental health and wellbeing. Parents/carers and schools are key in supporting youth mental wellbeing, yet few programmes integrate these groups effectively. Our project aims to co-create an intervention that brings together youth, parents, and school staff from multi-ethnic communities to address these challenges.

Methodology:

Three approaches were used: i) a scoping review to identify existing integrated UK-based interventions, ii) a mapping of relevant programmes, iii) co-creation workshops with youth, parents and school staff in London and Birmingham. These workshops included participatory, visual and narrative techniques (e.g., body-mapping, vignettes).

Findings:

The workshops, with 55 participants from Bangladeshi, Somali, Pakistani, and Caribbean backgrounds and 6 schools, revealed key preferences regarding intervention content, frequency, timing, and facilitation. Stakeholders emphasized the inclusion of food in all sessions to facilitate connection.

Implications:

Stakeholders agreed on the need for integrated interventions in secondary schools. They also highlighted the importance of fostering dialogue between parents and children. There is strong interest in piloting and scaling-up this co-designed approach in participating and other schools in both cities.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 5.2 // Oral Paper

“The glue that holds a school together” Investigating the well-being of UK Teaching and Learning Support Assistants (TLSAs) through a national scoping survey and pilot peer support groups



Hannah Godfrey, Jana Kreppner, Ed Sayer, Brettany Hartwell

Education is a demanding sector with significant pressures placed on staff to support children to achieve academically and thrive socially and emotionally. Notably, TLSAs play a crucial role in helping schools meet these demands. While research has examined the impact of such challenges on teachers' well-being, similar investigations for TLSAs are more limited.

This research aims to provide a comprehensive understanding of the role and overall well-being of TLSAs in UK primary schools. 176 TLSAs responded to a UK-wide mixed-methods survey which included the Workplace PERMA Profiler (Kern, 2014) and open-ended questions relating to their lived experiences as current employees in primary schools. Additionally, monthly peer support group sessions were piloted in two UK primary schools, to explore the effectiveness of this approach for supporting TLSAs' well-being; this intervention was evaluated using a mixed-methods approach.

Through reflexive thematic analysis, five preliminary themes have been formed from the survey's qualitative responses: 'Impact of Challenge', 'Power of Connection', 'The Vital Role of TLSAs' and 'Low Sense of Worth Within the School Community'. In addition, promising findings have been identified for the usefulness of the peer support groups. Insights from across the research are hoped to inform future practices within the education sector.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 5.2 // Oral Paper



Expanding Pathways – The Role of Training and Mentorship in Culturally Responsive School Psychology in International Schools.

Irene Opuka

As international schools become increasingly diverse, the role of school psychologists as change agents is more critical than ever. However, many practitioners—especially those from underrepresented backgrounds—struggle to find culturally responsive training and mentorship to navigate these unique settings. Drawing from personal experiences as a School Psychologist trained in the U.S, this paper will explore the transformative impact of mentorship and training in developing culturally affirming, equitable practices in international school psychology.

Traditional Western models of school psychology often fail to address the complexities of working with multilingual, multicultural, and neurodiverse student populations. Without adequate mentorship, professionals may feel isolated or underprepared to advocate for inclusive assessments and interventions. Through intentional mentorship networks, community-building, and adaptive training models, school psychologists can challenge biases, advocate for systemic change, and develop the skills needed to serve diverse student populations with authenticity and effectiveness.

This discussion will emphasize the importance of mentorship in empowering the next generation of diverse school psychologists, strategies for decolonizing training frameworks, and the role of psychologists as advocates for humane, inclusive international schools. Participants will leave with actionable insights on how to be leaders and changemakers in shaping the future of culturally responsive international school psychology.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 3.5 // Oral Paper

Supporting Children Affected by Parental Imprisonment



Ella Buchanan, Kevin Woods, Beth Shaw

Parental imprisonment is an adverse childhood experience. A recent literature review (Shaw et al., 2022) identified ways in which children affected by parental imprisonment (CAPI) can be supported in school and the role of the school psychologist within this. It also highlighted the relevance of children's rights to the needs and provision of CAPI.

A systematic mapping review was used to organise the identified needs of CAPI onto the provisions of the United Nations Convention on the Rights of the Child (UNCRC).

Empirical research adopted an action research approach to supporting one school psychology service to develop its service offer for CAPI.

The systematic mapping review identified that nine out of twelve identified needs of CAPI are linked to a range of provisions of the UNCRC. The empirical research outlines the process and outcomes of the action research project, including a 'Best Practice Guide for Schools' in supporting CAPI.

Strategies for disseminating the significance of these findings to other psychological services aiming to support CAPI are discussed. Implications for practice, policy and future research, such as links between children's rights and other areas of educational practice, are considered.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 3.5 // Oral Paper



How do children and young people experience education in prison and secure settings? A systematic literature review

Alana Gallacher, Ed Sayer, Colin Woodcock

Every child has the right to a holistic education, including those in prison and secure settings. Existing research focuses on the impact that education in prison and secure settings has on reoffending rates, and there is a gap in the literature about children and young people's (CYP's) experience of education in these settings. This systematic literature review aimed to explore how CYP experience education in prison and secure settings. Qualitative findings from eleven studies were synthesised using a thematic synthesis approach. Qualitative and mixed method studies that included the experiences of CYP aged 18 and below were included. The researcher inferred that CYP felt hopeful that education could transform their lives despite the persistent systemic barriers they experienced. However, CYP experienced psychological discomfort due to conflicting 'learner' and 'offender' identities and the complex power dynamics they experienced in education. CYP responded to this psychological discomfort in various ways. Strengths, limitations and implications for education staff and Educational Psychologists are explored.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 3.5 // Oral Paper



Empowering change: Enhancing Comprehensive Sex Education for individuals with social communication differences in Youth Justice Settings.

Daisy Bloor, Rainart Fayette

Background:

Comprehensive sex education (CSE) for learners with special educational needs and disabilities (SEND) in the UK is insufficient/inconsistent, leaving professionals feeling unsupported (Njopa-Kaba, 2019; Finlay et al., 2025). Individuals with social communication differences (SCD) are overrepresented in forensic settings and at higher risk of displaying harmful sexual behaviours (HSB). Research is limited, highlighting the need for inclusive CSE with essential parental involvement (Turnbull et al., 2008).

This research aligns with supporting diversity in schools and promoting mental health by focusing on inclusive education, addressing SEND learners' needs, and fostering a supportive environment for learners and families.

Methods/Participants:

The paper uses action research and research, analysis, and development of operations with a Youth Justice team (YJT), aiming to develop a CSE tool for parents/carers of pupils with SCD.

Analysis/Findings:

This paper describes and evaluates the collaborative process of developing a CSE guidebook that can be used to support parents/carers of learners with SCD as part of YJT involvement. Facilitators and barriers to the process are also identified.

Conclusion/Implications:

The paper concludes by aligning findings with current research and discussing future practice implications, with a dissemination strategy for continued collaboration with the YJT to evaluate the guidebook's success in real-world settings.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 3.13 // Oral Paper



Do Grit and Relatedness to Social Partners Matter for Science Engagement? The Mediating Role of Academic Resilience

Jesus Alfonso Datu, Sirui Liu, Amity Noltemeyer

This investigation explored the associations of relatedness to different social agents (i.e., mother, father, teachers, classmates, friends, and neighbors) and grit's dimensions (i.e., perseverance of effort and consistency of interests) with academic engagement in science domains (i.e., behavioral, cognitive, emotional and social) in 161 high school students in the Philippines. It also examined the mediating effects of academic resilience on the hypothesized links of grit's dimensions on science engagement. An online survey on grit, relatedness, academic resilience, and science engagement was administered at two separate times with three months apart. Results of path analysis demonstrated that perseverance of effort was linked to greater behavioral engagement in science when controlling for age, gender, mother's educational attainment, father's educational attainment, and daily monetary allowance. Further, perseverance was associated with higher cognitive and social engagement via its link to greater academic resilience. However, consistency and relatedness to different social agents did not predict any science engagement dimensions. This research underscores the critical importance of cultivating students' persistence in pursuit of long-term academic goals in resilience and academic engagement in STEM subject areas.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 3.13 // Oral Paper

Group career counseling: A response to career anxiety in adolescents?



Audrey Dupuis, Zachary Rancourt-Tremblay

Over the past decade, anxiety has increased among young people. This anxiety can be triggered by several elements, including the first career choice (Cournoyer et al., 2016). One type of intervention that can be implemented to promote mental health in this situation is group career counseling, which has demonstrated its effectiveness in psychotherapy (e.g., Werner-Seidler et al., 2017) and guidance counseling settings (e.g., Whiston et al., 2011).

With this in mind, HORS-PISTE Orientation (Dupuis, 2022) was developed with the aim of intervening with young people experiencing career choice anxiety. Qualitative research was carried out to identify the processes taking place within the groups (n = 15). Audio recordings of group meetings, as well as individual interviews with both guidance counsellors and students, were analyzed thematically.

The aim of this presentation is to introduce the program, but above all to highlight the positive impact observed on the mental health and career choice processes of participating students. It will also discuss the conditions that need to be met in this type of program to promote young people's mental health and develop a positive group climate. The program in itself, but also the conditions to consider, can provide additional tools for school psychologists.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 3.13 // Oral Paper



Are Teachers Supportive of Students' Career Development? Development and Validation of the School Career Guidance Support Scale in Mainland China

Qihua Zoey Zeng, Jesus Alfonso Datu

In societies with limited number of professional qualified counseling and vocational psychologists such as mainland China, it is common for teachers to perform career guidance support to students. However, existing Western-based tools to assess school-based career guidance support commonly tap perceptions of support offered by guidance counselors in school contexts. Guided by existing scales to assess career-related teacher support and the Dykeman's taxonomy of school career development interventions, this study develops and preliminarily validates the 20-item School Career Guidance Support Scale with 324 Chinese secondary school students in Shenzhen, China. Results of exploratory factor analysis via principal axis factoring using oblique rotation showed that the four-factor model involving four dimensions –“Teacher Career Exploration Support,” “Teacher Career Information Support,” “Teacher Emotional Support,” and “Schoolwide Career Support.” – served as the most optimal factor solution of school-based perceived career guidance support. The scale had good internal consistency coefficients. All subscales exhibited positive correlations with career decision-making self-efficacy, indicating evidence of criterion-related validity. Our research has key implications for strengthening universal and school-wide assessment initiatives to cater for secondary school students with diverse career needs in non-Western cultural contexts.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 1.2 // Symposium



Social-Emotional Competence in School Communities: Enhancing Teacher Efficacy, School Climate, and Child Adjustment

Aikaterini Lampropoulou, Lampros Petsis, Nikoleta Rozi, Alexandra Giannakopoulou

This symposium explores the pivotal role of social-emotional competence (S.E.C.) in fostering positive school environments at the context of the Laboratory of School Psychology, NKUA research projects by integrating three studies exploring the role of social-emotional competence (S.E.C.) in school communities. The first study examines teachers' S.E.C., as related to self-efficacy and school connectedness. The second study explores how school climate and challenging behaviors relate to teachers' emotional competence. The third study investigates parental emotional regulation and its relation to children's psychological adjustment. These studies highlight the importance of emotionally competent educators and caregivers to create supportive environments for children.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 1.2 // Symposium Oral

Self-Efficacy, School Connectedness, and Socio-Emotional Skills of Primary and Secondary Education Teachers



LAMPROS PETSIS

This study is part of a broader international research project and explores the role of self-efficacy, school connectedness and social-emotional competence in primary and secondary schools in Greece based on teachers' perceptions. A sample of 257 educators completed the Teaching Self-Efficacy and Work Quality Questionnaire and the Transformative Social and Emotional Learning scale. The results show that higher self-efficacy correlates positively with collective efficacy among educators. Self-management was found to enhance this relationship, while social awareness did not significantly affect collective efficacy. Multiple linear regression analysis was further used to predict self-efficacy outcomes. The findings emphasize the need for tailored professional development that integrates social-emotional learning, potentially improving both teacher performance and student outcomes.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 1.2 // Symposium Oral



Parental empathy, emotional self-regulation, and their relationship with the psychological adjustment of preschool and early school-age children.

Alexandra Giannakopoulou

The study aimed to investigate the relationship between parental empathy, emotional regulation difficulties, and their children's psychological adjustment, focusing on children aged 4-8 years. A total of 189 parents of children in this age group completed online questionnaires about themselves and their children. The psychometric instruments used were the Toronto Empathy Questionnaire (TEQ-16) to measure parental empathy, the Difficulties in Emotion Regulation Scale (DERS) to assess parents' emotional regulation difficulties, and the Strengths and Difficulties Questionnaire (SDQ) to measure children's psychological adjustment. The findings showed that parental emotional regulation difficulties and the presence of a child's diagnosis were significant predictors of children's psychological adjustment problems. Moreover, parents' emotional regulation difficulties were associated with children's feelings of sadness, anxiety, and loneliness. These results suggest that difficulties in emotional regulation among parents can significantly affect their children's emotional well-being. The study underscores the importance of addressing emotional regulation in parents to improve parent-child relationships and support children's psychological adjustment.

Authors' [affiliation]: Alexandra Giannakopoulou [National and Kapodistrian University of Athens]



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Room 1.2 // Symposium Oral

Teachers' Perceptions of School Climate, Their Social-Emotional Competence and Challenging Student Behavior



Nikoleta Rozi

The purpose of this research, which is part of a broader international research project, is to investigate teachers' perceptions of their social and emotional competence (S.E.C.) (CASEL, 2021), school climate and challenging behaviors by students. In addition, the research aims to investigate the relationships of the above dependent variables with other variables related to teachers and schools. The sample consisted of 246 Greek primary and secondary school teachers. Positive correlations between S.E.C. factors and school climate and negative correlations between school climate and perceived students' challenging behaviors were found. Finally, the predictive role of the school climate in reduced challenging behavior by students was highlighted. Findings are discussed in relation to the development of tailored interventions.

Authors' [affiliation]: Nikoleta Rozi [National and Kapodistrian University of Athens]



Thematic session G // Friday • 18th July • 15:30-16:30 // Student Hub // Round Table Discussion

Beyond the Classroom: Ethical and Global Considerations for Expanding Prescriptive Authority to School Psychologists



Jacqueline Anderson, Abby Smith, Paige Gwaltney

globally, 13.4% of children and adolescents experience mental health challenges, yet access to appropriate care remains limited, particularly in low-resource, rural, or underserved areas (O'Brien et al., 2016). Schools across the world increasingly serve as de facto mental health providers, though critical gaps remain—especially in access to psychiatric care and psychotropic medication. This roundtable explores whether expanding prescriptive authority to doctoral-level school psychologists could ethically and effectively address these needs, with a particular focus on the international mental health workforce shortage and disparities in care delivery.

This discussion will highlight ethical dilemmas school psychologists may face if granted prescriptive authority, including dual roles, informed consent, equity, medical competence, and pressures from schools or families. It will also examine international workforce models, rural-urban service gaps, and how embedding psychopharmacology within schools may impact long-term outcomes for youth. Key global considerations—such as cultural perceptions of mental health, disparities in medication access, and healthcare policy—will also be addressed.

Participants will engage through ethical case vignettes, cross-national policy comparisons, and facilitated debate.



Thematic session G // Friday • 18th July • 15:30-16:30 // Building 2 Auditorium (Room 5.1) //

Catalysts in Global Action



Peter Faustino

This roundtable discussion will address critical educational challenges facing school psychology internationally, including professional shortages, evolving practitioner roles, and increasing student mental health needs.

Participants will share their experience with school psychological shortages and analyze international workforce patterns affecting service delivery (Jimerson et al., 2007).

The main objective will be to examine innovative solutions and develop cross-cultural approaches that prioritize student wellbeing in resource-constrained environments. A catalyst will be to identify evidence-based models for expanding support through systems-level interventions (Mendes et al., 2014). The backdrop of which is the expanding role of school psychologists as mental health advocates.

To develop actionable strategies that transform school psychological services within diverse global contexts, the dialogue will continue beyond the conference through dedicated online collaboration spaces, establishing an ongoing international community of practice via digital platforms. As referenced in *School Psychology in the Global Context (2024)*, digital connectivity between international practitioners enhances knowledge transfer and innovation in school psychology practice.

Case study analysis from diverse global contexts, generative discussion, and introduction to digital platforms for continued engagement will be the role of the activity coordinator.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Auditorium (Room 5.1) // Oral Paper

Supporting Latine Mothers of Children with Disabilities: A Cultural Adaptation of the Mothers and Babies Program



Dalila Romero, Apurva Tandon, Stephany Pinales, Katia Montemayor, Pamela Aguilar, Kalena Villa, Alejandro Flores, Claudia Mata, Anita Sohn McCormick

Parental stress is a critical factor that significantly impacts maternal well-being and child development, especially for Spanish-speaking mothers of children with disabilities. These mothers face unique challenges, including acculturative stress, discrimination, and systemic barriers such as limited bilingual resources and financial constraints (Cobb et al., 2017; Parra-Cardona & DeAndrea, 2016). While the Mothers and Babies (MB; Munoz et al., 2007) intervention has shown efficacy in reducing stress symptoms, its current Spanish version however is a direct translation lacking cultural adaptations needed for the Latine community.

This presentation discusses the findings of focus groups conducted with Spanish-speaking Latine mothers of children with disabilities. The study will explore challenges and identify the cultural and linguistic adaptations needed to make the MB program more accessible and relevant. Key areas include barriers to participation and tailoring the intervention to align with values, traditions, and experiences (Molina et al., 2019).

By addressing these findings, this research contributes to advancing equity in maternal mental health care, and promoting culturally competent interventions (Corona et al., 2019). These insights are critical for creating an MB program that supports Spanish-speaking Latine mothers of children with disabilities in managing stress and improving coping strategies in their unique caregiving contexts.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Auditorium (Room 5.1) // Oral Paper



Cultural Adaptation of the Resilience Education Program on Internalizing Behaviors in Taiwan: An Exploration with Focus Group Interviews

Hao-Jan Luh, Meng-Ting Chen, Yen-Ping Chang, Tzu Hsuan Yang, Hsiao Ya Yao

While internalizing concerns (e.g., depression and anxiety) are well documented and prevalent in Taiwan (Chen et al., 2019), there have been fewer studies exploring research-based, feasible intervention options, especially for youth (Lee et al., 2020). By contrast, school psychology researchers in the United States (U.S.) have reported the effectiveness of interventions such as the Resilience Education Program (REP) on decreasing youth internalizing concerns, although research to evaluate the REP has largely been conducted within the U.S. (Kilpatrick et al., 2021). Given the need to increase mental health intervention support in Taiwan and validate the REP in international contexts, the purpose of this proposed study is to identify cultural adaptations needed for the REP in Taiwanese elementary schools. To meet the goals, we have translated, adapted the REP materials, and conducted focus group interviews with junior high school educators for cultural adaptations. Data from focus groups have been thematically analyzed to elucidate cultural adaptations. Major and sub themes as well as implications will be presented and discussed.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Auditorium (Room 5.1) // Oral Paper

‘Mind Mechanics’: Evaluation of a psychoeducation programme for children and young people.



Jade Davey, Kevin Woods

The prevalence of mental health difficulties among children and young people in England has risen. Schools play a key role in prevention through psychoeducation—structured, professionally-delivered interventions combining mental health and educational strategies. Psychoeducation programmes enhance emotional and social competence, promote healthy behaviours, and foster positive attitudes toward mental health. However, measuring their impact is complex due to the multifaceted relationship between interventions and outcomes.

Paper One presents a systematic literature review (SLR) of 12 studies assessing psychoeducation interventions. The review highlights the diverse methodologies used to evaluate effectiveness and fidelity. Paper Two details a mixed-methods study on the ‘Mind Mechanics’ (MM) programme, combining qualitative and quantitative analysis. Twenty-five semi-structured interviews with children and group leaders provided insight into the programme’s effectiveness, while quantitative data from 65 participants assessed changes in mental health difficulties. Results found that participants shared similar perspectives on the content and delivery of the programme. Similarly, results revealed significant improvements in participants pre-and post-evaluation data, psychological well-being and achievements towards their goals. Findings suggest that psychoeducation supports mental health difficulties and improve social-emotional learning. Future research should examine individual differences in intervention effectiveness and explore MM’s long-term impact through longitudinal studies with larger datasets and extended follow-ups.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Auditorium (Room 5.1) // Oral Paper

The relevance of parents' perceptions of teacher-parent relationship to the efficacy of the MASLOOL intervention for reducing externalizing behavior problems



Maya Mallah, Alona D. Roded, PhD

This study examines externalizing behavior problems in children and the effectiveness of psycho-educational interventions in reducing them. It explores the link between parents' perceptions of their relationship with teachers and improvements in children's behavior after participating in the MASLOOL program (conducted between 2017-2023). Data were collected from classroom observations and parental reports, using the Parent-Teacher Relationship Scale (PTRS) and the Strengths and Difficulties Questionnaire (SDQ) to assess intervention effectiveness over time.

Findings support previous research highlighting the importance of parent-teacher collaboration in improving behavioral symptoms (Dawson & Wymbs, 2016). A significant correlation was found between higher behavioral improvement and fewer current difficulties, confirming the program's long-term efficacy. Additionally, behavioral problems negatively impacted parent-teacher relationships (Smith et al., 2022), while a stronger relationship correlated with better behavioral outcomes.

The study underscores the importance of fostering positive parent-teacher relationships in preventing externalizing behavior problems. Higher relationship quality was linked to fewer referrals for therapeutic support following the program. These findings emphasize early intervention's role in improving children's well-being and academic success. However, further research is needed due to limitations related to sample size, variations in behavior severity, and gender differences in pro-social behavior.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Auditorium (Room 5.1) // Oral Paper

A theory of change for meeting Social Emotional and Mental health needs in schools: the Routes to Inclusion programme evaluation.



Anthea Gulliford

Meeting the social, emotional and mental health (SEMH) needs of children and young people in schools is a high concern. A strategic project, Routes to Inclusion (R2i) was developed in one UK Local Authority (LA) to promote a graduated preventive response to meeting SEMH needs in elementary schools. R2i became a LA-wide programme, based on core positive behaviour assessment and intervention models; and a clear graduated response structure. Programme evaluation identified R2i was perceived to enhance staff skills and confidence to identify and respond to SEMH. Organisational cultures of support were promoted, growing education staff's professional practice in developing systematic approaches to identifying and supporting SEMH needs in schools. A Theory of Change for strategic approaches to developing capacity to meet SEMH needs in schools is presented. Limitations and implications for the ongoing programme are considered. The study illustrates the strategic application of psychology to develop inclusive practice in schools, and the importance of psychological principles of organisational learning, in inclusive policy implementation. R2i serves as an example of how LA wide initiatives can be developed, captured and evaluated, bringing into focus to the important preventive role in educational psychology practice, through educational psychologists' involvement in strategic initiatives at scale.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 5.2 // Oral Paper

Physical Functioning and Emotional Well-Being of Parents Without Chronic Illness and Adolescents' Psychological Distress



Cliff Yung-Chi Chen

Emerging research has suggested that parental illness places children at risk for adjustment difficulties. However, the influence of various health conditions of healthy parents on children has rarely been studied. This study investigated the relations between parental physical functioning and emotional well-being of healthy parents and their adolescent children's psychological distress, while considering the role of parentification. The sample involved 100 parent-child pairs in the United States. Parental health conditions were assessed by the Physical Functioning and Emotional Well-being subscales of the Medical Outcome Study Questionnaire Short Form Health Survey (Ware & Sherbourne, 1992). Adolescent psychological distress was measured by the Center for Epidemiologic Studies-Depression Scale (Radloff, 1977). Emotional Parentification subscale of the Parentification Questionnaire-Youth Version (Godsall & Jurkovic, 1995) was used to measure emotional parentification. The results of a hierarchical regression analysis indicated that parental physical functioning ($t = -6.57, p < .001$) and emotional well-being ($t = -6.51, p < .001$) were both associated with adolescents' psychological distress. Moreover, emotional parentification potentially mediated the relations between parental health conditions and adolescent psychological distress. The results highlight the importance of addressing different aspects of parental health status even when parents are not chronically ill, as well as family emotional process.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 5.2 // Oral Paper

Emotionally Based School Non-Attendance: Experiences of UK Parents



Karen Wheeler

Emotionally Based School Non-Attendance (EBSNA) - often called 'school refusal' – refers to school attendance problems relating to anxiety or distress. Currently, little research exists which focuses on the perspectives of children and young people (CYP) or parents within this context. EBSNA presents a growing challenge within educational settings in the UK and the psychological impact on CYP and their families remains underexplored. Further understanding of the challenges faced by parents is crucial for developing effective support systems. This qualitative study focuses on the subjective experiences of parents whose children present with EBSNA. Using reflexive thematic analysis it draws upon object elicitation to capture experiences. Initial findings indicate the emotional turmoil within parent narratives due to concern for child, tension within role expectations, and perceived lack of understanding more widely from others. Parents make meaning from objects which represent the everyday realities of their lives both symbolically and in more physical and tangible ways. Engaging and understanding the nature of these experiences provides insight into the ways that families attempt to navigate the challenges of school distress and non-attendance. The study highlights the key role of parents and advocates for a more holistic and compassionate approach to supporting families.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 5.2 // Oral Paper

Successes and Challenges in Understanding and Working with Parents



Barbara Mowder

In many ways, understanding and working with parents is key in providing school psychological services supporting children and youth. For the importance of working with parents, there are precious few theoretical models to draw on or even definitions of parents and parenting. This conundrum forms the basis of this presentation. For decades, this school psychologist has examined parenting and the role parents and parenting play in children's mental health as well as their more general growth and development. Searching for a conduit to work with parents, the Parent Development Theory (PDT) was developed based on extensive research with parents. This theory, drawn from cognitive-behavioral and social learning perspectives, considers parents from a social role perspective. That is, parents are individuals who recognize, accept, and perform the role of parent. The role incorporates a number of positive parenting characteristics (e.g., bonding, discipline, education) as well as the recognition of negative parenting behaviors (e.g., hitting, yelling at children). The emphasis is on positive parenting behaviors consistent with research associated with facilitating children's well-being. This paper offers insights regarding the use of the PDT in understanding and working with parents, both the successes as well as the challenges.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 5.2 // Oral Paper

Fostering Belonging by Engaging LGBTQIA+ Families in School Communities



Jacqueline Anderson, Nancy Potter, Crystal Thompson, Zoe Gould-Thompson, Lisa Mickelson

Family engagement is a cornerstone of student success, yet LGBTQIA+ families frequently encounter barriers that limit their participation in school communities. These include exclusionary policies, lack of affirming language, minimal LGBTQIA+ representation in curricula, and limited opportunities to build trusting relationships with educators. Such obstacles can reduce a family's sense of belonging and negatively affect student academic, emotional, and social outcomes.

This presentation shares findings from a national U.S. caregiver survey that explored perceptions of school safety, climate, and engagement. Nearly half of participating caregivers identified as LGBTQIA+. Results showed that LGBTQIA+ families were more likely to feel unwelcome at school events, experience discomfort communicating with school personnel, and report that their identities were not reflected in school practices or curriculum. Despite these challenges, both LGBTQIA+ and non-LGBTQIA+ families expressed a shared desire for increased collaboration and open communication with educators.

The presentation will provide actionable strategies for school psychologists and educators to build inclusive partnerships with all families. Key recommendations include creating affirming communication channels, increasing LGBTQIA+ representation in policy and programming, and offering staff training to promote cultural responsiveness. Strengthening these partnerships can help foster belonging, improve student wellness, and create more equitable, connected school communities.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 5.2 // Oral Paper

Strategies to Promote Family-School Collaboration in School Mental Health



Andy Garbacz

School mental health interventions that include families are more effective than school interventions that do not include families (Crowley et al., 2014). However, professionals often do not collaborate with families (Garbacz et al., 2018). We conducted a project that refined and examined an approach for integrating family-school collaboration into school mental health. This project aligns with the abstract topics focused on mental health promotion and diversity in schools. We developed a research-practice partnership with a school district and partnered with four schools to hold interviews with families and school professionals (N = 36) to discuss their family-school practices about school mental health and identify strategies to improve family-school collaboration. We transcribed and coded the interview data. Themes emphasized challenges or barriers to collaboration, family-school practices, and action-oriented goals to promote implementation of family-school collaboration. Strategies emphasized effective communication, cultural responsiveness, capacity building, shared decision making, and elevating the voices of families from marginalized and minoritized identities. During the presentation we will present all findings and highlight quotations from families and school professionals. We will also discuss establishing school partnerships to engage in action planning. We will conclude with a discussion about promoting family-school collaboration in school mental health.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 1.2 // Oral Paper

Profiles of Principal Stress and Coping: Concurrent and Prospective Correlates



Keith Herman, Wendy Reinke

A recent survey found that 45% of surveyed school principals reported that the COVID-19 pandemic had accelerated their plans to leave their profession (NASSP, 2021). The pandemic also likely exacerbated previously high levels of principal stress and strain and corresponding to intentions to leave. This study used latent profile analysis (LPA) to examine patterns of principal stress and coping and its relations with principal ($n=125$), teacher ($n=3,671$), and student ($n=19,390$) outcomes. LPA identified a three-class solution as the best fit; 93% of principals were classified into one of two classes characterized by high stress. Only a small percentage of principals (7%) were characterized by low stress and high coping. Principal latent profiles predicted concurrent and prospective measures of principal and teacher well-being, and changes in some of those measures over time. The present study replicates and extends prior studies on educator stress and coping, in particular, studies using LPA with single-items to examine educator stress and coping together (Herman et al., 2018; Herman et al., 2020). Principals reported higher levels of stress when compared to teachers from the same schools, as shown in the overall descriptive statistics. Implications for supporting principal wellbeing will be discussed.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 1.2 // Oral Paper

The ESSY Whole Child Screener: Engaging a Consequential Validity-Centered Measure Development Framework



Sandra Chafouleas, Jacqueline Caemmerer, Amy Briesch, Jessica Koslouski, Brittany Pereira

Screening assessments can proactively determine what supports students need, with their use intended to lessen longer-term and more substantial challenges. Therefore, universal (for all students) screening in schools has been advocated as an opportunity to advance equity. Equitable decisions can be driven through understanding of the consequences, both intended and unintended, that result from assessment use. Screening assessments, however, are typically developed without attention to consequences, providing missed opportunity to mitigate negative and facilitate positive consequences. In this presentation, we will share a framework that centers consequential validity in assessment development through a process that integrates transformative methodologies with traditional psychometric steps. Development of the ESSY Whole Child Screener will be used to illustrate this framework. Our goal in developing the ESSY Whole Child Screener is to expand school screening options through an instrument and associated data reporting structures that assess both child and environmental indicators. The focus on broad inclusion of items across student and contextual domains and improved data use poses unique challenge in creating a comprehensive yet efficient school-based screener. Our team will share insights to engaging a consequential-validity centered framework in the process of developing and evaluating the ESSY Whole Child Screener.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 1.2 // Oral Paper

IDS-2 Intelligence Scales as a Function of Cognitive, Verbal, and Cultural Complexity and Socio-Economic Status



Lily Gantscheva, Martin Steppan, Alexander Grob

This paper explores performance differences in the Intelligence and Development Scales-2 (IDS-2) intelligence subtests between children and adolescents with and without migration backgrounds with regard to cultural, verbal, and cognitive complexities. Cognitive complexity was analysed through both its theoretical and empirical aspects. The study aims to replicate Helms-Lorenz et al. (2003), which challenged Spearman's hypothesis by demonstrating that cultural complexity is a better predictor of performance differences across ethnic groups than cognitive complexity. Using standardisation and validation data from Switzerland, Germany, and Austria for IDS-2, comprising participants from migrant (N=132) and non-migrant (N=1,898) backgrounds, we assessed the relationships between performance difference and the cognitive, verbal, and cultural complexities of the IDS-2 intelligence subtests. The results indicate that performance differences are larger on highly culturally and verbally dependent IDS-2 subtests than on those with greater cognitive complexity. Additionally, factor analysis on individuals' cognitive abilities, cultural apprehension, migration status, and socio-economic status revealed that cultural apprehension is negatively associated with migration status (-0.16) and positively associated with socio-economic status (0.44). In conclusion, the performance differences between the migrant and non-migrant groups on the IDS-2 are better predicted by cultural than by cognitive complexity, corroborating findings of the replicated study.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 1.2 // Oral Paper

Teachers Perceived Emotional Intelligence Profiles and Vulnerability to Stress



Maria Gl]oria Franco, Natalie Santos

Teaching is a high-risk profession, with educators facing multiple stressors and experiencing high levels of occupational stress and burnout. Managing challenges requires emotional resilience, making emotional intelligence a crucial factor in teachers' well-being. This study builds on existing research by adopting a person-centered approach to examine the relationship between perceived emotional intelligence (PEI), stress, and burnout. The primary objectives are to identify distinct PEI profiles and assess their impact on teachers' vulnerability to stress and burnout.

A total of 292 elementary school teachers participated, completing the Trait Meta-Mood Scale-24 and the Questionnaire of Vulnerability to Stress. Cluster analysis identified four PEI profiles: (1) low PEI, (2) high attention with low repair, (3) high PEI, and (4) low attention with high repair. Findings revealed significant differences among these profiles in stress vulnerability and burnout levels. Teachers with a high PEI profile demonstrated the lowest vulnerability to stress and emotional exhaustion, suggesting that strong emotional abilities act as a protective buffer against burnout. Conversely, teachers with a low PEI profile exhibited the highest stress vulnerability and emotional exhaustion. These findings underscore the importance of fostering emotional intelligence in educators, reinforcing the need for targeted interventions to enhance their emotional skills and resilience.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 1.2 // Oral Paper

Psychometric properties of the Socialization Difficulties Questionnaire for Portuguese students



Vanda Sousa, Vitor Alexandre Coelho, Alexandra Marques-Pinto

Social anxiety and social withdrawal are important predictors of mental health. Furthermore, there are reports of an increase in social anxiety and social withdrawal worldwide, particularly among youth, and even more sharply following the COVID-19 pandemic. Therefore, there is a need for assessment of these variables, with an increasing demand for short and reliable measures, which are suitable for use in the school context. This need is even more crucial to assess interventions' impact. Hence, this study aims to analyze the psychometric properties of the Socialization Difficulties Questionnaire, which includes one subscale for Social Anxiety and another for Social Withdrawal, each consisting of five items. Six-hundred-sixty-seven students participated in this study (M age = 12.0, SD = 1.79), 47.5% of whom were girls, and 52.2% were boys; 127 were elementary students, 120 were low-middle school, and 420 were upper-middle school students. The confirmatory factor analysis showed a good fit for a two-factor model, with the goodness-of-fit indices ranging from very good to good, and with acceptable internal consistency for each factor. This study established the adequacy of the psychometric properties of this instrument for a wide range of the Portuguese student population. Limitations and future directions are discussed.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 4.4 // Workshop

Zoom in zoom out: Complementary approaches for applying systems thinking in consultations to promote positive school climates and mental health



Sharone Maital, Emma-Kate NiChinneide, Shlomo Maital

A systems perspective is important for promoting sustainable, quality education and humane schools that foster wellbeing of children, families and school staff. This workshop presents complementary tools for formulating creative systems solutions. Both approaches conceptualize problems experienced by students, families and communities as interacting elements in complex open systems. Psychologists are accustomed to “zooming in”: Helping consultees appreciate the emotional, underlying interactive processes within the approach of systems psychodynamics (SP) based on influences of psychoanalysis, group relations, and open systems perspectives. An organizational approach to systems dynamics (SD) provides tools to “zoom out” and consider structural properties of the system and the interdependence of the elements that can promote or interfere with achieving common goals.

Workshop objectives - Participants will:

1. Understand systemic patterns both from a SP and SD perspective.
2. Gain insights into alternative ways of consulting to promote adaptive and reflective thinking and resolution of complex challenges.
3. Appreciate the need to work with multiple stakeholders to advocate for systemic changes.

Outcomes - Participants will:

1. Acquire tools for diagnosing issues in implementing change using both SP and SD approaches.
3. Apply systems thinking to consultation for supporting and overcoming resistance to sustainable school improvement efforts.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 3.13 // Workshop

Collaborative Classroom Strategies: Building Resilience and Self-Regulation



Leticia Soares, Deborah Kantrowitz

In this interactive workshop, co-led by a teacher and school psychologist, participants will learn a practical Tier-1 model where teachers and school mental health professionals collaboratively implement and foster resilience-building and self-regulation skills in the classroom setting. Participants will experience first hand routines and practices that teachers can easily implement in general education classrooms. A practical, engaging, and creative SEL toolkit will include: daily community building routines, mindfulness journal, kindness tree, emotion identification tools, calming tools, and conflict resolution framework and strategies. Participants will also discuss the creation and implementation of designated SEL spaces in the classroom to support student emotional regulation. Gaining teacher buy-in is crucial for this model to be effective. Given that the workshop is also led by a classroom teacher, participants will gain insight on how to present these new ideas to teachers in their schools and the significant impact on their students' social emotional development and their classroom community. The workshop will include hands-on activities and experiences, small group discussions to share ideas and challenges with colleagues, and a Q&A session.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 3.5 // Workshop



VIRTUAL SCHOOL PSYCHOLOGY AND ITS APPLICATION IN BOTH IN-PERSON AND VIRTUAL SCHOOL SETTINGS, BASED ON THE U.S. EDUCATIONAL SYSTEM.

Fernanda Dasilva M.A. Ed.S., Christina Sakelarakis, MS, CAGS, NCSP

This presentation delves into the application of virtual school psychology services, specifically psychoeducational assessments, within the U.S. educational system. Under the Individuals with Disabilities Education Act (IDEA), U.S. public schools are mandated to provide special education services, including psychological assessments for students with disabilities. As virtual schooling becomes more prevalent, understanding how these services can be effectively delivered online is crucial.

The discussion will begin with a broad overview of the IDEA law and its impact on special education services in the United States. It will then explore the applicability of virtual school psychology services, focusing on how virtual school psychology helps mitigate the shortage of in-person school psychologists and eases overwhelming caseloads. The session will also highlight how virtual services improve accessibility for diverse student populations.

A detailed examination of virtual psychoeducational assessments will follow, addressing the process in the virtual setting: record reviews, parent interviews, teacher input, observations, a range of assessments (cognitive, achievement, and social-emotional), and educational plan development. The importance of ensuring cultural and diversity sensitivity throughout the assessment process will be emphasized. Finally, potential limitations of virtual services, such as challenges with specific populations like autism spectrum disorder evaluations and preschool assessments, will be discussed.



Thematic session H // Friday • 18th July • 16:45-18:15 // Building 2 Room 5.3 // Workshop

Promoting Social-Emotional Growth in Schools through Culturally Responsive Small Group/ Tier 2 Interventions



Brittany Glover, Vanessa Placeres, Joey Estrada

Workshop Summary:

This interactive workshop introduces a culturally responsive small-group intervention model designed to foster social-emotional learning (SEL), leadership, and resilience among students from diverse backgrounds. Aligned with the theme of “Promoting sustainability through more human schools,” this approach addresses the mental health needs, identity development, and career readiness of students through small-group counseling. Participants will gain hands-on experience with evidence-based activities designed to improve students' engagement, prevent bullying, and create a positive school climate (Durlak et al., 2017).

Workshop Outline:

The role of school psychologists and counselors in fostering inclusive school environments (Gay, 2018)

Supporting Diversity and Promoting Positive School Climates

Techniques to foster cultural identity, confidence, and belonging (Bryan et al., 2019)

Strategies for identifying and addressing peer conflicts (Espelage & Swearer, 2010).

How leadership-building exercises support career exploration and self-advocacy (Savickas, 2013)

Integrating trauma-informed counseling approaches (Zins et al., 2004)

Encouraging resilience and social-emotional growth in diverse student populations

Expected Outcomes:

Understand the impact of culturally responsive small-group interventions on school climate

Gain practical strategies for implementing evidence-based, tier 2 intervention techniques

Gain strategies and best practices for developing small-group/ tier 2 curriculum that addresses identity, leadership, and SEL development



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Implementing a Culturally Responsive and Collaborative Interdisciplinary School Mental Health Training Program



Keith Radley, Aaron Fischer

This presentation will describe modifications to the School Psychology program at the University of Utah to address the needs of culturally and linguistically diverse (CLD) students in K-12 settings, particularly those from Hispanic/Latinx backgrounds. In response to increasing student diversity and school psychologist shortages, a novel training sequence was developed and implemented to increase the readiness of program graduates to implement culturally responsive practices, collaborate within multidisciplinary teams, and implement targeted supports for emergent bilingual students.

Key curriculum modifications included the introduction of coursework in multicultural assessment, introduction of supports to gain professional proficiency in a second language, and specialized trainings in interdisciplinary services for Spanish-speaking communities. Additionally, structured practicum experiences emphasized applied skills in assessment, consultation, and intervention within CLD populations. Across these activities, graduate students have gained competencies in evidence-based mental health supports and cultural-linguistic responsiveness, preparing them to address inequities in educational and mental health services.

Outcomes demonstrate that students who participate in this training sequence are more equipped to collaborate across disciplines and deliver supports to CLD students, improving both individual and systems-level outcomes. This program offers a replicable model for other training programs seeking to prepare school psychologists to meet the needs of CLD students.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

A Schrödinger's Cat Paradox: Understanding Workforce Development Problems in School Psychology



Jacqueline Anderson, David Hulac, Breanna King, Jessica Peña

Like Schrödinger's Cat, the school psychologist shortage is both a crisis and a solvable problem, depending on how recruitment, retention, and demand are addressed. The U.S. faces ratios far exceeding NASP's 1:500 recommendation, with some states reaching 1:5,000. Globally, workforce gaps persist due to limited training capacity, geographic disparities, and systemic barriers. Retention suffers from high caseloads, burnout, and inadequate support. Meanwhile, demand rises with growing mental health needs. Solutions like expanded training subsidies, better workplace conditions and salaries, and task-shifting could transform this paradox into progress—ensuring students worldwide receive the support they need. Will we address these challenges?



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Transforming School Mental Health: Lessons from Two Demonstration Grants in the United States



Faith Miller, Sarah Wollersheim Shervey

This presentation highlights the transformative impact of two demonstration grants aimed at enhancing school mental health services in the United States. The focus will be on the lessons learned from implementing these grants in three large diverse school districts and how they have shaped the development of effective, scalable mental health support systems. The methodology includes a mixed-methods approach, combining quantitative data from program outcomes and qualitative insights from advisory board meetings to evaluate the grants' impact on student mental health. Key findings include improvements in early identification of mental health concerns, increased engagement with mental health resources, and reductions in barriers to accessing care. Additionally, the presentation will discuss the importance of cross-sector collaboration, including partnerships between school personnel, community organizations, and mental health professionals. Challenges faced, such as resource limitations, staffing, and addressing stigma, will also be examined, along with strategies used to overcome them. The presentation will conclude with actionable recommendations, offering insights on how to replicate and sustain the positive outcomes of these demonstration grants. Attendees will gain actionable insights into transforming school mental health services, enhancing accessibility, and fostering a supportive environment for students' emotional well-being.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Unlocking Potential: Facilitators and Barriers in Tier 2 Mental Health Implementation



Kristen Mahony-Atallah, Frances Coolman, Shannon Sudo, Sarah Fefer, Cheryl Gelley

This qualitative study examines the barriers and facilitators influencing school mental health professionals (SMHPs) in implementing Tier 2 interventions within a Multi-Tiered System of Supports (MTSS) framework. Data were collected through interviews with 41 SMHPs delivering the Well-Being Promotion Program (WBPP; Suldo, 2016), a Tier 2 positive psychology intervention in middle schools. Thematic analysis was used to identify systemic challenges, organizational supports, and professional experiences that shape the feasibility and effectiveness of Tier 2 interventions. Key areas explored include time constraints, administrative and leadership support, alignment with existing school structures, counselor skill development, and sustainability of intervention practices. Additionally, perceptions of WBPP's impact, screening and recruitment challenges, and future implementation intentions were analyzed. Findings will inform strategies to optimize Tier 2 intervention delivery by addressing structural and organizational factors within MTSS. By examining the experiences of SMHPs, this study provides insights for school administrators, policymakers, and mental health practitioners seeking to enhance school-based mental health services. The results contribute to a broader understanding of how schools can support effective, sustainable mental health interventions within existing educational frameworks.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Mindfulness-Based Stress Reduction: Embodying The Practice



Ali Turfe

Jon Kabat-Zinn, Ph.D., is the author of Mindfulness-Based Stress Reduction (MBSR). He defines mindful awareness as the awareness that arises from paying attention, on purpose, in the present moment, non-judgmentally...since the present moment is the only time anyone ever has for perceiving, learning, growing, and transforming.

MBSR was developed as a public health initiative, and with modifications, the curriculum entered the field of education with the same self-care objectives. Its strategies offer potential benefits in the educational setting. They range from increased practitioner sense of well-being, attention, awareness, stress regulation, and social connectedness. Research also demonstrates strengthening of the prefrontal cortex.

Mindfulness must be experienced to be known, thus experiential and inquiry-based learning are foundational in MBSR curriculum. Participants will learn mindfulness meditation practices that develop awareness of body, heart, and mind. In this self-care skills presentation, school psychologists will (a) review MBSR literature, (b) experience three formal mindfulness practices and inquiry, and (c) learn two mindfulness practices to reduce stress during communication.

Research demonstrates that MBSR empowers school psychologists with increased presence, awareness, and connectivity which results in workplace stress reduction.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper

Are Triarchic Model of Grit' Dimensions Associated with Math Self-Efficacy Beliefs and Math Engagement among Chinese Children in Macau?



Jesus Alfonso Datu, Xu Hua Sun, Sirui Liu, Feifan Pang, Helen Watt

Educational and psychological scientists continue to discover equivocal evidence on how grit predicts academic achievement and engagement. This research contributes to this issue by assessing links between each of the dimensions of the triarchic model of grit to self-efficacy and behavioral, cognitive, emotional, and social engagement in math among primary school students in Macau. Only perseverance related to greater math self-efficacy beliefs which, in turn associated with greater behavioral, cognitive, emotional, and social engagement. Perseverance was positively linked to higher behavioral engagement in math, as well as indirectly through its link to higher math self-efficacy beliefs. Adaptability was associated with greater cognitive, emotional, and social engagement in math. Consistency, albeit weakly, was negatively related to social engagement, even when controlling for conscientiousness and other related demographic factors such as age and gender. Our research suggests that grit's dimensions are distinctly related to learning process and engagement outcomes in math.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper

Individual and Environmental Predictors of Math Anxiety among Primary School Children



Monika Szczygieł, Mateusz Hohol

Mathematics anxiety (MA) is a widespread issue that can hinder academic performance and limit future opportunities. Identifying its predictors is crucial for developing effective interventions to improve students' well-being. This study investigates the individual and environmental factors predicting MA using a multilevel model with data from 158 fourth-grade students across 21 classes in 8 primary schools in Poland. The results showed that an increase in test anxiety (CTAS) by 1 SD leads to a 0.204 SD increase in MA ($p = 0.019$), while a 1 SD increase in learned helplessness in mathematics (SBI) intensifies MA by 0.185 SD ($p = 0.028$). Lower paternal education was associated with a 0.316 SD decrease in MA ($p = 0.028$). Other factors, including gender, trait anxiety (STAI), fluid intelligence (RAVEN), working memory (WISC-R Digit Span Backward), parental MA (MAQA), their home numeracy activities (HNA), and maternal education, were not significant. The model explained 59.2% of the total variance in MA, with individual-level predictors explaining 22.6%. The remaining variance was attributed to random effects, particularly differences between classes, highlighting the importance of contextual factors. These findings underscore the need for interventions targeting both individual factors and contextual influences to reduce MA and enhance mathematical engagement.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper

When Traumatic Brain Injury (TBI) comes to your classroom



Kaylene R. Case Ph.D., NCSP

This interactive presentation will provide a foundation for understanding Traumatic Brain Injury (TBI) in an educational setting. TBI is often under-represented and identified as a disability that has a known impact within our schools. Research has shown that children who have educational impacts from TBI are frequently missed. Due to the nature of TBI and the latent effects that are often associated it is essential to understand how we can best support them. Students' performances may be variable and they may not respond as expected to interventions within our multi-tiered systems of support.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper

The role of teacher beliefs and practices in student motivation: A longitudinal study across European contexts



Francisco Peixoto, Jelena Radišić, Aleksander Baucal, Lourdes Mata, Ksenija Krstić, Mafalda Campos

Motivation plays a key role in academic success, with the Expectancy-Value Theory (EVT) suggesting that students' choices, engagement, and performance depend on their expectancies for success and subjective task values. Using longitudinal data from nearly 13,000 students across six European countries, this study examines changes in students' task values (intrinsic, utility, attainment, and cost) and perceived competence from grades 3 to 5. Results indicate a decline in all task values and perceived competence, with a more pronounced drop between grades 4 and 5, but with differences in the decline depending on the country.

Additionally, an in-depth analysis of 862 Portuguese fifth-grade students and their 65 math teachers explores how teacher beliefs and practices shape student motivation. Regression analyses reveal that student-centred teaching mitigates declines in intrinsic value and perceived competence, while teacher beliefs emphasizing math as a rigid set of rules correlate with increased perceived costs. A dynamic instructional approach helps sustain attainment value. Latent Profile Analyses (LPA) further investigate teacher profiles and their association with student motivation. These findings highlight the importance of aligning teaching practices with motivational processes, offering insights for interventions and teacher training programs.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.5 // Oral Paper

Grief in the classroom - what to do in the event of a death in the school community?



Matthias Böhmer

It can hit a school community quite suddenly: A child or a teacher suffers a fatal accident - and staff and children have to cope with grief. How do you deal with such a situation? And can you prepare for it? This presentation covers how to deal with grief in schools based on the current state of research on this topic (Böhmer & Steffgen, 2022). The following questions, among others, will be addressed: What typical grief reactions do students show in the event of a death? What is the best way for a school to inform and communicate when a death occurs in the school community? What is the best way for teachers to deal with grieving students? To what extent does preparation for bereavement events at school play a role? How important is it to practice normality at school despite the exceptional situation of a bereavement? What specific options are there for creating space in schools for dealing with a death and integrating grief into everyday school life? How do teachers deal with it when they themselves are emotionally affected by a death? Where are the boundaries for grief work at school?



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.2 // Oral Paper

A needs analysis for the development of a culturally adapted MTSS framework for Australian schools.



Brad Bloomfield, Natalie Swain, Russell Fox, Erin Leif, Robyn Rosengrave, Robyn Albury

Australian teachers report growing difficulties preventing, managing, and responding to challenging student behavior (Goss et al., 2017). Further, many Australian teachers report that they do not have adequate training in empirically supported behavior management practices (Fox et al., 2022). Increasing pressure on individual teachers or schools is an ineffective approach in terms of both resources and outcomes, and this has been part of the reasoning for an Australian state department of education has looked at systemic reform with a large focus on reducing barriers for all learners, including First Nations students and their communities, through enhanced staff and system capacity. Multi-Tiered Systems of Support (MTSS) is an evidence-informed framework to support the delivery of evidence-based practices in educational settings and increase staff and system capacity to support all learners. The state department of education and a local university have collaboratively to conduct a comprehensive needs analysis to understand the strengths and needs of key partners, specific activities associated with implementation, implementation stages, and the implementation context, ensuring a tailored and effective rollout of MTSS. A reflective thematic analysis was conducted using extant document review, focus groups, and interviews. These data were used to develop a culturally relevant MTSS framework.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.2 // Oral Paper

School Psychologists' Perceptions on the Use of Psychoeducational Reports in Greece



Aikaterini Venianaki, Periklis Drakos, Sofia Triliva

Psychoeducational reports are vital tools for both communication and collaboration between psychologists and teachers to address students' learning and behavioural difficulties. This study aims to explore the perceptions of psychologists in schools and Interdisciplinary Assessment, Counselling and Support Centres (KEDASYS) in Greece about the usefulness of psychoeducational reports. Twenty-five psychologists in schools and 28 psychologists in KEDASYS from different geographical regions of Greece answered two open-ended questions focusing on the usefulness of psychoeducational reports. Thematic Analysis methodology facilitated by NVivo 12 software in coding and thematizing yielded two main themes: a. Weaknesses and impasses in communication regarding the evaluations and recommendations within psychoeducational reports b. Lack of interprofessional collaboration between school personnel and KEDASYS. Findings indicate that systemic problems impede more positive outcomes for students. Both groups of psychologists agree that very specific recommendations need to be able to implement. However, the two groups do not share a common conceptualization of the learning and behavioral challenges that children confront nor similar intervention frameworks. Creating common understandings for conceptualizing children's and families' difficulties is essential. Collaborating to develop appropriate and timely interventions that can be applied effectively requires structural changes in education, training, and professional development agendas for psychologists and teachers.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.2 // Oral Paper

The ethical experiences of educational psychologists in the Republic of Ireland and the United Kingdom



Paula Prendeville, William Kinsella

Ethical practice is a core professional competency for educational and school psychologists. Despite the requirement to engage in ethical practice, there is a significant dearth in research that captures psychologists' experiences internationally.

This study examined the ethical experiences of educational psychologists (EPs) in the Republic of Ireland and the United Kingdom. Informed by a critical realist paradigm, using Fulford's Values Based Practice as a framework, a 46-item online survey investigated the ethical experiences of a sample of 198 EPs working in both jurisdictions.

The aim of this study was to examine the issues impacting on EPs' ethical practice to identify their professional development needs in this area.

Key findings highlight psychologists' experiences including their adherence to sound ethical principles in professional practice. However, a significant number of EPs disclosed their concerns regarding the ethicality of some assessment practices to identify mental health and special educational needs; their experiences of colleagues who succumb to managerial pressure to act unethically; and navigating ethical tensions due to other professionals' unfamiliarity with EPs' ethical responsibilities. Over half of participants reported practising while impaired due to factors impacting on their wellbeing.

Implications arising from the findings and psychologists' continuous professional development needs are discussed.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.2 // Oral Paper

Global school consultation with Ukrainian school mental health providers and teachers: A strengths assessment and applied case study



Natalya Rakevich, Colleen O'Neal, Joe Mageary, Daria Sustrietova, Tricia McDonough Ryan

This applied case study aims to detail a global school consultation program with U.S.-based school consultants in partnership with Ukrainian psychologists and education leaders providing professional development for Ukrainian school mental health providers and teachers. The development of this program was guided by a Transcultural Participatory Consultation model (Nastasi, 2017) and a strengths-focused expressive arts approach of creating a healing environment (Mollica, 2009). The method of this two-part study included: (1) a mixed-methods strengths assessment to understand ways that Ukrainian school mental health and education providers cope; and (2) an applied case study with detailed documentation of the program via field notes, presentation materials, and description of the program by each team member. Preliminary results indicated that coping mechanisms are staying connected, reading, writing, and movement. The applied case study will describe the theoretical and practical information delivered via professional development, in addition to expressive arts activities for students. A healing therapeutic alliance was facilitated across the consultants and consultees. Topics requested by participants became more serious over the course of the war from hope and awe to grief and suicide. This case study holds implications for collaborative global school consultation in education-in-emergencies contexts.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.2 // Oral Paper

There is No Healing Without Beauty: Awe Among Refugee Students in Malaysia



Colleen O'Neal, Sarah Zimmerman, Benz Elan Paul, Siew Woon Wong

The proposed presentation addresses the positive emotion of awe experienced by refugee students in Malaysia, a refugee transit country that does not allow refugees to attend school. This qualitative study explores secondary and post-secondary refugee students' experiences of awe, and how awe fuels their persistence to complete secondary school. The method included a series of three in-person qualitative interviews in Malaysia over the course of five months with 18 secondary students and 11 post-secondary students who were refugees from Myanmar, Pakistan, Afghanistan, and Somalia. An expressive arts task about awe was also conducted. Preliminary findings were that awe was experienced as (1) feeling amazed and glowing pride in connection with others; (2) transcendence through opportunities, a dream of the future, and persistence past systemic challenges as a refugee; (3) a sense of agency due to their own persistence; and (4) a motivating, collective experience of awe when supported by teachers, family, and role models who encouraged them to persist. This study holds implications for advocacy for refugee education rights and interventions promoting healing- and awe-facilitating school environments for refugees.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper

Using Implementation Science to Guide Sustainability of a University-School District Partnership to Promote Comprehensive School Psychology Training



Stacy-Ann January, Rachel Fidler, Sally Rushing, Michael Cowley

The shortage of school psychologists contributes to a limited scope of practice, likely resulting in decreased access to school-based mental health services for youth. One way to increase the shortage of school psychologists in through collaborative partnerships among organizations. This presentation will describe a 2+ year partnership between a school psychology graduate program and a school district in the training of school psychology graduate students. Our collaborative partnership aims to: address the critical shortage of school psychologists working in high-need schools and increase access to evidence-based culturally and linguistically responsive mental health supports in under resourced elementary schools. Using Implementation Science is useful to school psychology graduate training programs and school districts to increase alignment across settings and promote a comprehensive training model. In this presentation, we will detail the implementation stages and teaming efforts that promote the uptake of this joint training endeavor and support the long-term sustainability of this partnership. We will also provide suggestions for how universities and school districts can develop partnerships for training school psychology graduate students.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper

Becoming Wise(r) through School Culture: A Mixed Method Approach



Pooja Rawat, Ankita Sharma

Wisdom—a metaskill— is traditionally seen as an accumulation of life experience. In contrast, today, research suggests that wisdom can and should be fostered during formative years like adolescence. Advanced developmental milestones and higher receptivity, makes this stage an opportune time for wisdom development. Moreover, schools, during this time, are a crucial social context. Though, the relation between wisdom and school culture is unexplored. Thus, this study investigates the relationship between these two. At stage 1, a grounded theory was used to map the social processes contributing to the relationship between school culture and wisdom. The data was collected from three schools in Rajasthan, India—in the form of in-depth interviews and daily observations. Through an inductive process, open codes and axial codes established patterns in data and the relationships between emerging themes while selective codes refined the model. Results reveal elements—parental discourse, school leadership, peer interactions, and teacher efficacy—that potentially shape wisdom. This theoretical model was further tested empirically, at stage 2, using regression analysis. This stage is ongoing work and results will be shared thereafter. The findings give valuable insights into the dynamics of school culture and wisdom. The study highlights the potential for structuring school environments to foster wisdom.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper

Dialectical Calls to Action: Preparing School Psychology Trainees to Navigate and Transform Systems



Marisa Marraccini, Maya Bracy, Meghan Greene, Maya Hardrick, Katherine Ingram, Kiera Olson Walker, Cari Pittleman

School psychologists bridge psychology and education to support student learning, behavior, and mental health. Yet, in practice, school psychologists may carry heavy assessment caseloads, preventing them from engaging in consultation or delivering psychosocial supports. Situated within the school context, school psychologists have potential to meet students where they are; however, they also face obstacles from working in systems that can perpetuate inequities and cause harm. Racial, ethnic, gender, sexual, class (and more) inequities in education range from obstacles to accessing evidence-based interventions (high-quality instruction, culturally-grounded social-emotional supports) to implicit biases and discrimination permeating the school climate. The incongruity in what school psychologists aim to do and what school psychologists can do is important to address in the training of school psychologists. Deliberate conversations, readings, and supervised experiences can help school psychology trainees consider how to provide school-based services that promote healthy child development while also working to change inherently flawed systems. We present six case studies describing school psychology graduate students' learning experiences in navigating dialectical calls to action: "burning the system down" and working within a "system on fire." Common themes across student perspectives offer implications for training, mentoring, and supporting school psychology students in a time of uncertainty.

Authors' [affiliation]: Cari Pittleman [The University of North Carolina at Chapel Hill], Katherine Ingram [Brown University], Kiera Olson Walker [The University of North Carolina at Chapel Hill], Marisa Marraccini [University of North Carolina at Chapel Hill], Maya Bracy [The University of North Carolina at Chapel Hill], Maya Hardrick [The University of North Carolina at Chapel Hill], Meghan Greene [The University of North Carolina at Chapel Hill]



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper

Evaluate and Improve School Crisis Plans



Kathleen Aspiranti, Daniel McCleary

Schools across the globe are increasingly being affected by crisis situations such as armed conflict, refugee displacement, and health and climate-induced disasters (United Nations, 2025). The Council of International Schools encourages schools to create emergency plans to prepare for an eventual crisis and to respond during and after a crisis situation (Council of International Schools, 2023). Despite most of a child's day being spent on a school campus, few countries, require schools to have a K-12 safety plan or require law enforcement agencies to be involved in the creation of the plan (Kelley et al., 2022).

The Comprehensive Crisis Plan Checklist – Second Edition (CCPC-2) was a tool created to assist schools in the process of developing, creating, and/or evaluating their crisis plans. This checklist has 102 items separated into three sections: Prevention, Intervention, and Postvention and a mean inter-rater reliability of 89.4% (McCleary & Aspiranti, 2020). It provides a catalyst for crisis team members to discuss the content of their plan and evaluate the organization and preparedness of their plan based on the school's unique cultural and geographical factors. This paper session, the presenters will introduce attendees to the free CCPC-2 and describe how schools can use this tool.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 3.13 // Oral Paper



The Three Pillars of Safe and Supportive Schools: An Integrative and Humane Model for Fostering Students' Well-Being.

Philip Lazarus

The PURPOSE of this presentation is to describe The Three Pillars of Safe and Supportive Schools: An Integrative and Humane Model for Fostering Students' Well-Being. The presentation will describe (1) The Safe Pillar which includes Preventing and Responding to School Violence and Fostering Psychological and Physical Safety, (2) The Supportive Pillar which includes Creating a Positive and Supportive School Culture, and (3) The Mental Health Pillar which includes Fostering Students' Mental Health and Emotional Well-Being This model is based on the recent text by Lazarus & Sulkowski (2024). A major emphasis is that systems and programs need to be in place and balanced in each of the three pillars and that schools should emphasize not only primary, secondary, and tertiary prevention but also safety and health promotion. It is consistent with MTSS service delivery and is promotion focused where schools strive to make good things happen. It is a proactive approach that has international appeal, in that it can be tailored to the priorities of each country and presents a foundation for the delivery of psychological services in schools. The OUTCOME will be that participants learn about using a new generation model consistent with evidence-based practices.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.3 // Symposium

Critical School Psychology in Brazil :Theory, Tools, and Successful Practices



Mariana Gentili Perez, Laura Lorenzetti, Leticia Gonzales Martins, Raquel Souza Lobo Guzzo

This symposium aims to present the experiences of psychologists working in public schools in a city of São Paulo, Brazil, through the ECOAR Project (Space for Coexistence, Action, and Reflection). The presentation will be structured into four key sections. First, we will discuss (1) the history of the project, its objectives, and its current development. Next, we will explore (2) the theoretical and methodological foundations that underpin the project and guide our practices, followed by (3) the tools used for documenting daily activities and monitoring students. Finally, we will highlight (4) successful practices involving the school community.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.3 // Symposium Oral

2. Theoretical-Methodological Foundations: A Revolutionary Praxis



Laura Lorenzetti

The ECOAR Project grounds its practice in an ethical-political stance, understanding School Psychology as a field of action committed to social transformation. Its theoretical foundation integrates four main frameworks: (1) Liberation Psychology (Martín-Baró), (2) German Critical Psychology (Klaus Holzkamp), (3) Cultural-Historical Psychology (Lev Vygotsky), and (4) Critical Pedagogy (Paulo Freire). These perspectives support a revolutionary and emancipatory approach to education, fostering an environment that promotes the development of students. The project's methodological foundations are directly linked to this theoretical framework, considering the concept of praxis. Accordingly, three methodological principles are adopted: (1) Historical-Dialectical Materialism, (2) Qualitative Epistemology (González-Rey), and (3) Participatory Action Research (Fals-Borda). The importance of guiding professional practice based on these references becomes even more evident with the approval of Brazilian Federal Law 13.935/2019, which mandates the presence of psychologists in public basic education network. Despite the advancements proposed by the law, its implementation cannot occur in a decontextualized or technicist manner. School Psychology must be anchored in a critical intentionality, fostering a professional practice that effectively responds to the structural challenges of public education in Brazil. This theoretical-methodological framework provides professional practice with a critical and contextualized approach, engaged with the socio-historical reality of our territory.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.3 // Symposium Oral

Tools: daily activities and monitoring students



Mariana Gentili Perez

This presentation aims to critically discuss the lack of and need for the creation of adequate tools for the practice of school psychology in Brazil. Recognizing the importance of aligning the ontology, epistemology, and methodology of our work, the ECOAR Project introduces key instruments developed and implemented in professional practice. The instruments to be presented include: (1) Mapping Tool, a resource for characterizing the school community, identifying demands, and guiding interventions; (2) Field Diaries, tools for documenting and reflecting on professional practice, enabling critical analysis of the work conducted; (3) First Contact Report, a record of initial interactions with students, facilitating the identification of needs and monitoring of emerging issues; (4) Follow-up Report, a structured document for tracking student development over time. These instruments contribute to a more systematic and reflective professional practice, enhancing the role of school psychology in the Brazilian educational context.

Authors' [affiliation]: Mariana Gentili Perez [PUC Campinas]



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.3 // Symposium Oral

1. The ECOAR Project and Its history



Raquel Souza Lobo Guzzo

ECOAR was developed within the scope of a program titled "From Risk to Protection: A Preventive Intervention in the Community", created in 2000 as part of the research efforts of the GEP-Inpsi Research Group. This program was designed to implement preventive interventions in public schools and communities. One of the projects linked to the program is the ECOAR Project, which aims to address different forms of violence expressed in schools through a psychosocial approach focused on developing preventive actions. In 2014, a partnership was established between the ECOAR Project and the Municipal Department of Education, allowing for the inclusion of psychology professionals in six municipal elementary schools. Over the years, the project has expanded to early childhood education schools and different regions of the city, currently reaching a total of 17 schools. Beyond its direct work within schools, the collective of professionals is committed to ensuring the presence of psychology in schools as a municipal public policy. To achieve this, the collective actively participates in social control spaces such as the Municipal Education Council, the Municipal Education Forum, and the Education Committees of the Professional Council.

Authors' [affiliation]: Raquel Souza Lobo Guzzo [Pontifícia Universidade Católica de Campinas]



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 5.3 // Symposium Oral

Successful Practices



Letícia Martins

This section aims to present and discuss three successful practices developed by professionals of the project in Brazilian public schools. Initially, the initiative “Family Talk” will be addressed, a space mediated by psychologists to promote discussion circles with families of the school community. This initiative seeks to reframe the school as a space for support and guidance, overcoming the stigma that families are only called upon in situations of punishment or sanction. The class assembly is a practice carried out with students and the school staff to ensure effective democratic management in schools. The assemblies, conducted with students from 1st to 9th grade, contribute to conflict resolution among students, as well as fostering a sense of belonging and student protagonism. In addition, the practice of reflective writing will be addressed with young people and adults who returned to school after interrupting their studies, with the creation of a book containing their own textual productions.

Authors' [affiliation]: Letícia Martins [Pontifícia Universidade Católica de Campinas]



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 1.2 // Symposium

How are social justice principles applied, integrated and sustained in educational psychology (EP) practice?



Catherine Kelly, Anthea Gulliford, Dan Cumber, Carina Embieta, Susan Birch, Alex Brownhill, catherine Kelly

Social justice can be thought of as an aspiration (more equitable outcomes), and a perspective (the way we practice). In the context of rapidly changing demographics and political narratives, this symposium will consider how EPs enact social justice through:

- reflecting on their own beliefs and assumptions;
- building shared understanding of the child in context, including analysis of the salient factors in the school, family, school and educational systems around the child; and
- understanding how more equitable outcomes can be thought of in terms of fairer access to resources and in terms of transformation of those systems which perpetuate inequality.

Authors' [affiliation]: Alex Brownhill [University of Manchester], Anthea Gulliford [Programme Director, Applied Educational and Child Psychology Doctorate, University of Birmingham], Carina Embieta [Deputy Principal Educational Psychologist, Essex County Council,], catherine Kelly [University of Manchester], Dan Cumber [University of Birmingham], Susan Birch [Educational Psychology Group, University College London]



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 1.2 // Symposium Oral

From reflection to action: Advancing social justice in educational psychology



Alex Brownhill

How are social justice principles applied, integrated and sustained in educational psychology (EP) practice?

There are increasing calls for social justice as a framework for educational/school psychology to address disparities between outcomes for children and young people who belong to marginalised groups and their more privileged peers. This presentation describes a cycle of participatory action research with one English educational psychology service investigating the initial use of a recently created resource for reflecting on educational psychology service development. The research group met five times to engage in cycles of reflection and action guided by the resource. Transcripts of research group meetings were examined through content analysis. Findings demonstrate that use of the reflective resource enabled a structured process for reflection around existing areas of strength and directions for future development towards embedding social justice. Starting with reflections on positionality instigated the development of a values statement and informed policy writing. Participants described how, following initial experiences of discomfort, they were supported to put "espoused theories" into action across the levels of service delivery from individual practice through to wider systemic change. This presentation will discuss the utility of this social justice reflective resource in service development, reflect on factors which bolster its impact, and offer recommendations for improving the resource following this initial implementation.

Authors' [affiliation]: Alex Brownhill [University of Manchester], Catherine Kelly [university of manchester]



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 1.2 // Symposium Oral

'If you see something that's not right, we need to challenge it.' A critical review and exploration of UK educational psychologists' perceptions of social justice and practice in service delivery.



Anthea Gulliford

How are social justice principles applied, integrated and sustained in educational psychology (EP) practice?

Social justice is a complex concept involving appeal to historically and culturally situated goals, processes and values. How educational psychologists in the UK currently understand social justice in educational psychology is therefore significant in understanding practice implications and development. Here, a qualitative exploration of English educational psychologists' values, praxis, opportunities and barriers, was undertaken in one region of the UK. Views on social justice and its enactment in phronesis were sought, aiming to comprehend how social justice is currently defined and understood in relation to educational psychology practices and service delivery, including perceived barriers.

The study identified core themes of fairness and equity, encompassing respect and dignity; advocacy and challenge; time and place; and values. In practice, acting on social justice values depended fundamentally on relationships. Barriers to social justice values implementation were noted: misuse of power; lack of educational psychologists' voice; and burnout.

An integrative framework to support phronesis was developed, encompassing consultation, capacity building, relational approaches, supervision and reflection, and therapeutic orientations. This psychological framework is presented here, with consideration of how this can inform individual and service level reflection, and thus development social justice praxis.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 1.2 // Symposium Oral

A framework for Social Justice in educational psychology practice



Carina Embeita

This paper will introduce a framework developed to support the enactment of social justice principles in educational psychology services. A small-scale, focused qualitative evidence synthesis of international literature in the field was undertaken. This highlighted that educational psychologists' (EPs') understanding of social justice centres around five main areas: fairness, equity and equality, awareness, advocacy and cultural competence. EPs working at a systemic level and taking personal responsibility for action against injustice were identified as themes in relation to the application of social justice. The need to develop cultural competence and to be aware of one's own and clients' backgrounds were also highlighted. Based on these findings, the framework was developed to support both practice and reflection. The initial phase of development also involved consultation with the first author's service to ensure acceptability. The final framework is organised into three areas: supervision, continuous professional development and performance management. The framework can be adjusted to different models of service delivery and the elements within it reflect UK quality standards relating to both national educational psychology training and professional practice.

Authors' [affiliation]: Carina Embeita [UCL], Susan Birch [UCL]



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 4.3 // Round Table Discussion

Inclusion around the world: A round table discussion on experiences and best practices



Allyssia Sevenhuijsen, Steven Vos

Our round table discussion will explore how education systems worldwide strive to become more inclusive, aiming to prevent student dropouts and reduce the need for transitions to special education settings. We seek to compare international approaches to inclusive education, exchange experiences, and collaboratively identify best practices and solutions to common challenges.

A key focus will be the role of special educational needs (SEN) professionals in supporting inclusive education. We will discuss how their expertise can be leveraged—whether through collaboration or integration—to enhance inclusion within schools.

The session will begin with a brief introduction, followed by a presentation on how inclusive education is structured in the Netherlands, particularly the collaboration between mainstream and specialized education. Participants will then engage in small group discussions, guided by key questions, to share insights from their respective countries. The session will conclude with each group presenting their findings, which will be compiled and shared online with all participants.

This interactive round table aims to foster international knowledge exchange, inspire new approaches, and strengthen the global network of school psychologists working towards inclusive education.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Student Hub // Workshop

Fifty Years Serving Public, Charter and Private Schools. Striving to Create More Humane Schools, Classrooms and Districts.



Kathy Sievering

Nine years as an elementary school teacher and forty-one years as a school psychologist have provided me multiple opportunities to work closely with students, teachers, parents and administrators. Throughout the decades I've implemented a variety of programs aimed at decreasing aggression and conflict while increasing empathy, safety and security, resilience, leadership skills and kindness. Learn which programs demonstrated positive change in public, charter and private school settings. Some of the programs that will be discussed include "Bully Proofing," Conflict Mediation, Running Club, Crisis Response and Intervention, Positive Incentives, Improving School Climate, Addressing Trauma, Anger Management, Active Listening. and Socio Classes.



Thematic session I // Saturday • 19th July • 8:30-10:00 // Building 2 Room 4.4 // Workshop

Assessment considerations for Bilingual Assessments, within the U.S. context



Fernanda Dasilva, Christina Sakelarakis, MS, CAGS, NCSP

Assessing multilingual students (MLs) requires a deep understanding of language acquisition, cultural influences, and best practices for equitable and accurate evaluation. This presentation will explore essential considerations for bilingual assessments, emphasizing the distinction between typical second-language development and potential learning disabilities.

We will begin by examining the stages of second-language acquisition, from preproduction to advanced fluency, and the development of Basic Interpersonal Communicative Skills (BICS) versus Cognitive Academic Language Proficiency (CALP). Understanding these processes is crucial for identifying language-related challenges in English learners (ELs). Additionally, we will discuss the sociocultural stressors faced by immigrant students and their impact on academic performance.

A key focus will be the assessment of oral language proficiency, a critical factor in differentiating language development from disabilities. We will also explore strategies to support ELs, including Universal Design for Learning, multitiered interventions, and problem-solving approaches tailored to language learners.

Finally, we will highlight best practices for test selection and interpretation, including culturally responsive assessments, nondiscriminatory evaluations, and insights from a neuropsychological framework. This session aims to equip school psychologists and evaluators with effective tools to support multilingual learners while fostering awareness of test bias, validity concerns, and other assessment limitations.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 3.13 // Oral Paper

EVALUATION OF THE EFFECTIVENESS OF A SOCIOEMOTIONAL SKILLS PROGRAM IN PRIMARY SCHOOL CHILDREN



Conceição C., Adão C., Alves D., Cadima J.

Socioemotional skills play a crucial role in protecting against risk factors and promoting prosocial behaviors, with schools being a key environment for implementing preventive programs that foster students' emotional and social development (Lippman & Darling-Churchill, 2016; OECD, 2020). This study evaluates the effectiveness of a socioemotional skills program designed for primary school children in Portugal.

The sample consisted of 356 children from the 1st, 3rd and 4th grades, aged 6 to 11 years ($M = 7.6$). A total of 180 children were in the intervention group and 164 in the control group, distributed across 11 and 9 classes, respectively. The program's effectiveness was evaluated using teacher and parent-completed questionnaires, based on the Portuguese version of the Social Skills Assessment System (Lemos & Menezes, 2002). Hypotheses were tested using mixed ANOVA and t-tests.

Preliminary results indicate that the intervention contributed to improvements in children's socioemotional skills, reflecting greater emotional awareness and behavioral regulation.

This study highlights the relevance of evidence-based programs for socioemotional development in children. The findings have important implications for well-being promotion, academic success, and risk behavior prevention in schools.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 3.13 // Oral Paper

Effects of a Social–Emotional Learning Intervention on Social–Emotional Competencies and Behavioral Problems in Elementary Students



Raquel Raimundo, Sofia Oliveira, Magda Sofia Roberto, Alexandra Marques Pinto

This study investigated whether a social–emotional learning (SEL) program, implemented over a one-year period, could lead to gains in social–emotional competencies and to a reduction in internalizing and externalizing problems. Furthermore, the program analyzed how students (boys vs. girls) with varying levels of social–emotional competencies and externalizing and internalizing problems, and from different socioeconomic backgrounds, were differently affected. The program was applied to 358 Portuguese third- and fourth-grade students (51.4% boys, $M_{age} = 8.56$; $SD = 0.82$). Self-report (students) and hetero-report (teachers) questionnaires were administered before and after the intervention. Linear mixed-effects models were computed to test intervention impacts. Significant intervention gains were noted in social–emotional learning competencies, namely emotional knowledge, social competence, peer relations, self-management, and academic behavior, and in externalizing (social problems) and internalizing (anxiety) problems. No effects were found in aggressiveness. Students with lower social–emotional competencies and higher externalizing and internalizing problems at baseline profited more from the program. Gender moderated both emotional knowledge and social problems, and socioeconomic status only moderated social problems. Findings highlight the effectiveness of this social–emotional learning program, especially for students facing initial challenges. Recommendations for future research, acknowledging limitations and strengths, are discussed.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 3.13 // Oral Paper

Does an SEL program have similar impacts on students involved in different bully-roles?



Patrícia Silva, Vitor Alexandre Coelho, Marta Isabel Marchante

This study aimed to analyze if a middle school universal social and emotional learning program had different or similar impacts upon students involved in different bullying roles (victim, bully, bully-victim or non-involved).

The participants in this study were 992 middle school students (Mage = 13.12; 51% girls), of which 337 composed the control group. The Positive Attitude middle school SEL program is composed by 13 weekly sessions and it was applied during two consecutive school years. Assessment by students and their teachers (n = 54) was implemented in the beginning and end of the program and in a follow-up six months later.

Multilevel analysis were performed and both self and teacher-reports showed more gains in self-control and self-esteem from the intervention for students who were victimized when compared with all other groups. Additionally, according to self-reports students who reported to be bully-victims also reported more gains in relationship skills than non-involved students. However, most of the differential gains had dissipated in the follow-up assessment.

Given the results it is possible to concluded that the SEL program had a differential impact upon students involved in different bullying roles.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 3.13 // Oral Paper



The Effectiveness of the Positive Attitude Elementary School Social and Emotional Learning Program: a multilevel short-term longitudinal study

Vitor Alexandre Coelho, Patrícia Brás, Vanda Sousa, Marta Marchante, Ana Maria Romão, Sofia Saldanha

There is still a lack of effectiveness studies carried out outside the USA: This study investigated whether Positive Attitude Elementary School (PAES) SEL could lead to better trajectories in social and emotional competencies.

Furthermore, the program analyzed how gender (boys vs. girls) and classroom influenced program results.

One-thousand-one-hundred-forty-four Portuguese fourth-grade students (51% boys; Mage = 9.27; SD = 1.06) participated in the current study during three waves of implementation. In total, 858 students received the weekly intervention and 286 composed the control groups. Students filled out questionnaires before and after the intervention, and at a follow-up 6 months after the end of the program, whereas teacher-reports were only used pre- and post-intervention.

Growth Curve Analysis showed that students in the intervention group displayed a more positive trajectory in self-control, social awareness, relationship skills and responsible decision-making than control group students. Gender and classroom size were associated with differential gains in social self-control and social awareness.

In sum, self- and teacher reports support the effectiveness of the PAES SEL in the enhancement of all four social and emotional competencies analyzing. We will further discuss recommendations for future research.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

A Network Perspective on Cyberbullying: Examining School Social Environment and Bullying Behaviors



Gabriel Banik, Mária Dědová, Veronika Mihalíková

This study examined the complexity of cyberbullying and its relationship with traditional bullying, school climate, and social support using network analysis. The sample consisted of 1,269 participants (359 boys), including 770 emerging adults and 499 teens, with a mean age of 18 ($SD = 2.5$). We measured 11 forms of cyberbullying across different roles (victim, aggressor, defender, bystander), five factors of school climate, social support (from parents, friends, teachers), and traditional bullying roles. Undirected weighted network models revealed strong interconnections between various types of aggressive behaviors and cyberbullying victimization. Unauthorized sharing of personal media showed negative relationships with online verbal attacks, while online group exclusion strongly correlated with social isolation. The bystander role positively related to both verbal aggression and victimization. Defenders in cyberbullying were more likely to be victims of personal information exposure and verbal attacks, and strongly associated with defending in traditional bullying. School climate and social support demonstrated weak connections to cyberbullying, with student-student relationships, school fairness, parental support showing the most direct interconnections. Network comparisons revealed subtle structural differences between genders and between teens and emerging adults. Findings suggest prevention programs should focus on strengthening school relationships while supporting student defenders who may become targets themselves.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

In the Greenness! Benefits of School Lessons in Nature for Preadolescents' Conceptual Learning and Affect



Lucia Mason, Angelica Ronconi, Cecilia Rocchi, Sara Scrimin

The effects of the school physical environment have received limited attention in research on school psychology, in particular the green spaces where lessons can take place. From other areas of research, we know that passive exposure to nature is beneficial for cognitive and emotional functioning. Attention Restoration Theory and Stress Reduction Theory explain the mechanisms underlying the benefits of contact with greenness. To advance current knowledge, the aim of this study was to compare the effects of a single lesson in a green area surrounding the school and a similar lesson in the classroom on students' (1) conceptual learning, (2) affective state, and (3) the perception of the environment where the lesson occurred. We considered students' environmental sensitivity as a possible moderator of the relationship between environment and learning. Data were collected in a pre-post within-participants research design involving middle-school students (N=124). Results showed that after the lesson in nature, their learning of complex scientific concepts was greater, and their affective state more positive than after the classroom lesson. Moreover, only in the greenness students with lower environmental sensitivity learned better than those higher in this individual characteristic. Finally, students perceived the green environment as more restorative than the classroom.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

Peer Support, Persistence, and Academic Motivation among Refugee Upper Secondary School Students in Malaysia



Sarah Zimmerman, Colleen O'Neal, Benz Paul

This study aims to amplify the voices of refugee secondary students in Malaysia, centering their individual and collective strengths to pursue education in resistance to systemic barriers. Guided by an ecological-resilience approach, this qualitative research study explores refugee upper secondary students' diverse and common experiences of peer support, academic motivation, and persistence within Malaysia, a country where they have no educational rights. The method involved two semi-structured qualitative one-hour interviews with 19 refugee secondary students above the age of 15 years from multiple countries. The first interview involved questions about school experiences, support, and motivation. The second interview focused on peers and included an arts-based drawing task. Two coders analyzed data using thematic analysis. Preliminary themes included: (a) refugee peers contributed to academic and emotional support; (b) peer encouragement supported hope, which fueled persistence; (c) role modeling by peers (e.g., peer graduation) facilitated imagining success in attaining future goals; and (d) unique challenges existed for building friendships as a refugee. Final thematic development will be completed by May 2025. This study holds implications for the development of global school consultation programs across a diverse range of marginalized groups, as guided by the participatory culture-specific consultation model (Nastasi, 2017).

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Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

Classroom Climate Typology for Supporting the System of School Counselors



Ayako Ito

As a result of a survey of 131 school counselors (Ito & Tsuboi, 2024), one of the activities requiring a high level of expertise was system support. As a basis for providing system support, this study examined patterns of classroom climate using cluster analysis of the large amount of data (data from 6,496 students in 227 classes in grades 7 to 9) of the Classroom Climate Inventory (CCI: Ito & Usami, 2017) and typical cases of class-level consultation. As a result, the classroom climate was divided into two main categories: a good climate with good cooperation and a high sense of satisfaction (126 classes) and a non-good climate with problems within the class and not very good discipline (101 classes). The distance between the two clusters was large, and these climates were further divided into four subclusters each, according to the relationship between boys and girls and their level of learning. Comparing the eight classroom climates, the classes with good relationships had a higher school satisfaction regardless of the level of learning. It was thought that school counselors should work with teachers as system supports to enhance positive relationships in non-good-type classes focusing on cooperation and gender rapport among students.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.2 // Oral Paper

Providing Inclusive Mental-Health Supports for Students in High-Need Schools: A Sustainable Practices Model



Catherine A Perkins

Schools reflect their socio-cultural environment, facing challenges similar to those in the broader community (Shedd, 2015). High-need schools often serve students at risk for trauma and mental-health challenges. According to the National Alliance on Mental Illness (NAMI), one in five youth in the U.S. live with a mental health condition, yet fewer than half receive services. Undiagnosed and untreated conditions can hinder students' ability to learn, grow, and develop (Whitney & Peterson, 2019). Schools provide unique opportunities to prevent and intervene with mental-health conditions by serving students where they are. Effective teams of professionals are needed to design and implement inclusive and humane mental-health supports, particularly in high-need schools. Projects GSU EQUIP and DeKalb R-T-R are grant sponsored collaborative efforts between a university training program and local school districts identified as high-need in the U.S. The project aims to build effective teams equipped to provide inclusive and humane mental-health supports and interventions for youth in need. In particular, the implementation of the NASP sponsored PREPaRE program will be discussed with implications for long-term sustainability.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Auditorium (Room 5.1) // Oral Paper

Breaking Barriers: Teacher Self-Efficacy in Supporting Multiracial Students in Schools



Andryce Clinkscales

In our increasingly diverse society, understanding the experiences of multiracial individuals within the fields of school psychology and education is paramount. There has been a marked increase in individuals identifying as multiracial in recent years (United States Census Bureau, 2023). Multiracial youth in particular may be at-risk for negative outcomes if they lack access to positive racial socialization experiences (Czismadia et al., 2014). This underlies why supporting diversity in schools is key for this population. It is critical then to examine the impact that teachers have on multiracial students' experiences in schools, their academic achievement, and their sense of belongingness. Unfortunately, teachers may have low self-efficacy (or confidence) in implementing culturally responsive practices related to supporting multiracial youth. This presentation will disseminate results from a mixed methods study which explored 44 teachers' attitudes, beliefs, and values about supporting multiracial youth in schools through an online quantitative survey. It also examined potential barriers to, and facilitators for, engaging in culturally responsive practices through qualitative interviews. Most teachers reported moderate to high self-efficacy in supporting multiracial students, but numerous barriers to implementing inclusive practices. Implications regarding reducing barriers to teacher self-efficacy and their use of inclusive pedagogy for multiracial students are discussed.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Auditorium (Room 5.1) // Oral Paper

Caught in the Middle: Role Clarity Challenges for School Psychologists Supporting Diverse Australian Students



Wren Howe

In Australia, school psychologists are increasingly expected to meet the complex and unique needs of diverse student populations, including Aboriginal and Torres Strait Islander, Culturally and Linguistically Diverse, Neurodivergent, and LGBTQIA+ students. This research aimed to explore the enablers and inhibitors school psychologists experience in professionally meeting diverse students' needs. Using an inductive mixed-methods approach guided by Van Manen's hermeneutical phenomenology, data was collected through an online survey including both open-ended and Likert-style questions (N = 140). Findings revealed role clarity and misaligned expectations as a central phenomenon affecting school psychologists' capacity to support diverse students. While participants intentionally centred student and professional body expectations within their practices, the absence of clear role definitions presented as a significant tension between professional obligations and institutional demands. Participants described a burden in both advocating for their role and the prioritisation of diverse students within the school system. Although supportive leadership and collaborative approaches emerged as enablers, stakeholders' limited understanding of school psychologists' professional responsibilities frequently inhibited adequate support of diverse students. These findings emphasised the critical need for clearer role definitions and enhanced stakeholder understanding to ensure school psychologists can effectively fulfill their essential role in supporting diverse students in Australian schools.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Auditorium (Room 5.1) // Oral Paper

Nonsuicidal Self-Injury in the School Context: A Psychosocial Approach



Laura Lorenzetti, Raquel Souza Lobo Guzzo

Non-suicidal self-injury (NSSI) is a public health issue, present in the school routine of different communities, and has been gaining increasing attention in the academic community. It is often addressed from a medicalized perspective that disregards its sociocultural roots. This study proposes a critical perspective on NSSI, based on Liberation Psychology, Cultural-Historical Psychology, Critical Psychology, and Critical Pedagogy, aiming to decolonize its understanding. Grounded in Participatory Action Research, the research is embedded in the school context, fostering collective spaces for reflection, strengthening, and promoting conscientization. Accessing the standpoint of the subject is central to this process, allowing students to critically reflect on their experiences and recognize the social and historical determinants of NSSI. This work made it possible to identify risk and protective factors, emphasizing the role of the school environment in both perpetuating and preventing NSSI. As collective practices within the school, discussion groups, emotion diaries, and the development of an informational booklet were implemented, favoring the standpoint of the subject and the strengthening of students. The study highlights the role of School Psychology in fostering a critical and de-pathologizing perspective on NSSI, creating spaces for reflection and action that contribute to prevention and transformation in the school community



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Auditorium (Room 5.1) // Oral Paper



Between Obstacles and Facilitators: What Findings on the (Non)Representativity of Diversity in Teacher Education and Faculty?

Virginie Abat-Roy, Audrey Dupuis

Canadian school systems in minority Francophone settings tend toward an inclusive education model that promotes individuality, the achievement of full potential (Porter & AuCoin, 2014; Rousseau et al., 2015; Vienneau, 2016), and the celebration of diversity, as is the case in schools across Canada (Ramel et al., 2016). However, in an increasingly diverse social and educational context, particularly in terms of ethnocultural and social diversity, the representation of diversity within the teaching workforce and teacher education programs remains unreflective of the diversity present in classrooms (Carter Andrews et al., 2019).

A qualitative descriptive study conducted in 2024-2025 aimed to understand the experiences and trajectories of education students and teachers who identify as part of diverse groups (ethnocultural, Indigenous, disability, or sexual and gender orientation). It was based on a descriptive qualitative design (Savoie-Zajc, 2018). The findings, drawn from anonymous questionnaires and semi-structured interviews, highlighted the obstacles and facilitators encountered by individuals in education who identify as part of diverse groups, initiating a discussion on disparities in inclusive education. This presentation seeks to foster reflection on the processes of inclusion and exclusion within teacher education programs and professional integration, particularly in relation to educational inequalities and diverse career paths.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Auditorium (Room 5.1) // Oral Paper

Culturally Responsive Assessment of Refugee and Migrant Youth: Exploring Spirituality's Role in Resilience



Diana Diaków, Jessica Stewart

This workshop addresses the critical role of spirituality in the well-being and resilience of refugee and migrant youth. Spirituality—understood as the search for meaning, purpose, and connection—can serve as a protective or risk factor in students' lives. As recognized by the National Association of School Psychologists (2017) and the American Psychological Association (2021), acknowledging students' spiritual needs is both best practice and an ethical responsibility. The United Nations Convention on the Rights of the Child (1989) also underscores spirituality's significance in a child's holistic development.

Aligned with the theme of creating more humane schools and promoting ethical assessment practices, this workshop emphasizes culturally responsive interviewing as a means of respecting students' diverse cultural and spiritual backgrounds. Participants will learn strategies to explore spirituality's influence on resilience among displaced students and their families while considering their cultural contexts. Through practical techniques, case studies, and interactive exercises, attendees will gain skills to navigate complex identity dynamics, build trust, and assess the nuanced role of spirituality in students' coping and adaptation.

Learning outcomes include applying culturally responsive interviewing techniques to explore spirituality's role in student resilience and assessing spirituality as both a protective and risk factor in a trauma-sensitive way.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.3 // Symposium

Seminar 2 Covitality, Positive Psychology and Well-being



Silvia Majercakova Albertova, Eva Gajdosova, Katarina Hannelova, Denisa Newman, Henrieta Rolkova, Michaël von Bönninghausen tot Herinkhave, Jose A Piqueras, David Pineda, Victoria Soto Sanz, Juan Carlos Marzo, Angel Lozano, Paula Fructuoso Pascual

This symposium is dedicated to examining the concepts from the area of positive school psychology from a cross-cultural perspective. Topics will cover the complete mental health approach through intersections of positive and negative mental health indicators as well as the application of the Covitality model to the development of Covitality-based interventions. Presenters from the Netherlands, Slovakia, and Spain will provide their perspectives on the promotion of resilient school transitions and socioemotional growth.

Authors' [affiliation]: Angel Lozano [Miguel Hernandez University], David Pineda [Miguel Hernandez University], Denisa Newman [Pan-European University], Eva Gajdosova [Pan-European University], Henrieta Rolkova [Pan-European University], Jose A Piqueras [Miguel Hernandez University], Juan Carlos Marzo [Miguel Hernandez University], Katarina Hannelova [Pan-European University], Michaël von Bönninghausen tot Herinkhave [1955], Paula Fructuoso Pascual [Miguel Hernandez University], Silvia Majercakova Albertova [Barry University], Victoria Soto Sanz [Miguel Hernandez University]



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.3 // Symposium Oral

Covitality, school belongingness, internalizing and externalizing behavior problems in Slovak students



Silvia Majercakova Albertova

Seminar 2 Covitality, Positive Psychology and Well-being

In line with the dual-factor model of mental health, this study examined positive and negative indicators of mental health in elementary students. Positive indicators were represented by social-emotional health, in particular by the concept of covitality, measured with the Social-Emotional Health Survey-Brief version. and school belongingness, measured by the School Belongigness Scale. Negative indicators were defined by internalizing behavior problems, anxiety and depression and externalizing behaviour problems, measured by the Youth Internalizing Behavior Screener and Youth Externalizing Behavior Screener. 559 11-and 12-year old students across elementary schools in Slovakia participated in this study. The results show that the students reported an above-average level of covitality and school belongingness, with an average social acceptance and high social exclusion levels. Anxiety and depression symptoms were found to be low, with significant differences between boys and girls in hyperactivity and self-regulation. Covitality was positively associated with school belonginenss and negatively associated with internalizing and externalizing problems. The factor analysis confirmed the two-factor structure of the Youth Internalizing Behavior Screener and three- factor structure of the Youth Externalizing Behavior Screener. This study was conducted as part the Erasmus+ Prowell Project.

Authors' [affiliation]: Denisa Newman [Pan-European University], Eva Gajdosova [Pan-European University], Henrieta Rolkova [Pan-European University], Katarina Hannelova [Pan-European University], Silvia Majercakova Albertova [Barry University]



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.3 // Symposium Oral

Building Bridges in School Transitions: A Covitality-Based Framework for Socioemotional Intervention



David Pineda

Seminar 2 Covitality, Positive Psychology and Well-being

This study presents a preliminary intervention framework grounded in the Covitality model to support the transition from primary to secondary education. The proposal integrates evidence from: (1) qualitative methodologies, including Delphi Studies and Expert Panels with children, adolescents, teachers, parents, and socioemotional development scholars; (2) network analyses of Covitality's nomological structure across large samples of children, adolescents, and emerging adults; and (3) a review of existing interventions focused on Covitality or its key components, validated by an expert committee in Positive Psychology. Findings converge on two core insights: first, certain dimensions of Covitality—especially those related to self-belief (e.g., self-efficacy, purpose in life) and engagement with life (e.g., zest, optimism)—are structurally central in the network, underscoring their importance in adolescent well-being. Second, interventions may benefit from a developmentally informed sequence: starting with intrapersonal strengths (e.g., emotional regulation, self-awareness), and then fostering interpersonal capacities (e.g., empathy, social connectedness). Rather than offering a fixed program, this proposal outlines a heuristic, adaptable structure to guide the development of Covitality-based interventions. It highlights the potential of applying a multidimensional, network-informed approach to promote resilient school transitions and socioemotional growth. This study was supported by the PROWELL project (KA220-SCH-0815707E).

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Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.3 // Symposium Oral

Applying CoVitality and Positive Psychology in schools in the Netherlands and Europe.



Michaël von Bönninghausen tot Herinkhave

Objective of positive psychology is that students can optimally develop their talents and strengths and to enhance their well-being. The Covitality-model is a positive construct including 12 social-emotional strengths subdivided in 4 domains: Belief- in-self, Belief-in-Others, Emotional Competence and Engaged Living. The Social Emotional Health Survey (SEHS) is measuring the 12 Strengths, 4 Domains and the Covitality construct.

We have developed the student program 'Talents, Strengths & Happiness' based on positive psychology, research about talent development and the Covitality model. A teacher's guideline and templates for the students have been developed. Topics of the program are: My Talents, Strengths & Happiness in My World of Live; Belief in classmates and teachers; Persistence, optimism and enthusiasm.

The presentation will report about the introduction of the program 'Talent, Strength & Happiness' in the Netherlands. We will share our experiences of lessons and workshops we have carried out, the way the program fits in the curriculum of the schools and the demand from the schools to develop a curriculum for all grades. The presentation will also report about the training activities from the PROWELL project in Slovakia, Spain and the Czech Republic.

Keywords: Strengths, covitality, talent development, well-being, students, intervention in schools.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 5.3 // Symposium Oral

Exploring the State of Positive Psychology Based Interventions in Estonian Schools



Astra Schults

Seminar 2: Covitality, Positive Psychology and Well-being

Children's mental health has gained more attention in Estonia since the COVID-19 pandemic. Between June 2023 and February 2025, the first Study of Estonian Children's Mental Health (LVTU) was conducted. In addition to developing a suitable methodology for monitoring the mental health of children and young people in Estonia, the LVTU also provided an overview of the current state of Estonian children's mental health, along with important risk and protective factors. Regarding school-related factors, bullying, school satisfaction, and burnout were analyzed in more detail. As for child-related factors, difficulties with emotion regulation, resilience, and perceived stress were explored more thoroughly. Significant correlations between risk and protective factors and mental health problems, as well as well-being, were highlighted. In Estonian schools, several prevention and intervention programs, as well as locally developed activities, are in use. This presentation provides an overview of the most commonly used programs. The key risk and protective factors related to schools and children, as addressed by these prevention and intervention efforts, are also discussed. Preliminary results reported by the schools and study groups are used to identify the potentially most effective activities.

Authors' [affiliation]: Astra Schults [Tallinn University]



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 1.2 // Symposium

Fostering Children's Mental Health Through Brief Internet-Based Positive Parenting Workshops



Barbara Mowder, Masha Voronchenko, Margalie Etienne, Rebecca Ross, Trista Guan, Lisa Sholomon, Janelle Maxwell, Whitney Smith, Triha Modha, Sahithi Venkat

Positive parenting behaviors promote children's mental health and, by extension, potentially foster positive school environments. This symposium considers the preparation and usefulness of six positive parenting workshops, each aligned with one of six developmental levels. Based on the Parent Development Theory (PDT), these internet-based positive parenting workshops follow a developmentally nuanced outline. Focusing on behaviors closely aligned with children's respective developmental levels, each workshop provides parents and interested others with an overview of developmentally sensitive positive parenting behaviors and characteristics. Research associated with the workshops considers the ways in which these workshops may be effective in enhancing positive parenting behaviors.

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Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 1.2 // Symposium Oral

Parent Development Theory (PDT) and Related Brief Positive Parenting Workshop



Barbara Mowder

The Parent Development Theory (PDT) is one way to think about parenting and how parenting perceptions and behaviors develop over time. Closely aligned with cognitive-behavioral and social learning theories, the PDT posits that parenting is a social role which refers to individuals called parents, involved in a parent-child dyadic relationship, performing behaviors associated with the parent role. Research associated with parenting suggests that positive behaviors include those associated with bonding, discipline, education, general welfare and protection, responsivity, and sensitivity. Although negative parenting behaviors are acknowledged, positive parenting behaviors are emphasized in facilitating children's mental health.

The PDT has associated parent assessment measures as well as a 10-session parenting program, the Working With Parents Manual (WWPM). Research suggests that the WWPM has strengths in terms of fostering positive parenting behaviors, but the 10-session individually delivered in-person or telehealth format can be unwieldy for school psychologists and other parent-oriented clinicians to use. To address this challenge, the salient aspects of the WWPM were distilled and designed as brief easily accessible, internet-based parenting workshops. The resulting six developmentally sensitive workshops are intended to be retrieved through an internet link and/or related QR code.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 1.2 // Symposium Oral

Parenting Workshops: Content and Design



Masha Voronchenko

Fostering Children's Mental Health Through Brief Internet-Based Positive Parenting Workshops

Because the importance of the six positive parenting characteristics shifts and changes across children's lifespan development, the workshops emphasize the most important characteristics and related behaviors associated with each of the six child developmental levels (i.e., infant/toddler, preschooler, elementary school aged children, adolescent, late adolescent, adult). Concomitant to the parenting behaviors, biopsychosocial issues associated with each stage along with potentially challenging child behaviors are discussed while offering effective strategies parents may employ. Further, family dynamics, including considerations of challenges, potential conflicts, and roles, offer opportunities for those viewing the workshops to reflect on when families work well together as well as identifying potentially challenging or sticking points for families. For those interested in further exploring positive parenting behaviors, resources associated with parenting children of each age group are also provided.

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Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 1.2 // Symposium Oral

Examples of Two Brief Parenting Workshop: Elementary School Aged Children and Adolescents



Masha Voronchenko

Fostering Children's Mental Health Through Brief Internet-Based Positive Parenting Workshops

This presentation showcases two brief positive parenting workshops: one tailored for parents of elementary school-aged children and the other for parents of adolescents. Both workshops introduce the Parent Development Theory (PDT), helping parents understand the importance of these parenting characteristics at each developmental stage. Parents also learn about key biological, psychological, and social factors unique to their child's age group. Then, each of the workshops focuses on the most important parenting role characteristics for each age group, emphasizing the relative order of importance and age-specific applications. For parents of elementary-aged children, for instance, general welfare and protection, bonding, education, and responsivity take some level of precedence over sensitivity and discipline. But, for parents of adolescents, the most important parenting characteristics are behaviors associated with responsivity and general welfare and protection, followed closely by bonding, education, and sensitivity. Discipline is consistently the least important of the six positive parenting characteristics for both age groups (as well as across all six developmental age levels). Each workshop explores how behaviors associated with the parenting characteristics may be expressed differently based on children's developmental needs. Practical strategies are offered to help parents adapt their approaches effectively.

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Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 1.2 // Symposium Oral

Research Associated with the Parent Development Theory (PDT) Parenting Workshops



Margalie Etienne

Research associated with the PDT Brief Parenting Workshops is ongoing. The six developmentally sensitive parenting workshops are designed to be accessed through the internet, either by link or a QR code. The research is consistent with IRB requirements in that no personally identifiable information is collected and informed consent is required prior to accessing the parenting workshops and related research materials. The measures associated with this research include (1) a brief demographic questionnaire (e.g., ethnic-racial background, parent and child age and gender) (2) a brief questionnaire on the participant's parenting goals, perceived influences on their parenting behaviors, and knowledge of the biological, psychological, and social changes associated with their child's age range, (3) completion of the Parent Behavior Importance Questionnaire-Third Edition (PBIQ-3), and (4) a post-test measure which asks for participants' evaluation of the workshop in terms of usefulness and impact, what might have enhanced their understanding of the workshop material, and what follow-up resources would have been helpful.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 3.5 // Workshop

Humiliation - Poison to Children & Youth: A major problem in schools and cause of violence



Stuart Hart, Lukas Scherer

Experiences of psychological/emotional abuse, including bullying, degrading, and rejecting by peers and adults can humiliate youth and can lead to degradation of their lives and to violence toward self and others. Humiliation is more likely to occur in school environments than any other. The destructive power of humiliation is known intuitively, through our learned experience, and research. Preventive and corrective interventions are needed at individual, risk group and general population levels. School psychologists have the capacities and opportunities to formulate, guide and activate such interventions for the school community. These topics will be addressed by the presenters/activity coordinators and the participants will be invited to share their related experiences and to identify, generate and plan for applications of practical and powerful interventions.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Building 2 Room 4.4 // Workshop

SCHOOL-HOME COMMUNICATION OPPORTUNITIES TO SUPPORT STUDENT WELL-BEING: THE ROLE OF SCHOOL PSYCHOLOGISTS



Susan Graham-Clay, Patrick Carney

This workshop will focus on the application of a comprehensive range of school-home communication channels to support student achievement and well-being.

Skills and Knowledge Covered: Communication opportunities between school and home will be discussed including one-way modes (e.g., websites, newsletters, email, apps, texts, report cards) as well as two-way interactions with parents (e.g., phone calls, in-person, and virtual meetings). Both barriers and opportunities to school-home communication will be highlighted, including cross cultural considerations, language, training, technology, and time demands. The use of school-home communication strategies will then be applied to the important role of schools to promote student well-being.

Expected Learning Outcomes: Participants will learn creative ways that schools can communicate positive mental health strategies to parents so they can learn practical ways to enhance their child's positive mental health skill development at home.

Small group discussion will provide participants the opportunity to share personal experiences in schools with respect to school-home communication and parent engagement practices. The key role that School Psychologists can play to promote school-home communication and student well-being will be highlighted and discussed.



Thematic session J // Saturday • 19th July • 14:00-15:30 // Student Hub // Workshop

Green SESAME: A PBS approach to promote pro-environmental behaviors in schools using digital tools



Paola D'Elia, Sergio Di Sano, Moritz Herzog, Gino Casale

This workshop is designed for school psychologists, educators, and practitioners interested in embedding sustainability within educational settings. We will introduce an evidence-based framework that adapts the School-Wide Positive Behavior Support (SW-PBS) model to foster pro-environmental behaviors (PEBs) among students. As part of the EU-funded Green SESAME project, this approach includes a specialized screener to identify students requiring additional support. While Tier 1 provides universal interventions to all students, the screener identifies those who might benefit from Tier 2 (targeted) and Tier 3 (individualized) interventions.

Participants will explore strategies for implementing interventions across all SW-PBS tiers, addressing psychological barriers to environmental engagement, such as peer influence, and examine methods for overcoming these challenges through targeted activities. A highlight of the session will be the Green SESAME mobile app, designed to increase environmental awareness through gamification and self-monitoring. Attendees will discover how to seamlessly integrate this digital tool into educational practices to boost student involvement in sustainable behaviors. Additionally, we will share findings from a pilot study assessing the Green SESAME program's efficacy. Through interactive exercises and case discussions, participants will acquire practical skills to implement SW-PBS-based pro-environmental interventions, fostering lasting environmental responsibility within school communities.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 1.2 // Oral Paper

More Learning, Less Disruptions: How Behavior Screening Could Save Instructional Time



Emily Graybill, Ella Anghel

This study examined differences in lost instructional time between universal behavior screening and office discipline referrals (ODRs). Lost instructional time can be a cost-effectiveness metric used to evaluate prevention efforts related to promoting mental health in schools. Lost instructional time due to screening was calculated cumulatively using the time students took to complete the screening form. Time lost due to ODRs was calculated using the formula for minor and major referrals. A comparative study design was used to determine the relative cost effectiveness of ODR and universal behavior screening using three conditions. Condition A- included ODRs from screened and not screened students (n = 2,636), Condition B - included ODRs only from screened students (n = 1,795), and Condition C – included ODRs only from not screened students (n = 841). The results suggested that students lost significantly less instructional time due to universal behavior screening than ODRs. The Kruskal-Wallis Rank Sum test showed that there was a significant difference in mean ODR time between the three groups. The students who did not take the screening lost the most instructional time due to ODRs. Trends in ODRs differed across race, gender, grade, and disability status.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 1.2 // Oral Paper

An exploration of experiences of restrictive practices in educational settings.



Carly Christie, Emma Harding

Background: Restrictive practices (RPs) should only be used as a last resort, but existing UK guidance is non-statutory meaning that it lacks accountability, leading to inconsistent approaches across schools. Current guidance stresses the importance of collaboration with parents, carers, and young people, yet research on their lived experiences remains limited.

Methods: A scoping review summarised peer-reviewed literature on the experiences of those affected by RPs in education, following JBI methodology and the PAGER framework. Additionally, an empirical study explored parental perspectives through five semi-structured interviews with UK parents.

Findings: The scoping review identified 10 studies examining experiences of seclusion and physical restraint in various school settings. While some perceive RPs as necessary for inclusion and safety, they often negatively impact well-being and school relationships. The empirical study used Interpretative Phenomenological Analysis (IPA) to explore how parents made sense of their experiences following the use of RPs with their children which identified several themes.

Conclusion: The field would benefit from further high-quality research which expands to include a broader range of RPs, a wider range of educational settings and perspectives from a variety of relevant stakeholders.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 1.2 // Oral Paper

Barriers to Effective Classroom Management Practices



Kathleen Aspiranti, David Hulac, Katherine Frye

Effective classroom management strategies are essential for both behavioral and academic student success within the classroom. Effective classroom management has been shown to increase student achievement, decrease disruptive behaviors, increase on-task behaviors, and increase student social emotional functioning (Aspiranti, 2022). However, many teacher education programs do not teach evidence-based classroom management strategies (Hammerness, 2011). There have been few explorations in specific classroom management strategy use of classroom teachers, particularly when investigating cross-national comparisons (Gillette, 2022).

Participants will learn about the development of a survey and pilot study on use and barriers to effective classroom management strategies. First, the survey was created through domain identification and a systematic literature search. Next, content validity was determined by sending the survey to international experts on classroom management with results examined through Scale Content Validity Index. The survey was amended based on expert feedback and then sent to a sample of American school teachers from preschool through grade 12. Data from the pilot survey will be discussed. This study will help to identify differences in the uses of classroom management strategies, understand some possible barriers for its implementation, and provide international audiences with an opportunity to participate in translational research for international audiences.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 1.2 // Oral Paper

The parent-teacher relationship and its effect on teachers' well-being: A qualitative study on teachers' perspectives



Annalisa Soncini, Emilio Paolo Visintin, Maria Cristina Matteucci, Stijn Van Petegem

Although the relationship between parents and teachers is considered a pillar in promoting school-family collaboration, only a few studies focused on teachers' perceptions of this relationship and its possible effect on teachers' well-being. To extend the evidence on this line of research, we set a qualitative study to reply to two main research questions: What are teachers' perceptions of parents and parent-teacher relationships? (RQ1) What are the consequences of a problematic parent-teacher relationship on teachers' well-being? (RQ2). The exploratory qualitative study was based on interviewing Italian primary, middle and secondary school teachers (N = 23). The interviews were analysed through reflexive thematic analysis. The results highlight that when teachers perceive parents as adequately involved, they can cooperate, and their relationship is perceived as supportive. Conversely, when the cooperation is not met, parents are perceived as uninvolved or overinvolved, and the relationship becomes more challenging. Furthermore, according to teachers, this challenging relationship can lead to negative consequences on their well-being (increased stress) and on students' well-being (increased anxiety). These findings may inform teacher training aimed at improving the quality of the parent-teacher relationship and at supporting teachers' and students' well-being.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

The contribution that psychologists can offer to schools: co-designing interventions with teachers



Lucia Irene Porzio, Antonella Saporito, Santa Parrello

The provision of individual psychological counselling services to students prevails in Italian schools, even though the literature has long since identified other effective strategic areas of intervention (Matteucci et al, 2024). Among them, the Teacher Participatory Action Research (TPAR) is based on the idea that teachers can democratically co-construct with psychologists an in-depth knowledge of the relational and institutional context in which they work (Pedone, 2023). Within this framework, this study presents an intervention model against school drop-out developed by the non-profit association “Maestri di Strada” in Naples, Italy (Parrello, 2023). The school psychologist works with teachers by co-designing activities through the experience of reflective groups, with the aim of bringing out contextual needs and constructing specific interventions inside and outside the classroom. To illustrate this model, a corpus of 19 reflexive group observation reports from three secondary schools (19227 tokens) was subjected to thematic analysis of elementary contexts by T-LAB (Lancia, 2012). Five clusters emerged, which mainly highlight teachers’ requests for systematic and long-term psychological interventions. Interventions should aim at improving the relational school climate and tackling teacher’s sense of ineffectiveness and powerlessness. The alliance between teachers and the other adults should be fostered.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Teachers' Perceptions of Climate Change: Impacts on Mental Health, Practices, and the Supportive Role of the School Community



Panagiota Dimitropoulou, Maria Maniatakou, Athanasios Sfetsos, Anna Touloumakos

This study explores how climate change—particularly natural disasters—affects teachers' mental health, their perceptions of climate change education, and the school's role in supporting students impacted by environmental crises. Using a qualitative methodology, data were collected through semi-structured interviews and a Likert-scale questionnaire, the latter used to complement the qualitative findings.

The sample consisted of 14 primary school teachers from Trikala and Crete, all of whom experienced a catastrophic flood. Thematic analysis revealed that the event had a significant psychological impact on most teachers, primarily due to the disruption of daily life, insufficient support mechanisms, and their prioritization of students' needs during the crisis.

Challenges in teaching climate change included limited subject knowledge and difficulty in engaging students with complex environmental issues or sustaining pro-environmental behavior. Nonetheless, teachers emphasized efforts to foster environmental awareness and instill hope, highlighting their expanded role beyond instruction to one of emotional and psychosocial support.

This research contributes to the limited literature on the mental health effects of natural disasters and offers valuable insights in two important areas: the underexplored impact of natural disasters on teachers' mental health, and the central role of the school environment in supporting children affected by climate-related events.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Promoting sustainability through supervision



Aaron Reynolds, Zahra Ahmed, Emma-Kate NiChinneide

With a recruitment crisis for both teachers and EPs, supervision can be invaluable in fostering sustainable work environments. Our symposium explores:

Firstly, how supervision models promote learning and growth through containment, connection, curiosity and challenge, whilst encouraging professional development, self-reflection and reflexivity in practice.

Secondly, how ‘contracting circles’ provide a collaborative, reflective space to set clear expectations in supervision and mutual understanding of best practices for the unique supervisory relationship.

Thirdly, how group supervision can create solution-focussed spaces to build ‘community capacity’ through negating emotional contagion in systems, building resilience, sharing resources and identifying systemic factors in need of intervention.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Auditorium (Room 5.1) // Oral Paper

Addressing the Need to expand the field: Recruiting and Retaining a more Representative Workforce with Targeted Efforts”



Catherine A Perkins

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



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 5.2 // Symposium

Teachers in the Spotlight: Teacher's Attunement and Responses to Negative Peer Dynamics



Nathalie Hoekstra, Manon Deryckere, Anouck Lubon, Cristina García Fernández

Negative peer dynamics, such as peer victimization, bullying, and peer rejection, can create unsafe school and classroom climates. Teachers play an important role in navigating peer dynamics and can counteract negative peer dynamics. This symposium will address research gaps related to teachers' (non-)attunement to peer victimization and teachers' responses to identity-based bullying and peer rejection, which will be critically discussed by a discussant. The symposium will include insights based on three studies with data from different countries (Belgium and USA) and different methodological designs (experimental vignette studies and longitudinal study) at different developmental stages (kindergarten, primary school, and middle school).



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 5.2 // Symposium Oral

Rejected by Peers, Rejected by Teachers too?! Peer Status Effects on Teacher Responses and the Role of Teacher Attributions



Anouck Lubon

Teacher-student and peer relationships influence each other. According to social referencing theory, students' perceptions of peer likeability are based on teacher-peer interactions (Walden & Ogan, 1988). While there is evidence for peer status effects on teacher-student relationships (TSR; Endedijk et al., 2022), causal evidence is lacking. Furthermore, interpersonal attribution theory (Weiner, 2000) suggests that teachers base their behaviors on causes of rejection. This study examines whether peer status predicts TSR quality and teacher responses, and whether teachers' internal attributions of rejection causes attenuate peer rejection effects.

In a 2x2 between-person experimental vignette study, 449 Belgian preservice primary and secondary school teachers read a vignette portraying a 12-year-old male student and a group work situation. The student's peer status (peer acceptance or rejection) and the cause of rejection (internal or external to the rejected student) were manipulated. Participants then answered questions about their expected relationship and expected responses towards the hypothetical student and situation.

MANCOVA revealed that preservice teachers expected more negative relationships and responses toward the rejected student compared to the accepted student. Additionally, they expected more negative relationships and responses toward the rejected student with an internal cause of rejection compared to an external cause or no causal information.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 5.2 // Symposium Oral

I did not know you were a victim of bullying: A longitudinal examination of the prevalence, predicting factors, and development of teachers' non-attunement to victimization



Nathalie Hoekstra

Teachers have the potential to support victims of bullying, but need to know who is victimized before they can help them. Hence, teachers need to be attuned to victimization. Previous research has mostly used cross-sectional data and predicting factors remain largely understudied. Our study used three timepoints and studied the prevalence, predicting factors, and development of teacher (non-)attunement to victimization. Participants were 1157 grade 1, 3, and 5 students (Mage = 8.61) and 52 teachers in the United States of America. Cross tabulations showed that teachers recognized 41.2% (T1), 45.2% (T2), and 54.2% (T3) of peer-identified victims. The group of victims overlooked by teachers decreased over time, indicating attunement increased. Mixed effects logistic regressions showed teacher-reported student popularity predicted attunement to victimization. When teachers perceived a student as more popular, teachers were less likely to be attuned to their victimization. Furthermore, a configural frequency analysis revealed patterns in the data, such as students consistently (not) being identified by peers and/or teachers, but also change patterns, such as victims who were peer-identified only becoming recognized by their teacher as well. The obtained results can contribute to interventions focused on strengthening teachers' social dynamics management or inform the development of anti-bullying programs.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 5.2 // Symposium Oral

Discussant Teachers in the Spotlight: Teacher's Attunement and Responses to Negative Peer Dynamics



Teachers in the Spotlight: Teacher's Attunement and Responses to Negative Peer Dynamics

Cristina Garcíá Fernández

Discussant

Authors' [affiliation]: Cristina Garcíá Fernández [Universidad de Córdoba]



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 5.2 // Symposium Oral

Effects of teacher responses to gender-based bullying on pupils' cognitions



Manon Deryckere

Teachers play a critical role in reducing Identity-Based Bullying (IBB). Nevertheless research remains limited, especially on young children. Children internalize stereotypes early, especially concerning gender. These conceptions can lead to bullying behavior.

This study addresses these gaps by examining the effects of teacher responses to gender-based bullying on pupils' cognitions using an experimental vignette design. Children aged 4 to 12 years (N= +-700) are randomly assigned to one of eight (2x4) conditions/vignettes. Each vignette describes one hypothetical bullying scenario (victim is a 1. gender non-conforming boy, 2. gender non-conforming girl) and one teacher response (1. non-response, 2. comforting victim/confronting bully, 3. comforting victim/confronting bully plus counterstereotypical message, 4. expressing understanding to the bully). Afterwards the pupils receive questions about their perceptions of the bullying incident, the teachers' response, and their gender-stereotypical thoughts. We hypothesize that children will perceive the situation, the teachers' response and the gender-nonconforming child as more positive, and will show less genderstereotypical thoughts when the teacher actively comforts the victim and confronts the bully, especially when combined with a counterstereotypical message. The opposite results are expected when there is a non-response, or even more so when the teacher expresses understanding to the bully. Data collection is ongoing.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 4.3 // Round Table Discussion

Are scholars from the Global South marginalized in school psychology research? Evidence, experiences and ways forward.



Cindy Mels, Patricia Sánchez Lizardi

"School psychology research plays a critical role in shaping educational policies and practices worldwide. However, scholars from the Global South face significant barriers in accessing and contributing to this field. Limited access to high-quality evidence (e.g., WOS or other databases), research training, and funding opportunities restrict their academic growth and global visibility. Additionally, the dominance of English-language publications and Western theoretical frameworks marginalizes diverse perspectives in educational psychology evidence production.

These challenges directly conflict with key SDGs: SDG 4 (Quality Education, Target 4.3) calls for equal access to advanced education and training, SDG 9 (Industry, Innovation & Infrastructure, Target 9.5) highlights the need to strengthen research capacity in developing countries, while SDG 17 (Partnerships for the Goals, Target 17.6) calls upon equitable North-South and South-South research collaboration. Addressing these disparities is essential for fostering a truly inclusive global research community.

This roundtable aims to discuss evidence of marginalization, share experiences of researchers, and explore strategies for greater equity in school psychology research. A key outcome of the discussion will be to identify the potential role of ISPA in fostering international partnerships, enhancing academic growth, and increasing the global visibility of research from the Global South."



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 3.13 // Workshop

Feel Your Best Self: Expanding Joyful Exploration to Learning Emotion-Coping Across Ages and Cultures



Sandra Chafouleas, Emily Wicks, Jessica Koslouski

How we feel in everyday moments and about life overall has become increasingly recognized as an essential component in overall well-being. Children and the adults who care for them need easy to use, resource efficient, and evidence-informed solutions for learning emotion-coping. Feel Your Best Self (FYBS: feelyourbestself.org) was developed as one solution, combining the best in educational psychology and puppetry education to offer a freely accessible online toolkit that brings joyful, creative exploration to learning strategies that are well-established by research on self-awareness, self-regulation, social relationships, and emotional well-being. The award-winning FYBS toolkit features three puppet kids—Nico, Mena, and CJ—who help each other navigate situations using these strategies to calm themselves, catch their feelings, and connect with others. Global uptake and continued expansion of FYBS have occurred in the two years since its release. In this workshop, we share those updates along with the what, why, and how of FYBS. Participants will engage in practical conversations about its flexibility for use in supporting children, with particular focus on adaptation and use across developmental ages and cultural contexts.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 3.5 // Workshop

Contributing to More Humane Schools: New Tools and Perspectives for French School Psychologists



Laurent Chazelas, Melaine Descamps, Nathalie GILMANT, Véronique LE MEZEC

This presentation will explore the role and responsibilities of French educational psychologists in promoting well-being, mental health, and inclusive education in schools, in alignment with the United Nations' Sustainable Development Goals (SDGs). It will address the current state of school mental health in France, highlighting key data and issues. The role of educational psychologists in preventive and targeted interventions will be examined, along with the primary challenges faced by students and school communities. Strategies and initiatives implemented in France to address well-being, support inclusive education, and foster emotional resilience will be discussed. Additionally, the presentation will explore links between school psychology practices and the SDGs, particularly Goal 3 (Good Health and Well-being) and Goal 4 (Quality Education). This session aims to facilitate an exchange of experiences, highlight innovative practices, and encourage international collaboration to create more humane, inclusive, and sustainable schools.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 5.3 // Workshop

AI Proficiency for School Psychologists: Advancing Counseling Strategies



Stephanie Liu

As artificial intelligence (AI) permeates the workforce, AI literacy—the ability to understand and operate AI-integrated systems—becomes increasingly important for school psychologists' career success. This workshop focuses on how school psychologists can harness AI to enhance student counseling practices. It first introduces school psychologists to the basics of AI, including its rise to popularity and its potential in the field of school psychology. Then, the workshop examines the ethical considerations and limitations of AI use. Finally, the workshop delves into how school psychologists can apply AI as a tool to aid in counseling students. In particular, the workshop will share how to incorporate various AI tools to facilitate psychoeducation, tailor interventions, and create resource materials. Prompt engineering, a technique to enhance generative AI output, will also be discussed. Opportunities for practice with the AI tools will be provided, so it is highly encouraged to bring laptops. The workshop will wrap up by addressing the implications of AI use for school psychologists.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Building 2 Room 4.4 // Workshop

Conflict & Bullying in Schools: Effective Preventative and Restorative Approaches



Coosje Griffiths

The importance of positive peer relationships and the adverse impact of bullying on student wellbeing is well documented. It is estimated that one student in four reports bullying in-person, and one in five reports online bullying. All students involved in bullying need support, including those who are bullied, those bullying others and those who are bystanders. This workshop provides participants with up-to-date knowledge and hands-on skills to implement practical and effective preventative and restorative interventions to address conflict & bullying to enhance student relationships. A range of tools to implement and embed whole-school strategies and plans across multi-tiered systems of support (MTSS) are provided based on current research and best practice. Strategies are based on positive psychology, strength-based principles with the goal of improving student wellbeing and peer relationships, as well as whole-school restorative processes to resolve conflict & bullying incidents. The presenter, Coosje Griffiths, has worked on a number of joint state and national projects with academics and publishing widely. She will draw on her experience as an expert witness in court cases involving school bullying. This workshop will be highly informative as well as experiential and practical, based on Coosje's extensive experience in the field.



Thematic session K // Saturday • 19th July • 15:30 - 17:00 // Student Hub // Round Table Discussion

School Psychologists and Allied Professionals in International Schools - Working Group



Diana Diaków, Aaron Haddock

This roundtable will bring together school psychologists and allied professionals to discuss the unique challenges and opportunities within international schools. The conversation will focus on three key areas: ethical decision-making, culturally responsive student support, and effective interdisciplinary collaboration. Participants will explore how professionals navigate ethical dilemmas, implement inclusive practices, and build cohesive team models that support student well-being.

The primary goal of the discussion is to assess the potential for forming an official working group or subcommittee dedicated to these issues. By the end of the session, participants will have contributed to developing an action plan with priorities for the upcoming year, including advocacy, training, and professional development.

Expected outcomes include a decision on whether to move forward with the creation of a subcommittee, identification of key areas for improvement, and the development of a strategic roadmap to enhance professional practices and student support across international schools.



POSTERS SESSIONS



Thursday • 17th July • 10:00 - 11:00 // Auditório da Reitoria da Universidade de Coimbra //Poster



Project STAR: Collaborative Training for School Psychologists and School Counselors through Federally Funded Initiatives

Oliver Edwards

ABSTRACT:

Project STAR (Systemic School Treatment and Response) is a funded \$5 million federal grant designed to enhance and advance the collaborative training of school psychologists and school counselors. This poster presentation outlines the need for the project, the project's objectives, practical implications, grant scholar outcomes, and learning outcomes for attendees.

Objective:

Project STAR is in its second year of increasing the quantity, quality, and diversity of highly trained school-based mental health service professionals to address shortages of mental health service professionals. Through partnerships with multiple Local Education Agencies (LEAs), 69 graduate school psychology and counseling students are placed into school-based practicum and internship settings each year.

Grant Scholar Outcomes:

Studies show that comprehensive collaborative training programs for school psychologists and counselors significantly improve student outcomes. Project STAR builds local capacity by developing accredited programs and model demonstration sites. The project facilitates robust collaboration between the university and partnering LEAs, fostering a community of practice that supports continuous improvement in school mental health services.

Attendee Learning Outcomes:

Attendees of the poster presentation gain insights into the design, implementation, and trending outcomes of Project STAR. Attendees become equipped to enhance mental health services in their own educational settings.

Thursday • 17th July • 10:00 - 11:00 // Auditório da Reitoria da Universidade de Coimbra //Poster

The development of a group sandtray supervision model for school counselors in Taiwan



Mei-Hsiang Tsai, Mon-Hsin W. Flahive

The present research develops a group sandtray supervision model specifically for school counselors and examines its practical application. In this model, school counselors collaboratively create group sandtrays, helping the supervisee and fellow group members address challenges across various cognitive dimensions. By utilizing metaphorical and symbolic miniatures, the model enhances the understanding of clients, significant others, and the educational system from diverse perspectives. Seven elementary school counselors from southern Taiwan participated in eight three-hour group sandtray supervision sessions, which were based on a six-step group supervision model. After these sessions, each school counselor participated in individual semi-structured interviews to share their experiences and perspectives. The interviews were audio-recorded, transcribed verbatim, and analyzed using thematic analysis. The results indicated that group members' diverse perspectives on sandtray miniatures broadened participants' viewpoints, deepened their understanding of family dynamics, and inspired future counseling interventions. Furthermore, group sandtray supervision strengthened group cohesion, fostered stronger connections among members, increased self-awareness, and created a feeling of safety and ease during the proposal process. This presentation will discuss the process of group sandtray supervision, group dynamics, and implementation strategies. Moreover, we will provide recommendations for future researchers, supervisors, and educational training programs.



Thursday • 17th July • 10:00 - 11:00 // Auditório da Reitoria da Universidade de Coimbra //Poster

Leading the Way: Are School Psychologists Ready for Trauma-Informed Practices?



Meegan Brown

Summary: School psychologists are crucial in leading and implementing trauma-informed practices. And they must have comprehensive training to prepare them if they are to effectively support school students, families, and communities affected by trauma.

Rationale: Limited research is available in Australia, and studies from the United States indicate many school psychologists feel inadequately prepared by their training programs to lead trauma-informed practices.

Methodology: An online survey was conducted with 36 Australian school psychologists and school counsellors to assess their perceptions of their training programs, and the effectiveness of these programs in preparing them in trauma-informed practice. Questions examined their knowledge of trauma, self-efficacy in implementing trauma-informed practice, and school psychologists' and school counsellors' well-being.

Findings: While 25% (n=9) of participants stated 'a great deal' or 'a lot' of trauma-informed practices were embedded in their training, they still felt underprepared to support trauma-affected students, lead trauma-informed practices in schools, and collaborate effectively with families and communities.

Implications: This study underscores the need for school and educational psychology programs to incorporate a deeper understanding of trauma, culturally responsive practices, and trauma-informed strategies. Skill development that focuses on engaging with families and communities too, is critical for students impacted by trauma to thrive.



Thursday • 17th July • 10:00 - 11:00 // Auditório da Reitoria da Universidade de Coimbra //Poster

Have we changed? Equity-focused instruction in school psychology programs



Rachel Stein

School psychology has increasingly recognized the need to advocate for diversity, equity, and inclusion (DEI) within our field (e.g., Garcia-Vasquez, 2020; Jimerson et al., 2021; Sullivan et al., 2023). An important catalyst for change is thinking about graduate education, as the content, perspectives, and orientation included in training translates to school-based practice over time. This poster will share findings from a survey, which used both open and closed questions, to ask graduate educators (N = 109) about their equity-focused training practices. Preliminary findings from graduate educators across the United States suggest an increased emphasis on DEI topics amongst graduate educators over time. Respondents overall indicated that they feel knowledgeable and confident about best pedagogical practices in higher education, including related to DEI. Yet, respondents also indicated challenges related to DEI within their instruction including lack of personal psychological safety, working in U.S. states that have enacted anti-DEI policies, and limited opportunities for personal growth and learning. Implications from this survey will be shared to help inform future directions for graduate education in school psychology.

Thursday • 17th July • 10:00 - 11:00 // Auditório da Reitoria da Universidade de Coimbra //Poster

Can We Become "Family"? – A Study on Adjustment and Decision-Making Experiences During the Pre-Adoption Period of Older Children

LI-YUN WU

This study explores the adjustment and decision-making experiences of families adopting older children (aged 3–4.5 years) after placement and legal finalization, aiming to develop strategies to prevent adoption disruptions. Data was gathered from six adoptive families, including two pairs of couples, one single father, one single mother, and two mothers. Through quasi-structured interviews analyzed thematically. First, the results show the challenges of swaying the decision to adopt : (1) significant lifestyle change. (2) children's resistance to separation from original attachment figures. (3) unmet expectations of the adoptees. (4) The child's severe behavioral issues lead to intense parenting frustration. (5) highlighted instability in the parents' relationship. Second, The process of adjustments:(1) reconstructed family dynamics. (2) achieved consensus in parenting. (3) recognized the meaning and purpose behind adoptees' actions to foster acceptance of adoptees. (4) fostered attachment(5) adjusted their emotions in parenting, practicing self-encouragement, and facing frustrations and challenges together. Third, Success factors:(1) agency support (relationship-building strategies, gradual integration, and extended trial periods). (2) shared experiences from successful adoptive parents. (3) connections with support networks from other adoptive families. (4) empathized with the adoptees' pasts and the challenges in the future. (5) the use of therapeutic resources like play therapy and counseling.



Thursday • 17th July • 10:00 - 11:00 // Auditório da Reitoria da Universidade de Coimbra //Poster

Promoting Equity through Urban Design: How School Psychologist Can Advocate for Sustainable Communities and Humane Schools



Kiet Pham

Rationale: Urban planning policies, such as population density, infrastructure, and resource allocation, play an important role in shaping the educational and psychological outcomes of students. Yet, the impact of urban planning on school environments remains understudied. Addressing this gap, school psychologists can bridge the fields of urban planning and school psychology and advocate for sustainable communities and humane schools.

Methodology: The study utilized secondary data analysis of international datasets (e.g., UIS EdStats, WHO GSHS). Independent variables such as population density, living conditions, and poverty rates were analyzed in relation to dependent variables including bullying experiences, access to mental health services, and educational outcomes (e.g., enrollment and graduation rates).

Findings: Preliminary results indicate an association between urban planning factors and policies and student outcomes. Higher population density and poor living conditions are linked to increased bullying rates and reduced access to mental health services. Conversely, education expenditures and housing quality positively correlated with better academic and mental health outcomes.

Implications: To align with the UN 2030 Sustainable Development Goals, school psychologists must engage with urban planners and policymakers to provide expertise on students' mental health and education and create safer school environments.



Thursday • 17th July • 10:00 - 11:00 // Auditório da Reitoria da Universidade de Coimbra //Poster

Our Ways of Being and Learning: School Psychology Interns' Perspectives of Assessment with Indigenous Students



Meadow Schroeder

School psychology in Canada has historically been a profession with limited diversity including a paucity of Indigenous representation. Furthermore, there is a long history of colonization and harm done to Indigenous peoples by education and psychology that has fostered distrust in these fields. As a result, there are few Indigenous people attracted to the field of psychology especially school psychology. Yet, Indigenous populations are one of the subpopulations within Canada that is growing the fastest and there is a need for Indigenous professionals to serve their own communities. This poster will present the findings of a research conducted in collaboration with 10 school psychology interns who identified as Indigenous and who were completing a pre-master's internship in schools with large numbers of Indigenous students. The themes generated from their reflections are summarized and include their perspectives of standardized assessment, how Indigenous ways of knowing differs from mainstream culture, and how school psychology fails to meet the needs of their people. Recommendations for change will be included.



Thursday • 17th July • 10:00 - 11:00 // Auditório da Reitoria da Universidade de Coimbra //Poster

Study on Process Analysis of play Therapy for Children whose parents died unexpectedly



LI-YUN WU, Wei-Hao Shih

This study aimed to comprehend the emotions, themes, and changes in play therapy. Process analysis on three children(8-10ys) whose parents died due to COVID-19 or committed suicide. via 12-hour (1Hr/week) play therapy, with video recording and a "Play Therapy Record Sheet" per session. First, the results show the emotions : (1)Early sessions revealed dissociation and suppressed;(2)Age and witnessing the death influenced emotional expression and regulation;(3)In the death-themed play, children appeared in shock, chaos, confusion, helplessness, loneliness, and guilt;(4)Showed anxiety and uneasiness about being separated. Second, themes : (1)Reenacted the games with the deceased parents;(2)Took care of the puppet that symbolizes the object, and got security, comfort, and accompanied by the puppet;(3)Throughout drawings, the death and separation were presented;(4)Repeated play of reconstruction and destruction, rescue and helplessness;(5)Bipolar behaviors of aggression and withdrawal at school. Third, Changes in the process:(1)From resisting talking about death to expressing it naturally ;(2) From hiding in the cabinet to freely playing in the playroom;(3)Using language to express emotions and reduced aggressive behavior at school;(4)Transform the theme of death into protection and security, to reborn and resilience. Conclusion: Play therapy provides children a sense of safety and control to express emotions, thereby regulating their loss and sadness.



Thursday • 17th July • 10:00 - 11:00 // Auditório da Reitoria da Universidade de Coimbra //Poster

Study on Process Analysis Group Play Therapy for Children with Dysfunctional Family



WEI SHOU SHIH

This study aimed to comprehend children's interaction, themes, and change process in group play therapy. Process analysis on seven children (8-11ys), including three foster children and four local community children (one pair of siblings), via 16 hours (4Hr/week) group play therapy, with video recording and completed feedback forms per session. First, the result showed the interactions: (1) Early sessions showed varied participation levels, with some members engaging actively while others were more reserved; (2) Interactions increased, fostering trust and safety. Second, themes: Children's play often demonstrated peer competition (negative feelings) and the primary caregiver's violent behaviors. Third, the emotions: (1) As the group progressed, members became more adept at identifying and understanding emotions; (2) Members could use projective media to express the emotions they experienced; (3) Members effectively used art and play materials to express their emotions and release negative feelings. Fourth, the feedback from members: (1) Improved the ability to recognize and express emotions; (2) Emotional empathy and support gained through group interaction; (3) Effective emotional coping strategies to regulate emotion. Conclusion: Group play therapy was beneficial in helping children understand emotions, develop coping skills, and receive social support, making it a valuable approach for child therapy.



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Fostering Positive School Climates: AI-Powered Social and Emotional Learning for Young Children's Mental Health



Ryosuke Takenaka, YAYOI WATANABE

Promoting mental health and fostering positive school climates in early childhood education is essential for long-term well-being. Research shows that structured emotional and communication skill development in schools reduces anxiety, depression, and social difficulties. Our AI-powered mobile app enhances young children's communication and compassion skills in school settings through animated videos, AI-interactive animal character avatars, and gamified experiences.

Our app is actively used by children aged 2-5 and their parents. Initial findings indicate that while children engage well with the animated content, their conversations with AI avatars tend to be short. To improve engagement, we are working on allowing children to select avatars that better match their preferences and adjusting voice quality and speed to be more familiar and engaging.

On the parent side, our system analyzes children's emotional expressions through their avatar interactions, providing insights into their emotional state. Parents have given highly positive feedback on these features. As more data is collected, we plan to conduct psychological statistical analyses to refine our approach. At ISPA 2025, we will share our findings and discuss with educators how AI-driven SEL tools can support children's emotional development and improve school climate.

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The Importance of Attitudes, Social Norms, and Prototype on Adolescents' Engagement in Problematic Photo Self-Disclosure on SNS



Ugnė Paluckaitė, Viktorija Čepukienė, Kristina Žardeckaitė-Matulaitienė

Adolescents' online photo self-disclosure is one of the most popular activities on social networking sites (SNS) and can be both neutral (e.g., selfies) and problematic (e.g., photos of age-restricted behaviors). Researchers suggest that adolescents' self-disclosure can be explained through the reactive pathway of the Prototype-Willingness Model. Therefore, this study aims to analyze the importance of attitudes, social norms, and prototype in adolescents' problematic photo self-disclosure on SNS. To achieve this goal, a quantitative study was conducted (N=598; Mage=15.57, SDage=1.39; 63.7% female). Adolescents completed online questionnaires assessing their problematic photo self-disclosure on SNS and other psychosocial factors, including attitudes, social norms, and prototype. The results of the hierarchical regression analysis show that only prototype similarity plays a significant role in explaining adolescents' problematic photo self-disclosure: adolescents who perceive themselves as more similar to peers who enjoy sharing photos on SNS are more likely to engage in problematic photo self-disclosure ($F = 14.61, p < .05$). Thus, it is crucial to consider adolescents' perceptions of the typical peer image when developing prevention and intervention programs to reduce problematic photo self-disclosure on SNS.



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Exploring School Psychologists' Perceptions of ADHD and Trauma: Assessment and Intervention Strategies



Umara Hansen

Attention-Deficit/Hyperactivity Disorder (ADHD) and trauma-related symptoms often overlap, creating significant challenges for school psychologists in assessment and intervention. The reciprocal relationship between ADHD and adverse childhood experiences (ACEs) further complicates the differentiation of these symptom presentations. This qualitative pilot case study explores the perspectives and practices of four school psychologists in the Bay Area regarding their understanding of the interplay between ADHD and trauma, including the assessment tools and intervention strategies they employ. Through semi-structured interviews and document analysis, the study examines how these psychologists conceptualize this relationship and the challenges they face in distinguishing between ADHD and trauma. The findings indicate that although school psychologists recognize the overlap in symptoms, assessment practices often lack standardized trauma-informed tools, resulting in inconsistencies in identification. Participants emphasized the importance of holistic assessments, including behavioural observations, developmental histories, and collaboration with educators and families. Key challenges involved insufficient training in trauma-informed practices, the subjective aspect of trauma, and resource limitations in schools. This study highlights the vital need for enhanced training on trauma-informed ADHD assessments and interventions to improve student outcomes. It also lays the groundwork for my dissertation, exploring comprehensive screening tools and trauma-informed intervention strategies for school psychologists.



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A Review and Outlook on High School Bullying Issues in Taiwan (2014–2024)



Cheng-Chun Yu, Ting-Chia Lien, Szu-Fan Chen

This study adopts a literature review approach to analyze journal articles on high school bullying issues in Taiwan from 2014 to 2024. Using the Airiti Library as the primary database, we searched for published research literature with the keywords "high school" and "bullying," excluding duplicates and unrelated topics. A total of 107 relevant articles were included in the analysis. The results indicate: (1) Year and Number of Articles: The highest number of publications was in 2020, with 22 articles (7 quantitative studies, 5 qualitative studies, and 10 theoretical discussions). The second highest was in 2024 (3 quantitative studies, 2 qualitative studies, and 13 theoretical discussions). (2) Topics: Campus bullying was the most common subject, included cyberbullying, gender equality, LGBTQ+ issues, and mental health have gradually increased. Research subjects have also expanded beyond students to include teachers, administrative staff, and legal discussions. (3) Methods: There were 21 quantitative studies, 20 qualitative studies, and 66 theoretical discussions. (4) Conclusions: Taiwan requires more diverse quantitative and qualitative studies on high school bullying, integrating contemporary technological and multicultural perspectives. Notably, only one study in 2020 focused on developing a cyberbullying scale. Future empirical research should include the development of more assessment tools.



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Understanding Cyberbullying Victimization in Schools: The Role of Social Support and Parental Bonding on Mental Health

Mansi Mathur, Vijayalaya Srinivas

With the rise of digital interactions, cybervictimization has become a significant concern due to its detrimental effects on students' mental health. While research links cybervictimization to psychological distress, the mechanisms underlying this relationship remain underexplored. In particular, the roles of perceived social support and parental bonding in shaping mental health outcomes require further investigation. This study addresses this gap by examining how cyberbullying victimization affects students' mental health, with perceived social support as a mediator and parental bonding as a moderator. Understanding these dynamics is crucial for developing effective interventions to mitigate the psychological consequences of online bullying. Using Hayes' PROCESS Macro Model 8, a moderated mediation analysis explores these relationships. The study provides empirical insights into the significance of protective factors in cybervictimization, emphasising the buffering effects of social and parental support. Findings will have important implications for educators, parents, and policymakers, underscoring the need to strengthen familial bonds and school-based support systems. These insights will contribute to developing targeted interventions to enhance students' resilience and overall well-being in the digital age.

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Posting Without Thinking? Peer Pressure and Impulsivity in Teen TikTok Users



Kristina Žardeckaitė-Matulaitienė, Viktorija Laučytė

Recently SNS have become an integral part of teenagers' communication and self-expression. Among these platforms, TikTok has become a popular tool for visual self-expression, allowing users to upload short-form videos or photos. Impulsivity is commonly associated with various risky behaviors in adolescence; and perceived peer pressure can contribute significantly to adolescents' decisions to engage in risky online behavior. Thus, the aim of this study is to examine how perceived peer pressure affects the relationship between problematic visual self-disclosure on TikTok platform and impulsivity in 14-17-years-old. To reach this aim, the quantitative study was implemented (N=195; Mage=15.74; SDage=.93; 56.9% female). Data was collected through an online survey, asking teenagers to assess their problematic visual self-disclosure on TikTok, impulsivity and perceived peer pressure. Results showed significant positive correlations among all three phenomenons despite the adolescent's gender (all correlational coefficients were higher than .43; $p < .05$). Moderation analysis revealed that perceived peer pressure moderates the relationship between problematic visual self-disclosure on TikTok and impulsivity ($\beta = .276$; $p < .05$). Thus, we may predict that perceived peer pressure is an important factor explaining adolescents' problematic visual self-disclosure on TikTok. This research can help develop effective prevention and intervention strategies for adolescents to reduce risky self-disclosure online.



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Online School Psychology: Developing Your Playbook



Robert Dixon

Shortages of school psychologists are impacting the opportunity for children and teens to have academic, behavior, and mental health interventions. Programs are evolving into online platforms to deliver content and skills to eager graduate students outside the walls of the institution and these graduates are extending the reach of evidence-based practices.

While standards of professional and evidence-based practices must be the same regardless of graduate education format or practice in the schools, the online environment must develop teaching practices to psychologically engage the online learners (Bates, 2019). This poster will review critical areas of developing and administering an online school psychology program, including but not limited to, collecting needs assessment and budgeting information, practices for faculty development, ensuring quality of instruction and student outcomes including intervening with challenging students, and supporting students in development of skills in practicum and internship. Participants will identify critical components for developing an online program and specific action steps to include in their playbook to initiate or refine an online school psychology program.

Programs implementing online programming have met the professional needs to give school psychology practices to eager graduate students who can't leave their communities to attend a traditional program.



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Development and Validation of the Parent-Child Communication Avoidance Questionnaire for Korean-Descent Youth in Japan

Misa SASAKI, Taisuke KATSURAGAWA, Tomu OHTSUKI

Objectives:

The suicide rate among individuals of Korean descent is the highest among Japanese immigrants. Acculturation gap has been linked to psychological distress by promoting parent-child communication avoidance. Youth who perceive this gap may avoid discussing ethnic identity with their parents, increasing psychological distress. However, no psychological assessment measures parent-child communication avoidance due to acculturation gap. This study aims to develop and validate a questionnaire for this construct.

Methods:

A survey was conducted with 214 Korean-descent youth in Japan. It included scales measuring PCCAQ, acculturation gap (Sasaki et al., 2024), PHQ-9 (Muramatsu et al., 2018), GAD-7 (Muramatsu et al., 2010), UCLA Loneliness (Masuda et al., 2012), CFQ-7 (Shima et al., 2016), and AAQ- II (Shima et al., 2013). The study was approved by the “Ethics Committee for Research Involving Human Subjects” at Waseda University.

Results / Discussion

Factor analysis identified a 14-item questionnaire with three factors: (1) avoidance of discussion, (2) negative attitudes toward parents, and (3) avoidance of negative thoughts/emotions. Model fit was good (CFI=.98, TLI=.96, RMSEA=.05), and internal consistency was high ($\omega=.84-.87$). Construct and criterion validity analyses showed significant correlations with psychological distress, except for avoidance of negative thoughts/emotions. Further refinement is needed to enhance validity.



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Transforming into Practice: Experiences from Two Research Groups in School Psychology



Mariana Gentili Perez, Rebecca Carvalho, Raquel Souza Lobbo Guzzo, Vera Lucia de Souza Trevisan

This study examines two research groups in school psychology in a city in São Paulo's interior. The first, the "Assessment and Psychosocial Intervention: Prevention, Community, and Liberation" Research Group (GEP-InPsi), is based on Historical-Dialectical Materialism, drawing from Gonzalez Rey, Holzkamp, Martín-Baró, and Vygotsky. A key initiative is the ECOAR university extension project, which integrates school psychologists into municipal public education, fostering a preventive approach through Participatory Action Research. The second group, the "Processes of Subject Constitution in Educational Practices" Research Group (PROSPED), operates in state schools and follows Cultural-Historical Psychology, particularly Vygotsky's framework. It employs artistic expression as a research-intervention-art methodology, using art to engage individuals in reflection and development. Despite methodological differences, both groups adopt a critical, community-oriented approach, involving students, teachers, staff, and the broader community. This study aims to inspire new critical and context-sensitive practices in school psychology by comparing these distinct approaches.

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A Brief Version of the Bullying Participant Behaviors Questionnaire



Michelle Demaray, Christine Malecki, Pui-Wa Lei, Hui Zhao, James DiPerna, Susan Hart

Bullying behaviors are a significant concern in schools worldwide. Thus, it is important that school psychology researchers and practitioners are able to measure students' bullying participant role behaviors to intervene effectively. The goal of the current study was to shorten the 50-item Bullying Participant Behaviors Questionnaire (BPBQ; Demaray et al., 2014) to measure bullying, assisting, defending, outsider behaviors, and victimization experiences more efficiently. Data were collected from 13,469 students in Grades 3-12 in the U.S. Items for the BPBQ Brief Form (25 items) were selected from the original version to ensure content balance, maximal Item Response Theory (IRT) item and test information, minimal local dependence, and lack of Differential Item Functioning (DIF). Convergent validity was demonstrated via correlations between BPBQ Brief and the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). Evidence of reliability and validity support the use of the BPBQ Brief to assess students' self-reports of five bully role behaviors. For use in the field, the BPBQ Brief allows for efficient data collection to help inform the need for intervention without sacrificing psychometric integrity. In research, using the BPBQ Brief can reduce participant fatigue and allows for the assessment of other constructs in measurement protocols.



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High School Counseling Teachers' Mandatory Intervention Experience for Offenders Involving Campus Sexually Harassments



SUFEN TU, LING-MEI WENG

This study intended to explore specialized counseling teachers' experience of providing mandatory counseling for offenders who was reported to involve in campus sexually harassments incidents. The participants were 7 full-time counseling teachers employed in high schools who had previous experience of providing those mandatory counseling services. This research adopted qualitative research method that interviewed counselors one-by-one in-person or online following a semi-structured questionnaire. The interview transcripts were analyzed using grounded data analysis approach. The results: (a) the counselors' perspectives on offenders' motives included curiosity, speculative and opportunism, distorted beliefs in sexual interaction and interpersonal strategies, blurred family boundaries, and copycatting; (b) five stages involved in counseling process were emotional catharsis, counseling structure establishment, cognitive exploration, behavior change, and evaluation and tracking; (c) counseling difficulties were offenders' resistance on mandatory counseling and cognitive rigidity, counselors' incompetence of sexual knowledge and sexuality counseling, and pressure from the school systems and other sources; (d) resolving strategies included faced resistance with patience and open-minded, self-reflection and seeking for consultation, accepted the limited function of counseling, and used holistic view to see the offenders rather than stucked on one incident. Better prevention programs, graded treatment, and advanced sexuality counseling professional trainings were discussed.



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An Exploratory Study on the Emotional Experience Changes of a Child with Severe Hearing Impairment in Person-Centered Play Therapy



Meng Wen Wang

This study explores emotional experience changes in a child with severe hearing impairment during person-centered play therapy. Hearing loss affects communication, reading, language comprehension, and social interactions. Due to difficulties being understood, these children often experience frustration, anger, and helplessness but struggle to express emotions, leading to distress. As hearing-impaired children rely on nonverbal communication, this study uses play therapy as a nonverbal intervention, utilizing the child's natural language—play—to facilitate emotional expression beyond words.

An 8-year-old boy with severe hearing impairment participated in ten weekly 40-minute individual play therapy sessions. Video recordings were analyzed to examine changes in emotional experiences, play themes, and behaviors. Findings indicate the child's emotions evolved from anger and aggression to happiness and trust. Play themes progressed from nurturing and aggression to cooperation and problem-solving. Behaviorally, the child showed increased frustration tolerance, autonomy, and problem-solving ability. Initially, he sought help immediately when facing difficulties, reacting with anger if unmet. Over time, he learned to handle frustration and attempt solutions independently. The child's interactions with the therapist shifted from passive to active engagement.

This study highlights person-centered play therapy's role in enhancing emotional expression and social adaptation in children with hearing impairments.



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Orthographic Knowledge of English Conventions in Nonspeaking Students with Autism



Jonna Watson, Jonna Watson

Students with autism who do not reliably speak tend to be perceived with less competence; however, recent research has shown that some non-speaking individuals acquire literacy skills, learning such things as spelling. This study examined whether non-speaking, minimally speaking or unreliably speaking students with autism demonstrate English language orthographic conventions when playing an iPad game requiring tapping the correct answer or series to respond. Implications and results will be discussed including a neuroaffirming approach related to presuming competence in nonspeaking individuals, along with consideration of how strengths in orthographic knowledge could lead to training and augmentative communication for nonspeaking students with autism.



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“They’ll Know Loads More About me”. Facilitating Self-Expression Through Digital Storytelling to Support Educational Transitions



Laura Pardoe, Sophie Brinsmead, Jessica Millington, Carys Deeley

The views of children with special educational needs and disabilities (SEND) are frequently left out of educational decision-making processes. In recent years, researchers have sought to employ creative methods to facilitate children’s voices in areas of importance. One such area is transitions between educational settings, a significant time which has the potential for positive outcomes. One creative method of exploring children’s views of transitions is Digital Stories, a strengths-based video methodology. The aim of this research was to explore ways that Digital Stories can be used to facilitate children’s voices at a time of transition. Interviews were conducted with three children and two members of staff at a Pupil Inclusion Centre (PIC) after they had co-created Digital Stories. The research provided a new contribution to the literature on Digital Stories by exploring children’s views of the process. Codebook thematic analysis resulted in four main themes: child as expert, self-expression, positive reflections and looking forward. Overall, children and staff were positive about the process of creating Digital Stories to support transition to new educational settings. Limitations, directions for future research and implications for professionals are discussed.



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Development and Validation of the Social and Emotional Competence Scale for Japanese Teachers



Hazuki Sawada, Yayoi Watanabe

Based on the principles of Social and Emotional Learning, enhancing the Social and Emotional Competence (SEC) of adults, especially teachers, is crucial for effective educational practices. However, there is a lack of standardized scale to measure the teachers' SEC in Japan. This study aimed to develop a scale for measuring Japanese teachers' SEC. An initial pool of 50 items was generated with reference to the Social and Emotional Competence Assessment Battery for Adults (SECAB-A) (Oliveira et al., 2023) and the Japanese Wong and Law Emotional Intelligence Scale (J-WLEIS) (Toyota & Yamamoto, 2011). The participants consisted of 209 elementary and junior high school teachers. An exploratory factor analysis using maximum likelihood estimation with Promax rotation revealed a five-factor structure. The Cronbach's alpha coefficient ranged from .60 to .89, indicating adequate internal consistency. Convergent validity was tested by examining the correlation between the five subscales of the developed scale and three subscales of a burnout scale, revealing significant negative correlations of low to moderate magnitude. The developed scale is an effective tool for assessing teachers' SEC in Japan. However, further research is required to examine the discriminant validity of the scale.

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PROBLEM BEHAVIOUR AMONG ADOLESCENTS IN RELATION TO SCHOOL AND INTERPERSONAL FACTORS



Anna Janovska, Maria Bacikova-Sleskova, Lucia Barbierik, Ondrej Kalina

Problem behaviour of adolescents in schools has been on the rise while also being a significant contributor to teacher stress. There are many factors related to this type of behaviour, including school environment and peer relations. The study examined the relationship between antisocial behaviour, aggressive behaviour, avoidant behaviour in relation to school, self-harming behaviour and school factors (school connectedness, supporting relations in school) and interpersonal factors (prosocial peer group). A representative sample consisted of 546 elementary school pupils (mean age 15.4 years; 53.0 % female) from across Slovakia. Linear regression modelling was used for data analysis. Antisocial behaviour (ASB), aggressive behaviour (AB) and avoidant behaviour in relation to school (AVB) were found to be negatively associated with having prosocial peers (ASB: $p < .001$; AB: $p < .001$; AVB: $p < .001$) and school connectedness (ASB: $p = .007$; AB: $p = .004$; AVB: $p < .001$). Self-harming behaviour was negatively associated with having prosocial peers and school connectedness (both $p < .001$). The results show that a positive and supportive school environment can help eliminate problematic behaviour in schoolchildren, highlighting the validity of peer programs in the prevention of behavioural problems.

Key words: problem behaviour, prosocial peers, school



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Enhancing Global Awareness Through Virtual Exchange: Opportunities, Challenges and Educational Impact



Betina Xu, Elizabeth Bravo, Gabby Huff-Streiter

In recent years, virtual exchange (VE) has emerged as an innovative approach to fostering global awareness by providing students with opportunities to engage in intercultural learning experiences without the need for physical travel. Students from low socioeconomic backgrounds are underrepresented in study abroad programs; however, VE can serve as an alternative educational opportunity for students who are unable to physically travel. This literature review examines the role of VE in enhancing global awareness by analyzing its effectiveness across various educational contexts. Key findings indicate that VE can foster cross-cultural dialogue, increase global awareness, and build intercultural competence. Challenges such as technological barriers, program design limitations, and the need for long-term engagement need to be addressed to optimize the effectiveness of VE. This review highlights the significance, challenges and potential benefits of integrating VE into curricula.



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From A to Z: Evaluating the Efficacy and Spillover Effects of a 2nd-grade Reading Intervention Program



Verónica Adão, João Lopes, Célia Oliveira

Students who experience reading difficulties in primary school often struggle to progress to more advanced stages of reading development. Reading fluency interventions play a crucial role in improving reading speed, accuracy, expressiveness, and, consequently, comprehension in students with learning difficulties. This study aims to evaluate the efficacy of a reading intervention program by comparing the reading development of struggling 2nd-grade students who participated in the program with those who did not receive the intervention. Additionally, it explores the potential spillover effects on non-participating students. The A to Z program incorporates repeated readings, word recognition, morphological analysis, text comprehension, and writing development. Students receive frequent individual or small-group support from teachers, with approximately three 45-minute sessions per week throughout the school year. The findings will contribute to a deeper understanding of both the direct and indirect impacts of structured intervention programs on early literacy development.

Keywords: Reading and writing difficulties, intervention program, reading fluency, elementary school.



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School-Based Interventions for School Refusal: A Systematic Review



Scarlett Xiong, Amy Briesch

School refusal is characterized by emotional distress and difficulty attending school, which poses significant risks to students' academic performance, mental health, and long-term well-being. This systematic review evaluates the effectiveness of school-based interventions for addressing school refusal, focusing on studies conducted in school settings. The review included nine studies from eight countries, with sample sizes ranging from 7 to 1,068 participants, targeting students across kindergarten, primary, and secondary schools. The interventions emphasized collaborative efforts among children, caregivers, school psychologists, social workers, clinicians, and staff members, leading to improvements in school attendance, academic performance, and mental well-being. Key findings include the effectiveness of cognitive-behavioral therapy (CBT), parental involvement, and structured transition programs in reducing school refusal behaviors. However, the level of school involvement varied significantly across studies, limiting conclusions about common intervention characteristics. This review underscores the need for standardized, school-based models that clearly define the roles of school personnel and integrate multidisciplinary approaches. Future research should focus on developing and evaluating such models to provide clearer guidance for schools, educators, and families in addressing school refusal.



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From Crisis to Care: Increasing Access to School-Based Mental Health through Telemedicine



Myesha Morgan

The World Health Organization (2024) continues to emphasize the need for mental health supports globally with a recent report revealing approximately 14% of youth ages 10-19 are experiencing a mental health disorder. In addition, suicide is the the third leading cause of death among those aged 15-29 years (World Health Organization, 2024). Texas Child Health Access Through Telemedicine (TCHAT) is an innovative program that aims address the need for access to mental health care for students within schools. The program has three goals: assessment of mental health and triage, brief intervention, and connection to community-based providers for students who need longer-term or more intensive therapy services. The program is also offered at no-cost to families and connects schools to medical centers throughout the state. Educators and school personnel also receive education regarding ways to address student mental health concerns like suicidal ideation and traumatic stress in the school setting. This presentation will review the structure and outcomes of the TCHAT program thus far, as well as discuss ways to embed crisis level services within an existing school based mental health framework.



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Secondary Teachers learning to teach about the world of work of the future through job shadowing



Isabel Quirino

At the end of secondary, students are faced with the need to take a decision on whether to choose a path in education, training or work. Many seek information about future opportunities. However, to provide information about future pathways in work is an enormous challenge in the modern changing world (Kuijpers & Scheerens 2006).

Whole-school approaches are recommended as a strategy to ensure that all students receive a response, with other agents being mobilized, namely teachers, in addition to career guidance practitioners (Rise & Hooley 2025). Yet, teachers usually do not have specific training in career education (Karacan Ozdemir et al. 2022).

A training course was designed with the aim of empower secondary teachers to teach about the world of work of the future. This course include classroom training sessions and on-site visits. Directly engagement with employers and employees occurs through job shadowing experiences, with work contexts being selected accordingly to projections for the future made by experts (World Economic Forum 2025). Job shadowing experiences of teachers are implemented through experiential methodologies: preparation, experience, expression, reflection, debriefing (Kolb, 1984).

It is expected to have teachers more confident about their competence to teach about the jobs of the future.



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Developmental Delay in Schools: Predicting Identification Patterns and Investigating Risks



Alexa Austin

For many children with disabilities, the educational system provides key access to many interventions that are essential for an independent and fulfilling life. As children begin their first forays into formal education, behavioral and learning differences and difficulties often emerge. In the American educational system, school-aged children with disabilities are provided specially-designed instruction and related therapeutic services based on their identification as students who qualify for special education services under the criteria set forth by federal law. Identified students may be placed in more restrictive educational settings that minimize their exposure to educational rigor and socialization with peers; however, miscategorized and under-identified students suffer a loss of developmental and educational opportunities due to lack of access to interventions that may be critical for their success and later achievement. This study will employ archival data to investigate identification patterns and decision-making in special education by examining the relationships between student sociodemographic factors, assessment performance, and the following outcomes: disability identification and special education service provision. In alignment with methodological recommendations within the education and disproportionality literature bases, this study will also consider identification patterns with respect to the role of bias as a distal and proximal influence on the assessment process.



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Using Mixed Methods Inquiry to Design a More Usable Whole-Child Screening Report



Amy Briesch, Jessica Koslouski, Jacqueline Caemmerer, Sandra Chafouleas, Brittany Melo

Despite the promise and recent proliferation of social, emotional, and behavioral (SEB), existing tools are limited by a deficit orientation and narrow focus that neglects contextual factors that may explain the causes of students' behavior. Over the past three years, we have worked to develop the Expanding Screening to Support Youth (ESSY) Whole Child Screener, designed to assess youth across a wide range of within-child (including SEB and academic dimensions) and contextual (including supports outside of school) domains. Although psychometric investigation of the measure is necessary, it is also imperative that the resultant data be presented to educators in a way that facilitates effective use. given widespread inconsistency in the use of such data to inform curricular and student support decisions. In this poster presentation, we will share results of a mixed methods study designed to gain insight into educators' perceptions of the utility of different approaches to data reporting (e.g., basic data report, data report + interpretation guidance, data report + enhanced interpretation guidance). Insights gained from (a) 300 survey respondents and (b) a small group of follow-up interviews were used to inform revisions to the ESSY Screener data report that will be piloted in the fall.



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An exploration of Service children with SEND's experience of separation and deployment throughout education, from the perspective of Service children, their families and school staff.



Jessica Glover, Cora Sargeant, Beckett Markland

Frequent separations are a stressor unique to military families. How children manage and respond to parental absence and their parents' return home is dependent on their age and stage of development, but deployment and separation can have a range of impacts on children, including on their education. Parental absence can be especially disruptive to a military family with a child with a special educational need or disability (SEND). This research study sought to understand the lived experiences of military families with children with SEND, with a particular focus around times of separation and deployment. The voices of service children with SEND, their non-serving parents, and the school staff that supported them were sought in order to create an understanding of the children's experiences and the support already available to them. Through a reflexive thematic analysis approach, these families described how the serving parent was often not the only one who needed to fight. On the home front, families found a system that did not understand them, that was difficult to access. Yet families and school staff did identify the types of support that they would find helpful from schools and educational psychologists during times of separation and deployment.



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Ensuring Ethics and Confidentiality in the adoption of Artificial Intelligence in public schools



Kia Boyd

Artificial intelligence tools and systems are showing promising outcomes for students with disabilities in schools (Vincent-Lancrin & van der Vlies, 2020). Schools have an ethical obligation to ensure safety and proactive development of AI systems of protection to safeguard students from a reasonably foreseeable risk of harm. Future research will need to be continual and innovative to address newer, complex issues. Miao & Holmes (2021) coined the term “AI literacy” and this has been used to describe the role of artificial intelligence in education. As school psychologists, we are positioned to lead our schools and communities in conversations regarding the safe, ethical adoption of artificial intelligence. According to NASP Domain 9, school psychologists “use various techniques and technology resources to support effective practices at the individual, group, and/or systems levels.” It is imperative for schools and school psychologists to safely facilitate conversations and training opportunities. This paper will contribute to a growing knowledge base on artificial intelligence and ethics in education. The paper will also address ethical concerns and confidentiality issues and potential risks in schools. School psychologists are uniquely qualified to support schools with establishing ethical standards and best practices in AI adoption.



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USING OUR VOICE THROUGH PHOTOS: Confronting Anti-Blackness in a California School District through Action Research

Hui-Ling Malone, Shemiyah Holland, Kimiko Russell-Halterman, Kaela Farrise Beauvoir, Zoey Gaddis

Since COVID-19, the local NAACP received several reports of anti-Black racist incidents. We explored Black high school student experiences in a California school district (CCU). This study used a youth participatory action research design, photovoice. Photovoice is designed to capture an issue from those most affected to promote critical dialogue and reach decision makers to affect change. We led focus groups that discussed the photos to make meaning and connections. Then, the focus groups engaged in a collective analysis and prepared to share their results in a community presentation to the school district. We used thematic analysis to group patterns/themes together to draw conclusions and come up with suggested policy changes. The youth suggested policy changes for training teachers to address racism, culturally relevant curriculum, and more opportunities to celebrate Blackness. Through this process, students described telling their stories to school administrators as a “release” and that the focus groups created a space of community and healing, similar to bell hooks’ concept of “communities or resistance.” We found that hope came from the opportunity to come together as a community to not only improve education for young people, but to heal and resist.

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Designing a Netnographic Study on Educators' E-Professionalism on Social Media: Methodological Approach and Preliminary Insights



Anthi Psoma, Anastasia Psalti, Kostas Zafiroopoulos

The increasing use of social media by educators, particularly after the Covid-19 pandemic, has raised ethical dilemmas regarding the boundaries between their personal lives and professional identities. According to literature, the strong online presence and growing popularity of certain educators on social media have led to the emergence of the term “edu(cation) influencers”, highlighting issues related to digital ethics and netiquette. This study explores the challenges of Electronic Professionalism in the Greek context with a focus on the development of a Netnographic approach to investigate educators’ self-presentations and virtual interactions on Facebook and Instagram. Data collection is currently in progress, while addressing ethical considerations and safeguarding users’ rights and privacy (Kozinets, 2020). The preliminary observations will be discussed to emphasize the necessity of establishing a code of ethics with a specific focus on educators’ social media use. Such a policy would serve as an essential tool for school psychologists, enabling them to prevent conflicts among educators, students and parents that may originate online and extend into the school environment. Furthermore, the research aims to provide guidelines for addressing instances where children’s rights are compromised in digital spaces, fostering responsible and ethical online behavior.

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Efficacy of a consultation skills training program for novice Japanese school counselors supporting children during the transition period



Masako Sugizaki, JUNKO IIDA

In Japan, transition support for children is provided by teachers, and school counselors support teachers through consultation. Therefore, we conducted a transition support consultation skill training program for five school counselors with less than three years of experience and examined its effectiveness. The training program included a lecture on consultation skills with feedback on role-play exercises, and a lecture on transition support accompanied by role-play exercises. Program effectiveness was measured based on the changes in scores on the Consultation Confidence Scale, the Transition Support Confidence Scale, and the Transition Support Behavior Scale (Sugizaki & Iida, 2022), before and after the training. In addition to an increase in confidence in consultation ($\chi^2(3) = 10.54, p = .015$), an increase in the Transition Support Behavior Scale score was observed in three out of five participants. Further, the qualitative changes in the interview responses after the training indicated that the training had a certain effect and some school counselors increased their confidence in consultations and were able to get involved in transition support. Participants whose scores increased had clinical experience other than as a school counselor. The results suggest that the training content should be modified according to the participants' clinical experience.



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Applying a Positive Psychology Oriented Interpersonal Conflict Resolution Program for Conflict Management of Fifth Graders ~ An Action Research



YU-JIE GUO, SU-FEN TU

This action research intends to apply a positive psychology-oriented interpersonal conflict resolution program to enhance fifth-graders conflict resolution ability and social and emotional competence through conflict resolution. The program included a positive psychology based 8-weeks' conflict management program and interpersonal conflict resolution procedure. The 7 stages' procedure is developed by Tu (2018) focusing on positive support and feedbacks in conflict resolution. The actor is also the homeroom teacher. The subjects of the study were 28 fifth-grade students from an elementary school in Taoyuan City. The program is implemented in the "Living and Ethics" classes twice a week, each for 40 minutes. The positive oriented conflict resolution procedure is implemented at the same period which served as a practical skill training and behavior evaluation for students. The researcher collected data from students' learning sheets and interviews, teacher observers' records, and researcher's process notes in resolving conflicts of students. The expected results of this study are as follows: a) the program would motivate students to increase their positive in interpersonal interactions and to decrease their frequencies in conflicts in class; b) the students' would gain more conflict resolution abilities in terms of be empathetic to others, assertive behaviors, and communication skills.



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The application of play therapy-based anti-bullying group program to the social and emotional competence development of primary school children.



Pei-Jia Hong

This study explores the application of a play therapy-based anti-bullying small group counseling program for primary school students to enhance their social and emotional competencies and prevent bullying behaviors. Using an action research approach, the study will implement an 8-week play therapy group intervention for students rated with low social-emotional competencies and high in relational bullying behaviors. The play-therapy group program is designed using a constructive play therapy model developed by Cheng(2012) that include three stages: positive encountering, play, and process review in a session. Five students with targeted problems are recruited through the recommendations from homeroom teachers and school counselors. To examine the implementation effect of the action, we collect data focusing on student engagement, students' experiences and perceptions, and the researcher's reflections from the perspectives of actors self-reflections, teacher observers on group process and student changes, and students' feedbacks from each other and themselves. Expected outcomes include improved emotional expression, enhanced empathy, and better peer interactions, which ultimately reducing bullying behaviors. This research aims to provide practical suggestions for school counselors, fostering more effective bullying prevention strategies and promoting children's social and emotional competencies and positive behavior development.

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Evaluation of Learning and Immersion levels in Mixed-Reality Classroom Environments



Andre Escarzaga, Cory Ford, Kai Miguel, Nicolas Beltran, Andrew Rosenfelder, Melanie Gonzalez, Andres Carrasco, Kelly D. Carrasco

Recent advances in virtual reality technology eliminate the need for computer-generated simulations by providing immersive experiences that employ pre-recorded real-world footage. In educational psychology research, these developments open an opportunity to measure learning outcomes within realistic and controllable classroom environments. Despite these experimental benefits, little is known about the effectiveness and potential health-related side effects associated with these technological advancements. Therefore, the present investigation examined the learning outcomes and immersion levels of university students ($n = 45$) attending a 20-minute long mixed-reality lecture. Pre- and post-tests on the lecture content, along with self-report measures of immersion and comfort levels were evaluated. Data analyses revealed substantial and statistically significant improvements in test-scores following the lecture (66.67% increase, $p < 0.001$). Furthermore, on average participants reported high levels of immersion ($\mu = 3.42$, $\sigma = 0.62$, on a 7-point Likert scale) with low ratings of discomfort ($\mu = 2.18$, $\sigma = 0.84$, "Very Mild" on a 7-point Likert scale). These findings support mixed-reality environments as an ecologically valid research tool in educational psychology and highlight their potential for enhancing learning experiences for students.

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Immanent justice reasoning among school bullying



Kumpei Mizuno

Immanent justice reasoning (IJR) refers to the bias of attributing random outcomes to an individual's morality or character, even when no causal relationship exists. Previous studies have shown that people are more likely to blame victims perceived as immoral (Murayama & Miura, 2016). Although there is no rational justification for bullying, some people believe that victims are somehow responsible for their victimization. However, previous research has not fully explored this reasoning in the context of bullying. This study examined IJR toward bullying victims using experimental vignettes. Participants included 361 middle school students (Study 1) and 234 teachers (Study 2). They were randomly assigned to one of two conditions: a scenario in which the victim was described as either moral or immoral. After reading the story, participants responded to a series of questions. The results indicated that when the victim was described as immoral, both students and teachers were more likely to blame the victim ($p < .01$). Students showed lower intentions to defend the victim ($p < .001$), and teachers perceived the bullying as less serious ($p < .01$). This study is the first to demonstrate that IJR influences both attitudes and responses toward bullying victims, shaping intervention and support behaviors.

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Through Their Eyes: A Mini Ethnographic and Phenomenological Exploration of the Lived Experiences of Children with Complex Learning Needs in Mainstream Schools



Jill Breden

This research thesis is an attempt to counteract the many assumptions that are made about the lives of CYP who are defined as having a severe and complex learning disability (SCLD). Since the adoption of the Salamanca statement (UNESCO 1994) for the rights of all children to receive a quality education in 'regular' schools, the understanding of what inclusion means has been heavily debated in research (Graham & Slee, 2008). Left out of the debate, and without a voice are the children with SCLD. Through a mini ethnographic and phenomenological methodology, I have attempted to hear 2 children's experiences of their mainstream school, through observation and field notes, participant observation and the act of 'being with', informal conversations with their teachers and parents, and a process of critical reflexivity. The data was analysed through a structured inductive, immersive and iterative process of Imaginative eidetic analysis (Finlay, 2012; Giorgi 2008). From this, the emerging themes associated with the children's lived experience were interpreted using metaphor and explicated, so that the reader can 'hear' their experiences. Implications include; perceiving inclusion and 'voice' as inseparable concepts, defining 'inclusion bases', exploring eidetic analysis as a tool for supporting CYP with 'behaviours that challenge'.



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Latinx Students' Transition to College: Facilitators and Barriers



Jorge Gonzalez

While college graduation rates for Latinx have steadily increased since 2002, progress has been slow, with gaps in graduation between Latinx and their white peers as high as 10 percentage points (Nichols, 2017). Thus, despite progress, too many Latinx students do not complete bachelors' degrees in a timely manner (Cabrera & La Nasa, 2000; Nuñez, Sparks, & Hernández, 2011). This qualitative semi-structured interview study reports on a group interview of six first-generation college Latinx from low-income homes enrolled in a large public south-central university in Texas in their first year. Content analysis of the interview revealed themes related to “sparse information in the social network”, “the success of complex interventions during the high school years”, and the “prominence of altruistic motives for entering college”. The results were interpreted based on social capital and family systems theory frameworks. The role of family, or the influence of family, in deciding to attend college was key. The family was considered a key source of social capital, yet there were tensions as youth navigated family obligations and expectations (e.g., staying close to home) and their desire to be independent. First, developing early, and continuous interventions that extend beyond merely providing information is critical.

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Perceived parenting style and depressive symptoms of college students with ADHD siblings - Mediation effects of sibling relationship

Yuh-Suan Chen, Chi-ching Chuang

The primary aim of this study is to investigate the association between perceived parenting styles toward neurotypical siblings of students with Attention-Deficit/Hyperactivity Disorder (ADHD) and their levels of depressive symptoms, while also examining the mediating effect of sibling relationships. The participants were 99 college students (age 18-22) with ADHD siblings at home recruited through social media platforms (61% female). 65% of the participants were older than their ADHD siblings. The participants completed three self-report questionnaires: the Epidemiological Depression Scale, the Sibling Relationship Scale, and the Parenting Style Scale. All three questionnaires had medium to great reliability and validity for the college student population. Descriptive results indicated that older siblings reported more negative sibling relationships than younger siblings, whereas other demographic variables did not have significant differences in perceived parenting styles or sibling relationships. Results indicated that the perceived mother's positive parenting style (not the father's) and sibling relationship predicted depressive levels, but no mediation effects of sibling relationships were confirmed. Implications and further research directions were discussed.



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Rejection Sensitivity, Emotional Dysregulation and Social Anxiety in Adolescents with ADHD



Diana Demkaninová, Kristína Pavlová

Recent research have increasingly focused on the emotional aspects of ADHD, particularly emotional dysregulation, which commonly affects individuals with ADHD and negatively impacts their social relationships. Individuals with ADHD often exhibit avoidance, anxiety, or aggression in social contexts. Rejection sensitivity is receiving increased attention in this context.

This study compared social anxiety (SA), emotional dysregulation (EdR) and rejection sensitivity (RS) in 157 adolescents (88% girls) aged 15-20 ($M=17,78$, $SD=1,65$), including 33 (21%) with ADHD.

Data were collected online, using the Rejection Sensitivity Questionnaire (RSQ), Difficulties in Emotion Regulation Scale (DERS) and Liebowitz Social Anxiety Scale (LSAS). T-tests and regression analysis revealed significantly higher DERS and RSQ scores in the ADHD group (medium effect size). Regression confirmed that EdR and ADHD significantly predict RS (26.8% of the variance). No significant differences were observed in SA.

Adolescents with ADHD face significant socio-emotional challenges beyond cognitive deficits; heightened RS and EdR contribute to interpersonal difficulties and social isolation. Early intervention targeting emotional regulation and social skills is essential. The school environment, including teachers and school psychologists play a crucial role in identifying and supporting these adolescents, enhancing their overall development and quality of life.

Key words: ADHD, emotional dysregulation, rejection sensitivity, adolescent



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School Transitions in Portugal



Marta Marchante, Vítor Coelho, Alexandra Marques-Pinto

This presentation aims to outline the methodology and preliminary data of the research project titled "School Transitions in Portugal: Protective Factors and Impact on Transition", which seeks primarily to analyze the impact of school transitions (1st, 2nd, and 3rd cycles) on students' self-perceptions and the contextual factors that influence school transition (school stress, bullying, and school climate).

This project includes three studies that employ a multilevel methodology to examine the mediating effects of these variables. In a quasi-experimental study, the effectiveness of an intervention in the transition from the 2nd to the 3rd cycle (Transition3 Program) will be assessed. Preliminary results indicate that the program has a positive impact on students' self-esteem. Additionally, in a longitudinal study, we will examine the mediating effects of the mentioned variables and the impact of the intervention on students' academic performance after school transitions.

This project aims to contribute to the development and dissemination of knowledge about the impact of school transitions in Portugal, emphasizing the importance of interventions in this context and raising awareness among the school community and policymakers about the need to support students during and after these transitions.

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Participants' perceptions of a gender equity program



Vanda Sousa, Vitor Alexandre Coelho, Alexandra Marques-Pinto, Luana Ferreira

Gender Equality is one of the Sustainable Development Goals of the United Nations, and its promotion, particularly among men, remains challenging. This study aims to explore the appropriateness of a gender equity promotion program from the perspective of participants while considering gender. The study involved 100 participants (Mage = 13.7 years, SD = 1.58, 48% girls, 50% boys) enrolled in a gender equity promotion program, who completed a satisfaction questionnaire. NVivo 14 was used for thematic analysis, with two predefined categories: one for positive perceptions and another for negative perceptions. The findings reveal predominantly positive perceptions, particularly regarding the benefits of participation, activities performed, opinion sharing, interest generated, and overall appreciation, identified as central themes. These themes were also noted as subcategories of negative perceptions, with positive perceptions being more pronounced among girls. Results suggest that both boys and girls hold predominantly positive perceptions of the program, indicating its suitability for these populations. Further analysis is needed to identify strategies to enhance satisfaction and engagement among boys, as well as to investigate the relationships between these perceptions and the program's efficacy and effectiveness.



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Employ Advanced: Pilot Study of the Impact of the Employ Training in Developing Facilitation Skills for employability



Carolina Crispim, Carracha Raquel

Young people represent a quarter of the world's workforce but are nearly three times more likely to be unemployed compared to adults. They face obstacles such as underdeveloped skills, school dropout, lack of formal contacts with employers, education that does not meet labor market needs, and lack of knowledge on how to actively seek work. To address these issues, an advanced training was proposed to enhance facilitation skills using active methodologies for both technicians and young people in developing employability skills.

22 participants joined the Employ Advanced training. Among them, 7 were high school students and volunteers or users of NGOs, and 16 were teachers, educational psychologists, and employability technicians. The training utilized EMPLAY Tools, including Agenda, Board Game, App, and Manual, from the Employability Tools project funded by Erasmus + / Youth in Action. The workshop included group training sessions (18h), autonomous preparation and activity development using the tools (18h), and a final session to share results and learnings. A self-assessment questionnaire showed significant improvements in all 12 indicators related to facilitation skills.

The advanced Employ workshop proved innovative, fostering collaborative work between peer and technical Employers, and enhancing employability and facilitation skills in Non-Formal Education contexts.

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Psychological Networks of Academic Cheating in University Students: An Analysis of Motivation, Morality, and Dark Personality Traits



David Pineda, Manuel Galán, Pilar Rico-Bordera, Victoria Soto-Sanz, Ana Martínez-Martínez, José A. Piqueras

Academic cheating is a growing concern in higher education due to its ethical implications and the threat it poses to academic integrity. This study uses a psychological network approach to examine how variables associated with cheating interact dynamically. A total of 380 university students completed validated measures of cheating behavior, justifications, moral disengagement, dark personality traits, academic motivation, psychological needs, affect, anxiety, depression, anxiety sensitivity, and intolerance of uncertainty. Using standardized composite scores, a network model was estimated via the EBICglasso algorithm. The final model included 18 nodes and revealed a moderately connected structure. The admission of cheating appeared in a peripheral position, suggesting it operates more as an outcome than a predictor. In contrast, psychopathy, sadism, and moral disengagement emerged as central nodes with high connectivity. Autonomous motivation and perceived competence functioned as protective variables, exerting negative influence on dishonest behavior. These findings support a more dynamic and integrative understanding of academic dishonesty, emphasizing the interaction of dispositional risk factors, emotional vulnerability, and moral cognition. Identifying central nodes may inform interventions to foster academic integrity and reduce cheating. This study was funded by the Generalitat Valenciana, GE 2024 program of the Regional Ministry of Education, Universities and Employment (CIGE/2023/229).



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CBE in Action: Early Insights from a Course for Psychology Students



Annamária Antalová, Diana Demkaninová

Challenge-Based Education (CBE) offers a transformative pedagogical approach to higher education, fostering deep domain knowledge application, creativity, innovation, and socioemotional competence. Central to CBE are active student engagement and collaborative learning, with educators serving as facilitators. Students deal with self-defined real-world challenges, starting with the identification of a "big idea" and the formulation of relevant questions, which require tolerance for ambiguity. This process leads to a practical proposal, ideally with a real-world implementation.

Professionals within the helping professions, including psychologists, require the development of practical skills and competencies during undergraduate education.

Recognising the need for practical skill development, a semester-long elective course in counseling psychology was designed. Limited to 15 students, the course combines in-person sessions (minimum six) with out-of-class study. In addition to developing practical knowledge and the ability to define and solve problems, we expect the development of skills such as critical thinking, openness, cooperation, and social participation.

This paper presents first-hand experiences of the application of the CBE in our course and offers insight into its practical application.

Key words: CBE, Psychology, Higher-education

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The ABCs of Mild Intellectual Disability (MID): Attitudes and Beliefs of educational stakeholders, and the Criteria for the MID exceptionality in Ontario Canada.

Adira Winegust

Special Education in Ontario is governed by laws set out by the province that are interpreted and implemented at the individual school board level. Unlike a learning disability or developmental disability, which have analogous diagnostic codes and criteria in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5), the Ontario-specific mild intellectual disability (MID) exceptionality has neither. A review of publicly available special education plans (SEPs) of English-speaking public-school boards in Ontario (n=60) was undertaken. Boards giving specific identification criteria were recorded, as well as those who only published the Ministry's criteria. Those who elucidated specific criteria were further analyzed to break down the cognitive, academic, and adaptive criteria required for identification. Analysis revealed that across Ontario there are significant differences in criteria used for identifying MID. Overall, results indicate that the support a student identified with the MID exceptionality vary greatly from board to board. Questionnaires assessing attitudes and beliefs were sent to school psychologists (n=10), administrators (n=27) and teachers (n=10). Analysis of the answers indicate stakeholders view MID as a unique profile, however there are differences between school psychologists and the other stakeholder groups. Main differences between stakeholders were in the beliefs about expectations.

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The Influence of Cariño on Preschool Education in Border Communities.



Claudia Mata, Stephany Pinales, Alex Flores, Pamela Aguilar, Natalie Vallarta, Apurva Tandon, Dalila Romero, Anita McCormick

Border pedagogy is an educational approach that acknowledges multicultural experiences and has been encouraged by researchers to support Latine students within the educational context (Ramirez et al., 2016). The importance placed on human connection and experiences embraces Latino cultural values and promotes a multicultural lens through which educators can impact the educational outcomes of Latine students. Preschool teachers set the foundation for a child's educational experience through relationship modeling. An interaction demonstrating affection that is warm, kind, and inviting within the Latino community is known as cariño. Valenzuela (1999) also defined cariño as authentic care. It is universal that humans seek care and understanding through connections that are vital to well-being. These connections significantly impact children's development and also hold an important role in education. Our qualitative study will present how differing levels of teachers' cariño can impact preschoolers' academic outcomes in Texas border schools. The research provides insight into the impact that a warm and caring environment has on academic outcomes for Latine preschool students, and the impact of cultural congruence in a classroom.



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Family-school partnerships: The perspectives and experiences of Chinese families in Portugal



Tian Zeng, Cecília Aguiar

Asian immigrants are a minority in Western societies, and there have always been differences in expression, culture, and perception. In the 1980s, there was a wave of Chinese immigrants in Portugal, and until now, the number of Chinese immigrants in Portugal continues to increase steadily. In addition, Chinese immigrants in Portugal are the largest Asian group, and the number of Chinese students attending Portuguese schools is gradually growing. However, there are no studies that address the education experiences of this community. Therefore, this study focused on the perspectives of Chinese immigrant families and Portuguese teachers on family-school partnerships in Portuguese schools. Families must have at least one child (aged 3-10) attending Portuguese schools in the Metropolitan area of Lisbon. More specifically, we conducted semi-structured interviews with first-generation Chinese immigrant families (one parent per family depending on their preference), and the Portuguese teachers from the local schools. All interviews were recorded in Mandarin or Portuguese, then transcribed and translated into English. Findings based on thematic analysis will be presented and discussed, considering potential implications for supporting children's adjustment and learning.

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Anxiety and attitudes towards math and math teaching in early childhood education teachers: A multi-country study



Monika Szczygieł, Thomas E. Hunt, Mehmet Hayri Sari, Ilija Milovanović, Faramarz Asanjarani, Jan Guncaga, Robert Osadan

Affective characteristics of early childhood education teachers related to mathematics play a crucial role in shaping students' attitudes toward math and their academic performance. However, previous studies have often focused on pre-service teachers with small sample sizes. To address this gap, we conducted a study with 1,153 early childhood education teachers from the U.K., Poland, Slovakia, Serbia, Türkiye, and Iran to examine the average levels and correlations of math anxiety, math teaching anxiety, language teaching anxiety, and attitudes toward math. Our findings show that teachers generally held neutral-to-positive attitudes toward math and reported low-to-moderate levels of math and language teaching anxieties. Additionally, we identified expected relationships between all variables. This study offers a more comprehensive understanding of domain-specific characteristics of early childhood education teachers across multiple countries, highlighting shared patterns in math-related emotions and attitudes. We also emphasize the importance of recognizing and supporting both current and future teachers who experience math-related anxiety. Beyond general trends, our data reveal that some teachers exhibit negative attitudes toward math and high math teaching anxiety, underscoring the need for international intervention.

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Emotional Well-Being Measurement Repository: Options for Students



Jessica Koslouski, Sandra Chafouleas

Emotional well-being (EWB) has been defined as a multi-dimensional composite that encompasses how positive an individual feels generally and about life overall (Park et al., 2022). It includes both experiential and reflective features. Although many measures of EWB have been developed, they assess various components of EWB and apply to various populations (e.g., youth vs. adults). To date, there has not been a centralized and accessible repository of EWB measures for school psychologists' use. Therefore, we have developed a freely-available, online repository of EWB measures as a resource for school psychologists and others looking for validated and appropriate measures of EWB for their students and clients.

In this poster, we will share our process of finding and selecting measures, comparing to existing and related repositories, and presenting the repository to our advisory board. In addition to naming measures and how to access them, the repository identifies the populations that the measures apply to, psychometric properties supporting their use, and documented adaptations (e.g., translation, remote or group administration). We will share the freely accessible repository with participants and discuss strengths and limitations of our review process and existing EWB measures.



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The effects of COVID-19 pandemic on the mental well-being of school teachers: Literature review



Sarit Alkalay, Lotem Levi

Objective: This systematic literature review examined existing research on teachers' mental well-being in schools during the COVID-19 pandemic. The review focused on the initial years of the COVID-19 outbreak (2019-2021) to emphasize the preliminary coping mechanisms and experiences that the pandemic brought among education professionals.

Method: A comprehensive search was conducted in several databases. From an initial pool of 184 articles, seven met the inclusion criteria of studies examining teachers' mental well-being specifically in schools during the early stages of the COVID-19 pandemic.

Results: While there is a general trend of deteriorating mental well-being, significant differences were found across countries, cultures, and different teacher groups. Uncertainty emerged as a key factor affecting teachers' well-being to varying degrees across all countries included in the reviewed studies. Additionally, in some studies, the blurring of boundaries between work and home was emphasized as a significant challenge that negatively impacted teachers' well-being. Differences in the pandemic's impact on teachers' mental well-being were found to be associated with gender and teaching experience.

Conclusions and Implications: The review findings emphasize the need for a multi-dimensional approach to supporting teachers, including addressing specific stressors, strengthening support systems, and developing both personal and organizational coping strategies.



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

Melanie Gonzales Puente

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

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Beyond the Bell Curve: Understanding Native American Academic Placements



Sadie Clark, Aaron Jackson, Ryan Kellems, Lane Fischer

Native American students in the United States and many other countries around the world face persistent educational inequities, including lower graduation rates, higher discipline referrals, and disproportionate representation in special education and gifted programs. Research suggests that teacher referrals play a significant role in these disparities, as educators are often influenced by implicit biases when making academic placement decisions. The present study is based on previous studies done in Canada (Riley & Ungerleider, 2012; Riley & Ungerleider, 2008) and Australia (Riley, 2019) that have demonstrated that teacher decision-making is impacted by Indigenous status. Until now, little comparable research has examined this issue within the U.S. context.

This study investigates the role of race in teachers' special education referral decisions for Native American students. Using an experimental design modelled after the previously mentioned studies, this research explores whether teachers are more likely to recommend special education placement based on a student's Native American identity. Findings will contribute to understanding teacher biases regarding Native American students and inform strategies for more equitable student identification practices. By addressing the biases influencing teacher decision-making, this study aims to support the development of more humane, inclusive, and culturally responsive schools.



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What PISA 2018 tells us about the conditions for maintaining motivation among low-performing European students



Danièle RUAUD, Pierre Ruaud, Farid El Massioui

The study presented aims to reveal, based on PISA 2018 data, which factors are conducive to the motivation of students with reading difficulties. The particularities of five school systems (Finland, Germany, the Netherlands, Switzerland and France) were studied in greater detail.

The first step was to identify the motivational factors associated with reading performance among struggling students. The sense of belonging to the school plays the leading role. Secondly, girls were distinguished from boys by the influence of their fear of failure and their enjoyment of reading, while boys were driven by their perseverance.

Among the forty or so contextual variables measured by PISA 2018, we then looked, in a second step, for those that could have an influence on these students' motivation. Their sense of belonging and perseverance were found to be strongly linked to parental emotional support, with school-related variables playing only a secondary role, though not a negligible one regarding the disciplinary climate, which was degraded by large class sizes and the concentration of low-level reading students.



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Understanding the Support Needs of Samoan Parent of Children with Disabilities: Insights from the Fonofale Model



Sara Ditto, Elizabeth Cutrer

American Samoan parents and their children with disabilities often face complex support needs across emotional, social, educational, and financial domains. Barriers such as geographical isolation, limited services, economic hardship, and cultural stigma frequently hinder access to necessary resources for their children in schools and communities. This study explores parents' experiences through a culturally responsive lens, emphasizing the vital role of family and community-core values in American Samoan culture. Through three focus groups, American Samoan parents shared their insights on the challenges they face in seeking help and resources for their children with disabilities. Qualitative data was then analyzed using Interpretative Phenomenological Analysis, Focus Group (IPA-FG) to identify key areas of support families need within schools and communities. By applying the Fonofale model, the results highlight the importance of culturally informed and relevant frameworks that can help identify the needs of diverse families, enabling them to feel supported and empowered. This research emphasizes the need to involve parents in discussions about inclusive educational practices, helping to shape effective policies and create more equitable learning environments for their children.

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Overparenting and Socio-economic stressors: Mapping the Connections



Maria Bacikova-Sleskova, Gabriel Banik

Overparenting, characterized by excessive parental involvement in children's lives, has become a growing concern in parenting research. Being overly involved in children's lives and academic achievement may negatively influence the mental health of children, parents, and teachers. Despite growing recognition of overparenting's impact, the specific socio-economic factors contributing to this phenomenon remain underexplored.

The aim of the present study is to explore the structure and dynamics of overprotective parental behavior and its associations with perceived socio-economic factors and stressors. Data from N = 697 parents of adolescents (15.5% fathers, mean age = 46, SD = 5.17) were analyzed using network analyses. Parents reported on their overparenting, academic overinvolvement, five socio-economic stressors, and subjective SES.

Undirected weighted network models revealed helicoptering, infantilization, and academic overconcern as the most salient indicators of overprotection. Overall, socio-economic stressors showed only weak connection to overparenting indicators. The strongest connection emerged between subjective SES and both overprotection and academic overinvolvement. Moreover, perceived financial strain was directly connected to infantilization, while environmental threat perception was linked to dependency messaging.

These findings highlight the need for targeted interventions, particularly among lower-SES families, to mitigate the potential negative effects of overparenting on children's well-being and academic development.



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"A Place You Can Call Home": An Exploration of Student and Staff Experiences in Trauma-Informed Schools Using Reflexive Thematic Analysis



Becca Stadames, Cora Sargeant

The present study seeks to understand student and staff experiences of Trauma-Informed Practice (TIP) in schools.

More than one in three young people will experience a traumatic event before the age of 18. Adverse Childhood Experiences (ACEs) can trigger toxic stress; impairing vital social, emotional, and cognitive skills needed for learning. Effects of trauma can make traditional education environments challenging and punitive/exclusionary measures risk re-traumatising young people, underscoring importance of TIP. TIP aims to encourage secure school attachments, that foster emotional regulation, cognitive development, and trauma recovery. While some interventions have helped reduce trauma-related symptoms, we still know little about the broader impact of school-wide, systemic strategies designed to address trauma comprehensively.

The present study involved focus groups with students and staff members from schools participating in a trauma-informed, attachment-aware project. Data will be analysed using reflexive thematic analysis, guided by Dis-Crit epistemology.

Initial analysis highlights disparities in implementation of Trauma-Informed Practice (TIP), influenced by staff perspectives, access to training and policy tensions. Even within a 'TI' school, students faced racism and discrimination by teachers and experienced school as restrictive. Students noted a disparity in approach, suggesting a need for further reflection on implementation of TIP in schools.



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Gender-diverse young people's experiences of microaffirmations



Amy Brockwell, Cora Sargeant, Sarah Wright

Microaffirmations are defined as small, affirming, inclusive acts that communicate care and concern, occurring where people wish to help others to succeed. It has been suggested that experiencing microaffirmations could increase young people's sense of belonging, self-efficacy, and resiliency. To date, only one study has explored LGBTQ+ young people's views and experiences of microaffirmations. This study looked at experiences of young people who were culturally diverse in terms of race/ethnicity, sexual orientation, socioeconomic status, and other identities (Koch et al., 2022). The current study aims to explore the microaffirmation experiences of gender-diverse young people (GDYP), recognising their unique perspectives and experiences.

101 young people aged 16-25, from 17 countries, responded to an online survey. Participants were asked to describe times when their gender identity had been affirmed, where these experiences occurred and from whom they received the affirmation. This data is currently being analysed using content analysis. The findings are hoped to expand our understanding of identity affirmations experienced by GDYP, taking into account their nature, frequency, and impact. This is anticipated to contribute to the development of inclusive practices across education settings, fostering belonging and inclusion for GDYP.



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We challenge you to see: How is disability represented in the textbooks?



Marisa Carvalho, Maitê Gil, Marta Veiga

Textbooks are often considered the primary tool teachers use during the teaching process. A growing body of research on textbooks has uncovered numerous elements that continue to reinforce stereotypes and bias regarding diversity (e.g., disabilities, gender, race). These stereotypes may lead to inaccurate impressions of others, contributing to disinformation and discrimination. Ensuring that textbooks and other pedagogical resources provide clear, complete, accurate, and non-biased representations of diversity is challenging. Notwithstanding the inclusive policies worldwide, the quality of the textbooks and pedagogical materials regarding inclusiveness does not seem addressed. To contribute to the improvement of diversity representations in textbooks as a means to foster more inclusive practices and resources, a study is being carried out by the authors of this poster regarding the representation of disabilities in textbooks used in Portuguese primary education. This poster presents the grid of inclusiveness analyses used in the study. We challenge the audience to analyze and discuss the representation of disabilities presented on figures and text samples of Portuguese textbooks used in primary schools. This grid can contribute to researchers, practitioners, policymakers, and textbook editors interested in supporting school diversity.



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Exploring Transitional Kindergarten Teachers' Family Engagement Practices in Diverse California Classrooms



Kayla Thomas, Chunyan Yang

California's Universal Transitional Kindergarten (UTK) expansion aims to provide all four-year-olds with access to high-quality early education. As this ambitious initiative unfolds, family engagement is increasingly recognized as essential to fostering equitable and developmentally appropriate learning environments. This qualitative study explores how early implementer UTK teachers perceive family engagement, the strategies they employ to foster it, and the challenges they face. In-depth interviews were conducted with eight UTK teachers across the state, reflecting a wide range of school contexts and community demographics. Findings highlight how teachers' beliefs about the value of family engagement drive varied strategies, including culturally responsive outreach, empathy-based communication, and intentional relationship-building practices that center families' strengths. Teachers also reported significant barriers, such as time constraints, language differences, and limited institutional support, which hinder deeper family partnerships. By centering teachers' voices, this study contributes to a more humane and inclusive understanding of how educators support diverse families in early childhood settings. Findings offer practical implications for fostering authentic school-family partnerships, ensuring that family engagement practices reflect and honor the cultural and linguistic diversity of UTK communities. This research highlights the critical role of family-school collaboration in creating inclusive and supportive early learning environments.



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Separation in Immigrant Families at the US/Mexico Border: The Impact on Mental Health and Education



Deborah Stiles

During the 2024-2025 school year, children from immigrant communities continue to be separated from their families at the border of the United States and Mexico. For young persons, separation from their families causes them to experience high levels of trauma. For separated children, the results can include emotional distress, disturbed development, and neurological damage. They also miss a lot of their education and learning. The U.S. government is implementing Project 2025, which is a pathway to mass deportations and family separation. And, expanding expedited removal policies under Project 2025 results in a cruel family separation policy that is supposed to discourage families from coming to the United States. However, Project 2025 is not deterring immigrants; instead, there has been a 50% rise in apprehensions. This is a very fluid situation. The Biden presidency sought to treat immigrant children and their families humanely; thus far, this has not been the priority of the Trump administration. Many separated children have not been reunified with their families. The crisis at the United States and Mexico border is ongoing. The poster and paper presentation at ISPA will provide updates as well as suggestions for school psychologists.

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Too early or just in time? A systematic review of school-based cancer prevention interventions for elementary school children



Mariana Brazão, Joana Pipa, Marta Pôjo, Francisco Peixoto

Cancer remains the second leading cause of mortality worldwide, with incidence rates expected to rise 77% by 2050. Yet, 30–50% of cases are preventable through behavioral and lifestyle modifications. The World Health Organization highlights the role of early health education in fostering knowledge, shaping attitudes, and influencing behaviors. However, the effectiveness of school-based cancer prevention interventions in elementary education remains unclear. This systematic review synthesizes evidence on the impact of school-based cancer prevention interventions for elementary school children (ages 5–12). It examines their effects on cognitive outcomes (e.g., knowledge) and psychosocial factors (e.g., attitudes, intentions) related to cancer prevention. A comprehensive search across PubMed, Cochrane Library, Scopus, Web of Science, PsycINFO, and SciELO will identify quantitative interventional studies (2014–2024). Eligible studies must evaluate structured educational programs targeting at least one modifiable cancer risk factor from the European Code Against Cancer. Only peer-reviewed experimental or quasi-experimental studies will be included. Data extraction and risk-of-bias assessment will follow PRISMA guidelines. Subgroup analyses will explore variations by age group and intervention type to identify key factors influencing effectiveness. Findings will provide evidence-based insights for educators, policymakers, and public health professionals, informing the development of school-based cancer prevention strategies.



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Are the kids alright?: How exposure to occupational stress and trauma impacts children of police officers



Giulia Riondino, Brianna Bernard, Kelly Dean Schwartz

Children of emergency first responders (EFR) often experience the effects of the operational stress and trauma their caregiver is exposed to. There is a clear link between occupational stress and posttraumatic stress injuries (PTSI; Carleton et al., 2018; Kyron et al., 2022), which by extension impacts all other family members. Uniquely, police families encounter additional public stigma and would benefit from personalized support (Helfers et al., 2021). There is a gap in research examining the lived experience of children of police officers, and additionally a lack of effective intervention for the population. The current study aims to explore the functioning of children of police in terms of their relationship with their parents, psychological well-being, and school adjustment. Alberta youth aged 12-18 of police families will complete a researcher-designed survey measuring their mental health and relational needs within the home. This will inform the development of a psychoeducation and support intervention program for children from first responder families to mitigate the impact of PTSI and vicarious trauma. This investigation will provide meaningful information for schools regarding students who live in families with greater operational stress and how to support them.



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Utility and Acceptability of a Suicide Safety Plan for LGBTQ+ Young Adults



Elaine Clark, Elizabeth Goldsmith, Rebekah Huber

Given high rates of suicide within the LGBTQ+ community make it imperative that safety plans be tailored to address population needs. This study examined the utility and acceptability of a modified suicide plan for LGBTQ+ older adolescents and young adults using semi-structured interviews with 15 LGBTQ+ 18 to 24 year olds and 15 mental health clinicians to assess the utility and acceptability of an LGBTQ+ Adapted Safety Plan. A mixed-methods design showed that both groups found the intervention to have high utility and acceptability. LGBTQ+ young adults felt affirmed and thought the plan provided a sense of safety. Clinicians appreciated the plan addressing population-specific needs and indicated high likelihood of using it in the future.

Despite overall positive feedback, differences emerged between groups. Clinicians emphasized family involvement in safety planning, whereas LGBTQ+ participants stressed the importance of autonomy and confidentiality. This contrast highlights the need for further discussion on how to best support LGBTQ+ individuals while considering diverse professional perspectives.

In sum, the LGBTQ+ Safety Plan offers a promising intervention that better addresses the unique factors relevant to this population, potentially improving outcomes for LGBTQ+ young adults experiencing suicidal thoughts and behaviors.

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International Development and Validation of the School Cultural Congruity Scale



Lakhvir Kaur, Shane Jimerson, Baiba Martinsone, Mihya Weber, Chloe Zhang, Kelly-Ann Allen, Chryse Hatzichristou, Manana Omarashvili, victor martinelli, Paul Bartolo, Shemiyah Holland, Amber Reinke, Alessandra Mittlestet

Few studies have examined cultural considerations at school associated with family involvement and student engagement. While research reveals that school climate is also associated with student outcomes, cultural considerations have largely been absent in school climate research. Presently, no existing tools are available to measure cultural factors at school. This presentation shares information about the development and psychometric properties of the School Cultural Congruity Scale (SCCS), which measures cultural alignment between home and schools. Considering cultural and contextual factors, this tool will help provide schools with information by identifying areas for improving family engagement and school climate, ultimately enhancing student outcomes. With data from over 3,000 participants across 5 countries (USA, China, Georgia, Australia, and Latvia), the first analyses used Exploratory Factor Analysis to further understand the SCCS factor structure, resulting in a 4-factor structure of the SCCS: Values/Beliefs, Interaction style, Structure of Relationships, and Expectations/Operational strategies. The second set of analyses using Confirmatory Factor Analysis (CFA) and a Multi-Group CFA confirmed the factor structure and demonstrated strong validity, reliability, and measurement invariance with 17 items across five countries. Participants will also learn about science, policy, and practice implications exploring cultural factors associated with student and family engagement at school.



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Nurturing Resilience: How Schools Address Community Trauma in Children and Adolescents



Tiffany Brown, Alicia Becton, Anthony James, Roudi Nazarinia Roy

Community trauma, whether stemming from violence, natural disasters, or systemic inequities, profoundly impacts the social, emotional, and academic functioning of children and adolescents. While the effects of trauma are often visible in behavioral and academic challenges, less visible are the opportunities for healing and growth when communities and schools provide environments rich in safety, understanding, and supportive relationships. This presentation explores how schools, teachers, counselors, and other key adults can foster resilience and serve as protective factors for young people facing trauma in their neighborhoods.

Drawing on the Community Trauma Framework (Pinderhughes et al., 2015) and culturally relevant scholarship, we will examine:

- the manifestations of community trauma across different cultural contexts.
- the intersection of trauma, social-emotional learning, attachment theory, and academic engagement.
- practical, research-backed strategies that schools, educators, and caregivers can implement to nurture resilience and provide positive attachment experiences.

Emphasizing culturally responsive and inclusive approaches to trauma-informed care, participants will gain concrete tools to support children and adolescents in building resilience, navigating adversity, and forming meaningful connections that promote healing and growth. This session invites educators, counselors, and policymakers to reimagine their roles as catalysts for resilience, transforming challenges into opportunities for empowerment and community-wide healing.

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The Relationships between Theory of Mind, Social Skills, and Friendship Quality in Adolescents with and without Autism Spectrum Condition

Jiaxi Li, Kathy Shum

Autism Spectrum Condition (ASC) is a neurodevelopmental disorder marked by social communication challenges impacting friendships forming and maintaining. The present study investigates the relationships between ToM, social skills, problem behaviors, and friendship quality in adolescents and young adults with and without ASC. This study recruited 107 individuals with ASC (male: 74, Mage = 18.55 years) and 192 without ASC (male: 101, Mage = 16.65 years). The results revealed that individuals with ASC reported lower friendship quality in companionship, help, security, and closeness, yet experienced more conflicts than their non-ASC peers. Individuals with ASC also exhibited weaker ToM abilities. Correlation analyses revealed significant relationships between ToM, social skills, problem behaviors, and friendship quality in both groups. A multi-group structural equation modeling indicated a significant positive direct effect of ToM on social skills in both groups, which is stronger in the ASC group. Additionally, a significant direct effect of ToM on friendship quality was identified, with social skills mediating the ToM-friendship quality relationship in the ASC group. These findings provide insights into the social cognitive and behavioral processes that influence friendship quality in individuals with ASC and emphasize the importance of targeted interventions enhancing social skills and ToM abilities in this population.



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Mechanisms of VR-Enhanced fNIRS Neurofeedback Training in ADHD: A Pilot Randomized Controlled Trial



Que Zheng, Yi On Chow, Shun Yan Kung, Kathy Kei, Kathy Kar-man Shum

This pilot RCT investigates the distinct contributions of virtual reality (VR) and fNIRS-based neurofeedback training (NFT) to ADHD symptom reduction and cognitive improvement in children. Building on our team's prior RCT, this study isolates the effects of VR versus neurofeedback mechanisms.

Twelve children with ADHD (ages 6–12) were randomized to three groups: NFT-3D (fNIRS-NFT in VR; $n = 3$); NFT-2D (fNIRS-NFT without VR; $n = 6$); and 3D-only (VR without NFT; $n = 3$). All groups completed 16 training sessions over 8 weeks.

Preliminary ANCOVA results (covarying baseline scores) revealed that the NFT-3D group showed significantly greater reductions in parent-reported behavioral ($F = 10.73$, $p = .047$, $\eta^2 = .79$) and cognitive dysregulation ($F = 164.97$, $p = .001$, $\eta^2 = .98$) compared to the 3D-only group. No significant differences were observed between NFT-3D and NFT-2D ($ps > .05$). Within-group analyses demonstrated improvements in ADHD symptoms and cognitive performance in both neurofeedback groups, with NFT-3D showing larger cognitive gains. The 3D-only group improved in parent-reported behavior but not in objective cognitive measures.

These findings suggest that neurofeedback drives core therapeutic effects, while VR enhances ecological validity and engagement, highlighting the potential of integrating neurofeedback with VR for ADHD treatment.



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Autism Knowledge, Perceptions of Potential Outcomes and Attitudes about Autism Education in Greece



Despina Papoudi, Katerina Antonopoulou

The present study examines professionals' knowledge of autism as well as perceptions of potential outcomes and attitudes about education and the inclusion of autistic children in Greece. One hundred and eighty mainstream school teachers, special needs teachers and health/social care professionals, all working in the education sector, responded to self-reported questionnaires. Results showed between-group differences in the knowledge of autism prognosis and in self-efficacy in supporting autistic children, with health/social care professionals outperforming teachers. Mainstream school teachers, however, achieved higher scores compared to health/social care professionals in their perceptions of life and literacy outcomes and in their attitudes about the use of modified assessment methods for autistic children. The present findings support the need for improving perceptions for autistic children, pro-moting inclusive practices and a multi-disciplinary shared understanding of autism among professionals within the education sector and beyond.

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Preschool children's attitudes towards physical disability: The role of children and parental variables



Helena Azevedo, Ana Moreira, Vera Coelho, Mónica Soares, Francisco Machado

Children's attitudes towards peers with disabilities are pivotal to effective social and educational inclusion (de Laat et al., 2013). Several factors have been identified as predictors of children's attitudes towards peers with disabilities, namely parent-related (parents attitudes toward disability (e.g., Costello & Hodson, 2014), empathy (e.g., Navarro-Mateu et al., 2019), parenting style (e.g., Jugert et al., 2015)) and children-related factors (previous contact with people with disability (e.g., Armstrong et al., 2017), contact with inclusive toys (e.g. Maftei & Ghergut, 2024)). This study aims to analyse preschool children's and their parents' attitudes towards physical disability and explore parents' and children-related predictors of these attitudes. Participants included preschool children and their parents. Data were collected with parents through a sociodemographic questionnaire, Basic Empathy Scale - Adults, Short Version (Jolliffe & Farrington, 2006), Multidimensional Scale of Attitudes towards People with Disabilities (Findler et al., 2007), Parenting Styles and Dimensions Questionnaire - Short version (Robinson et al., 2001). Children's attitudes towards physical disability scale (Maftei & Ghergut, 2023) were used to assess children's attitudes, using inclusive toys and images as visual stimuli. In this poster, the preliminary results are presented according to the specific objectives, as well as their implications for inclusion in educational contexts.



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A Collaborative Approach to School Safety: Practice-Based Coaching for Multidisciplinary Crisis Teams



Yolanda Rotzinger Ballesteros

Ensuring school safety is a global priority, requiring proactive strategies to assess and respond to potential risks. Many schools establish multidisciplinary safety teams to manage threats, yet sustaining these initiatives remains challenging. This study examines Practice-Based Coaching (PBC) within a technical assistance model to support school-based safety teams. Using an Implementation Science framework, we conducted a qualitative pilot study with three middle school safety teams and a group of school-based mental health professionals providing ongoing coaching support. Focus groups followed a semi-structured interview format and were transcribed and analyzed using deductive analysis to identify parent codes related to implementation challenges and facilitators.

Findings emphasize the importance of team needs assessments, structured coaching partnerships, and regular feedback. Participants reported greater confidence in applying school safety procedures and highlighted the need for ongoing coaching to sustain effectiveness. This study suggests that integrating coaching and technical assistance into school safety initiatives may enhance implementation, sustainability, and adaptability across diverse educational settings.

These findings provide actionable insights for educators, policymakers, and school psychologists worldwide, supporting the development of context-responsive coaching models for school safety. Future research should explore scalability, long-term impact, and adaptation across different educational systems to enhance and support school safety teams.

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Inclusion of LGBTQI+ students in schools: Psychologists and teachers' training using vignettes



Marisa Carvalho, Margarida Ferreira, Cristiana Vale Pires

Vignettes are short stories or concrete scenarios and examples of situations, people, or individuals and their behaviors written about or pictorially depicted in specified circumstances. The use of vignettes as a data elicitation technique encourages the articulation of perceptions, opinions, beliefs, and attitudes regarding concrete scenarios and situations. It is helpful for especially potentially difficult topics of inquiry as it is non-personal and perceived as less threatening. They contain realistic content and can, therefore, be a trigger for learning processes and professional development. The overall goal of this poster is to present an example of vignettes that can be used as triggers for learning processes and professional development of school psychologists and other school professionals regarding gender identity, gender expression, and sexual orientation. The authors present six vignettes that illustrate LGBTQI+ student's experiences in schools and suggest possible ways to use them in school psychologists' and teachers' training. These vignettes may be a resource for professionals to reflect on real-based situations and experiences of exclusion and/or inclusion, challenge personal and collective bias about gender identity, gender expression, and sexual orientation, and improve attitudes and practices to more inclusive ones.

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Conflict and Collaboration in Family-School Relationships and Their Connection to School Climate: Towards a Comprehensive Model



Verónica Gubbins, Alejandra Santana, Pablo Castro, Claudia Carrasco

There is evidence indicating an increase and persistence of conflict and violence between families and schools in the post-pandemic period. In the case of Chile there has been a rise in reports related to discrimination and mistreatment among families and with various school stakeholders (SUPEREDUC, 2023). The objective of this study is to propose an theoretical model that enables the analysis and intervention in family-school relationships and their link to school climate by integrating explanatory factors at different systemic levels. The field of family-school relationships has focused primarily on the study of family participation and its relationship with academic performance and school outcomes (Gubbins & Otero, 2020; Jeynes, 2021; Yang et al., 2023). Less attention has been given to promoting a dialogic and collaborative school climate. Studies on school coexistence and climate have been primarily linked to intra-school violence. Little attention has been paid to studying that from the perspective of family-school relationships (Andrades-Moya et al., 2020). There is a knowledge gap that calls for testing this proposal to advance toward a comprehensive model of conflict and collaboration formation in family-school relationships, school coexistence and climate. This research initiative is currently being developed as part of a broader study of that topic (Fondecyt 1250042).



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Crisis Communication in Schools: School Principals' Perspectives and Evaluations



TAKANORI Hiwatashi

To assess the feasibility of implementing the crisis communication guidelines developed in the previous year, a web-based survey was administered to 100 school principals. The survey required participants to evaluate the perceived importance of each guideline and provide qualitative insights through open-ended responses regarding strategies for effective implementation.

The findings revealed that "rapid information sharing" and "clear and consistent communication" were regarded as particularly critical, with 88% and 53% of principals, respectively, identifying them as "most important." Additionally, key strategies for successful implementation included "fostering a workplace culture that tolerates mistakes," "building trust among staff members," and "encouraging proactive communication." Furthermore, mechanisms to enhance information dissemination—such as "the adoption of an information-sharing system," "ensuring psychological safety in information access," and "allocating dedicated time for collaborative work"—had already been implemented in some schools.

These results underscore the necessity of further refinement and validation of the guidelines. Future initiatives will focus on additional evaluations, stakeholder engagement, and the exploration of practical applications to enhance their effectiveness in school crisis communication.



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The best of both worlds? Experiences of flexischooling through the personal narratives of families who are undertaking it.



Isobel Pryor-Nitsch

Poor mental health and declining school attendance among children and young people (CYP) are areas of increasing focus and concern among educational professionals. At the same time flexischooling, characterised by part time home education (HE) and part time school, has gained enormous popularity across the UK since COVID lockdowns. Although research around the topic is currently limited, studies suggest flexischooling can support the mental health and wellbeing of CYP who struggle with the demands of full-time school attendance. The present research adopts a small scale, qualitative approach to explore experiences of flexischooling, as represented through the personal narratives of families engaged in an arrangement. All three participants' children were attending a UK mainstream school, and each child had a diagnosed special educational need or disability (SEND). Although the aim of the research was not to attain generalisability, all participants reported that a reduction in school-based days resulted in improvement in the mental health and wellbeing of their children, and in two cases better overall school attendance. Other experiences revealed important insights into the significant and positive impact of adopting relational and collaborative approaches in schools, and uncovered themes that challenge the inflexibility of the current system and constructs around schooling.

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Applying Strength-based Group Counseling Program for Junior High School Students with Interpersonal Problems



Yi-Ling Lin, SU-FEN TU

The aim of this action research is to explore the personal transformation experiences of junior high school students with interpersonal problems who participated in a strength-based small counseling group. The objectives are to find key elements involving in the counseling process and to explore the change process of the students, and the action reflections of the researcher on the intervention for the students with interpersonal problems. The actor is the researcher. Five participants are recruited through the recommendations from homeroom teachers and full-time counseling teachers. A strength-based group counseling program is designed according to Smith (2006)'s ten strength-based approach counseling process. It was conducted once a week, each session lasting 45 minutes, for a total of 10 sessions. To give feedbacks to the action, we collect data from full-time counseling teacher observers, the actor's reflective journal, students' feedback on groups, and post-group interviews. The post-interview is conducted within one week after the group ended. The data is analyzed by using content analysis to uncover key objectives of this research. The results is expected to validate the importance of strength based interventions that acknowledge the students' positive characteristics and empower their positive interpersonal actions in interacting with others.

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Parenting behaviour of school-aged children with externalized and internalized problem behaviour: the mediation role of basic psychological needs.



Ondrej Kalina, Maria Bacikova-Sleskova, Anna Janovska

The prevalence of both externalized (delinquency) and internalized problem behaviours (PB),(anxiety, depression) among children is on a steep increase. Literature suggests that adequate parenting (disclosure, knowledge) may support healthy development, but critical and guilt-inducing control (psychological control) may increase the PB. This could be explained by psychological mechanisms, which propose that certain parenting styles have a direct effect on fulfilling/frustrating children's basic psychological needs (BPN) and through them shape the PB. This study aimed to examine whether the effect of parenting (psychological control vs. parental disclosure, knowledge) on PB is mediated by BPN. The representative sample consisted of 548 (52.6 % girls) Slovak elementary school pupils (M =14.51 years). The perceived psychological control was significantly associated with higher externalized ($\beta=.320^{***}$) and internalized ($\beta=.343^{***}$) PB. The mediation effect was confirmed as the frustration of BPN mediated the effect between psychological control and both types of PB ($\beta=.320^{***}/.122^*$; resp. $\beta=.343^{***}/.262^{**}$). Similarly, the higher perceived parental disclosure and knowledge were significantly associated with lower externalized and lower internalized PB, and both were mediated by fulfilling of BPN ($\beta= -.351^{***}/-.302^{**}$; resp. $\beta=-.113^*/-.003$). The results showed that parenting might significantly increase or decrease both types of PB. However, more importantly, fulfills or frustrates the BPN.

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Facilitators and barriers of teacher-mother collaboration for the education of children with a diagnosis of autism in Greece



Despina Papoudi, Sonia Filokosta, Panayiota Stavroussi

The aim of the present study was to investigate the facilitators and barriers of collaboration between teachers in mainstream education and mothers of children with a diagnosis of autism. The sample consisted of 15 teachers and 15 mothers who had a child attending a kindergarten or the 1st and 2nd grade of primary school (age range 4-8 years old) in Greece. Semi-structured interviews were carried out and data driven thematic analysis was used for the analysis of the transcripts. Four main themes were identified: the child (e.g. behaviour, learning, personality), the school environment (e.g. school climate, inter-professional communication, school leadership), the teacher (e.g. training, personality, expectations) and the mother (e.g. psychological and emotional factors, social factors, autism understanding). Priorities for supporting and improving the collaboration between teachers and mothers are discussed, as well as implications for school psychologists.

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Cinema and Human Development: Possibilities for School Psychology in Higher Education



Marisa de Medeiros Ferreira

This paper presents two initiatives developed at the School of Engineering at the University of Brasília (UnB), Brazil, focusing on cinema and human development. These initiatives were led by the school psychologist in collaboration with professors and staff from different departments at UnB. The first initiative was the course Cinema and Human Development, designed to provide students with the opportunity to critically reflect on the relationship between cinema and cinematic language, emphasizing discussions on contemporary aspects of human development. Throughout the course, students engaged in film discussions, produced illustrations and written reflections, and ultimately created short films that demonstrated their engagement with the course's themes and objectives. The second initiative, also centered on cinema, involved organizing a monthly film club within the School of Engineering. In both, the course and the film club, students watched films together and participated in discussions. Observations indicated that the participants constructed new meanings and perspectives, developed a deeper understanding of cinematic language, and cultivated a greater sensitivity and a broader view of human being, the world, and themselves.



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Shyness and University Students: A Topic for School Psychology



Marisa Medeiros Ferreira, Maria Cláudia Santos Lopes de Oliveira, Ana Carolina Ferreira Francisco

Shyness is an emotional response related to difficulties in social and relational situations. Brazilian university students who perceive themselves as shy experience fewer romantic relationships, difficulties in expressing themselves, and obtaining a job. Interest in this research topic arose from my work as a school psychologist in a public university in Brasília, Brazil. I deal with a growing demand coming from students related to issues of shyness, which affect negatively their social relations, interpersonal bonds, participation in university, and also the learning outcomes. A systematic review of studies (an unpublished review article) was conducted, considering the descriptors "shyness" and "psychology", leading to 27 articles. Most of the reviewed articles employed psychometric methodologies. The results indicated a predominantly individualistic, pathologizing approach to shyness; and the association between shyness, and loneliness, and problematic internet use. However, cultural, institutional, and intersubjective aspects of shyness were hardly mentioned. Therefore, further studies should be conducted on this topic that (a) focus on sociocultural and developmental aspects, (b) overcome the pathological rationale, (c) promote better academic outcomes for these students, and (d) help school psychologists to perform a more ethical, inclusive, and context-oriented practice in higher education.

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Uncovering Approaches to Student Engagement within Longitudinal Studies.



Daniel Costa, Marta Rodrigues, Maria João Rodrigues, Paulo Moreira

Longitudinal studies are particularly valuable for understanding academic trajectories, as they enable inferences beyond correlational associations. Academic performance and trajectories are increasingly recognized as complex, interactive phenomena, where non-deterministic factors like student engagement with school play a significant role. However, varying conceptualizations and approaches to student engagement make it difficult to integrate findings from studies that use different indicators or constructs. Therefore, examining how student engagement has been addressed in longitudinal research is essential. This study conducted a systematic literature review on how student engagement with school has been conceptualized and measured in longitudinal studies focused on academic performance and achievement. The review followed PRISMA guidelines. A total of 38 studies, including grey and academic literature, were selected and analyzed by different reviewers. Preliminary results revealed substantial heterogeneity in the reported indicators, conceptualizations, and measurement methods of student engagement across longitudinal studies. Results will be further expanded. These findings have important implications for both research and policy. They highlight the urgent need for greater consistency in defining indicators, conceptual frameworks, and measurement tools for student engagement. Addressing this challenge is critical to maximize the potential of longitudinal studies in producing comparable and meaningful conclusions across different research efforts.

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Does self-determination matter? Views of mothers of people with intellectual disability.



Panayiota Stavroussi, Maria Stragali, Despina Papoudi

The promotion of self-determination has been associated with positive outcomes for people with intellectual disability. A central issue in enhancing self-determination is the provision of appropriate supports and opportunities. Moreover, the role of parents in fostering their children's self-determination is considered critical. This qualitative study aimed at an in-depth exploration of a) views of mothers of adolescents and youth with intellectual disability on the importance of specific self-determination skills in their children's lives and b) mothers' assessments of their children's strengths and/or weaknesses on specific skills associated with self-determination. Individual semi-structured interviews were conducted with four mothers with a mean age of 47.5 years. The age range of their children was 14-22 years. An interview protocol and a short questionnaire were developed based on previous instruments and literature related to self-determination. Content analysis was performed to analyze the data obtained from the semi-structured interviews, while frequencies were used for the description of the data derived from the short questionnaire. Mothers reported limitations in their children's self-determination skills, but considered these skills important in their children's lives. The findings are discussed in relation to the critical role of supportive contexts (family, school) in promoting the development and expression of self-determination.



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The Developmental Trajectories of CODA Kids and their Inclusion in Educational Settings



Foteini Patsarou, Remos Armaos, Gerasimos Chatzidamianos

Background: Children of Deaf Adults (CODAs) are raised bilingual and bicultural, navigating the Deaf and hearing worlds. This dual exposure leaves CODAs with unique developmental characteristics; however, research on their developmental trajectories is scarce.

Objective: This paper systematically reviewed the literature to identify developmental barriers and facilitators affecting CODAs and synthesized the available data to provide recommendations to support them following PRISMA guidelines.

Method: A systematic search was performed in EbscoHost using search terms and Boolean operators in Academic Search Complete, APA PsycArticles, and APA PsychInfo. The Quality Assessment with Diverse Studies tool was used for quality appraisal of 30 identified articles.

Results: Both barriers and facilitators in CODAs' development were identified. Findings suggest that CODAs may face language barriers which can negatively affect academic performance. Due to bimodal bilingualism, however, CODAs may exhibit cognitive advantages influencing academic outcomes. Socio-emotional barriers can also pose challenges for CODAs' socialization in school.

Conclusion: CODAs' academic experiences are affected by linguistic challenges, bilingual advantages, and socio-emotional challenges of being raised by Deaf parents. Recognizing their needs can help professionals support them and assist in academic achievement and inclusion.

Keywords: CODA, bilingualism, Deaf parents, systematic literature review, educational barriers, inclusion.

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Teachers' Views on Childhood Trauma and its Impact



Chavez Phelps, Aleksandra Krupina, Carrie Lorig, Ravea Rodriguez, Kris Varjas, Aiden Witt, Emily Brown

Globally, one billion children aged 2-17 years have experienced some form of trauma in the past year (World Health Organization, 2022). According to the National Child Traumatic Stress Network ([NCTSN], n.d.), one element of trauma-informed school systems is trauma education and awareness. However, Chudzick and Wolowiec-Fisher (2023) indicated that teachers may have a variety of perspectives on trauma, which can hinder a uniform view to streamline care and support to students. Garay (2022) has indicated that research on teachers' roles and understanding of trauma-informed care is scarce. Thus, the purpose of this paper presentation is to highlight teachers' definitions and understanding of trauma and trauma-informed support. Like other researchers, this study used qualitative and semi-structured interviews to explore teachers' experiences and knowledge of trauma and trauma-informed care (Berger & Melzer, 2021). Through a thematic analysis of interviews conducted with twenty-one 6-12 teachers working in public schools in the U.S., the following themes were identified: Definitions of trauma; types of traumas experienced by teachers and students; personal experiences with certain forms of trauma for teachers and students; and significant long-term impacts of traumatic events. The presentation will outline implications for trauma awareness and trauma-informed care support and training.

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Educational Issues of Immigrant Children over compulsory education age: A case study of Nepalese immigrants in Japan

Makiko Habazaki

In recent years, many Nepalese people living in Japan work as a cook and bring their spouse and children to Japan. Their school-age children who came to Japan at compulsory education age enter to elementary school and junior high school and then to higher education. However, many of the students who came to Japan over compulsory education age face to serious problems enter high school and higher education such as university or vocational school. The children and parents hope to go to higher education. If immigrant children do not graduate them, they will not be able to obtain independent visa in Japan.

I am researching immigrant children and working to support their education. They didn't know the Japanese education system that compulsory education is up to the age of 15. After graduated from 10th grade in Nepal, they came to Japan at the age of 16. They did not know how to enter high school in Japan themselves, and they cannot get help from public education system. This paper attempts to analyze the educational problem for immigrant children who came over compulsory education age through their experience.



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Supporting Minoritised Ethnic Youth in School and Community Settings: Rapid Scoping Review of Integrated Approaches to Adolescent Mental Health

Helena Tuomainen, Usoro Akpan, Aida Hassan, Ilham Yusuf, Sajda Butt, Fiona Samuels

Rationale: Mental health challenges among young people from minoritised ethnic backgrounds are shaped by sociocultural factors, systemic inequalities, and dynamics within family and educational environments. While schools are a key access point for mental health support, educators often lack the training to address these issues effectively, particularly in multicultural contexts. This rapid scoping review maps integrated interventions addressing adolescent mental health in the United Kingdom, focusing on approaches involving young people, parents/carers, and teachers in school or community settings. **Methodology:** A comprehensive search strategy was employed, focusing on peer-reviewed journal articles and key databases such as Medline, PsycInfo, and Web of Science, with strict inclusion criteria. Data analysis and synthesis will employ a narrative approach. **Key findings:** Key research questions address the co-design, implementation, and target populations of these interventions, as well as barriers and facilitators. The review also assesses the feasibility of these approaches, highlighting the role of schools and community organizations in improving engagement and outcomes. **Implications:** Early intervention models involving multi-agency collaboration have shown promise in engaging disadvantaged communities. By mapping current practices, this review aims to inform the development of culturally inclusive and effective mental health interventions for minoritised ethnic adolescents in educational and community settings.



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Cultural Humility for School Psychologists and Social Workers in Training



Alicia Hoerner, Aaron Fischer

Cultural Humility for School Psychologists and Social Workers in training is integral to ensuring effective school behavioral health practice. Considering that training programs tend not to include intentional cultural humility training for graduate students, the University of Utah sought and was awarded the Spanish-Speaking Mental Health (SSMH) federal training grant. The grant focuses on training professionals to provide culturally humble and responsive mental health support for Spanish-speaking children attending schools in marginalized communities. The grant trainees have experienced a variety of valuable lessons, including providing competent mental health services, improving their Spanish language proficiency, and developing openness, self-reflection, and awareness about one's and others' culture. This study utilizes reflective journaling as a teaching strategy to foster cultural humility among SSMH grant trainees. Data will be collected by reviewing two journal entries for 14 grant trainees (in progress, last entry to be collected April 1st 2025). Data analysis will involve identifying and discussing themes related to self-reflection, openness, and awareness and the role of reflective journaling as a tool for developing cultural humility.



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Fetal Alcohol Spectrum Disorder and educational psychologists: A systematic review of research and practice



Leayh Abel

Prenatal alcohol exposure (PAE) is consistently associated with early developmental difficulties, including impairment in academic, cognitive, social skills, behavioral, language, memory and motor domains. Research indicates children with PAE experience higher rates of specific traumatic events, such as early neglect, parental substance abuse, multiple home placements, and mental health challenges. The combined impact of PAE, environmental risk factors, and medical co-morbidities can significantly affect children's learning and school functionality. Children with PAE experience significant obstacles in receiving appropriate educational support, including limited educator familiarity with the complex and diverse learning needs associated with PAE. A systematic literature review was conducted to synthesize current research pertaining to the impact of PAE on children's educational outcomes and analyze best practices for supports and services. The literature review broadly indicated that children with PAE encountered unique intersectional challenges due to systemic barriers and social stigmas associated with alcohol-related neurodevelopmental disorders. The impact of PAE was under-recognized in the school-system and caregivers reported inequitable access to appropriate education due to their children's complex learning needs alongside low awareness amongst school professionals of needed educational supports.



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The Role of Teacher Autonomy Support in Adolescent Wellbeing and Mental Health: A Systematic Review and Narrative Synthesis

Laura Pardoe

This systematic review is the first to synthesise the psychological literature regarding the relationship between autonomy support in education and adolescent wellbeing. Grounded in Self-Determination Theory (SDT), autonomy support is characterized by practices that support students to engage in intrinsically motivated activity. 32 studies are included in this review, exploring the relationship between measures of perceived autonomy support and social-emotional outcomes in secondary education settings. Findings were synthesised using the framework of Keyes' Model of Wellbeing into three domains, emotional, psychological and social. The review highlights the role that autonomy-support in teaching plays in contributing to all three areas of wellbeing; adolescents who experience more autonomy at school report more positive feelings, stronger resilience, and a stronger sense of social connection. Autonomy also mitigates negative emotional experiences, such as anxiety and depression associated with controlling teaching approaches. While the evidence unanimously demonstrates a positive relationship between autonomy-supportive teaching and a range of social-emotional factors, it also identifies gaps in the literature, including a need for more experimental and intervention research. This review calls for a greater emphasis on autonomy-supportive pedagogy in secondary education, positioning it as a universal, preventative strategy to support psychologically healthy education in an increasingly complex world.



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Project More Positive Attitude - E9G: A broad intervention aimed to promote school success



Sofia Saldanha, Ana Cláudia Primor, Ana Maria Romão, Ana Rita Ferreira, Vanda Sousa, Vitor Alexandre Coelho

The Project More Positive Attitude - E9G is sponsored by the 9th Generation of the Programa Escolhas (run by the the Instituto Português do Desporto e da Juventude). The Project's main goal is to promote the inclusion and academic success of students from minority and vulnerable socioeconomical backgrounds, and to contribute to their full integration as active citizens in school and society.

The intervention of the project aims to involve students (who are the main participants), but also different educational stakeholders (educational staff, teachers and parents).

The project is composed of two measures; one related to Education, Training and Employment and the other one to Community Dynamization and Citizenship. In both measures, the project implements activities during the school schedule and in a school setting, however leisure activities are also carried out. All activities are implemented in a group context.

In sum, the Project More Positive Attitude is a complete, integrated and robust project, both in terms of the value proposition it presents and in terms of its proven performance, recognized over the last few years by the most diverse entities in its area.



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The Impact of School Organizational Climate on College Students' Social Well-



Xiaoxian Liu , Xinhui He, Hengyuan Fan, Wange Li

The study employs the Person-Environment Interaction Theory and Social Identity Theory to examine the influence of school organizational climate on college students' social well-being and its underlying mechanisms.

Study 1: We conducted a 15-day diary study with 158 college students. Adapted versions of the Brief School Organizational Climate Questionnaire and the Brief Social Well-Being Questionnaire were administered. The results revealed: (1) Students' perception of school organizational climate on the previous day positively predicted their social well-being on the following day. (2) Students' social well-being on the previous day also positively predicted their subsequent perception of school organizational climate.

Study 2: To further explore the mechanism underlying this relationship, a six-month longitudinal study with two waves of data collection was conducted. Using the School Organizational Climate Questionnaire, School Identity Questionnaire, and Social Well-Being Questionnaire, 377 college students were surveyed. The findings showed: (1) School organizational climate at Time 1 significantly and positively predicted social well-being at Time 2. (2) School identity at T2 mediated the longitudinal relationship between school organizational climate at T1 and social well-being at T2.

These results offer empirical evidence to inform strategies for fostering supportive campus environments.



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The Influence and Intervention of Morphological Awareness on Reading Comprehension in Chinese Children with Developmental Dyslexia



Jianping Xiong, Xiyue Zhang, Jingzhen Sun

This study investigated the dynamic interactions between morphological awareness, word recognition, and reading comprehension in Chinese children with developmental dyslexia (DD) through a longitudinal design, followed by an intervention experiment.

Study 1

A cohort of 207 Chinese DD children screened from 2,465 third- to fifth-graders completed standardized assessments of morphological awareness, Chinese character recognition, and reading comprehension at two time points (8-month interval). Cross-lagged panel analysis revealed:

(1) Bidirectional predictive relationships between morphological awareness and reading comprehension, as well as between word recognition and reading comprehension. However, only a unidirectional prediction (morphological awareness → word recognition) was observed.

(2) T1 word recognition partially mediated the longitudinal effect of T1 morphological awareness on T2 reading comprehension.

Study 2

A subset of 38 DD children from Study 1 was randomly assigned to an experimental group (receiving 5-week targeted intervention on homographic morpheme awareness and compound-word morpheme awareness) or a control group (routine instruction). Results demonstrated:

(1) Post-intervention, the experimental group exhibited significant improvement in compound-word morpheme awareness and marginally significant gains in homographic morpheme awareness, whereas the control group showed no significant changes.

(2) Both groups improved in word recognition and reading comprehension, but the experimental group achieved significantly greater gains.



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Project Positive Attitude: Past, Present and Future



Ana Romão, Vítor Coelho, Vanda Sousa, Patrícia Brás, Marta Isabel Marchante, Sofia Saldanha, Ana Cláudia Primor, Ana Rita Ferreira, Catarina Chaves

Project “Positive Attitude” is a Portuguese project aimed at enhancing the social and emotional competences and school climate of elementary and middle school students. Currently in its 21th year of implementation, the project has been nationally disseminated under the Gulbenkian Academies of Knowledge initiative and been identified in two independent studies as one of the most scientifically supported, both in Portugal (Cristovão et al., 2017), and in the Ibero-American context (Fernández-Martín, 2021).

The Project currently comprises three developmentally appropriate SEL programs and two school adjustment programs: Positive Transition, that supports the transition from elementary to lower middle school (4th to 5th grade) and Transition3, which supports the transition from lower to upper middle school (6th to 7th grade). So far, more than 18.000 students have participated in at least one of the programs, which had consistent positive results reported by teachers and self-reports.

Furthermore, the project has developed several other interventions to promote gender equity, risky behaviors reduction, healthy food behavior and bullying (and cyberbullying) prevention. Therefore, the current poster presents a summary of the results of the project, of the lessons learned so far and also describes the future developments of the project.



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Feel Your Best Self: Options for Measuring Emotion Coping



Jessica Koslouski, Emily Wicks, Sandra Chafouleas

There is continued concern about the mental health and social and emotional well-being of students and educators around the world. Feel Your Best Self (FYBS: feelyourbestself.org) was developed as one resource, combining the best in educational psychology and puppetry education to offer a freely accessible online toolkit that brings joyful, creative exploration to learning strategies that promote self-awareness, self-regulation, social relationships, and emotional well-being. In this poster presentation, we share options for measuring student, classroom, and educator outcomes related to use of programs targeting emotions such as FYBS. We will highlight a number of freely-available and brief rating scales to assess student-level outcomes, include students' coping, flexibility, frustration tolerance, and positive peer interactions. We will also include options for assessing classroom-level outcomes, including classroom climate, disruption, and time-on-learning. Finally, we will share opportunities for assessing educator-level outcomes, including educators' personal use of coping strategies and self-efficacy for managing challenging behaviors. Alongside these measurement options, we will provide accessible guidance for selecting a measure that aligns with goals and resources for data collection, collecting data, and using results to inform instruction, with the goal of improving social and emotional well-being of students and educators.

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Further Insight on Cognitive-Achievement Assessment Relations Using Bayesian Selection Procedures



Ryan McGill, Gary Canivez, Kate James, Rebecca Good

School psychologists in a variety of clinical contexts frequently administer intelligence tests to ascertain why a client is struggling academically. Aside, from global linkages between intelligence and achievement, it is suggested that selective testing (i.e., administration of focal subtests) may be useful for identifying specific areas of academic dysfunction (Schultz et al., 2024). However, selective testing is mostly informed by naïve theories and regression studies in which the most optimal independent variables are identified through exploratory stepwise procedures (e.g., Miller et al., 2017) which raise the risk of Type I error. The present study utilized Bayesian Selection for linear regression using global-local shrinkage priors to select for variable inclusion. Specifically, the WISC-V UK 10 primary subtests contributions as unique predictors for selected WIAT-II UK achievement measures with a large Irish clinical sample (N = 1,197) was evaluated. Each of the achievement models identified 3-5 “optimal” predictors. While these results can be used to inform future confirmatory studies, they also illustrate that many cognitive predictors likely account for weak portions of achievement variance in this and related assessment research. Nevertheless, Bayesian selection may function as a useful method for identifying these issues in future work.

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Investigating youth social prescribing in colleges to support mental health and wellbeing.



Ruth Farrimond-Goff, Ruth Farrimond-Goff

Increasing concerns regarding young people's (YP's) mental health and wellbeing (MHWB) has led to numerous programmes being developed and utilised to support them. A pilot was undertaken to establish whether Social Prescribing (SP) could be an effective intervention to improve MHWB. SP is a promising approach for YP because it encourages them to engage in activities to support their mental wellbeing.

A SLR synthesised 14 papers to explore if participation in extracurricular activities (ECAs) has a positive effect on MHWB in adolescents. An empirical investigation adopted an in-depth exploratory survey design in three colleges, using a focus group of college staff and individual semi-structured interviews with students and SP coordinators, to capture the perceptions of involvement and its impact on student's MHWB.

The SLR findings identified that YP generally benefit positively from participating in different types of ECAs. SP also encourages YP to engage in similar types of activities to support their MHWB. SP could be a useful model for colleges to adopt as part of their holistic approach to MHWB, because it had numerous benefits for students particularly when employing a dedicated link worker as part of the infrastructure. Several facilitators and barriers were identified for implementation and sustainability.

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Relations between Temperament Traits, Externalizing Behaviours and Internalizing Symptoms in Children with Attention-Deficit/Hyperactivity Disorder (ADHD)

Kathy Kei, Kathy Shum

Children with ADHD commonly present elevated externalizing behaviours and internalizing symptoms. Temperament models suggested the contribution of negative emotionality and self-regulation styles on one's heightened difficulties. This study followed a cross-sectional design with questionnaire measures to examine how these temperament traits can explain the difficulties experienced by children with ADHD. A total of 315 children with ADHD (aged 9 – 15), parents and teachers participated in the study.

A two-step cluster analysis was performed and three clusters were identified with different self-regulation styles: Optimal (characterized by high effortful control and high adaptive reactive control; n = 92, 29.2%), Under-controlled (characterized by low effortful control and low adaptive reactive control; n = 128, 40.6%), and Over-controlled (characterized by high maladaptive reactive control; n = 95, 30.2%). Further analyses indicated that self-regulation styles moderated the positive association between negative emotionality and internalizing symptoms. The relationship was significantly stronger for children with ADHD who exhibited under-controlled or over-controlled self-regulation styles. Negative emotionality and self-regulation styles were both significant predictors of externalizing behaviours in children with ADHD, yet no significant interaction was found.

This study highlighted the importance of assessing temperament traits which can inform more targeted interventions for children with ADHD.

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Protective role of school climate for impacts of COVID-19 on depressive symptoms among adolescents: a population-based cohort study



Satoshi Yamaguchi, Jordan DeVlyder, Syudo Yamasaki, Shuntaro Ando, Mitsuhiro Miyashita, Mariko Hosozawa, Kaori Baba, Junko Niimura, Naomi Nakajima, Satoshi Usami, Kiyoto Kasai, Mariko Hiraiwa-Hasegawa, Atsushi Nishida

Background: Schools are central to adolescent social lives, significantly influencing mental health; school climate (i.e., quality of school social environments) is a proximal social determinant for adolescent mental health. Supportive school environments can be protective under COVID-19, which disrupt social lives and worsen adolescent mental health. This study examines whether the pandemic effects on depressive symptoms (DS) differed based on the levels of school climate.

Methods: School climate (score range: 0-28) and DS (0-26) were self-reported in a population-based cohort (Tokyo Teen Cohort; N=3,171) at four timepoints (10y, 12y, 14y, and 16y) before and during COVID-19. COVID-19 occurred midway through the 16y survey, allowing us to examine its impact and interaction effect with school climate while accounting for within-person changes over time using mixed-effects models.

Results: Significant interaction effects were found on DS (unstandardized coefficient: -0.166; 95% confidence interval: -0.225, -0.107). The pandemic effects were not significant for adolescents with high school climate scores (around 80th percentile or higher), although the pandemic significantly worsened DS among the overall sample.

Conclusions: The negative pandemic effects were significantly mitigated among adolescents experiencing supportive school climate. Positive school climate can protect adolescent mental health during challenging social conditions, such as pandemics.



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"Space to Thrive: How Classroom Design Transforms Learning and Well-Being"



Ronda Goodale

Classroom design plays a crucial role in students' psychological well-being, engagement, and academic success. Research shows that elements like lighting, seating arrangements, and spatial layout impact cognitive performance, emotional regulation, and social interactions. School psychologists recommend flexible, student-centered layouts that encourage collaboration, reduce stress, and meet individual needs. They also advise organizing learning cues, such as charts, posters, and student work, to reinforce key concepts without overwhelming students. Displaying student work boosts pride and ownership, while thoughtful decoration creates a welcoming, inclusive environment. Allowing students to contribute to classroom design strengthens their connection to the space and increases engagement.

Research supports that classrooms with natural light, calming elements, and personalized zones reduce anxiety, improve concentration, and enhance learning outcomes. By integrating psychological insights with effective space organization, teachers can create environments that nurture both emotional well-being and academic achievement. This approach transforms the classroom into a dynamic space where students feel safe, valued, and motivated to learn. A thoughtfully designed classroom fosters a positive, supportive environment where students thrive emotionally and academically, leading to better learning experiences and outcomes. Ultimately, classroom spaces that cater to students' psychological and academic needs foster well-being in both the short and long term.



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The effect of psychological flexibility on the relationship between teacher stress and burnout



Tomu OHTSUKI, Yuka Koh, Kenichiro Ishizu, Yoshiyuki Shimoda

The mental health of teachers has become a major concern in Japan, as the number of teachers leaving their jobs due to mental disorders has been increasing. Recent studies have investigated teacher burnout based on the psychological flexibility model, a key concept in Acceptance and Commitment Therapy (ACT). We examined the role of psychological flexibility in the relationship between teacher stress and burnout.

A total of 288 elementary and middle school teachers (112 females and 176 males; mean age = 47.75, SD = 11.14) completed self-report measures assessing teacher stress, burnout, experiential avoidance (EA), cognitive fusion (CF), and values.

Mediation analyses showed that each of these factors (EA, CF, and values) mediated the relationship between teacher stress and burnout. Hierarchical multiple regression analyses revealed that CF did not moderate the association between teacher stress and burnout, whereas EA and values did.

This study demonstrates that different aspects of psychological flexibility have distinct effects on the relationship between teacher stress and burnout. These findings are consistent with previous research supporting the benefits of ACT and highlight the importance of interventions aimed at reducing EA and clarifying values among teachers.

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„The School-based Well-being Interventions for Children with Special Educational Needs: The Perspective of School Supportive Teams “



Dagmar Majerechová, Lenka Sokolova

Pupils with special educational needs (SEN) often face challenges in areas such as social interaction, autonomy, application of social rules, and behavioural and emotional self-regulation, both within and outside the school setting. Additionally, these learners typically experience lower emotional well-being compared to their peers. As a result, it is essential for school-based interventions to promote their well-being, personal development, and social skills. Therefore, appropriate psychological interventions at school should promote well-being, positive development, and overall mental health in children with SEN. This study seeks to identify the school-based interventions aimed at improving the well-being of pupils with SEN from the perspective of members of the school support and inclusion teams. We conducted 33 individual semi-structured interviews with members of the school support and/or inclusion team in Slovakia and identified a total of 47 interventions using content analysis in the MAXQDA software program. Interventions typically focus on communication and social skills, emotional and psychological well-being, conflict resolution and prevention, relaxation, and mindfulness, as well as cognitive and behavioral training. Our participants recognized the high efficacy of these interventions from the reactions and responses of the pupils, noting that they frequently intersected with those implemented for the general student population.

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Barriers to Help-Seeking as Perceived by Adolescents in Egypt and their Relationship to Self-Reported Psychological Distress



RANA ABDELAAL, Mari Janikian, Stavroula Diareme

This study examined the prevalence of psychological distress among Egyptian adolescents, their help-seeking attitudes, and associated barriers. The aim is to understand which specific factors and demographics contribute to greater or fewer barriers, enabling the development of targeted campaigns for elementary and high school students in Egypt and other Arab countries. Using a quantitative correlational design, data were collected through a structured online survey (in both English and Arabic), incorporating the Kessler Psychological Distress Scale and the Barriers to Adolescents Seeking Help Questionnaire. A sample of 70 Egyptian adolescents (ages 10–21) was recruited through convenience and snowball sampling. The results indicated that 77% were likely to experience severe psychological distress. The highest-scoring barriers were time availability, self-perception, and stigma. A moderate positive correlation of $r(70) = 0.43, p < 0.001$ was found between the severity of psychological distress and barriers. Significant differences in barriers were observed between genders ($p = 0.02$), age groups ($p = 0.047$), and geographical regions ($p < 0.001$). The study results indicate that severe psychological distress, being male, younger adolescents, or living in rural regions result in higher perceived barriers to seeking help. These findings allowed for specific recommendations on targeted campaigns, school-based interventions, supportive policies, and increased awareness of virtual services.



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Exploring Perspectives on Dual Language Immersion Programs in the United States



Melissa Kimball, Terisa Gabrielsen

Dual language immersion (DLI) programs can impact primary and secondary students in positive ways. Many researchers have studied the effects of these programs and have found numerous benefits. Access to DLI programs in the United States is often limited, and concerns have arisen regarding possible elitism in schools offering DLI programs. Specifically, DLI and non-DLI students may receive different treatment, e.g. being pushed out of DLI for behavior difficulties or not being included in DLI based on other issues. Few studies have examined perspectives of stakeholders in DLI schools, including those not in DLI classrooms. This study aims to address the gap in understanding about inequities in some DLI models and practices by examining the experiences of administrators, teachers, and parents involved in DLI schools. Over 500 individuals responded to a questionnaire and comments were analyzed using the constant-comparative method to identify key themes and patterns. Findings provide insights into how DLI programs impact individuals within schools and offer recommendations for creating more sustainable and equitable programs. Ultimately, this study aims to improve our understanding of DLI experiences and inform better practices for ensuring that all students benefit from having DLI options in their schools.

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Can Students Learn to Manage Stress? Investigating the Effectiveness of a “BIGS” Healthy Stress Management Routine

Christine Malecki, Michelle Demaray, Susan Hart, James DiPerna, PuiWa Lei, Hui Zhao

Students across the world are experiencing significant stress. Tolerable levels of stress can be positive; however, recognizing and interrupting lasting stress is necessary for positive outcomes (Franke, 2014). Brief Intervention Group Support (BIGS; Authors, 2022) is a small-group intervention that focuses on (a) stress management, (b) social support, and (c) goal setting. In 12 sessions, students reflect on feelings of stress, learn that a little stress can be healthy and helpful while too much is harmful, and regularly practice a healthy stress management routine.

Using data collected during a funded randomized pilot trial, the current study focuses on pre and post levels of self- and teacher-reported stress for students receiving the BIGS intervention compared to students receiving business-as-usual services. Over 200 students were identified as having elevated concerns and eligible for services at school. Students were randomly assigned to treatment conditions, and stress symptoms were assessed before, during, and after the intervention period.

Multi-level regression models will be used to estimate treatment effect on stress levels while controlling for covariates. The current presentation will provide school psychologists with information about measuring and intervening with stress and research methods for evaluating intervention effects.

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Social Connection or School Support? Refugee Students' Perceptions of Peer Mentorship



Eden Barnhill

Despite only constituting 30% of the global population, children make up 40% of those who have been forcibly displaced. School-based peer mentor programs can offer refugee students the opportunity for social connection as well as school support. However, there is a significant dearth of information regarding whether refugee students benefit more from the social connection or from the school support. Knowing which is more beneficial for students can help school-based professionals tailor their own programs to better meet the needs of this student population. This study aims to answer the question, “Are social connections or school supports more influential for increasing feelings of belonging in adolescent refugee students?”. Accordingly, a mixed method study is being conducted using both quasi-experimental design and content analysis. Results for the quantitative portion will be analyzed for changes pre- and post-intervention for participants in the program. The post-intervention focus group will be used to provide context for the quantitative results. Participants are made up of refugee adolescents involved in a peer mentor program as mentees across several schools in Granite school district in Salt Lake City, Utah. Data collection is currently ongoing.



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The Influence of Societal Acceptance of Mental Health on the Training and Impact of School Psychologists: A Global Perspective



Gabrielle Huff-Streiter, Elizabeth Bravo, Betina Xu

This literature review examines the relationship between societal attitudes toward mental health and the training and effectiveness of school psychologists. Across the globe, varying levels of mental health awareness and acceptance influence how school psychologists are trained and supported within both graduate training programs and the school systems they are employed in. In some regions, where mental health is less openly discussed, training programs for school psychologists may place less emphasis on mental health topics. This can affect the practitioner's preparedness to address the psychological needs of students. In contrast, regions with greater mental health awareness often provide more comprehensive training, empowering school psychologists to implement effective mental health programs. By integrating research from diverse cultural contexts, this review aims to explore how these differences in societal views shape the role of school psychologists worldwide and their capacity to foster supportive, inclusive, and mentally healthy school environments.



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The Relationship between Acculturation and Socio-Pragmatic Competence in Bilingual Learners



Carlos Calderon, Yanyan Yang

This literature review explores the relationship between acculturation and socio-pragmatic competence in bilingual learners. Acculturation, the process of adapting to a new cultural environment, influences not only linguistic development but also the ability to navigate social interactions appropriately. Socio-pragmatic competence, which encompasses the ability to use language effectively in social contexts, is shaped by cultural knowledge, norms, and conceptual frameworks. By synthesizing research from second-language acquisition, intercultural communication, and educational psychology, this review highlights the ways in which acculturation experiences impact socio-pragmatic development. It also examines the implications for bilingual education and school psychology, proposing culturally responsive strategies to support bilingual students' pragmatic skills.



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PAINT-move: facilitating movement in the classroom to improve academic skills.



Suzanne de Jong-Arts, Saskia van der Oord, An-Katrien Hulsbosch, Tycho Dekkers

Children with ADHD often show hyperactivity in the classroom. Interventions at school mainly focus at suppressing hyperactivity during tasks where focus is needed. However, movement could be beneficial for children with ADHD. Theories state that distraction during a task is related to an under-stimulated brain; movement during a task can provide the stimulation needed to focus. We tested this theory by randomly allocating sixty children (8-11) with ADHD to either the movement condition, in which they were provided with a small desk-bike under their table in the classroom for six weeks, or to a six-week waiting period condition. Academic performance and teacher reported ADHD symptoms and impairment were assessed before and after the experiment. Data is currently being collected and we will have the results at the time of the conference. We expect more improvement in academic performance and a decline in ADHD symptoms and impairment in children in the desk-bike condition (driven by desk-bike use), versus children in the waiting period condition. If results are in line with our hypothesis, , we must adopt a different approach addressing hyperactivity in the classroom; we should find ways to let children move during academic tasks in a controlled and non-disruptive manner.

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A Study on the Relationship Between College Students' Self-Awareness and Well-Being



Yi-Hsuan Yang, Ting-Chia Lien, Iou-Zen Hsieh, Cheng-Chun Yu

The purpose of this study is to explore the relationship between self-awareness and well-being among college students. The study included 425 participants, consisting of college students and adults aged 18 and above. The instruments included the Gestalt Awareness Scale and the Well-Being Scale. Data analysis involved descriptive statistics to present the current state of self-awareness and Pearson correlation analysis to examine the relationship between self-awareness and well-being. Results showed participants exhibited a moderate to high level of awareness across different dimensions: three-domain awareness, external awareness, internal awareness, and middle awareness. This indicates participants possess a good level of self-awareness. The correlation analysis revealed significant positive relationships between well-being and three-domain awareness, external awareness, and middle awareness. This suggests that the higher an individual's perception of the external world and their ability to organize emotions, the greater their sense of well-being. However, the correlation between internal awareness and well-being was not significant, possibly due to a delayed effect. Individuals may require more time after an event to aware their internal bodily and emotional states. This study contributes to enhance self-awareness among people can lead to improved well-being. Future research should further investigate the factors influencing self-awareness and promoting well-being.



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'I realise now that every single person in the world is different. Normal is just a word and it's irrelevant to us.' Autistic adolescents' conceptualisation of autism. A Systematic Review and Thematic Synthesis.



Carys Deeley

Since Autism was first defined, its conceptualisation has centred around differences from the “ordinary way”, typically framed by a deficit-based model of disability. Hence autistic identity is subject to specific stigma and stressors, with detrimental implications on wellbeing. Adolescence is a crucial stage for identity formation and autistic adolescents must navigate how autism forms their identity, a process called acculturation. Thematic synthesis was used to explore how adolescents, who identify as autistic, conceptualise autism. Nineteen qualitative and mixed method research papers, which met inclusion criteria were analysed, representing the voices of 220 autistic adolescents. Five analytical themes emerged: (1) Borne from 'Knowledge': Epistemological and Ontological Status of Autism, (2) Influence of Societal Views, (3) Narratives in Immediate Social Network, (4) Integrating Multiple Perspectives and (5) Navigating Intersectionality and Acculturation. The notion of ‘difference’ was prevalent amongst the papers, reflecting ‘good’, ‘bad’ and ‘neutral’ connotations. Wider societal narratives and the views of adolescents’ immediate social network, particularly their school environment, were key influences in shaping adolescents’ conceptualisations. Differences in views and experiences, were also notable in adolescents accounts. How findings can inform a range of professionals, in Education, Health and Care settings and countering societal stigma is discussed.

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Development of Emotion-Regulation Strategies in Japanese Preschoolers in Situations Capturing Emotions on Two Axes

Kotomi Tashiro, YAYOI WATANABE

This study examined emotion-regulation strategies in preschoolers using three stories (birth day, blocks, and goldfish) by Widen and Russell (2002). The birthday story involved a birthday party with friends, the blocks story involved a boy knocking down a tower of building blocks, and the goldfish story involved a dead goldfish. We checked 48 Japanese preschoolers for pleasure–displeasure (good feeling–bad feeling) and arousing–sleepiness (strong feeling–weak feeling) using three stories. According to the results, with the birthday story most children chose pleasant arousal, whereas with the building blocks and goldfish stories most children chose unpleasant sleepiness. An analysis of variance was conducted to determine which emotion-regulation strategy was most effective for these stories. Situation modification (getting help from others), attention redirection (doing something else), and response adjustment (verbal expression) were significantly more effective than situation-selection (disappearing from the situation) for the birthday and goldfish stories. Thus, Japanese preschoolers may not be strongly influenced by stories but rather tend to prefer to have adult help if something goes wrong and may consider the use of situation-modification strategies to be effective.



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Enhancing School Mental Health and Parent-Child Relationships: The Impact of Music-Based Parenting Support for ADHD Families

CHIAYU LIN

Purpose

Children with ADHD often struggle with peer interactions and school adaptation, increasing parental stress and affecting family dynamics. Schools play a vital role in promoting mental health, not only for students but also for parents. This study examines the impact of a structured music-based intervention combined with cognitive-behavioral techniques on parental stress and parent-child relationships.

Method

Fifteen elementary school students with ADHD participated in an 8-week music group intervention. Each 60-minute session was conducted weekly, followed by facilitator-led discussions with parents. The Parenting Stress Index assessed parental stress levels before and after the intervention.

Results

Results showed that parents of younger children reported higher stress levels, likely due to early school transitions. The music-based approach provided structured guidance and emotional support, reducing stress and fostering stronger parent-child bonds. Integrating music interventions into school mental health programs can enhance teacher-parent collaboration and create a more inclusive, supportive school climate for ADHD children.



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Addressing Trauma in Youth with IDD: An Ecological Systems and Resilience Framework for School Psychologists



Kayla Thomas

Youth with intellectual and developmental disabilities (IDD) experience disproportionately high rates of trauma due to communication challenges, reliance on caregivers, and systemic barriers to disclosure and support. Despite this heightened vulnerability, trauma-informed frameworks are rarely adapted to meet the unique needs of this population. Applying ecological systems theory and the risk and resilience framework offers a comprehensive lens for understanding how trauma impacts youth with IDD across individual, family, school, and community contexts, while also identifying critical gaps in research and practice.

Practical recommendations for school psychologists emphasize the importance of trauma-informed approaches tailored to the cognitive, sensory, and socio-emotional needs of children with IDD. Effective strategies include enhancing accessible communication systems, fostering collaborative partnerships with families, and creating inclusive, supportive school climates that promote safety and connection.

Future research should explore population-specific trauma screening tools, longitudinal studies evaluating trauma-informed interventions for students with IDD, and the development of evidence-based guidelines for school psychologists working at this intersection. Adapting trauma-informed care to fit the developmental and environmental contexts of students with IDD can play a crucial role in fostering resilience and promoting holistic well-being for this underserved population.

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Harnessing Nature to Support Youth Mental Health and School Adaptation



Zachary Rancourt-Tremblay, Véronique Parent, Fabienne Lagueux, Marie-Ève Langelier, Danyka Therriault, Julie Fortin, Ambrine Di Gusto, Mélissa Gauthier, Sam Gémus

Concerns about youth mental health are increasing in Quebec. Since 2010, adolescents' problem-solving skills and interpersonal abilities have been declining, with rising diagnoses of anxiety, depression, ADHD, and eating disorders (Statistique Québec, 2023). Given that youth mental health (Esch et al., 2014) and socio-emotional competencies (Mella et al., 2021) are essential for school achievement and adaptation, new and effective approach are needed. One promising approach is nature and adventure-based interventions (NAI) which as been shown to improve both mental health and social-emotional functioning (NAI; Bowen & Neil, 2013).

The HORIZON program, an NAI, was designed to support adolescents facing mental health challenges by reducing isolation, fostering interpersonal connections, and creating success experiences to enhance self-esteem (Létourneau, 2021). This qualitative study (n = 15) explores changes in academic functioning through post-program interviews.

This presentation explores how youth perceive the impact of NAI like HORIZON on their academic experiences. By promoting mental health and socio-emotional development, such interventions have the potential to enhance students' academic functioning. Additionally, this presentation aims to encourage discussion on integrating nature-based activities into education to provide tailored support and to equip students with essential social-emotional skills that contribute to both academic success and mental well-being.

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The Effect of Teachers' Encouragement of Questions and Help-Seeking on Help-seeking of Junior High School Students

Ayafumi Goto

The purpose of the present study was to investigate the relationship between help-seeking intentions, teachers' encouragement of questions and help-seeking on help-seeking, and factors that have been considered to be determinants of help-seeking in previous studies, including demographic variables, network variables, and experience of concerns and depression. Junior high school students (N=340) completed the questionnaire. The results of structural equation modeling indicated that (a) level of concern, support from teachers and classmates, and teachers' encouragement positively influenced help-seeking intentions about academic problems from teachers and classmates, (b) "declining activity and pleasure" negatively influenced help-seeking about academic problems from teachers and about psychological problems from teachers and classmates. (c) Support from teachers and classmates positively influenced help-seeking intentions and "declining activity and pleasure" negatively influenced help-seeking intentions about psychological problems from teachers and classmates, (d) teachers' encouragement was not related to help-seeking about psychological problems from classmates but related to help-seeking about academic problems from teachers and classmates. The results are discussed the effect of teachers' encouragement controlled the main determinants of help-seeking in previous studies. Teachers can coordinate and integrate their class climate to be easy to ask questions and seek help.



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Support for Non-attending Students - The Functions of the School Education Support Center -



Mio URYU, Ryuhei KOIZUMI, Daisuke AKAMATSU

In Japan, the number of children and students who do not attend elementary or junior high school in 2023 was 346,482. This is the highest number ever, and the 11th consecutive year of increase. The government has been promoting the establishment of in-school education support centers since 2023 to support children who do not attend school, but there has been no research on support for the teachers who provide this support. Therefore, we modeled the relationship between the psychological aspects of teachers' empathy, sense of purpose, and mental health, and the effectiveness of teachers' guidance. A quantitative survey using a questionnaire was conducted on approximately 200 elementary and junior high school teachers nationwide via a web survey. 1. After creating a "Scale for Evaluating the Sense of Fulfillment in Providing Guidance in the School Education Support Room", 2. "Scale for Evaluating the Sense of Fulfillment in Teaching (Kawamura, 2001), 3. 'Burnout Scale' (Tao and Kubo, 1996), 4. 'Focusing-Oriented Attitude Measurement Scale' (Sakai, Kawasaki, and Ikemi, 2017), 5. Multidimensional Empathy Scale (Suzuki and Kino, 2008) to model the relationship between psychological factors such as job satisfaction, mental health, and empathy, and the effectiveness of teachers' guidance.



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Developing a Framework for Social-Emotional and Reflective Competencies in Middle School Teachers



davide antognazza, Sara Benini, Alessandra Rigamonti

The ability of teachers to foster a positive learning environment, engage in reflective practice, and manage classroom dynamics is closely tied to their social-emotional competencies. This study presents an observation tool designed to assess and support the development of these competencies in middle school educators. Grounded in a comprehensive literature review and refined through direct experience in teacher training, the framework evaluates key dimensions such as communication skills, emotional awareness and regulation, classroom management, and ethical decision-making. The methodology involves a structured assessment rubric categorizing competencies across progressive levels, from initial awareness to advanced integration into professional practice. Preliminary findings suggest that targeted observation and feedback can enhance teachers' ability to recognize and regulate emotions, promote classroom climates, and integrate social and emotional skills and reflective skills into their pedagogy. These insights have significant implications for teacher education programs, emphasizing the necessity of explicit training in social-emotional learning (SEL) to enhance both student outcomes and teacher well-being.



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Fostering Success: Socioemotional Support and Training in Social Belonging and Growth Mindset for Low-Income, Academically Talented STEM



Carmen Bellido, Bernadette Delgado, Monica Alfaro, Moises Orengo

Presentation of the impact of socioemotional support interventions for low-income, academically gifted STEM students at the University of Puerto Rico Mayaguez. The NSF-funded ASSETS and NoTeS projects tackle hurdles faced by many first-generation college students, including limited academic and emotional support, as well as financial constraints. These programs aim to boost retention and graduation rates by offering mental health services, workshops, and training on social belonging and growth mindset.

The ASSETS socioemotional component concentrates on two types of interventions for its 42 participants: firstly, providing tools through diverse resources and activities for overall socioemotional well-being, focusing on protective factors such as time and stress management, self-care, healthy coping mechanisms, social belonging, and growth mindset. Secondly, it assesses and refers students to specialists based on their individual socioemotional health status as needed. Students are evaluated at the beginning and end of the academic year to gain a clearer understanding of their emotional functioning.

NoTeS trains 43 future Math and Science teachers on promoting social belonging and applying growth mindset strategies in the classroom. Preliminary findings suggest that cultivating an inclusive and supportive environment, along with strategies to bolster resilience and belief in potential, significantly enhances academic engagement and outcomes.



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The relationship between acculturation and socio-pragmatic competence in bilingual learners



Carlos Calderon, Yanyan Yang

This literature review explores the relationship between acculturation and socio-pragmatic competence in bilingual learners. Acculturation, the process of adapting to a new cultural environment, influences not only linguistic development but also the ability to navigate social interactions appropriately. Socio-pragmatic competence, which encompasses the ability to use language effectively in social contexts, is shaped by cultural knowledge, norms, and conceptual frameworks. By synthesizing research from second-language acquisition, intercultural communication, and educational psychology, this review highlights the ways in which acculturation experiences impact socio-pragmatic development. It also examines the implications for bilingual education and school psychology, proposing culturally responsive strategies to support bilingual students' pragmatic skills.



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Orthographic Knowledge of English Conventions in Nonspeaking Students with Autism



Jonna Watson

Students with autism who do not reliably speak tend to be perceived with less competence; however, recent research has shown that some non-speaking individuals acquire literacy skills, learning such things as spelling. This study examined whether non-speaking, minimally speaking or unreliably speaking students with autism demonstrate English language orthographic conventions when playing an iPad game requiring tapping the correct answer or series to respond. Implications and results will be discussed including a neuroaffirming approach related to presuming competence in nonspeaking individuals, along with consideration of how strengths in orthographic knowledge could lead to training and augmentative communication for nonspeaking students with autism.



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COMPARISON BETWEEN TWO STUDY METHOD PROGRAMMES WITH DIFFERENT APPROACHES TO READING COMPREHENSION



Susana Costa, Ana Silva, Francisco Peixoto

Research has highlighted the importance of study method programmes in self-regulated learning, helping students to organise information, retain content, create structured study environments, take notes and systematise subjects (Almeida, 2002; Rosário et al., 2006; Veiga-Simão & Frison, 2013). This study aims to develop two study methods programmes in the 3rd cycle of basic education. The main innovation is the incorporation of reading comprehension as a differentiating factor from traditional models. The programmes share behavioural regulation strategies and differ in the processing of written information. The study will follow a quasi-experimental design. The participants will be approximately 400 7th grade students, divided into two experimental groups (one for each programme) and a third control group. The impact will be analysed in five dimensions: self-regulation, study methods, reading comprehension, behavioural regulation and motivation for learning. Qualitative data collection techniques and validated quantitative instruments will be applied to measure the impact of the programmes before implementation, immediately after implementation, and approximately 6 months after implementation. This poster will present the sessions developed for the implementation of each programme. This study aims to contribute to the importance of study methods and reading comprehension strategies in promoting self-regulated learning.



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Association of Social Jetlag and Anxiety in Adolescence



Hannah Ravenhall, Matthew Garner, Sarah Chellappa, Alessio Bellato

Significant sleep changes occur in adolescence and a preference for eveningness often arises. As such, adolescents go to sleep later, but societal demands require them to wake up for early school start times, leaving them with a sleep debt which they are inclined to 'catch up' with at the weekend. This leads to 'social jetlag' which refers to the difference between the midpoint of sleep during the week compared to the weekend, feeling like jetlag to those experiencing it. Mental health needs are prevalent amongst adolescents, and anxiety disorders have been found to be the most common. The present systematic review investigates the relationship between social jetlag and anxiety in adolescents. This review is currently ongoing, with the aim to synthesize data narratively and conduct a meta-analysis (should sufficient data be retrieved) to estimate the magnitude of the association between social jetlag and anxiety in adolescence.



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Association of Sleep and Circadian Factors and Emotional Processing in Late Adolescence



Hannah Ravenhall, Matthew Garner, Sarah Chellappa

Sleep difficulties and mental health needs are prevalent amongst adolescents. Significant sleep changes in adolescence are thought to be in response to biological and social factors (including delayed melatonin secretion and decreases in parental guidance on bedtimes). The literature indicates a bidirectional link between emotions and sleep. Rachman introduced the concept of ‘emotional processing’ in the 1980s, which is thought of as a process where emotional disturbances are absorbed, enabling the individual to continue without experiencing significant distress or disruption. Sleep is thought to be crucial in emotional processing. The current study aims to explore the impact of multiple dimensions of sleep (i.e., sleep quality, sleep regularity, sleep inertia) on emotional processing. Data collection is ongoing, and it is hypothesised that participants with lower sleep quality and/or impaired sleep regularity will demonstrate decreased accuracy and speed in emotional processing tasks. A further exploratory research aim proposes that participants with higher sleep inertia (i.e., the grogginess experienced upon awakening) will demonstrate decreased accuracy and speed in emotional processing. The results of this study are expected to provide evidence that sleep quality, sleep regularity, and sleep inertia impact emotional processing within the late adolescent population, thus developing recommendations for sleep.

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The Influence of Teachers' Verbal Communication on Students' Emotions in Dance Classes



Keigo Oshio, Gen Tsuchiyama, Hieu Hanh Le, Mayumi Kuno-Mizumura, Shuhei Tsuchida

The revision of Japan's national curriculum guidelines made dance a mandatory physical education component in junior high schools. Engaging in physical movement and collaborating with peers to create dance routines may enhance positive emotions, reduce negative emotions, and foster cooperation, ultimately contributing to students' well-being. This study aims to quantitatively and qualitatively examine dance lessons based on teachers' experience levels and explore how instructional language influences emotional change and student satisfaction. Two individuals with dance experience served as instructors and conducted a simulated lesson in dance instruction. One was a high school physical education teacher responsible for dance classes, while the other was a graduate student with little experience in dance instruction. 12 participants took part in the study. Questionnaires were administered at two time points (pre- and post-interventions) to assess the participants' emotional state (positive emotions, anxiety, and relaxation). Results revealed that there was a significant positive effect of attendance on positive emotion in wave 2 ($b=.12, p<.05$) and anxiety in wave 2 ($b=-.11, p<.05$) in the experienced teacher's lesson. Experienced teachers enhance students' positive emotions by providing concrete verbal prompts that encourage repeated movements. The verbal communication of skilled individuals could positively influence students.



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Enhancing Emotional Support for Advanced Placement Students



Laine Nesbitt, Ellie Young

Student's emotional well-being is an important factor in their overall school achievement and academic outcomes. This is even true for academically accelerated students who are high achieving and seem to be doing well in school. Overall, academically accelerated programs have shown to increase student's long-term outcomes surrounding high school and collegiate achievement and that participation in these programs enhances student's academic talents (Wai & Allen, 2019). Although there are a great number of benefits that students who participate in academically accelerated programs receive, there are some potential aspects of these student's emotional well-being that can be overlooked because of their impressive academic achievements.

In a study of students in either International Baccalaureate or Advanced Placement courses, 38.5% of students were at risk in at least one academic or emotional area. Teachers suspect that fewer of their academically accelerated students actually have academic or emotional problems than actually do. Similar to most children of their age, academically accelerated students who participate in high school programs like Advanced Placement (AP) can be prone to perfectionism, stress, and other social ramifications (Peairs et al., 2019; Shaunessy et al., 2011; Shaunessy-Dedrick et al., 2015).

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The Role of Adult Attachment Orientation in the Burnout and Job Satisfaction of Greek Teachers



Theodora Kavvadia, Mari Janikian, Ion Beratis, Remos Armaos

A country's success greatly depends on the education it provides to younger generations. Teachers' well-being, as agents of the educational process, is central to the quality of the education provided. Teacher burnout and job satisfaction constitute issues of increasing concern in Greece augmented by societal and technological developments. Attachment theory has only recently started to be used for the investigation of the role of individual differences in applied workplace settings. An online survey was used to investigate the relationship between attachment and burnout or job satisfaction in Greek teachers. The sample consisted of 158 active Greek teachers. Attachment anxiety was a significant predictor of the emotional exhaustion and depersonalisation components of burnout, and attachment style had a significant effect on all components of burnout through ANOVA analysis. The regression models between secure and insecure attachment and teachers' overall job satisfaction, as well as the different dimensions, except for one, were significant. There were significant mean score differences between secure and insecure teachers in most dimensions of job satisfaction. The results of this research may be used for teacher training and could provide valuable input in the much-needed implementation of a major structural change in the Greek educational system.



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The Effects of Video Games on Math and Social Skills



Carmela de Leon, Mirrella Bautista

Abstract

Video games are often perceived as problematic in society due to genres such as fighting games. This view tends to shift when comparing adults with children and without children. Some adults believe that video games can support students with education while other adults believe video games may cause video game addiction. The present research will identify if a relationship exists between parenting status and opinion of video games impact on children's social and math skills. Using a survey created through Google Docs, we asked for their opinion on video games. Participants included adults ages 18-60 who do not have children and parents who have children that play video games. Prominent findings indicate that the opinion of adults has a positive impact on social skills and minor impact on math skills. Additional findings include the importance of parental status as it relates to social skills: parents' opinions are in favor of video games assisting children with initiating conversations.. Although research indicates that video games have a positive impact on social skills, and a minor impact in math skills, video games are underutilized in the classroom setting.

Keywords: video games, parenting status, opinion, effects, math, social skills

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Implementing Teen Anger Management Education (TAME) in schools: Preliminary data from a pilot study



Fernanda Guedes, Cláudia Silva, Ludovina Ramos

The predominant difficulty in anger regulation among adolescents has increasingly impacted the school environment. The number of reports of (cyber)bullying, violence between students, and violence involving students and teachers/staff underscore the need for a complementary response to existing services. In addition to being crucial for school health, a differentiated solution is also essential for students' mental health. Adolescence is a period of increased vulnerability to adverse situations, often characterized by intense emotional experiences and immaturity in emotion regulation. Thus, it is a critical stage for developing effective anger regulation strategies. This pilot study aimed to adapt the Teen Anger Management Education (TAME) program and assess its acceptability within school settings. TAME was implemented in two schools in the Central Region of Portugal through 11 weekly group sessions. The sample consisted of 17 participants aged 13 to 17, divided into two groups. The results suggest that TAME was well-received by both students and teachers, with positive feedback on its structure and relevance to school settings. Indicators of fidelity, dosage, and adherence suggest that the program was implemented as intended, and participant satisfaction was generally high. The findings highlight the feasibility of integrating TAME into school-based mental health initiatives.

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Promoting a Constructive Error Climate in the Classroom: A Quasi-experimental Study with Secondary School Teachers

Costanza Dini, Maria Cristina Matteucci, Annalisa Soncini

Teachers play a pivotal role in promoting a positive error classroom climate by adopting supportive error-handling practices. This study examines the impact of training activities on teachers' perceptions of students' errors, error-handling behaviors, and self-efficacy. Italian secondary school teachers (N = 33; Mage = 44.3 SD = 11.9; 71,9% female) participated in a training activity involving guided discussion, video commentary, and, for a subset (N = 5), self-observation diaries. A pre-post quasi-experimental design was employed, collecting quantitative data via surveys measuring error management, error climate, and self-efficacy, and qualitative data from diary entries.

Results from 9 participants with complete data suggest a significant difference between pre-test and post-test scores, potentially indicating improved perceptions after the intervention. Qualitative analysis of the self-observation diaries revealed significant emotional aspects of teacher-students relationship while implementing error-handling strategies, highlighting the importance of reflective practices in building a positive error climate.

While limited by the small sample size, this pilot study suggests that reflective processes enable teachers to better understand how their responses to students' errors influence both their emotions and the classroom environment. Further research with larger samples is needed to validate these findings and develop sustainable training on error management in classrooms.



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Relationships and Experiences in Higher Education: Challenges in Interactions and the Importance of Multidisciplinary Intervention



Andreia Cristina, Alice Morgado, Isabel Gil, Filipe Sousa

Introduction: nursing students face challenges that require resilience, influenced by internal, school and socio-economic factors, as well as the integration of knowledge in a real practical environment, with an impact on their performance. It is essential to identify strategies that promote adaptation and emotional empowerment.

Objectives: to analyze experiences in higher education (HE) and, more specifically, in clinical education (CE).

Methodology: 20 mental health promotion intervention sessions were held with 692 students. The analysis was based on Bardin's methodology.

Key findings: two categories were defined: one of the positive aspects, with the subcategory's collaboration, respect, and mutual support, and another of negative aspects, with the subcategory's conflicts, humiliation, excessive competitiveness, and discrimination. The students suggest strategies for dealing with challenges in higher education, such as assertive communication, institutional support, empathy, self-care, conflict mediation, education, peer support, and multidisciplinary intervention.

Implications: Multidisciplinary collaboration can mitigate the negative aspects inherent to interpersonal relationships in CE, promoting well-being and academic success. A multidisciplinary intervention plan is proposed to offer emotional support, promote assertive communication and conflict management, and foster a safe and favourable clinical practice environment for student development.



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Evaluation of a school-based student and family assistance program



Laila Murphy, Kevin Bush, Anthony James

The Success Program follows a holistic case management approach centered around school-community liaisons in order to assess need and help families meet basic needs (e.g., parental-school communication, access to health care, healthy food, transportation and service utilization, and financial services/resources). The program objectives include: (1) to develop/maintain an infrastructure between schools and communities to link low-income families to appropriate health/social services; (2) to identify and secure needed resources to provide support to children before, during, and after school; and (3) to coordinate the provision of services (e.g., parent education, conflict resolution, violence prevention, and ESL). The Success Program works to ensure that the basic needs (e.g., food, shelter, medical treatment, etc.) of low-income children are met in order to allow them to focus on education related goals.

A one group pretest and posttest assessment was conducted across the school year to assess changes in needs and competencies overtime. Families experienced increases in their ability to meet family needs including food; clothes; personal care items; holiday assistance; monetary assistance such as for rent, utilities, and car repairs; and employment/adult education related services. Moreover, communication between school and parents, and levels of children's academic competence significantly improved from pretest to posttest.



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A Hybrid Mental Health Literacy Program for Anxiety in Higher Education – Insights from Qualitative Student Perspectives



Andreia Cristina, Amorim Rosa, Carlos Sequeira

Studies show that anxiety affects 75.6 percent of students in higher education (HE), and is associated with academic pressure, social isolation, and family expectations. This qualitative study, following the COREQ guidelines, aimed to structure a mental health literacy (MHL) program for anxiety. To this end, we used thematic content analysis of data from two focus groups with 19 students (57.9% female; average age 22.63 years) from courses such as Nursing and Engineering, selected according to ethical criteria (18-25 years old, not freshmen).

The higher education students identified physical (tachypnoea and tremors) and emotional (fear of failure) symptoms triggered by excessive academic demands. Effective strategies included acceptance of the situation, practical activities (breathing exercises), and social support—barriers such as stigma, intense routine, and bureaucracy limited access to help. For an innovative program, participants suggested a hybrid format (online/in-person), using social networks, podcasts, and non-stigmatizing dissemination.

The practical implications highlight the importance of integrating 24-hour digital platforms with informal face-to-face actions, anxiety normalization campaigns, reducing bureaucratic hurdles, and involving peers.

The study reinforces the need for interventions adapted to the university context, combining technological innovation and humanized approaches to expand LSM and mitigate the impact of anxiety in HEIs.



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Are Normative Values Causing Stress in School Absentee Children? A Study of Futoko Students in Japan



Fumika Murai, Yuejiang Hou, Koki Kinoshita, Masayoshi Ota, Hiromichi Kato

In Japan, school absenteeism is a well-known phenomenon called futoko and remains one of the major educational issues in modern Japanese society. The percentage of futoko in 2023 was 2.1% for elementary-school students and 6.7% for junior high school students, totaling more than 340,000 students and reaching a record high, attracting significant social attention.

Approximately 55% of futoko students have serious long-term absences of 90 days or more, which could lead to stress responses, depression and anxiety. Furthermore, school absenteeism poses challenges not only to the students themselves but also to their family relationships. Especially, the normative value, which includes the belief that school is a place where one should go and that it is not good to miss school, is possibly increasing their stress responses.

This study aimed to investigate the relationship between parents' normative values, children's normative values, and children's stress responses. We recruited 121 pairs of futoko students from elementary and junior high schools and their parents. The results showed that parents' normative values and children's normative values were related positively to children's stress responses. Our findings suggest the importance of weakening normative values to reduce stress in futoko students and their parents.

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Teacher SEL Programs: Existing Literature on Effectiveness and Gaps on Culturally Responsive Practices



Natalie Vallarta, Zeyu Guo, Stephanie Liu, Kalena Villa, Gloria Moctezuma, Sara Castro-Olivo

Teachers' social-emotional learning (SEL) has emerged as an area of interest due to a strong correlation between teachers' well-being and students' outcomes (Ulla & Poom-Valickis, 2023). Research indicates that teachers who possess strong social-emotional competencies, and subsequently enhanced well-being, are better equipped to foster positive learning environments, manage disruptive classroom behaviors, and support students' social-emotional development (Fitzgerald et al., 2022; Jennings et al., 2019). However, teachers from minority backgrounds often face unique challenges that lead to increased burnout and teacher turnover (Dixon et al., 2019). One notable challenge is the dual role they play as both educators and mentors for numerous students of color and not being equipped to cope with the racial climate in schools (Kohli, 2019). This dual expectation can exacerbate teachers' stress and burnout, particularly when they lack adequate administrative support in schools (Reinke et al., 2025). This systematic review examines existing literature on the effectiveness of teacher SEL programs and identifies culturally responsive approaches for minoritized educators. Our findings provide insight into the growing need for culturally responsive SEL programs for teachers from minoritized backgrounds, as they would address unique stressors, support well-being, and enhance teachers' ability to foster students' social-emotional growth.



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Community based solutions to support attendance, for children and young people who are 'at-risk' in education



Jacqui Hanrahan

Pupils who are persistently absent from school can experience long-term negative consequences, including mental health difficulties, underachievement, unemployment, and relationship difficulties. The transition to high school has been recognised as a critical point in the trajectory for young people and when school absence can increase, particularly for those who are at risk academically, emotionally or socially. This paper seeks to understand, and contribute to the knowledge base of effective support for this group of young people, at this time.

This is an exploratory case-study of one high school in an area of high social deprivation in the North West of England. Semi-structured interviews and focus groups were employed to gain an in-depth understanding of the high school's alternative approach to improving attendance, through creating a positive school climate, supporting wellbeing and collaborative working with families and community partners. Three pupils, four parents and eight professionals participated in the research.

Key themes highlighted were the importance of systemic, relational and individualised approaches, trusting relationships and collaborative working, to address academic, social and emotional difficulties. Limitations and implications for practice are discussed, including the size of the study and the potential to develop a transition framework to support schools and families.

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Existing SEL Programs for Parents: Limitations and Implications for Practice



Zeyu Guo, Natalie Vallarta, Stephanie Liu, Kalena Villa, Gloria Moctezuma, Sara Castro-Olivo

Adult Social and Emotional Learning (SEL) is gaining attention as caregivers play a crucial role in practicing and reinforcing SEL skills at home (Cipriano et al., 2023; Jones et al., 2018). Most SEL programs with parent components or supplements have focused on sending materials home. Although this practice is convenient, it makes it difficult to evaluate its effectiveness in teaching parents SEL skills. This poster presents a systematic review of SEL programs for parents. Of the 16 studies meeting the inclusion criteria, 15 interventions were mindfulness-based or included a mindfulness component, primarily measuring parenting stress and mindfulness. Among the five SEL competencies in the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, self-management was covered in all studies, self-awareness in 10 studies, while responsible decision-making appeared in only one. Key gaps include a lack of focus on responsible decision-making, limited rigorous studies such as randomized controlled trials, and an overrepresentation of unpublished dissertations (n = 9). By identifying trends and gaps, this review provides insights into existing approaches and offers recommendations for future research and program development.

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Understanding the Link Between Autism Severity, Oral Hygiene Behavior, and Oral Health-Related Quality of Life in Preschoolers with ASD



Jacqueline Wai Yan Tang, Kathy Kar Man Shum, Charles Cheuk Fung Hau, Rory Munro Watt, Cynthia Kar Yung Yiu

Background: This research examined the role of oral hygiene behavior as a mediator between autism severity and oral health-related quality of life (OHRQoL).

Method: Parents of 64 children aged 3-6 with ASD completed questionnaires on child OHRQoL (impacts on child across symptom, function, psychology, and social domains), family OHRQoL (impacts on family covering parental distress and family function), child's oral hygiene behavior, and ASD symptom severity.

Results: Higher ASD symptom severity predicted poorer oral hygiene behaviors ($\beta=-0.156$, $p=0.016$), which in turn hindered child OHRQoL ($\beta=-0.289$, $p=0.035$). Significant indirect effect ($\beta=0.045$, 95% CI [0.001, 0.108]) confirmed partial mediation. Family OHRQoL as a covariate strongly predicted child OHRQoL ($\beta=0.646$, $p=0.001$), outweighing the mediation effect. Dental caries showed marginal associations with oral hygiene but not child OHRQoL.

Discussion: ASD symptom severity contributed to worsened oral hygiene practices and lower child OHRQoL. The strong family-child impact connection indicated that family adaptation to oral care challenges shaped children's oral health. Limited direct impact of caries suggested that psychological and behavioral factors might be more central to OHRQoL among children with ASD.

Implications: School psychologists may consider incorporating oral health strategies into behavioral plans for preschoolers with ASD and fostering cross-disciplinary communication to develop family-based interventions.



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The effectiveness of longitudinal prevention education implementation with peer support: Focus on junior high school students' sense of security and school adjustment

Ichiko SHOJI, Masami SHOJI, Tomoko Takahashi, Masaki Nakata

The school educational problems of students in Japan continue to increase. To solve these problems, Japan is expanding school-wide prevention education while directly addressing the issue. This study examined the effectiveness of peer support implemented in junior high schools as prevention education. Specifically, the purpose of the study was to increase mutual support among students, improve their sense of security and school adjustment, and help prevent problems by providing peer support as part of school prevention education. The participants were 677 junior high school students in grades 7-9 from 2021 to 2023. Class representative students received peer support training and became facilitators of peer support activities in each class. Eight training sessions were held annually in each class, which were carried out school-wide. From 2021 to 2023, five scales (peer support, social bonds, classroom climate, sense of security and reassurance, and sense of school adjustment) were administered as a pre-post survey. The analysis examined the effects of peer support as prevention education on students' peer relationships, classroom climate, and mental health. The effectiveness and significance of sustainable school-wide prevention education and the mediating variables were discussed.

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Doing Paxy Things: Swedish 3rd-Grade Students' Feelings and Attitudes Towards Participation in the PAX Good Behavior Game

Elinor Schad, Gustav Nilsson

The PAX Good Behavior Game (PAX-GBG) is a school-based intervention designed to enhance student self-regulation, promote prosocial behavior, and reduce challenging behaviors. However, little is known about students' perspectives on the intervention. This study explored the experiences and attitudes of 3rd-grade students in Sweden through surveys and semi-structured interviews. Thematic analysis identified five key themes: 'enjoying our PAX-classroom', 'I can do this', 'it's tough (sometimes)', 'making sense', and 'grease for the wheels'. Survey results indicated predominantly positive feelings toward PAX-GBG activities. Our study is one of the first to qualitatively explore students' feelings and attitudes regarding PAX-GBG. Overall, this study highlights students' positive attitudes towards the method and their enjoyment of its use, providing a deeper understanding of what aspects of the method they appreciate and why, such as fostering a calmer environment and

promoting fun. Negative feelings and attitudes were primarily expressed in relation to missing out on rewards or receiving negative feedback. These experiences were further contextualized by students' positive attitudes towards making mistakes. The results indicate that PAX-GBG can serve as a satisfactory intervention from a student perspective.

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Personal and Work Factors Related to Physical Activity Engagement for Public School Educators



Eliza Appleton, Lisa Sanetti, Alicia Dugan, Natalie Charamut, Matthew Brennan, Jennifer Cavallari

Educators report high levels of stress and burnout, and physical activity is a well-established buffer against these effects (Cavallari et al., 2024). This study explored how workplace and personal factors influence physical activity engagement among public school educators.

A cross-sectional survey was completed by 725 educators across two Northeastern U.S. school districts (2022–2023). Physical activity scores (0–22) were categorized into low, medium, and high groups. Predictors included fatigue, supportive health climate (MOCHA), school climate, school safety, role overload, incivility, job predictability, supervisor support, and bathroom access. Personal factors included gender, age, finances, caregiving responsibilities, and educator role. Analyses included Pearson correlations, ANOVA, logistic regression, and generalized additive models (GAMs).

Fatigue was the strongest predictor of physical activity engagement (GAM: $F = 29.03$, $p < .0001$; $\beta = -0.546$, $p = .0499$). Male educators engaged in more physical activity than females ($\beta = 0.480$, $p = .0183$), though this difference disappeared at high fatigue levels. Incivility was also associated with higher physical activity ($\beta = 0.0126$, $p = .0389$). Other variables were not significant with physical activity, but specific workplace factors were associated with lower fatigue.

Findings suggest that educator fatigue limits engagement in physical activity. Fatigue-sensitive school supports could promote educator wellness behaviors and more humane school climates.



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Mental Health Promotion and Positive School Environments: The STEP Classroom at McKean High School



Nitaya Khanijou

Mental health promotion is a critical component of creating supportive and inclusive school environments that enhance student well-being and academic success. This study explores the mental health initiatives and positive environment-building strategies at McKean High School with a particular focus on the school's STEP classroom. The STEP classroom is a specialized space designed to support students with individualized education plans (IEPs) to foster emotional resilience, social skills, and overall mental well-being through a social-emotional learning (SEL) curriculum. The study also looks at how the STEP classroom integrates with the broader school community to promote a positive school climate through the school's motto of achievement, responsibility, and empathy through conversations with educators and staff about the successes and challenges with the program. Findings that suggest fostering a positive environment that prioritizes mental health for individual students and the school as a whole will be highlighted. Recommendations for enhancing the effectiveness of mental health promotion efforts through expanding teacher training in SEL and strengthening community and school partnership to better support students' mental health needs will also be highlighted.



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Teachers' mental health and well-being: a qualitative study with elementary school teachers



Cláudia Guerra, Madalena Melo

Scientific research has shown that teachers consistently report psychological distress (Beames et al., 2023), anxiety (Garcia-Carrion et al., 2019), exhaustion (Oliveira et al., 2022) and symptoms of burnout (Matos, 2022; Varela et al., 2018).

This communication is part of a broader investigation that aims to design, implement and evaluate an intervention program to promote the mental health and well-being of teachers, in a design that combines qualitative and quantitative methods. In an approach that promotes the involvement of the subjects in the research and allows for an adequate understanding of their perspectives (Nastasi et al., 2018), focus groups were held to analyze the situation of teachers with regard to their mental health and well-being. With these groups of teachers, the activity of constructing Ecomaps was also carried out (Nastasi & Borja, 2016).

The results obtained will complement what the literature indicates in order to facilitate the design of an empirically based program adapted to the reality of teachers (Beames et al., 2024).

The results highlighting those that are considered by teachers to be factors that promote mental health and well-being and those that are factors that generate higher levels of stress.



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Teachers' Perspectives on Adolescents' Help-Seeking Behavior in Psychological Support



Annamária Dombi

We interviewed 32 teachers using semi-structured interviews to explore their perceptions of psychologists and their views on what would support adolescents in seeking professional help for mental health issues. Since adolescents spend a significant part of their day at school, teachers have the opportunity to detect symptoms and guide students toward appropriate professional care. Help-seeking is hindered by self-stigmatization and the stigmatizing attitudes of the social environment.(Vogel, 2010). Using Moscovici's (1961) social representation theory, we first explored the word associations respondents provided in response to the word 'psychologist'. The social representation of the concept crystallized around the notion of help. We analyzed the interviews using qualitative thematic analysis. The key factors facilitating help-seeking were: (1) relationship, (2) trust, (3) information, (4) positive role models, and (5) social change.

It is crucial for adolescents to come into contact with potential helpers in their everyday lives, even in neutral situations. The interviews reveal that the teachers we interviewed are deeply interested in the well-being of adolescents and are committed to facilitating and strengthening the relationship between adolescents and potential helpers.