

# School Psychology as a science and profession: National and international challenges and opportunities

**Chryse (Sissy) Hatzichristou, Ph.D**

Professor of School Psychology

Director of the Graduate Program in School Psychology &  
the Laboratory of School Psychology

Department of Psychology  
National and Kapodistrian University of Athens, Greece

President of the International School Psychology Association

Executive Board Member, Trainers of School Psychologists, USA

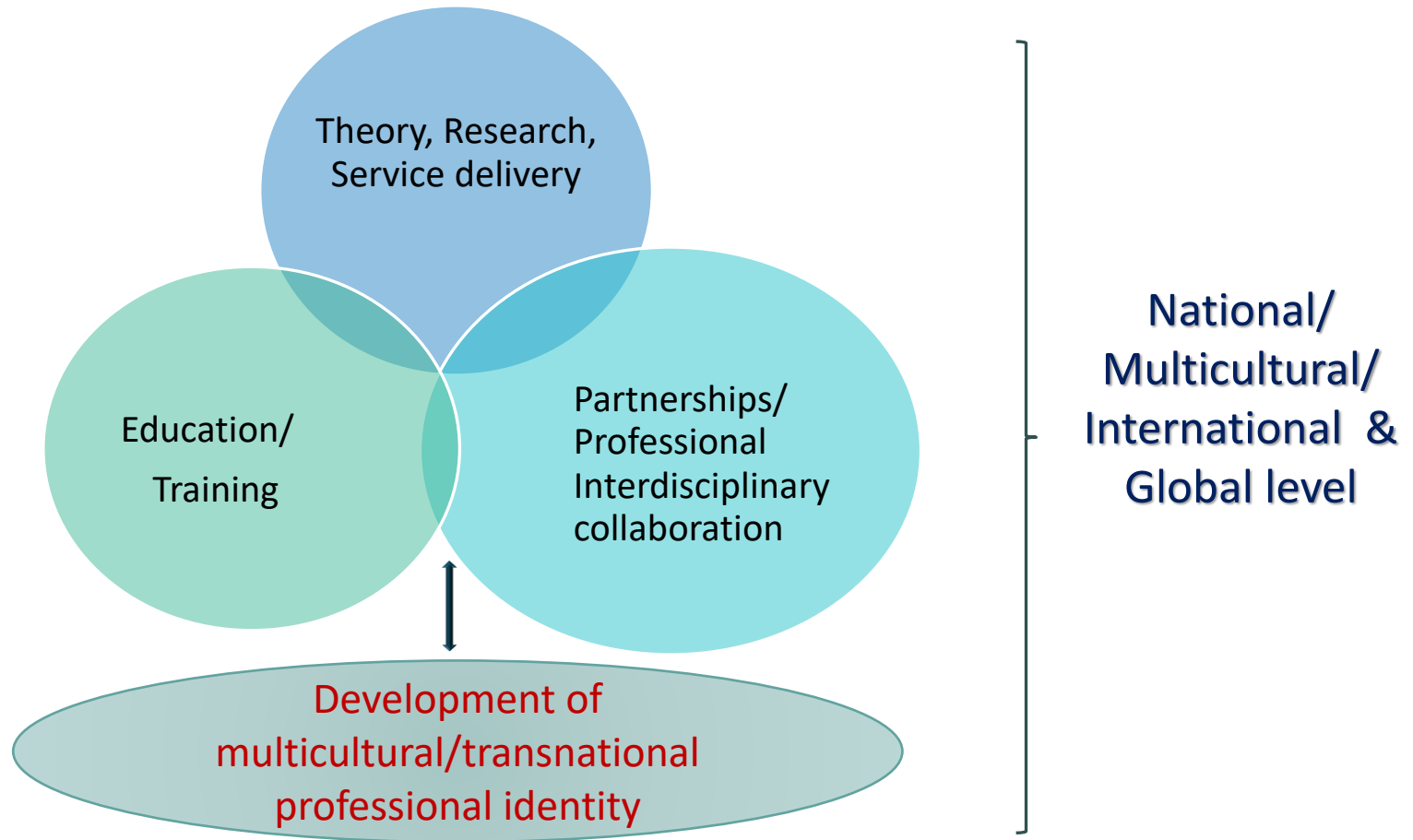
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e-mail: [hatzichr@psych.uoa.gr](mailto:hatzichr@psych.uoa.gr)

<http://www.shatzichristou.website/index.php/en/>  
<http://www.centerschoolpsych.psych.uoa.gr/index.php/en/>

<http://www.ispaweb.org/>

# Domains of School Psychology Science and Practice



## Comprehensive role of School Psychologists

### Scientist-Practitioner Model

**School Psychology**, is concerned with children, youth, families, and the schooling process.

School psychologists are prepared to:

- **intervene at the individual and system levels**
- develop, implement and evaluate programs to promote positive learning environments for children and youth from diverse backgrounds,
- ensure equal access to effective educational and psychological services that promote health development

#### Skills & procedures

- ☐ **Assessment and evaluation of individuals and instructional and organizational environments** for eligibility, programming, and service delivery
- ☐ **Prevention and intervention programs** to promote developmental, educational, and psychological well-being
- ☐ **Crisis intervention**
- ☐ **Consultation** with teachers, parents, administrators, and other health service providers
- ☐ **Supervision of psychological services**
- ☐ **Accountability and integrity within treatment**
- ☐ **Professional development programs**

(APA, Division 16, <https://apadivision16.org/>)

# Standards for Graduate Preparation of School Psychologists

- The NASP *Standards* contribute to the development of effective school psychology services by identifying **critical graduate education experiences and competencies** needed by candidates preparing for careers as school psychologists.
- Graduate education of school psychologists

<b>School Psychology Program Context and Structure</b>	Graduate education in school psychology is delivered within the context of a <b>comprehensive program framework based on clear goals and objectives and on a sequential, integrated course of study</b> in which human diversity is emphasized.
<b>Domains of School Psychology Graduate Education and Practice</b>	<p>School psychologists provide comprehensive and integrated services across 10 general <b>domains of professional practice</b>, described in <i>NASP Model of Comprehensive and Intergrated School Psychological Services</i>.</p> <p>School psychologists have a <b>foundation in the knowledge bases for both psychology and education</b>, including theories, models, research, evidence-based practices, and implementation strategies within the domains, as well as the ability to communicate important principles and concepts.</p>
<b>Supervised Field Experiences in School Psychology</b>	<p>The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity.</p> <p>The program ensures that all candidates complete supervised and sequenced <b>practica and internship experiences</b>.</p>
<b>Performance-Based Program Assessment and Accountability</b>	The school psychology program employs systematic, <b>comprehensive assessment of candidate knowledge, skills, and professional work characteristics</b> needed for effective practice as early practitioner, independent school psychologists.
<b>School Psychology Program Support and Resources</b>	Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure the accomplishment of program goals and objectives and candidates' attainment of competencies needed for effective school psychology services that positively affect children and youth, families, schools and/or school personnel, and communities.

(NASP, 2020)

# Literature Review- Findings

Similar findings - themes are identified across countries

## Global challenges

- ✓ loss or reduction of income, increase of parents' unemployment
- ✓ economic recession
- ✓ war, conflicts & terrorism
- ✓ immigration/refugee influx
- ✓ Increase of incidents of violence in schools and communities
- Increase of children's mental health & academic problems-limited provision of school psychological services
- The composition of school-age youth has become increasingly diverse in terms of culture, race, ethnicity, and language

(Banks et al, 2016;Hatzichristou, et al., 2018,2019; Lim & Hoot, 2015; Vega et al, 2015)

## COVID-19 global challenges and needs

- **Increased rates of mental health difficulties** including social disconnection, alcohol and substance misuse, domestic and child abuse, cyber-bullying, financial stress, loss, are reported (Chen et al., 2021; Holmes et al., 2020; Racine et al., 2020; Wu et al., 2021)
- **Increased levels of anxiety are reported among teachers and parents** during the pandemic while there is an imbalance between self-reported stress and effective coping (Li, Miao et al., 2020, Hatzichristou et al, 2021)
- **The helpful coping strategies that children utilize during the pandemic, highlight adaptive individual coping strategies** (e.g. planning, being active) and **the importance of relationships** (Ellis et al., 2020, Hatzichristou et al.,2021)

# International School Psychology Association

## Aims of the Association (Article IV)

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- Promote the use of **sound psychological principles within the context of education and schooling** internationally at global and local levels.
- Promote the **improvement of children's and young people's well-being** as well as their cognitive, emotional, physical, social and spiritual development in schools and communities across the world.
- Promote **communication and collaboration** among parents/caregivers, educators and other professionals who are committed to the improvement of children's well-being.
- Promote **high standards for the provision of educating school and educational psychologists** nationally, regionally, and internationally.
- Promote **high standards of practice in school and educational psychology** across the world.
- Promote **high quality research that informs practice** in school and educational psychology and addresses the cultural diversity of children across the world.
- Promote and protect **the rights of all children and young people** according to the UN Convention on the Rights of the Child and related UN statements.
- Initiate and promote **cooperation with other organizations**, working for purposes similar to those of ISPA, in order to advocate for and support children and young people across the world.
- Promote **structures that prevent and protect all children from discrimination** based on race, ethnicity, religion, age, gender, ability, sexual orientation, disability, or socio-economic status; and **advocate for the inclusion and participation of all children in education and society**.

<https://www.ispaweb.org/wp-content/uploads/2017/10/ISPA-Constitution-and-Bylaws.pdf>



## International School Psychology Association

✿ ISPA members and student members from 42 different countries

✿ ISPA affiliate members (national Associations)

✿ ISPA Executive Committee

Chryse (Sissy) Hatzichristou, President, Greece

Vítor Coelho Past President, Portugal

Véronique Le Mézec President-Elect, France

Michael Sheehan, Treasurer, Ireland

Odeth Bloemberg, Secretary, the Netherlands



# International School Psychology Association

## Membership benefits:

- ✓ Four publications annually of the newsletter [World\\*Go\\*Round](#)
- ✓ Four online publications annually of the [International Journal of School & Educational Psychology / IJSEP](#)
- ✓ Reduced registration fees at [ISPA Conferences](#):

**43<sup>rd</sup> Annual Conference- Leuven, Belgium July, 7 to 10, 2022**


The theme of the Conference is: ***From stress to trauma..and all the way back!***

✓ General benefits of being associated with an international association that has individual members on 5 continents. Affiliate members include national and regional school psychologists as mission partners.

✓ Access to international school psychology resources.

✓ Join at <http://www.ispaweb.org/membership/membership-for>

**Membership for NEW students is FREE for the first year** and low rate for students after the first year.



International School Psychology Association

### Benefits of Student Membership

(Membership for NEW students is free for the first year)

Amidst the contemporary globalization of school psychology, the International School Psychology Association (ISPA) promotes worldwide cooperation, networking, and preparation amongst school and educational psychologists.

The major aims of ISPA are:

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

ISPA Student Membership activities, benefits, and services include:

Advocate	Join with ISPA colleagues to advocate for children, young people, and their families, with global associations, including representation with UNESCO.
Connect	Attend the ISPA annual conference and engage in professional development with students and colleagues from around the world. Registration rates are reduced for students.
Communicate	Participate in an ongoing international dialogue regarding school psychology. Share information, ideas and updates with members via email and the ISPA website.
Awareness	Keep up to date with timely news, announcements, and information. ISPA sends e-mail announcements and provides student members with ISPA's quarterly newsletter, <i>World*Go*Round (WGR)</i> . The ISPA website also features valuable information for members.
Science	Receive contemporary international science in <i>The International Journal of School &amp; Educational Psychology (IJSEP)</i> , available to members at reduced rates.
Leadership	Members are encouraged to be involved with ISPA governance. There are many opportunities to join committees and be involved in ISPA.
Awards	ISPA members may be nominated and selected for annual awards highlighting outstanding service, research, and practice.

**For more information or to become a member**  
Join at <http://www.ispaweb.org/membership/membership-for>.  
(Student free membership for the remainder of 2021 and all of 2022)  
Visit: <http://www.ispaweb.org>



# 1<sup>st</sup> ISPA Position statement (2021)

## Back to School Amidst the COVID-19 Pandemic: Considerations and a Call to Action to Support School Communities Worldwide



### Implications of the COVID-19 Pandemic on Children and Education Around the World

- The COVID-19 pandemic is **having immediate and expansive impacts on the social, emotional, and economic well-being of families and children**, and frequently essential social justice principles are disregarded
- The pandemic has a **greater impact on vulnerable groups of children and youth** (Song et al., 2020)
- School psychologists **advocate for equity and social justice in the educational system and for a balance between mental health, physical health, and academic learning using a systems approach**
- We need **to advance global solidarity to promote all students' rights, school performance, mental health, and well-being**

<https://www.ispaweb.org/wp-content/uploads/2021/09/ISPA-Position-Statement-Back-to-School-Amidst-the-COVID-19-Pandemic-Sept.2021.pdf>

### Back to School Amidst the COVID-19 Pandemic: Considerations and a Call to Action to Support School Communities Worldwide

#### Release Date: September 2021

The International School Psychology Association (ISPA) promotes principles and practices that aim to advance unprejudiced and inclusive personal, social, and cultural values and attitudes, and act in ways that are in the best interest of children and youth, educators, parents, institutions, communities, and the profession. School psychologists are committed to the principle that the contributions of school psychology need to be available to everyone. School psychologists facilitate free access to educational, social, and psychological services (ISPA, 2021). As the school year begins in 2021 amidst the COVID-19 pandemic, it is essential that we continue to address current and emerging needs of the populations of children we serve and work with to ensure the well-being of our communities. An ISPA leadership workshop was convened preceding the annual conference in July 2021, to discuss key considerations, priorities, and recommendations taking into account local, national, and transnational needs during the pandemic and post-pandemic era. The leadership workshop included participants from many different countries, collaborating in workgroup discussions, which collectively informed the issues and statements included in this document.

#### Implications of the COVID-19 Pandemic on Children and Education Around the World

In 2015, the United Nations (U.N.) released the Sustainable Development Goals as the core of the 2030 Agenda for Sustainable Development, among which several goals are aligned with the profession of school psychology around the world. In particular, goals related to promoting good health and well-being, quality education, reduced inequality, and partnership tap into domains in which school psychologists around the world can facilitate progress and change. The COVID-19 pandemic is having immediate and expansive impacts on the social, emotional, and economic well-being of families and children, and frequently essential social justice principles are disregarded (Office of the United Nations High Commissioner for Human Rights, n.d.; Song et al., 2021). The pandemic threatens several decades of advances in global public education (International Commission on the Futures of Education, 2020). The pandemic has a greater impact on vulnerable groups of children and youth (Song et al., 2020); the "impact will disproportionately affect certain groups, including children living in poverty or the poorest countries and neighbourhoods, in street situations, migrant, asylum-seeking and refugee children, child victims of trafficking or smuggling, children affected by conflict, minority and indigenous children, children with underlying health conditions ... and children with disabilities" (Office of the United Nations High Commissioner for Human Rights, n.d., p. 2).

ISPA LW Working Group for this statement: Chryse (Sissy) Hatzichristou, Lito Eleni Michalopoulou, Aikaterini Lampropoulou, Bonnie Nastasi, Shane Jimerson, Jürg Forster, Sally Baas, Véronique Le Mézec & ISPA Leadership Workshop 2021 Participants.



## Projects-Initiatives

- Training round tables/Symposia, ISPA Conferences
- Graduate students special session, ISPA Conferences
- ISPA Multicultural International School Psychology Training Survey
- International Resources / Supporting school communities during COVID-19 (10 countries - 8 languages) (ISPA website)
- **International Synergy and Dialogos**

## ISPA Networking Series Initiative for Trainers, Professionals and Graduate Students (2021-2023)

*-Call for participation-needs assessment (Trainers' and students' survey) (2020-2021)*

### •Online activities and training seminars

- Launching event (Introduce graduate students, trainers, professionals to the initiative's goals and aspirations) (Nov.19<sup>th</sup>,2021)

### ❖Webinars

- “Social Justice and Trauma Informed Work during a Pandemic” (Dec.11<sup>th</sup>, 2021)

### ❖Training modules / webinars

- Consultation: Multicultural/ Transnational considerations (March 18, 2022, presenters form different countries)

### ❖Student activities(student networking, monthly presentations, student sessions during conferences)

### ❖International Project: School Well-being

*Feeling CARED in school: A Journey Around our World*

# International Project: School Well-being

## *Feeling CARED in school: A Journey Around our World*

Organized by  
The Laboratory of School Psychology  
at the National and Kapodistrian University of Athens,  
the ISPA School Psychology Trainers Task Force and  
the ISPA Student Organizing Committee

Poster School Project: international online exhibition

Connected

Accepted

Respected

Empowered

and

Discovering our strengths

<https://www.ispaweb.org/wp-content/uploads/2021/11/International1.pdf>

e-mail: schoolpsychlab@psych.uoa.gr

**INTERNATIONAL PROJECT: SCHOOL WELL-BEING**

ORGANIZED BY

THE LABORATORY OF SCHOOL PSYCHOLOGY, NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS,

THE ISPA SCHOOL PSYCHOLOGY TRAINERS TASK FORCE AND THE ISPA STUDENT ORGANIZING COMMITTEE

SCIENTIFIC DIRECTOR: DR. CHRYSE (SISSY) HATZICHRISTOU

Be creative and participate  
in ISPA's international online exhibition  
Feeling CARED in school: A Journey Around our World

**"Feeling CARED in School"**

Connected  
Accepted  
Respected  
Empowered  
and  
Discovering our strengths

What is it in our class/school that makes us feel CARED for?

- **Be Creative and Collaborate** with your classmates to develop an original poster featuring what makes your school place of care for you.
- **Represent** your school/class and your country at ISPA's international online exhibition.
- **Inspire** other school communities internationally about how students can feel cared for and supported in their school.

# Multilevel approach and actions of the Laboratory of School Psychology, National and Kapodistrian University of Athens for the support of school communities and educational settings during COVID-19 pandemic

## Research (4 phases)

- Teachers
- Students
- Parents
- Psychologists

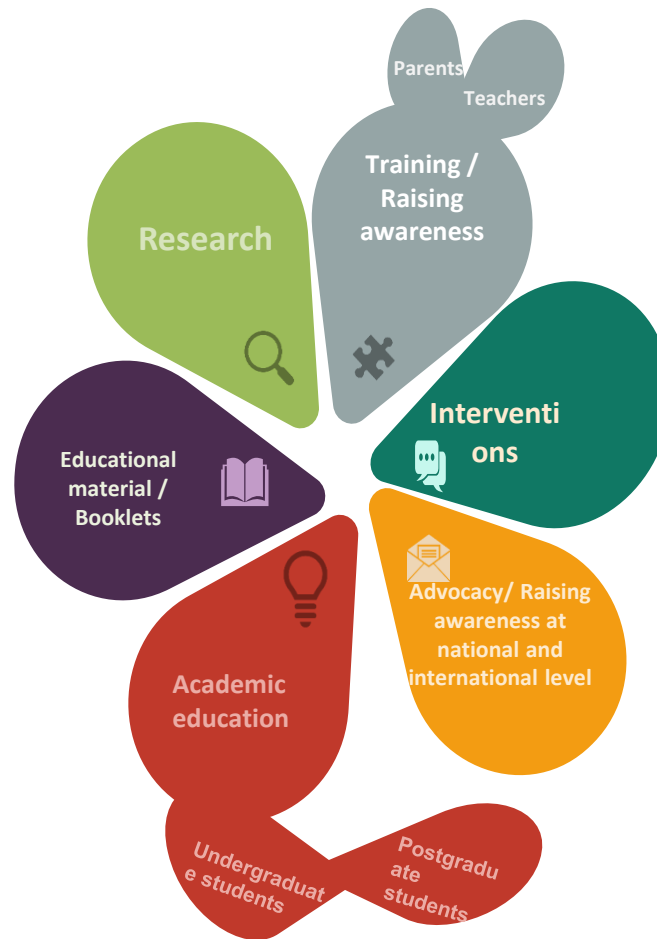
## Educational material/ Booklets

(15) Booklets during the pandemic:

- (a) before the closing of the schools,
- (b) during the closing and the transition to digital classrooms,
- (c) on returning to school after staying at home and,
- (d) during the new school year

## Academic education

- Undergraduate students of Psychology, Department of Psychology NKUA
- Graduate students of School Psychology, Department of Psychology, NKUA



## Training / Raising awareness

### Teachers

- Online training seminars to teachers/school administrators
  - Children's and adolescents' psychosocial adjustment
  - Enhancement of resilience and well-being during difficult times
  - Activities for in-class implementation

### Parents

- Online seminars to parents regarding the adjustment of families during the pandemic

### Psychologists/Social workers

### Interventions

- Mental health consultation
- Tele-counseling, support and implementation of activities from the graduate students of School Psychology

### Advocacy/ Raising awareness at national and International level

- Booklets' translation in english, german and french language, arabic and farsi
- Dissemination of translated booklets in agencies of education of Greek language/schools abroad
- International collaborations- resources in ISPA webpage

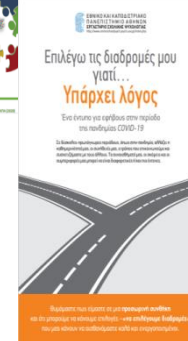
LABORATORY OF SCHOOL PSYCHOLOGY, NKUA  
 15 Documents/ **resources for supporting schools/**  
 educational communities / **families during COVID-19**  
 pandemic  
 (460.000 readings)  
<http://www.centerschoolpsych.psych.uoa.gr/>

Phase A':  
 Before the  
 closing of  
 schools  
 2019 -  
 2020

Phase B':  
 During the  
 closing of  
 schools  
 2019 -2020

Phase C':  
 Schools  
 reopening  
 2019 - 2020

Phase D':  
 New school  
 year  
 2020 - 2021



Raising awareness / Dissemination at national & international level

- Booklets' translation in english, german and French, Arabic and farsi
- Dissemination in Greek schools abroad





National and Kapodistrian University of Athens  
LABORATORY OF SCHOOL PSYCHOLOGY



LABORATORY OF  
SCHOOL PSYCHOLOGY

<http://www.centerschoolpsych.psych.uoa.gr>



[schoolpsychlab@psych.uoa.gr](mailto:schoolpsychlab@psych.uoa.gr)



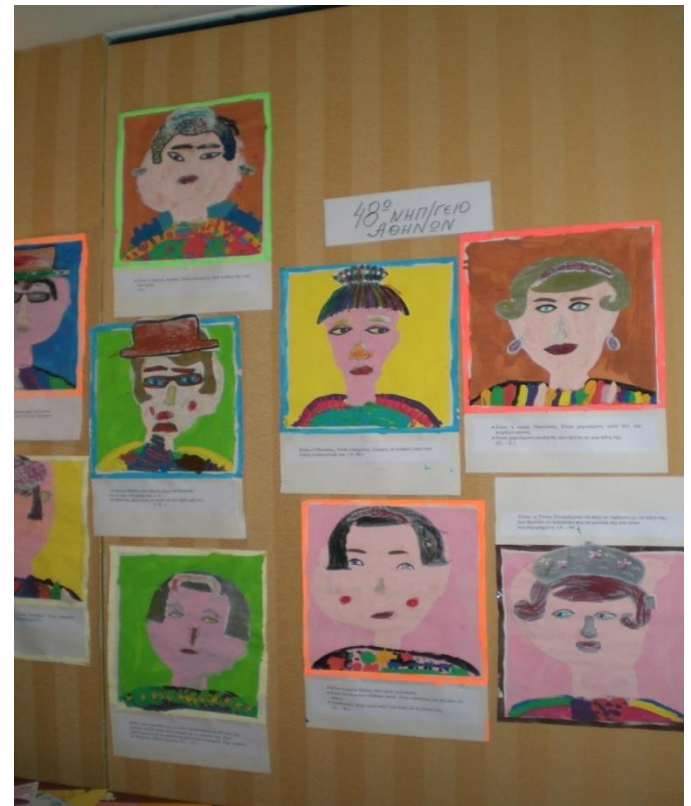
<https://www.facebook.com/pg/schoolpsychlab>



Resources for the  
psychosocial support COVID-19

<http://www.centerschoolpsych.psych.uoa.gr/index.php/2020-03-27-17-58-58>

*Thank you!!*



**Sharing a Common Goal**

*Meeting children's needs...*

*Building a better future...*