

ISPA 2018

International School Psychology Association

July 25th - 28th, 2018

Tokyo Seitoku University, Tokyo, Japan

40th Annual Conference of the International School Psychology Association



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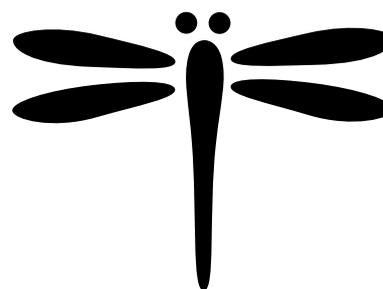
Dr. Fumiyo Araki *Fukui University of Technology*

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Hanako Shinohara, Naoko Uchiyama

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Logo Design Concept in ISPA 2018 Tokyo

In Japan we have dragonflies called “Kachi-Tonbo” and over the centuries the dragonfly motif has been used to symbolize good luck and success. Samurai especially liked the design, as a dragonfly can only fly forward.

On the back cover of this program book we show the path the tonbo has been flying and that it will continue to fly forward with resilience and perseverance.

Designed by Kosuke Yamamoto, Student, Department of Design, Fukui University of Technology, Fukui, Japan



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Dr. Haruhisa Mizuno, *Osaka Kyoiku University*, Dr. Mariko Matsumoto, *Nagoya University*

Message from the ISPA President



Promoting Resilience for Children Toward Life-Long Happiness

ISPA Delegates,

Welcome to **Tokyo Seitoku University** for the 40th Conference of the International School Psychology Association, July 25-28, 2018. We are thankful to the broad support from the school and educational psychologists of Japan, through the Japanese Organization of School Psychologists (JOSP), Japanese Association of School Psychologists (JASP), Japanese School Psychology Association (JSPA), and Japanese Society of Clinical Educational Psychology (JSCEP), and to Tokyo Seitoku University for hosting the conference.

The theme of this year's conference is *Promoting Resilience for Children Toward Life-Long Happiness*, in recognition of the challenges faced by children around the world and the role of parents, teachers, school psychologists and other professionals in supporting children through difficulties such as natural disasters, war, community violence, displacement, poverty, homelessness, discrimination, as well as ongoing life stressors. The main topics of the conference include:

- ✧ Working with children who experience mental health issues
- ✧ Supporting schools, families and children in times of crisis
- ✧ Developing strategies to combat academic underachievement
- ✧ Helping schools to become safe and effective learning environments
- ✧ Promoting inclusivity in diverse communities
- ✧ Training psychologists and other professionals to become effective practitioners
- ✧ Supporting children and school personnel in and on recovery from school crisis

I hope you enjoy the rich combination of scientific, social, cultural, and organizational activities. I encourage you attend the opening and closing ceremonies, keynote addresses, symposia, workshops, paper presentations, poster sessions, social interaction groups, general assemblies, and committee meetings. At the opening and closing events, you will experience unique aspects of Japanese culture, including a special lecture from a lecture Dr. Yoshiyuki Sankai world-famous scientist in Cybernetics (robotics for human support) and performances by Sukeroku Taiko world-renowned for the Bon Taiko form a drumming.

I look forward to meeting you and wish you are a professionally, culturally and personally rich experience at ISPA 40th conference.

Warm regards,
Bonnie Kaul Nastasi, PhD
President, ISPA



Conference program overview

Wednesday July 25th

| Time | Program | Venue |
|-------------|---|--------------------|
| 12:00-20:00 | Reception Desk Open | 1F |
| 9:00-12:00 | Pre-conference Workshops | 4F |
| 12:00-13:00 | Lunch | 1F (Global Lounge) |
| 13:00-16:00 | Pre-conference Workshops | 4F |
| 15:00-17:00 | Travel Desk Open (Gloria Eurex Co., Ltd.) | 1F |
| 17:00-18:30 | Opening Ceremony-Special Lecture by Dr. Yoshiyuki Sankai | Kainoki Hall |
| 18:40-20:00 | Welcome Party-Sukeroku Taiko (Traditional Edo-Tokyo style drumming) | 1F (Global Lounge) |

Thursday July 26th

| Time | Program | Venue |
|-------------|--|-------------------------|
| 8:30-17:00 | Reception Desk Open | 1F |
| 9:00-10:30 | Papers, Symposia, Round Tables, Workshops, Poster Session Introduction to the ISPA Conference | 2F, 3F, 4F 4F (6409) |
| 10:30-11:00 | Coffee Break | 1F (Global Lounge) |
| 11:00-12:00 | Keynote Presentation 1- Dr. Toshinori Ishikuma- | Kainoki Hall |
| 12:00-13:30 | Lunch, Interaction Groups | 3F |
| 12:00-14:00 | Travel Desk Open (Gloria Eurex Co., Ltd.) | 1F |
| 13:30-15:00 | Papers, Symposia, Round Tables, Workshops, Poster Session | 2F, 3F, 4F |
| 15:00-15:30 | Coffee Break | 1F (Global Lounge) |
| 15:30-17:00 | Papers, Symposia, Round Tables, Workshops, Poster Session | 2F, 3F, 4F |
| 17:15-18:45 | ISPA General Assembly 1 | 2F (6202) |

Friday July 27th

| Time | Program | Venue |
|-------------|---|--------------------|
| 8:30-17:00 | Reception Desk Open | 1F |
| 9:00-10:30 | Papers, Symposia, Round Tables, Workshops, Poster Session | 2F, 3F, 4F |
| 10:30-11:00 | Coffee Break | 1F (Global Lounge) |
| 11:00-12:00 | Keynote Presentation 2-Dr. Bonnie Nastasi- | Kainoki Hall |
| 12:00-13:30 | Lunch, Interaction Groups | 3F |
| 12:00-14:00 | Travel Desk Open (Gloria Eurex Co., Ltd.) | 1F |
| 13:30-15:00 | Papers, Symposia, Round Tables, Workshops, Poster Session | 2F, 3F, 4F |
| 15:00-15:30 | Coffee Break | 1F (Global Lounge) |
| 15:30-17:00 | Papers, Symposia, Round Tables, Workshops, Poster Session | 2F, 3F, 4F |
| 17:15-18:45 | ISPA General Assembly 2 | 2F (6202) |

Saturday July 28th

| Time | Program | Venue |
|-------------|---|------------------------------------|
| 8:30-17:00 | Reception Desk Open | 1F |
| 9:00-10:30 | Papers, Symposia, Round Tables, Workshops, Poster Session | 2F, 3F, 4F |
| 10:30-11:00 | Coffee Break | 1F (Global Lounge) |
| 11:00-12:00 | Keynote Presentation 3-Dr. William Pfohl- | Kainoki Hall |
| 12:00-13:30 | Lunch | 3F |
| 13:30-15:00 | Papers, Symposia, Round Tables, Workshops, Poster Session | 2F, 3F, 4F |
| 15:00-15:30 | Coffee Break | 1F (Global Lounge) |
| 15:30-17:00 | Papers, Symposia, Round Tables, Workshops | 2F, 3F |
| 17:20-18:40 | Closing Ceremony | Kainoki Hall |
| 20:00-22:00 | Farewell Party | Sunshine Cruise Cruise (Ikebukuro) |

Message from The Chair of Local Organizing Committee



Dear ISPA Delegates,

We are delighted to welcome you to Tokyo Seitoku University for the 40th Conference of the International School Psychology Association, on July 25th-28th, 2018. We are excited to see school psychologists come to Tokyo, Japan, and exchange rich experiences and ideas to promote resilience for children toward life-long happiness.

We have two good reasons for hosting the ISPA Conference in Japan.

First, we would like to express our gratitude for all international support provided to Japan from ISPA members, which helped children and schools recover from the 2011 earthquake crisis. After the Great East Japan Earthquake had occurred in 2011, Japanese school psychologists and teachers received relevant materials and consultations to cope with the crisis.

Second, we would like to have an international exchange of experiences in school psychology among various countries and cultures, including Japan. We would like to show how school psychology services are delivered in Japan, and would like Japanese teachers, school counselors and providers of psycho-educational services in Japan, to learn from your rich practices of school psychology services in the world.

We hope this conference will be an exciting chance to learn from each other to better help children, schools, and families. We also hope you will enjoy Japanese food and culture.

Toshinori Ishikuma, Ph.D., Certified School Psychologist,
Chair, Local Organizing Committee, ISPA 2018 Tokyo





Message from Tokyo Seitoku University



Message from the Tokyo Seitoku Gakuen President

GREETINGS,

As President of the Tokyo Seitoku Gakuen, it is my pleasure to welcome you to the Jujo campus of Tokyo Seitoku University for the ISPA 2018 Tokyo Conference.

With more than 90 years of history, Tokyo Seitoku Gakuen is comprised of kindergarten, junior high schools, senior high schools, junior college, university and graduate school. The philosophy behind our approach to education is “developing individuals with high virtues”. We support the idea of diversity in the world and aim to promote global education. It is our honor to host this year’s ISPA Conference and meet participants from more than 40 countries. Students from our high school and graduate school campuses will be on hand to assist you and extend our hospitality.

As a token of our appreciation, please accept this cherry blossom (Sakura) paperweight. The Sakura is one of the most well-known symbols of Japan; please take this gift home with you as a reminder of your stay in Japan.

We hope you will find this conference meaningful and memorable and that you will enjoy your stay in Japan.

Hideki Kiuchi,
President, Tokyo Seitoku Gakuen



Message from the Tokyo Seitoku University President

Dear ISPA Participants,

We are very honored to host the ISPA 2018 Tokyo Conference. We welcome you to the beautiful campus of Tokyo Seitoku University.

Tokyo Seitoku University is comprised of the Faculty of Humanities, the Faculty of Applied Psychology, the Faculty of Child Studies, the Faculty of Business Administration, and the Graduate School of Psychology. I am a psychologist myself, with main interests in developmental psychology and school psychology. We are proud of our strong departments and graduate school of psychology; psychology faculty and students have prepared to welcome you and will support you at the Conference.

We hope your conference will be successful and you will get many ideas about promoting resilience for children toward life-long happiness.

Kunijiro Arai, Ph.D., Certified School Psychologist,
President, Tokyo Seitoku University

Our sponsors

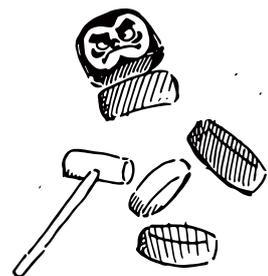
Tokyo Seitoku University

Japanese Organization of Certifying and Managing School Psychologists (JOSP)

Japanese Association of School Psychologists (JASP)

Japanese School Psychology Association (JSPA)

Japanese Society of Clinical Educational Psychology (JSCEP)





Welcome to Tokyo

A WARM WELCOME TO TOKYO

Tokyo is one of the largest cities in the world, with a population of 13,784,212. Tokyo is also a unique, historic city built by time and by rivers. There is the town of Edo in the alluvial fan of Tamagawa River, which flows from the western part of Tokyo, and there is the characteristic town where hills and valleys appear alternately, continuing towards Tokyo Bay.

The highlights of Tokyo's long history are the development as capital from the Edo period, the modernization of Meiji and Taisho ages, the military regime of the Showa era, followed by post war reconstruction with the Tokyo Olympic Games in 1964, the economic growth, the rise of pop and many sub cultures. Please walk slowly in Tokyo and you will see traces of all of them.

In the Edo era, Tokugawa Ieyasu established the Edo Shogunate in 1603. But Edo Castle was built before that, as it dated back to 1457; the ancient Edo Castle is now known as the Imperial Palace. The districts near the Imperial Palace, with Ginza, the National Assembly Building and numerous high rise buildings, still constitute the center of the Japanese capital, Tokyo. Along the Sumida River is the downtown of the Edo era, with landmarks such as Asakusa and the modern Tokyo Sky Tree tower.

From the Imperial Palace, opposite to the Tokyo Bay, when climbing to the hills around Bunkyo, Taito and Shinjuku, there are many Japanese gardens, which are vestiges of the Daimyo residences of the Edo era. Ueno neighborhoods are also highlights of cultural heritage and literary walks.

The area around Jujo ward (which is where the Conference venue is located, 10 kilometers northwest of Edo Castle, a site in the suburb of Edo that opened as Kamakura Road station) is a residential area where the postwar shopping street remained after the population shifted away from the city center.

When going south from Jujo to the subcenters, in Ikebukuro, Shinjuku and Shibuya's direction, there are pop culture and high fashion areas like Harajuku, Aoyama, Roppongi. But we would like you to taste the charm of Tokyo in the characteristic, small back alleys as well.

Tokyo has these distinctive topographies, history, and diverse faces. They can all be reached by subway in around 20-30 minutes from most locations. Tokyo is where ancient history and present age have mixed together in a complex way.

For more information, visit the GO TOKYO website <https://www.gotokyo.org/en/>
All ISPA 2018 Tokyo staff hope your visit will be fruitful, enjoyable and memorable.



Conference Venue

MAIN CONFERENCE

PRE-CONFERENCE WORKSHOPS

OPENING CEREMONY and WELCOME PARTY

CLOSING CEREMONY

The Building. 6 and Kainoki Hall at the Tokyo campus of Tokyo Seitoku University

Address: 1-7-13, Jujo-dai, Kita-ku, Tokyo

All sessions will take place at the Bldg. 6 and Kainoki Hall.

Also located here is:

- Registration
- Reception Desk
- Tour Desk
- Opening Ceremony and Welcome Party
- Lunch
- Closing Ceremony



FAREWELL PARTY

Sunshine Cruise Cruise (on the 58th floor of Sunshine City 60 Building)

Address: 3-1, Higashi-Ikebukuro, Toshima-ku, Tokyo, Phone number: +81(0)3-3981-0962

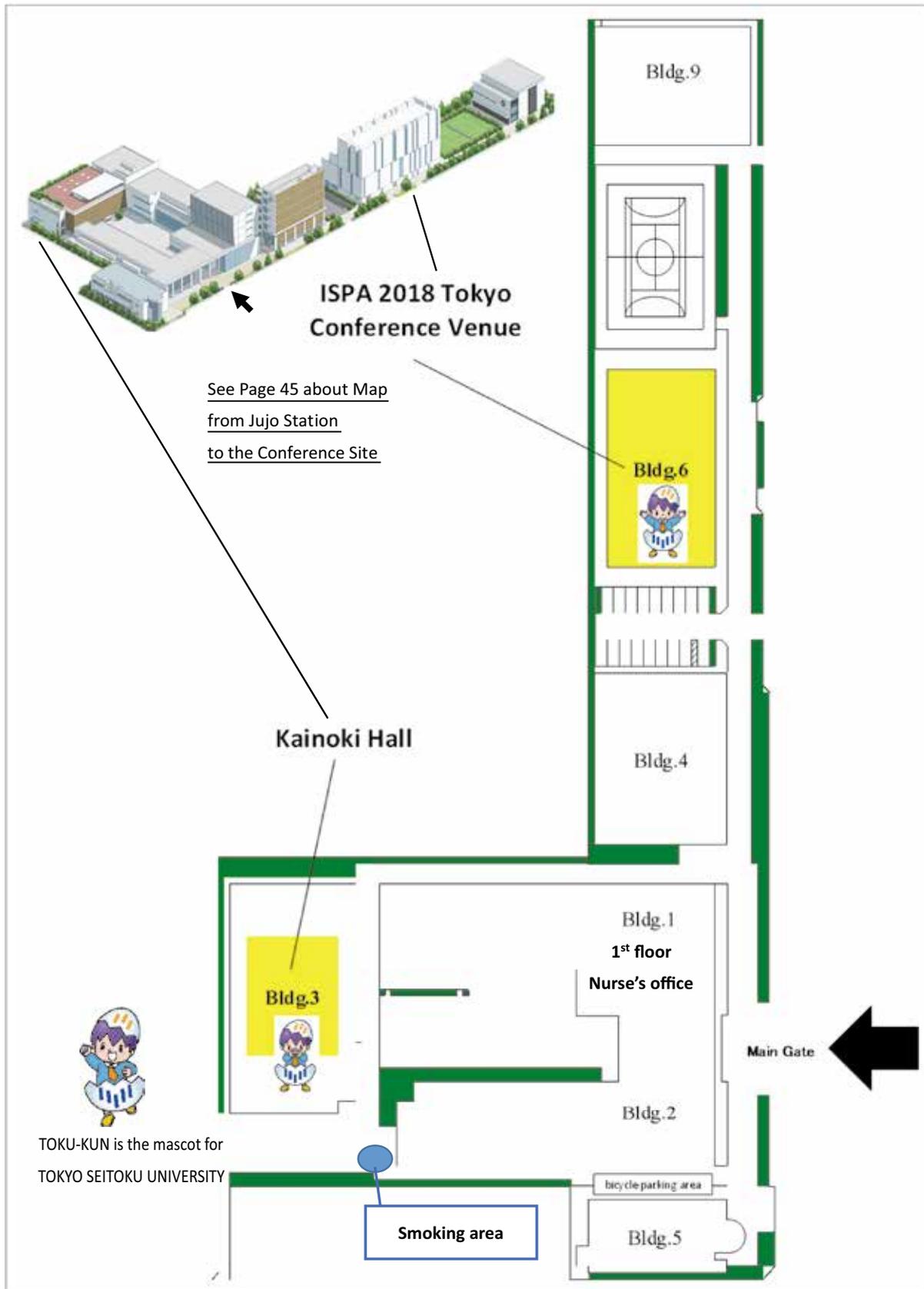
The Farewell Party, including dinner, will take place on Saturday July 28th from 8:00pm to 10:00 pm

The special concert of Japanese songs featuring Ms. Mariko Tone will be held during the party.





Tokyo Seitoku University Campus Map



General Information

REGISTRATION

Conference Registration is located next to the reception desk on the first floor of Building 6. The Registration Team will be glad to assist with any queries you may have during the Conference.

Reception Desk will be open at the following times:

Wednesday, July 25th: 12:00pm to 8:00pm.

July 26th (Thursday), 27th (Friday), and 28th (Saturday): from 08:30am to 5:00pm.

NAME BADGES

All name badges can be collected at Reception Desk. Attendees are requested to wear the name badges at all times for identification purposes.

PROGRAM BOOK AND BOOK OF ABSTRACTS

The Program Book and Book of Abstracts are available online. For the latest updates to the program please check our homepage: <http://ispa2018tokyo.jp/>

CONFERENCE WORKING LANGUAGES

The ISPA 2018 Conference working languages are English and Japanese.

MOBILE DEVICES

To ensure a quiet environment during academic sessions, please set mobiles to silent mode.

INTERNET

Free wireless internet is available throughout the conference, but you will need the password to log in. Please find the notice with information on network and password at the Registration area.

CERTIFICATES AND RECEIPTS

For each participant, the Certificate of Attendance and the Official Receipt are ready for pick up from the reception desk. The Certificate of Presentation is only issued if each presenter requests it at the reception desk.

CONFERENCE FOOD POLICY

The Conference is providing vegetarian choices in the menu.

Please inquire with the Organizing Committee, by emailing ispa2018jpn@gmail.com in advance, in case of any concerns about your allergy, so that there is enough time to get further information from catering companies. Additionally, if you have allergies or food intolerances, please check the pictograms. The ISPA 2018 Conference disclaims any responsibility for any allergic reactions or adverse effects resulting from food or beverages served at the Conference.

FUORICLASSE (Welcome reception)

Please refer to the pictogram near each dish indicating 7 major potentially allergenic ingredients: flour, milk, egg, shrimp, crab, peanuts and soba-wheat.

Sunshine Cruise Cruise (Farewell party)

As to any potentially allergenic labeling (wheat, eggs, dairy products, prawns or shrimps, crabs), relevant pictograms are shown on the menu of the corresponding dishes.

CONFERENCE CATERING

Tea and coffee

Tea and coffee will be served at Global Lounge on the first floor of building 6. Morning refreshments will be from 10.30am to 11.00am and afternoon refreshments from 3.00pm to 3.30pm.

Lunch

Lunch will be served between 12.00pm – 1.30pm in the rooms where interaction groups will be taking place at building 6. Name badges serve as a pass and must be worn when receiving the lunch box. Please go to the rooms where your interaction group is taking place.



General Information

COAT AND BAG STORAGE

A cloak room is available solely for the use of conference attendees. All items are left at the owner's risk. We advise you not to leave money or valuables in the cloak room. Information about, where the cloak room is, will be posted in a notice at the first floor of Building 6.

CAR PARKING

No car parking is available on campus for conference attendees.

ACCESS

There are accessible restrooms for the disabled and non gender-specific restrooms on the 1st floor and 3rd floor at Building 6, each of them is clearly signposted.

MEDICAL EMERGENCY SERVICES AT TOKYO SEITOKU UNIVERSITY

Nurse's office located on 1st floor at Building 1 (See page11 for the location)

Open: 9:00am to 5:00pm (July 25th to 28th)

MEDICAL EMERGENCY

For immediate assistance where in case someone is seriously ill, injured or their life is at risk call 119 – the official emergency number for Japan. For more information about medical institutions and pharmacy please check Tokyo medical clinic and pharmacy information service homepage:

(<https://himawari-metro-tokyo.j-server.com/LUCTKIRYO/ns/tl.cgi/https://www.himawari.metro.tokyo.jp/qq13/qqport/tomintop/?SLANG=ja&TLANG=en&XMODE=0&XCHARSET=utf-8&XJSID=0>)

IMPORTANT TELEPHONE/MOBILE NUMBERS

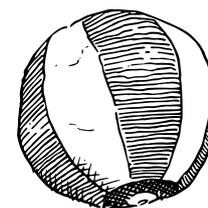
Information about important telephone/mobile numbers will be posted through a notice at the first floors in Building 6.

LOST PROPERTY

For all inquiries about lost property, please go to the Reception Desk on the 1st floor of Building 6, or email ispa2018jpn@gmail.com

CONFERENCE PHOTOGRAPHER

The conference may have one or more staff taking photographs and/or audio or video recordings during the event. Staff will respect attendees' preferences regarding photography and recordings. Please inform the photographer or Registration if you do not want to have your image recorded.



General Information

PUBLIC TRANSPORT

The nearest local train stations to the venue, Tokyo Seitoku University, are Jujo Station on the JR Saikyo Line, and Higashi Jujo Station on the JR Keihin Tohoku Line. Jujo Station is two stops away from Ikebukuro Station, and Higashi Jujo Station is eleven stops away from Tokyo Station.

Train

The term “train”, refers to light rails, subway and monorails, which link almost every point of Tokyo and vicinity in a capillary network; they're easy to use and inexpensive. That is the most popular way to get around in Tokyo.

To find your route and transfer: Route Search “Japan Transit Planner” https://world.jorudan.co.jp/mln/en/?sub_lang=nosub

The pre-paid IC cards(SUICA and PASMO)

Pre-paid IC cards are most convenient. They allow you to travel on most of the major public transportation across the country, not merely in Tokyo. There are two types of card available: **SUICA** (sold at JR stations) and **PASMO** (sold at underground stations). Deposit is 500 yen and you can refund it at the station offices. SUICA can be used in the PASMO areas and vice versa. You can top up the card at any train/underground station and on the bus. Also, there are several discount tickets for tourists traveling by train and underground.

Taxi

Toto Taxi -Phone number: +81 (0)3-3590-1010
It takes around 20-30 minutes (fee about ¥2,000) from the Conference Site to Ikebukuro area depend on traffic condition.

VISITOR INFORMATION

Tour Desk

Our partner travel agency, Gloria Eurex Co., Ltd., will help you book your sightseeing trips in Japan. The tour desk will be open from 3:00 pm to 5:00 pm on July 25, and from noon to 2 pm on July 26 and 27, near the reception desk on the first floor of Building 6.

CONFERENCE SUPPORT

A team of assistants will be supporting the conference organisers with registration, hospitality, posters, and operations as well as providing directions to venue locations. We would like to thank our support team.

SMOKING POLICY

Smoking is prohibited in all indoor spaces or in areas that are designated smoke free; please only smoke in the designated smoking areas. Smoking while are walking or trashing cigarette to the road is prohibited in almost every area of Tokyo.



Interaction Groups

You are all welcome!

Get to know each other and discuss on issues of the ISPA 2018 theme.

Interaction Group Activity has been a long standing tradition within ISPA. This is a much valued opportunity for colleagues from around the world to share practice and ideas.

All the attendees are divided in small groups and discuss on a specific theme.

GENERAL DESCRIPTIONS:

- Come to the room where your group (shown on your name tag in Alphabet letter) is assigned after receiving your lunch bag.

Room 6302 4 groups (Group A, B, C, D)

Room 6303 4 groups (Group E, F, G, H)

Room 6304 5 groups (Group J, K, L, M, N)

Room 6305 4 groups (Group P, Q, R, S)

Room 6307 4 groups (Group T, U, V, W)

- Twice of 45 to 50 minutes sessions (Thursday and Friday), during lunch and finish by 1:00 pm.
- The interaction groups consist of approximately 25 members. The groups are mixed: a good balance between students, early career, mid career, late career and retired members, all from different countries.
- Each room will be hosted by one or two leaders; a leader is an ISPA-member who attends ISPA-conferences regularly and knows the Association and the ISPA practice.
- Each group has leaders/frequent attendees of the ISPA Conference, and those of you, who know the ISPA practice, are welcome to lead the group discussion.
- The materials are provided by the facilitators and helpers in each room.
- The ISPA Conference academic programs are assigned in some of the rooms before and after the meeting. Please be patient with the room to be available at the very beginning of lunchtime, and make sure to clear the room by 1:10 pm for the next session.
- Difference from other year ISPA practice: We do not have to switch the lunch time and interaction group activity like other years.

THE THEME ON THE INTERACTION GROUP THIS YEAR:

Promoting Resilience for Children Toward Life-long Happiness

The Interaction Group Activity ends with an outcome (a figure, a chart, etc.) at the end of the 2nd meeting. All outcomes will be summarized in a presentation made by the coordinators. This presentation will be made during the Closing Ceremony by one of the ISPA executives.

Social Program

ISPA Conferences offer a great opportunity to share ideas with new and old friends who have contributed to the field of school psychology. In particular social activities will give participants a good chance to strengthen the bond of professional network. We hope you will join a range of activities specially organized as below.

OPENING CEREMONY

Location & Time: Kainoki Hall on Wednesday 25 July, from 5:00pm to 6:30pm.

The opening ceremony will take place in the beautiful Kainoki Hall on Wednesday 25 July, from 5:00pm to 6:30pm. We are very happy that Dr. Yoshiyuki Sankai, who is professor and Executive Research Director at the Center for Cybernetics Research, University of Tsukuba, will join us and give a special presentation entitled, “**Dawn of the Era of Techno Peer Support–Pioneering the Future with Cybernetics**”. He is the founder of CYBERDYNE, INC., and he created the Robot Suit HAL (Hybrid Assistive Limb) which offers the potential to restore muscle movement. He is one of the most well-known Japanese researchers in the world. Don’t miss the chance to hear about world-leading research and presentation.

WELCOME RECEPTION

Location & Time: Global Lounge (G101), from 6:40pm to 8:00pm.

You are all warmly invited to this festive welcome reception, which will also take place at the Global Lounge, from 6:40pm, after the opening ceremony. The welcome reception will take place in the new large lounge until 8:00pm.

You will enjoy a meal while listening to Sukeroku Taiko(traditional Japanese drums). Be overwhelmed by its dynamic performance, which is incredibly popular in Japan and all around the world. <http://www.sukeroku-daiko.com/eng/>

CLOSING CEREMONY

Location & Time: Kainoki Hall on Saturday July 28th from 5:20pm to 6:40pm.

The Closing Ceremony will take place at Kainoki Hall on Saturday July 28th from 5:20pm to 6:40pm. We hope ISPA Tokyo 2018 will be able to inspire your research ideas and practices. As the last social event, please join the closing ceremony and enjoy traditional Japanese music performances, Sukeroku Taiko (a different performance from the one in the welcome reception). After the Closing Ceremony, you will move to the hotel to take part in the Farewell Party.

FAREWELL PARTY

Location & Time: Sunshine Cruise Cruise (on the 58th floor of Sunshine City 60 Building)

Address: 3-1, Higashi-Ikebukuro, Toshima-ku, Tokyo

View Location in Google Maps, 8:00pm to 10:00pm on Saturday July 28th.

The Farewell Party, including dinner, will take place in the Sunshine Cruise Cruise restaurant. You will enjoy the beautiful night view of central Tokyo from the 58th floor of the building. A special concert of Japanese songs featuring Ms. Mariko Tone will be held during the party. Further information about how to get to this venue will be announced on the Closing Ceremony.



Social Program

SUKEROKU TAIKO

Profile

It began as a group of Bon drummers united in their collective desire to carry on the Yushima tradition of taiko. After deciding to become a professional Kumi-Taiko group, they began their training, studying Edo-style classical percussion under Master Sasazo Kineya of the National Theatre, as well as cultivating their command of established taiko traditions. By combining this training in the numerous styles of Japanese traditional percussion, superior drum skills honed by years of Bon-Taiko, with an innovative, individualistic flair, the modern Sukeroku Taiko style was born.

Song list

Oroshi Taiko : This is typically played in the beginning of theatrical performance such as Kabuki

Sukeroku nidanuchi : An up-tempo number with dynamicity of Japanese Taiko

Shiraume Taiko : Based on the historical novel, Bloom of Japanese Plum Flower (by Kyoka Izumi) at Yushima tenjin shrine in Tokyo

Matsuri Taiko : The atmosphere of a lively local festival is expressed

Sukeroku nidanuchi : An original and dynamic performance with the mixture of big and small Taiko drum and stick (bachi) and more

TOWN TOUR

You can enjoy many types of activities at night time in Tokyo. Within less than about 30 min, you can reach many attractive sites from the conference site near Jujo station.

Shopping at the extensive and high quality department stores at Ikebukuro (15 min from Jujo Station). You can also find all kinds of Japanese souvenirs and enjoy the excellent gourmet cuisine of the “depa-chika” (=food floor found within the department stores).

TOBU Department store (<http://www.tobu-dept.jp/ikebukuro/tnb/language/english.html>)

SEIBU Department store (<https://www.sogo-seibu.jp.e.ld.hp.transer.com/foreign/ikebukuro/>)

If you like, you can try Japanese traditional or modern hot spring and amusement park.

<Traditional> TOSHIMA-EN (<http://www.toshimaen.co.jp/>) and NIWA no YU hot spring (15min from Ikebukuro station by Seibu Ikebukuro line) (<http://www.niwanoyu.jp/niwa/access.html>)

<Modern> TOKYO DOME City, La Qua (SPA and Amusement Park, Restaurant, Shopping Mall) (15min from Ikebukuro station by Metro Marunouchi line) <https://www.tokyo-dome.co.jp/en/tourists/>

You can try to go to Ginza, Roppongi, Shijuku and Shibuya night districts (but please be careful, as some drinking areas of Ikebukuro, Shinjuku, Roppongi are not safe at night).

If you feel like, you can enjoy great night view at Tokyo tower, Tokyo Sky tree tower (<http://www.tokyo-skytree.jp/en/>), Roppongi City View (<http://tcv.roppongihills.com/en/index.html>) and more. Please check their homepages. <http://www.city.bunkyo.lg.jp/bunka/kanko/osusume/lounge.html><Free!>

Keynote Speakers

Toshinori Ishikuma, Ph.D.

Professor at Tokyo Seitoku University, Tokyo, Japan



“School Psychology in Japan: Psycho-educational Services by a Team of Teachers, School Counselor, and Parents”

Thursday, July 26th, 11:00-12:00, Kainoki Hall

Dr. Ishikuma, the president of Japanese School Psychology Association (JSPA) and Japanese Organization of Certifying and Managing School Psychologists (JOSP), started his research with Dr. Alan Kaufman on intelligent testing, and developed Japanese versions of WISC-IV and KABC-II. He was also strongly influenced by U. S. San Diego State University psychologists, including Drs. Carol Robinson-Zañartu, Valerie Cook and Colette Ingraham, who shared multi-cultural and ecological insights. Dr. Ishikuma has energetically worked, with Japanese teachers and psychologists, to establish “School Psychology in Japan”, where teachers are main helpers to students and team support is the key. He is one of the leaders in the movement for the “Nationally Certified Psychologist Law” in Japan, which was promulgated in 2015.

Bonnie K. Nastasi, Ph.D.

Professor at Tulane University, Louisiana, USA



“Promoting Children’s Resilience for a Global Society”

Friday, July 27th, 11:00-12:00, Kainoki Hall

Bonnie Kaul Nastasi, Ph.D., is Professor of Psychology and co-director of trauma specialization in School Psychology at Tulane University. Dr. Nastasi uses mixed methods research designs to develop and evaluate culturally appropriate assessment and intervention approaches for promoting mental health and reducing health risks, within the US and internationally. She directed a multi-country study of psychological well-being of children and adolescents with research partners in 12 countries from 2008-2013. She is active in promotion of child rights and social justice within the profession of school psychology. Dr. Nastasi is President of the International School Psychology Association.

William Pfohl, Psy.D.

Professor Emeritus at Western Kentucky University, Kentucky, USA



“Supporting Resilience: Helping Others after Traumatic Events”

Saturday, July 28th, 11:00-12:00, Kainoki Hall

Dr. William Pfohl has trained school psychologists for over 36 years. He specializes in responding to crisis events involving schools and communities including shootings, natural disasters, and unexpected deaths. He has been involved with training over 1,000 school psychologists in crisis response in schools both in the USA and internationally. His research interests are prevention, crisis response in schools, and ethical uses of technology in psychological practice.



Scientific Program

The program includes a wide variety of presentations, all of which are of central relevance to the theme of the Conference. These will be led by academics and practitioners from over 40 countries, all of whom are experts in their particular field. The program book contains information about the titles of each of the presentations, the names of the speakers, the time they will take place and the room number. Each segment lasts 90 minutes, and all presenters are expected to keep the time.

The types of presentation are as follows:

SYMPOSIA

Symposia comprise a number of presentations, chaired by a lead presenter or convenor, that focus on a specific theme, issue, or question. The lead presenter or convenor will ensure that **each of the speakers keeps the time** and he/she or a discussant will also chair the discussion.

WORKSHOPS

Workshops aim to increase participants' knowledge and skills in a particular area of interest and include both didactic and practical/experiential components.

ROUNDTABLES

Roundtables are for one or two presenters to lead a structured discussion on a specific theme or issue.

PAPERS (SINGLE PAPER PRESENTATION)

A single paper is typically a research/professional practice/ case study presentation. There are usually 3 papers per 90-minute session. Each speaker has 30 minutes (typically 20 minutes of presentation, and 10 minutes of discussion and Q/A). All speakers keep to this time limit. Should the next period become available due to any reasons, presenters may use that time for further discussion. However, each presenter should always begin at the originally scheduled time. Participants (presenters and listeners) are encouraged to use each 90-minute segment to discuss and deepen their topics and subjects of common interest.

POSTERS

Poster sessions contain accounts of research projects, case studies or innovations in professional practice.

The size of the panel is 180 cm (height) × 90 cm (width).

Posters are available for delegates to view for 90 minutes. Presenters are responsible for putting up their posters 5 minutes before their time, and making themselves available to communicate with viewers. The presenters have to remove their posters once session is over, or they will be removed by staff after the session.

All poster sessions **will be held in Room 6203** on the second floor of **Building 6**. ISPA 2018 offers a Japanese program at the venue, beside the English program. The poster sessions take place in the same room, and anyone is welcome to join and view the posters.

AUDIO VISUAL EQUIPMENT

Each room has a projector set. Presenters should bring their computer for the presentation. The projector will support HDMI input and VGA(RVG) input. If the computer does not support HDMI or VGA(RVG), the presenters are required to bring their own adapter cable.

ABSTRACT BOOK

The Abstract Book contains all the abstracts describing the presentations. It is made available in digital format on the website before the Conference. Presenters are defined as those who officially register and attend the Conference.

- Please note that the ISPA 2018 Conference contains both a program in English (Jul.25-Jul.28) and one in Japanese (Jul.27-Jul.28).
- Those who attend the ISPA 2018 English program are welcome to join the Japanese program, and Japanese program attendees are likewise welcome to join Keynote sessions at 11:00 and Poster sessions on Jul. 27th and 28th.
- Keynote speeches are at 11:00, and English program attendees are given priority in taking seats. There are recorded sessions for the Japanese program participants.
- While the room assignment is spread on 3 floors in the same building, the Poster Sessions will take place in the same room throughout the Conference.

Pre-conference workshops

Wednesday 25 July, 2018 (Language; **E** English, **J** Japanese)

WHOLE DAY WORKSHOP (9:00-16:00)

Workshop1 -Room: 6402 “Ethics, Test Standards, and Test Interpretation: Measurement Matters” **E**
Gary Canivez, Ph. D. Professor of Psychology, Eastern Illinois University, USA

MORNING WORKSHOPS (9:00-12:00)

Workshop2 -Room: 6403 “Cultural Identities and Academic Achievement: Critical Knowledge for School Psychologists Working in Settings with Diverse Populations” **E**
Frank C. Worrell, Ph.D., University of California, Berkeley, USA

Workshop3-Room: 6404 “Improving Classroom Management, School Discipline, and School Climate” **E**
George Bear, Ph.D., Professor of Psychology, University of Delaware, USA

Workshop4- Room: 6405 “Safe, Supported, and Ready to Learn: Social-emotional Learning Programs in Japan and the U.S. Help Build Children’s Resilience” **E** **J**
Prof. Akira Miyazaki, Yamagata University, Japan
Tonje Molyneux, Senior Program Developer, Committee for Children, Seattle WA, USA

Workshop5- Room:6406 “Promoting children’s social and emotional competence: How to implement Social and Emotional Learning of Eight Abilities at School (SEL-8S) program in the regular classroom” **J**
Dr. Reizo Koizumi, University of Teacher Education Fukuoka, Japan

AFTERNOON WORKSHOPS (13:00-16:00)

Workshop6 -Room: 6403 “Developing Autism Friendly Schools and Communities” **E**
Dr. Janet Muscutt, Executive Principal Educational Psychologist, Salford and Wigan, UK

Workshop7-Room: 6404 “Comprehensive Suicide Prevention, Intervention and Postvention in the Schools” **E**
Scott Poland Ed D., NCSP and Richard Lieberman MA, NCSP

Workshop8- Room: 6405 “Coaching: A Versatile Strategy for Promoting Executive Skill Development” **E**
Peg Dawson, Ed.D. Seacoast Mental Health Center, Portsmouth NH, USA

Workshop9- Room: 6406 “How to be Confident, Competent and Calm during a Crisis at School Overview over Basic Strategies and Tools” **E** **J**
Drs.Odeth Bloemberg & Drs.Olanda Momcilovic, Board Members of the European School Psychology Centre for Training, The Netherlands
Translator: Naomi Watanabe, Ph.D., Interaction Research Group, NTT Communication Science Laboratories

Workshop10- Room: 6407 “Mindfulness: Improving Your Personal and Professional Well-Being” **E**
William (Bill) Pfohl, Psy. D., NCSP, Western Kentucky University, Bowling Green, Kentucky, USA

Workshop11- Room: 6409 “Promoting Resilience Education: Enabling Early Years and Elementary School Educators to Implement a Resilience Curriculum in the Regular Classroom (RESCUR)” **E**
Paul Bartolo, Ph.D. Associate Professor in the Department of Psychology, Faculty for Social Wellbeing, University of Malta
Carmel Cefai, Ph.D. Director of the Centre for Resilience and Socio-Emotional Health, and Head of the Department of Psychology, University of Malta



Special Features

ISPA 2018 offers some special features. The ISPA 2018 Organizing Committee hope that these events are meaningful for all of you:

ISPA 2018 JAPANESE PROGRAM INTRODUCTION TO ISPA FOR FIRST TIMERS

To the colleagues from overseas:

ISPA 2018 Conference consists of 2 programs. One is the regular program based on ISPA practice in English, and the other is the ISPA 2018 program in Japanese. The ISPA 2018 Organizing Committee plans to have the Japanese program coordinated by the national organizations: Japanese Association of School Psychologists and Japanese School Psychology Association.

The ISPA 2018 Japanese Program is on the 27th and 28th of July, 2018.

Keynote Speeches:

The ISPA 2018 Japanese Program shares the keynote speeches with the English Program, and the handouts from the keynote speakers are shared in the original version in English and translated version in Japanese.

Common space for Poster Sessions:

All poster sessions (in both English and Japanese Programs) are held in Room 2F- 6203. Presenters in poster sessions in Japanese Program translated their titles in English, and we hope you have a chance to take a look at their posters and communicate with the presenters of the Japanese Program.

Code: [WSX0001]

Time: 9:00AM – 10:30AM on July 26th, 2018.

Place: 3F - Room 6306

Host: Dr. Shane Jimerson

To those who attend ISPA Conference for the first time or limited times, come and join this supportive session to help you get the best out of it.

VIRTUAL SCHOOL VISIT IN JAPAN

Code: [WSX0002]

Time: 1:30 PM – 3:00 PM on July 26th, 2018.

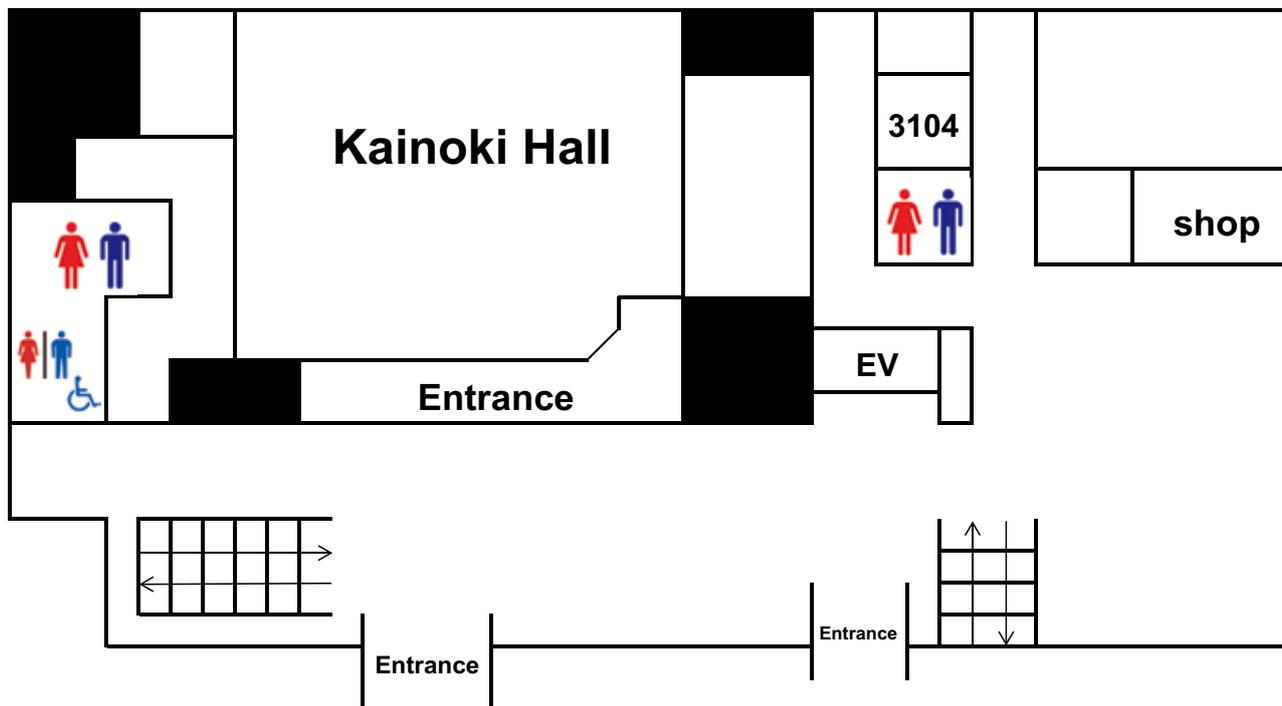
Place: 2F- Room 6204

Host: Dr. Reizo Koizumi and Japanese school teachers

To those who would like to learn about school education in Japan; we take you to a virtual school visit while you are at the venue of ISPA Conference. The session contains many pictures and some movies to introduce the Japanese school system. You will also meet elementary school and high-school teachers.

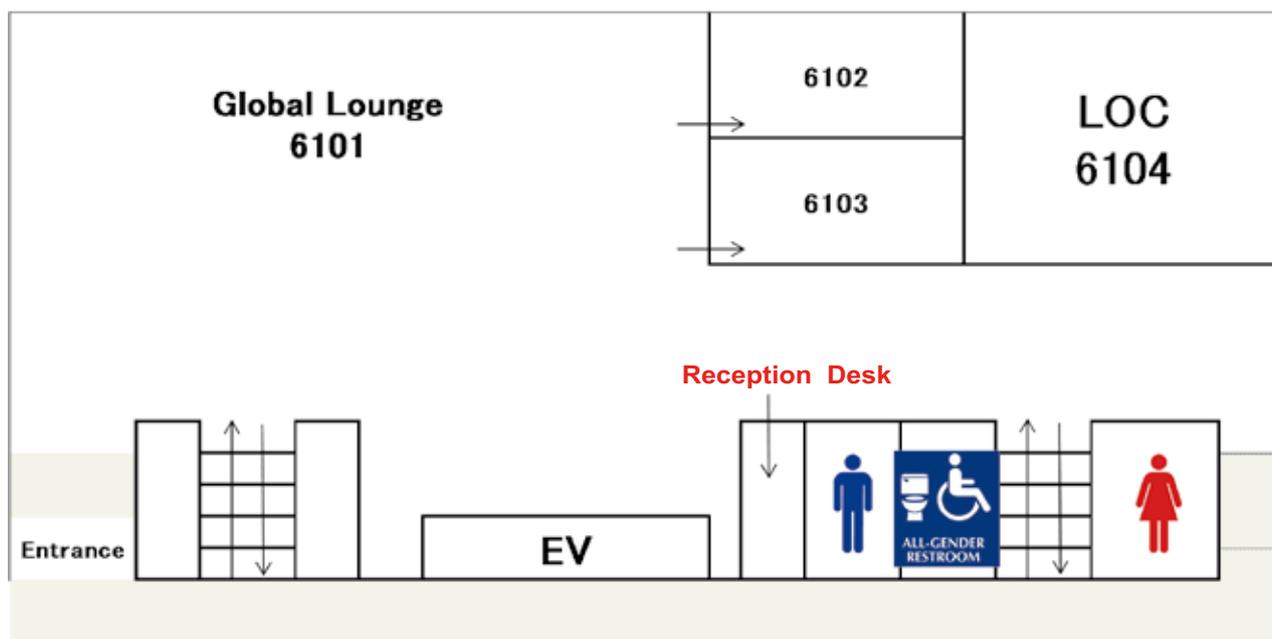
Kainoki Hall (Bldg.3)

See page11 for the place



MAIN CONFERENCE BUILDING (Bldg.6)

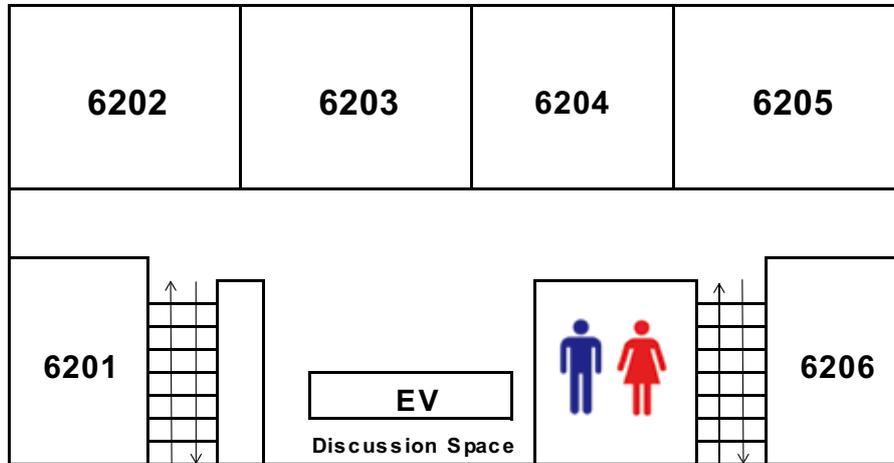
1st floor Map



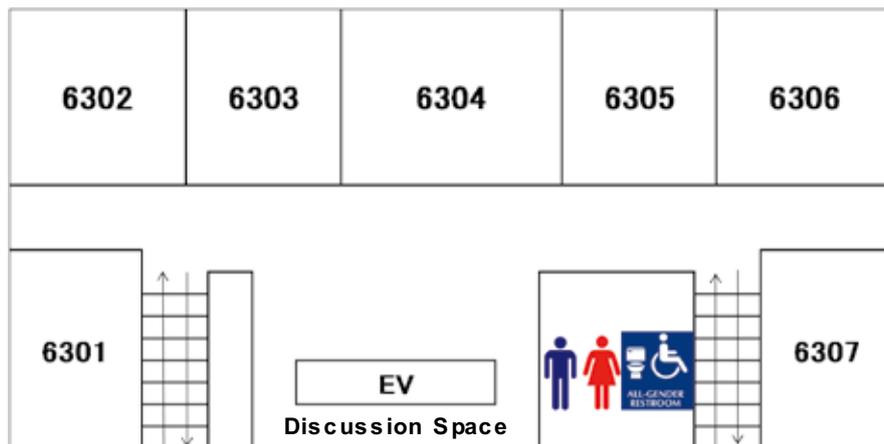


MAIN CONFERENCE BUILDING (Bldg.6)

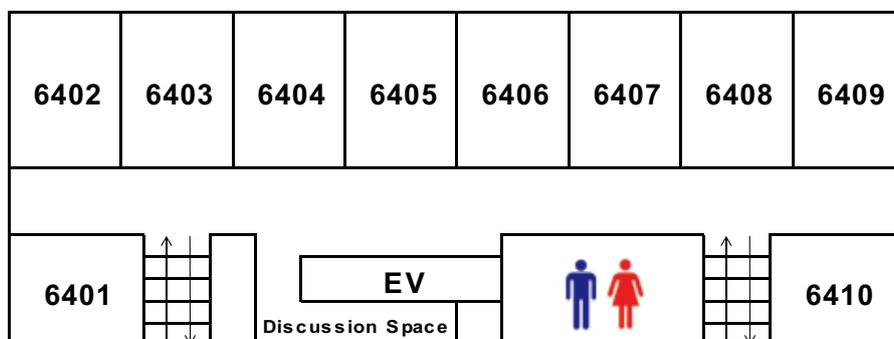
2nd floor Map



3rd floor Map



4th floor Map



| | | | | | | | |
|----|--|--------------------------|--------|----------------------------|---|-----------------------|--------|
| WS | [WAA0041-2] School psychologists and the digital office | Andrew Harrison Stephens | 4F6409 | WS | [WSA0186] Juggling competing commitments: Consulting to identify and resolve competing demands | Sharon Maital | 4F6408 |
| RT | [RTA0299] Fostering Post-National Identity among Multicultural Children in Japanese Schools | Lorinda Robertson Kiyama | 4F6410 | WS | [WSA0295] PPPPREASSURE: Navigating the cultural and social impact of academic performance and expectations on Korean Adolescents. | Deanna Park | 4F6409 |
| WS | [WSA0020-2] Training Students to Set Intrinsic Life Goals: Promoting Engagement, Achievement and Happiness | John Mark Froland | 3F6303 | RT | [RTA0286] Project CoVitality: Universal Wellness screenign in California | Michael James Furlong | 3F6307 |
| WS | [WSA0033] Care for the caregiver during a Crisis at School. Working with creative cards | Odeth Bloenberg | 3F6305 | SY | [SYA0234] Practice of Social-Emotional Learning (SEL) in Japan and challenges | Ikuko Aoyama | 2F6205 |
| SY | [SYA0381] The Indigenization of Counseling Psychology in Asia | Chih-Hung Wang | 2F6202 | PP | Poster Presentation | | 2F6203 |
| SY | [SYA0283] Transforming students' lives though social and emotional learning (SEL) programs and strategies | Coosje Griffiths | 2F6204 | Poster Presentation | | | |
| PP | Poster Presentation | | 2F6203 | | | | |

17:15-18:45 **[2F6202]**
ISPA General Assembly 2

12:00-15:00 **[4F6410]**
ISPA Special Committee Meetings (members are notified by chair)

11:00-12:00 **[Kainoki Hall]**
Keynote2 Dr. Bonnie K. Nastasi

July, 28, 2018(Sat), ISPA (Day 3)

| | | | | | | | |
|------------------------------|--|--------------------------|--------|---|---|-----------------|--------|
| 9:00 | | | | | | | |
| Keynote Presentation2 | | | | | | | |
| Coffee Break | | | | | | | |
| 10:30 | Title | Lead Presenter | Rooms | 13:30 | Title | Lead Presenter | Rooms |
| SP | Single Paper [SPA0167][SPA0168][SPA0336] | | 4F6402 | SP | Single Paper [SPA0172][SPA0337][SPA0356] | | 4F6402 |
| | Single Paper [SPA0083][SPA0193][SPA0297] | | 4F6406 | | Single Paper [SPA0149][SPA0187][SPA0197] | | 4F6403 |
| WS | [WSA0159] Transition to school using storytelling and research evidence on fathers' influence on children's educational achievements | Mary Cathrine Shorthouse | 4F6409 | SY | [SYA0361] International Perspectives of School Climate | Tamika La Salle | 4F6406 |
| WS | [WSA0031] A to Z of Emotionally Intelligent Parenting and Lifestyle | Helen Yong Sung | 3F6302 | WS | [WSA0231] Classroom Climate Consultation; Demonstration and discussion of the implication of the Classroom Climate Inventory. | Ayako Ito | 4F6408 |
| WS | [WSA0287] Vision (checked), Hearing (checked), Complete Mental Health | Michael James Furlong | 3F6303 | RT | [RTA0021] Developing High Quality Field Supervisors | Elana Wolkoff | 3F6304 |
| SY | [SYA0100] Elementary School Students' Happiness in China: Helping School Professionals and Parents Know Its Importance | Lili Tian | 2F6204 | SY | [SYA0241] Building a Healthy Future via Preschooler's Social-Emotional Learning | Naomi Watanabe | 2F6205 |
| SY | [SYA0376] The Recovery from the Great East Japan Earthquake- Lessons Learned | Yozo Takino | 2F6205 | PP | Poster Presentation | | 2F6203 |
| PP | Poster Presentation | | 2F6203 | Meeting of Convenors Task Force ISPA Special Committee Meetings (members are notified by chair) | | | |

17:20-18:40 **[Kainoki Hall]**
Closing Ceremony

11:00-12:00 **[Kainoki Hall]**
Keynote3 Dr. William Pfohl

12:00-15:00 **[4F6409]**
ISPA Special Committee Meetings (members are notified by chair)

13:30-15:00 **[4F6410]**
ISPA Special Committee Meetings (members are notified by chair)

Day 1 Thursday 26th July

Detailed program 1

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

| 9:00-10:30 | | | |
|------------|--|---|--------|
| Type & No. | Title | Speaker | Rooms |
| SPA0085 | Sedentary behaviors and its relationship with academic underachievement | Pedro Antonio Sánchez Miguel | 4F6402 |
| SPA0227 | Adler's encouragement to let students overcome their academic underachievement in the school. | Satoshi Kato | |
| SPA0307 | Supporting English Language Learners: Disentangling Literacy Development and Language Impairments | Hiroko Mullner, Samuel Song | |
| SPA0055 | Students' Perceptions of Engagement, Bullying Victimization, and School Climate: Does Being Retained One or More Times Make a Difference? | Angela B. Harris, George G. Bear | 4F6403 |
| SPA0173 | The Study of verification of influential factors model of CyberBully among senior high school students | Zi-Pei wu, Ming Shinn Lee | |
| SPA0338 | Trajectories of social and emotional competencies according to bullying and cyberbullying roles: A longitudinal multilevel analysis | Vítor Alexandre Coelho | |
| SPA0108 | Relationships between peer group status and victimization of school bullying in Japan | Kumpei Mizuno | 4F6405 |
| SPA0174 | Bullying, Self-Esteem, and Self-Forgiveness: Implications for Mental Health | Emily Nicole Srisarajivakul | |
| SPA0271 | Bullying victimization and internalizing problems: the moderated mediating role of psychological resilience and school climate among Chinese students | Jia Shu Xie, Yang, Li Mei | |
| SPA0006 | The Lost Boys: Understanding Child Socialization into the Islamic State movement and Implications for Response | John G. Horgan | 4F6406 |
| SPA0049 | Resilience as a mediator in the relationship between death anxiety and public health in Iraq adolescents affected by ISIS war | Mansoureh Hajhosseiny | |
| SPA0310 | Child Rights, School Psychology, and the Shootings at Marjory Stoneman Douglas High School in the United States | Deborah Anne Stiles, Kerry D. Branum, Rika Yamaguchi, Hyun Young Choi | |
| SPA0013 | "They will pass the 'SEN Touch', Run!" - Breaking the myth of 'SEN Touch' and promoting inclusion in general education settings | Shefali Thaman | 4F6407 |
| SPA0014 | Development and use of a Self-Reflection Tool for improving inclusive early childhood education environments | Paul A. Bartolo | |
| SPA0198 | Bilingual School Psychology Training Programs: Training Experiences and Needs | Michele Stathatos | |
| SPA0048 | Parental socialization of coping as a predictor of adolescents' non-suicidal self-injury | Shira C. Goldberg | 4F6408 |
| SPA0063 | Theoretical Framework for Coping: Supporting Black Families With a Child With a Developmental Disability | Talia S. Leibovitz | |
| SPA0210 | Parental engagement and academic achievement in immigrant and non-immigrant adolescents across nine nations | Olympia Palikara | |
| SPA0127 | Building Resilience in the Context of Educational Disadvantage: The Role of Oral Language | Laura Patricia McAvinue | 4F6409 |
| SPA0155 | Eye Movement and Attribution Theory: The Mechanism of Gender Stereotype Threat Effects and Threat Deduction on The Mathematics Performance in Female University Students | Mein-Woei Suen | |
| SPA0050 | Remedial class under After School Program to combat academic underachievement | Simon George Taukeni | |

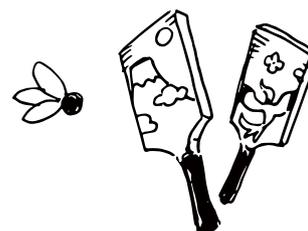


Day 1 Thursday 26th July

Detailed program 2

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

| 9:00-10:30 | | | |
|-------------|---|---|--------|
| Type & No. | Title | Speaker | Rooms |
| RTA0116 | Clinical Interpretation of Intelligence Tests: Theoretical, Psychometric, and Ethical Considerations | Gary L Canivez | 3F6302 |
| WAS0201 | The Provision of School-based Mental Health Services within a Multi-Tiered Systems of Support Framework | John Kelly | 3F6303 |
| WAS0202 | Assessment of Emotional Disturbance: Case Studies | Chad P. Ablang | 3F6305 |
| WSX0001 | Introduction to ISPA for first timers | Shane Jimerson | 3F6306 |
| SYA0035 | Measurement Issues in Screening and Monitoring Youth Internalizing Symptoms | Keith Herman, Wendy Reinke | 2F6202 |
| SYA0242 | How children perceive, learn, and understand emotions? Emotional development from early to middle childhood | Naomi Watanabe, Mai Hamana, Junko Iida, Yayoi Watanabe, Ai Mizokawa | 2F6204 |
| RTA0180-2 | 15 years of experience in the European Perspective | Olanda Momcilovic, William Pfohl | 2F6205 |
| 10:30-11:00 | Coffee Break 1F (Global Lounge 6101) | | |
| 11:00-12:00 | Keynote Presentation1 Kainoki Hall Dr. Toshinori Ishikuma “School Psychology in Japan: Psycho-educational Services by a Team of Teachers, School Counselor, and Parents” | | |
| 12:00-13:00 | Lunch / Interaction Group 3F6302 3F6303 3F6304 3F6305 3F6307 | | |
| 12:00-15:00 | ISPA Special Committee Meetings (Invited Attendees only) 4F6410 | | |



Day 1 Thursday 26th July

Detailed program 3

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

| 13:30-15:00 | | | |
|-------------|--|--|--------|
| Type & No. | Title | Speaker | Rooms |
| SPA0148 | Creating an Inclusive Safety Net: Examining Risk and Protective Factors among Culturally and Linguistically Diverse Communities | Darla Scott, Jessica Jefferson, Cinthia Solis | 4F6402 |
| SPA0170 | Individual Resilience Factors Related to Happiness of Students with Poorer Parental Health —A Study with Mongolian and Han College Students in China | Zhenhu Ho, Chieh Li | |
| SPA0068 | Review of existing parent training programs in Japan and the need for evidence based programs | Momoko Yamashita | |
| SPA0002 | Supporting Young Bereaved Children After the Loss of A Family Member | Cliff Yung-Chi Chen | 4F6403 |
| SPA0019 | Mainland Chinese Adolescents' Resolutions to the Conflicts with Parents | Ge Cao | |
| SPA0125 | Predictors of Hispanic/Latino Youth Well-Being: The Role of Parent Stress | Lizbeth Ramirez-Thornton | |
| SPA0026 | COPE-Resilience: An Early Years coping based social emotional learning program | Marissa Yi-Hsuan Wu | 4F6405 |
| SPA0132 | The effects of the Second Step SEL Program for Japanese Children | Kazumi Maeshiro | |
| SPA0256 | Improving coping skills and promoting social and emotional competence in preschoolers | Dominique Pang | |
| SPA0156 | A Global Perspective on Promotion and Prevention Efforts in Children's Mental Health | Robyn S. Hess | 4F6406 |
| SPA0164 | The Effect of Social and Emotional Learning on the Emotional Intelligence of Japanese Junior High School Students | Sayuri Kotaka | |
| SPA0261 | Raising Awareness and Reducing Stigma: Youth Mental Health First Aid | Catherine Ann Perkins | |
| SPA0007 | Developing Higher-Order Reading Skills in Mainstream Elementary Schools: A Metacognitive and Universal Approach | Taryn Margaret Moir, James Boyle | 4F6407 |
| SPA0092 | Using Brief Experimental Analysis to improve Reading Fluency of Struggling Readers | Seok Hui Teo | |
| SPA0363 | Introducing UDL guidelines into the Japanese Educational Setting | Keiko Notomi, Hisako Nishiyama | |
| SPA0041 | Evidence-based practice in counselling: are school psychologists using what works? | Andrew Harrison Stephens, Denise Hardingham | 4F6408 |
| SPA0352 | How effective is the teacher training on School guidance and counseling in Japan ? | Akane Yamasaki, Shinji Kurihara | |
| SPA0360 | Consultation in Early Childhood | Sarah E. Birch | |
| WSA0304 | Preventative Restorative Justice in Schools: Shaping a Restorative Classroom Culture | Samuel Song, Hiroko Mullner | 4F6409 |
| RTA0111 | Agency as a Protective Factor in Reducing Aggressive Behavior | Ronda A Goodale | 3F6301 |
| WSA0367 | Dialectical Behaviour Therapy Skills in Schools | Emma Sue San | 3F6306 |
| WSA0061 | Protective Skills that Promote Resilience: Social-Emotional Learning with Young Children | Tonje Mari Molyneux | 3F6307 |
| SYA0257-2 | Fostering Wellness Constructs to Promote Resilience in Children and Adolescents | R. Brett Nelson, Naoko Shimada | 2F6202 |
| WSX0002 | Virtual School Visit in Japan | Reizo Koizumi | 2F6204 |
| SYA0377 | Current international issues on social emotional learning | Terence Bowles, Shane Jimerson, Vitor Alexandre Coelho, Coosje Griffiths, Michaël von Böninghausen | 2F6205 |
| 15:00-15:30 | Coffee Break 1F (Global Lounge 6101) | | |



Day 1 Thursday 26th July

Detailed program 4

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

| 15:30-17:00 | | | |
|-------------|---|---|--------|
| Type & No. | Title | Speaker | Rooms |
| SPA0034 | Sustaining the well being of whole school interventions. | Vicki Lorraine McKenzie | 4F6402 |
| SPA0152 | Adolescent Perceptions of School Discipline and the Implications for Diverse Learners | Patrice Michelle Leverett | |
| SPA0292 | The recursive dynamic between teacher-student relationships and Positive Behavioral Interventions & Supports (PBIS): Effects on positive student behavior | Barbara Meyers, Catherine Perkins, Joel Meyers | |
| SPA0045 | The Prenatal Effects of the Christchurch Earthquake on Executive Function at Five Years of Age | Erin Mary Dobson | 4F6403 |
| SPA0209 | School mental health six years after the Great East Japan Earthquake | Yasuhiro Ujiie, Yukinori Moriya | |
| SPA0264 | Crisis intervention for children with neurodevelopmental disorders exposed to an earthquake | Gabriel Perea Guzmán | 4F6405 |
| SPA0043 | Understanding School Engagement in Filipino High School Students: Academic Consequences and Intervention Model | Carmelo Callueng | |
| SPA0044 | Early Academic Screeners Predicting Long Term School Success of Children from Diverse Population | Carmelo Callueng | |
| SPA0069 | Promoting School Connectedness – the Singapore Story | Dennis M. Y. Kom | 4F6406 |
| SPA0124 | Towards a practical ISPA School Psych Skills Model | Marieke C. Van Dam, Helen Bakker | |
| SPA0273 | Re-discovering the psychologist within, in moving from public to private practice, a discussion | Sandra Joy Groves | |
| SPA0293 | Building Resilience with Native American/Indigenous School Psychologists and Youth | Carol Robinson-Zañartu | 4F6407 |
| SPA0020 | Teachers Supporting Basic Psychological Needs as an Effective Path Toward Motivation, Achievement, and Happiness | John Mark Froiland, Frank C. Worrell, Hyejeong Oh | |
| SPA0171 | International Youth Perspectives about Their Supports | Amanda Borja Hughes, Bonnie Kaul Nastasi | |
| SPA0331 | Prevention and intervention in the class: to open recourses of child | Zydre Arlauskaitė | 4F6408 |
| SPA0036 | Group Randomized Evaluation of a Classroom Management Program for Middle School Teachers | Keith Herman, Wendy Reinke | |
| SPA0115 | Why provocation, in classrooms, can be considered as a constructive attitude? | Alain Perusset | |
| SPA0153 | Developmental transformation of the effects of classroom social goal structure on friendship motivation in primary school children and lower secondary school students. | Takuma Yamamoto | |

Day 1 Thursday 26th July

Detailed program 5

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

| 15:30-17:00 | | | |
|-------------|--|--|--------|
| Type & No. | Title | Speaker | Rooms |
| WSA0028 | The ABC paradigm (cognitive behavioural therapy) as a significant process to address the safety and happiness issues related to bullying at school | Hanlie Muliani | 4F6409 |
| RTA0180 | An effective psychological support following a crisis in schools | Olanda Momcilovic | 3F6302 |
| WSA0117 | Skilled Relationship Building to Optimize Student Learning | Patrick Joseph Carney | 3F6303 |
| WSA0257 | First Steps in Supporting School Psychologists in Implementing SWPBIS | R. Brett Nelson | 3F6305 |
| RTA0169 | Teamwork: Working Together to Collaborate, Advocate, and Lead | Sally Antoinette Baas, Odeth Bloemberg | 2F6202 |
| SYA0219 | Teacher stress, burnout and related outcomes in Japan, US and Taiwan | Chi-ching Chuang, Wendy M. Reinke, Keith C. Herman | 2F6204 |
| RTA0064 | Social and Emotional Learning in the world | Yayoi Watanabe, Baiba Martinsone, Maiko Ikeda, Caroline Manzo | 2F6205 |
| 17:15-18:45 | ISPA General Assembly 1 2F 6202 | | |





Day 1 Thursday 26th July

Detailed program 6

Poster presentation 1

| | | 9:00-10:30 | Room 2F6203 |
|------------|-----------|---|--|
| Type & No. | Title | | Speaker |
| 1 | PPA0269 | The influence of Multidimensional Environment on The Development of Children's Independence | Chizuru Okon, Reiko Yoshikawa, Hossein Mahdvar Mogoui |
| 2 | PPA0380 | Parents' View on Parental Involvement among Parents of Latina/o Middle School Students | Heejung Chun |
| 3 | PPA0379 | Chinese adolescents' conflict with parents and its relationship with their psychological well-being | Jianjin Liu |
| 4 | PPA0378-2 | Latinas in Academia and their Service Burden | Yvette Gisele Flores |
| 5 | PPA0374 | "Bullying Prevention Program (Green Heart School Program)" in Moral Education and Special Activities | Sanae Iechika |
| 6 | PPA0373 | Multi-level analysis of classroom interactional climate, Cognitive Emotion Regulation, Coping Strategies and Resilience | Zahra Hashemi |
| 7 | PPA0371 | Stressful Experiences of Yobiko Students | Toshimitsu Takeuchi |
| 8 | PPA0370 | Transformation of the relationship between Hikikomori and supporter by using FIT | Akiko Kurita |
| 9 | PPA0369 | A Prevention Model Aiming to Improve Quality of School Life for Nocturnal Enuresis in Children with Characteristics of Developmental Disorders– Based on a Follow-up Study of Nocturnal Enuresis Detected during School Health Checkups – | Setsuko Tamura |
| 10 | PPA0368 | Developmental Changes about Relationship between Character Strengths and Well-being in Japan | Tazuko Aoki |
| 11 | PPA0365 | Distress and adaption of foreign high school students in Japanese school life | Makiko Habazaki, Ichiko Shoji |
| 12 | PPA0364 | Consultation support for children and parents with special needs at nursery schools | Aki Doyama, Soichi Hashimoto |
| 13 | PPA0362 | The Effects of Peer Support on University Students' Adjustment with Developmental Disorders | Ichiko Shoji |
| 14 | PPA0357 | Bringing Out the Best in Teachers and Students: Aligning Core Qualities | Jo-Anne Lau-Smith, Douglas Smith |
| 15 | PPA0355 | Development of a literary reading experience scale for elementary and junior high school students. | Noriko Hatsuzawa |
| 16 | PPA0354 | Trust Relationships Between Elementary Students and Teachers | Kaori Okamoto |
| 17 | PPA0353 | The relation between teacher's support of help-seeking and the teacher's self-esteem and burn out. | Akie Hayashi, Motoyuki Nakaya, Masaki Kera |
| 18 | PPA0350 | Daily conversations with teachers may emotionally support students than official social supports at school: in-depth interview study | Kyoko Amai |
| 19 | PPA0347 | Study on Career development as seen from social adaptation skills of students with intellectual disabilities. | Kunio Odaka, Takuya Miura, Lee Sujin, Soichi Hashimoto |
| 20 | PPA0346 | The Effect of Awareness and Verbalization of Emotion on Dispositional Forgiveness and School Adjustment in Elementary School Children | Kayo Kamimura, Toyokazu Yamaguchi |
| 21 | PPA0345 | Relationships of cognitive flexibility, ASD traits, ADHD traits on psychological maladaptation of undergraduates. | Naoko Shinoda, Haruo Shinoda |
| 22 | PPA0344 | Assessing Effectiveness of an Anger Management Program for Enhancing Communication Skills and Emotional Self-Understanding: For Junior High School Students | Koji Takano, Nozomi Tsukahara |

Poster presentation 2

| | | 13:30-15:00 | Room 2F6203 |
|------------|---------|--|--|
| Type & No. | Title | | Speaker |
| 1 | PPA0343 | The changes of the university student's attitude towards education through the experience of cognitive counseling: A case study of cognitive counseling for pre-service elementary teacher | Shiho Kashihara, Naoki Oka |
| 2 | PPA0342 | Using modeling video for social skills training | Taku Matsuzaki, Eriko Harada |
| 3 | PPA0341 | Yoga Class for Teenagers with Autism Spectrum Disorder : a Way to Improve Their Attention in Class | Ariane Leroux-Boudreault |
| 4 | PPA0340 | The relations between cognitive, emotional, and behavioral aspects of attitudes toward learning: A multiple population analysis for junior-high and high school students | Hiromi Kodama, Toshinori Ishikuma |
| 5 | PPA0182 | Development of the Perceived Bullying Scale for junior high school students | Yoshihisa Fujii |
| 6 | PPA0335 | The investigation for improving class disruption by the career education. | Tomohiro Kikuchi |
| 7 | PPA0334 | Feature Analysis of the Externalization Children Presented on Tell-Me-A-Story (TEMAS) in Taiwan | Yu-Kuang Kevin Hsu |
| 8 | PPA0333 | Assessment of Japanese Students' Sense of Happiness via the Sentence Completion Test (1): Comparison with foreign students | Yuki Ninomiya, Mariko Matsumoto, Asuka Nomura, Mihiro Inagaki, Nobuko Suzuki, Hiroko Tsuboi, Miyako Morita |
| 9 | PPA0332 | Effects of Peer Support Training on Junior High School Students' Behavioral and Cognitive modification —Focusing on the opinion expression— | Tomoko Takahashi |
| 10 | PPA0330 | The relationship between parenting practices and children school achievement: a cross-cultural study | Sergey Malykh, Artem Malykh |
| 11 | PPA0329 | The Learning Entities and Benefits Investigation of the Ecological Approach Supervision Group for Novice School Counselors | Yu-Kuang Kevin Hsu |
| 12 | PPA0328 | The effects of the classroom atmosphere and children's perception to their classroom teachers on their moral judgements about aggressive behaviors | Yuka Kanetsuna |
| 13 | PPA0327 | Emotional Quotients and School Adaptation of Japanese High School Students (2) | Daisuke Akamatsu, Ryuhei Koizumi |
| 14 | PPA0326 | Emotional Quotients and school adaptation of Japanese High School Students (1) | Ryuhei Koizumi, Daisuke Akamatsu |
| 15 | PPA0217 | Function of career resilience in coping with stress induced by job hunting | Makiko Kodama |
| 16 | PPA0324 | A meta-analysis of help-seeking among Japanese studies (3): An association with gender differences | Satoru Nagai, Masahiro Honda, Haruhisa Mizuno, Masato Kimura, Toshiharu Iida |
| 17 | PPA0323 | Teachers' questioning and help-seeking practices: The association between classroom climate and help-seeking intentions toward the teacher and between classmates | Ayafumi Goto, Motoyuki Nakaya |
| 18 | PPA0322 | What Kind of Roles do Itinerant Psychologists Play for Improving Special Education in Japan? | Natsuko Munakata, Toshinori Ishikuma |
| 19 | PPA0321 | Assessment of Japanese Students' Sense of Happiness via the Sentence Completion Test (2): Comparison with Japanese Adults | Asuka Nomura, Mariko Matsumoto, Yuki Ninomiya, Mihiro Inagaki, Nobuko Suzuki, Hiroko Tsuboi, Miyako Morita |
| 20 | PPA0320 | A comparison of School Adaptation and Social Information Processing Skills among Bullies and Victims | Takashi Nakamura |
| 21 | PPA0319 | What do hearing impaired students care about when they talk? | Masato Hirono, Soichi Hashimoto |
| 22 | PPA0318 | Gender and age difference in trajectories of parenting-related stress among parents of children with autism | Takahiro Yamane, Aya Taniguchi |



Day 1 Thursday 26th July

Detailed program 8

Poster presentation 3

| | | 15:30-17:00 | Room 2F6203 |
|------------|---------|---|--|
| Type & No. | Title | | Speaker |
| 1 | PPA0317 | Learning of the student as a peer-supporter in education of Peer-Support in junior high school | Kazuya Minamino, Yuki Kubota |
| 2 | PPA0316 | Development of Children's Prosocial Behavior in Regular Class: Consideration Based on the Clinical Validity of the Strength and Difficulties Questionnaire(SDQ) | Kosuke Iketani |
| 3 | PPA0315 | Resilience for the High School Evening Classes Students in Japan | Keiko Yoshida |
| 4 | PPA0314 | The Service Models of Halfway Home for the Handicapped | Chwen-Chyong Tsau, Reiko Yoshikawa, Morihiro Okada |
| 5 | PPA0313 | Facilitators of Mental Health Help-seeking among Undergraduates in Nigeria: A Qualitative Study | Utek Grace Ishaku, Mariko Matsumoto |
| 6 | PPA0312 | Social skills training for high school students -Focusing on evaluation of training in schools- | Eriko Harada, Yayoi Watanabe |
| 7 | PPA0311 | Emergency support roles played by professionals with education, psychological work, and welfare work at school crisis | Shoichi Matsuura, Toshinori Ishikuma |
| 8 | PPA0309 | School Bullying Prevention: Why Are Youth with Friends Bullied Less? | Solomon I. Song |
| 9 | PPA0306 | The relationship between Views of School Attendance and Mental Health for Chinese Junior High School Students | Yansong Wang, Ichiko Shoji |
| 10 | PPA0301 | Investigation on "Confusion after the entrance to Higher Education" | Shin Harada, Kosuke Iketani |
| 11 | PPA0298 | A Cross-Cultural Comparison of Self-Regulation between Russian and Kyrgyz Adolescents | Sergey Malykh |
| 12 | PPA0220 | The relationship between help-seeking intentions of elementary school pupils and perceived bullying victimization | Haruhisa Mizuno, Satoru Nagai, Masahiro Honda |
| 13 | PPA0285 | Experiences of school crises as revealed through retrospective questionnaires to college students (2): Analysis of free descriptions of teachers' support | Takanori Hiwatashi, Youhei Yamashita, Yuki Kubota |
| 14 | PPA0284 | Teacher Training Effectiveness at Correspondence Study High School | Atsuko Ishii |
| 15 | PPA0282 | Gender identity and attitudes towards LGB (Lesbian, Gay, and Bisexual) People of Japanese Heterosexual Adolescents | Yosuke Sato |
| 16 | PPA0279 | Failed retrieval facilitates learning IV: effect of longer delay. | Saeko Tanaka, Makoto Miyatani |
| 17 | PPA0278 | A meta-analysis of help-seeking among Japanese studies (2): An association with social support | Toshiharu Iida, Satoru Nagai, Masahiro Honda, Haruhisa Mizuno, Masato Kimura |
| 18 | PPA0276 | Education students' attitude toward children with attention-deficit/hyperactivity disorder: Relationship with empathy | Aya Taniguchi, Takahiro Yamane |
| 19 | PPA0275 | The relationship between how to use unpleasant images, coping style and defense mechanism in the college scene. | Chisato Oikawa |
| 20 | PPA0274 | Factors Related to Help-Seeking among Elementary School Teachers in Japan; focus on the Academic Achievement Problem | Makiko Sakai, Yuki Kubota |

Day 2 Friday 27th July

Detailed program 1

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

| 9:00-10:30 | | | |
|-------------|--|---|--------|
| Type & No. | Title | Speaker | Rooms |
| SPA0128 | The Role of Schools and Teachers within the School to Prison Pipeline | Cynthia Valencia | 4F6402 |
| SPA0195 | Navigating Youth and Intimacy in the Age of Porn | Sara Chaabi | |
| SPA0294 | A culture specific approach to school-based interventions designed to build resilience and prevent the Commercial Sexual Exploitation of Children: Lessons Learned | Joel Meyers, Catherine Perkins | 4F6405 |
| SPA0058 | Elementary school children’s response to teacher praise following failure | Ai Mizokawa | |
| SPA0059 | Promoting teachers and students’ well-being in elementary schools | Maria S. Poulou | 4F6405 |
| SPA0375 | Teachers’ Emotional Self-regulation and Their Perceived Relationships with Students: Voices from The Classroom | Donna Shnorr | |
| SPA0008-1a | Chinese Language Universal Behavioral Screener: Adaptation and Validation | Tat Shing Yeung | 4F6406 |
| SPA0017 | Resiliency Scales for Children and Adolescents: Profiles of Students with and without Learning Disabilities in Elementary Schools in Oman | Mahmoud Mohamed Emam Amer | |
| SPA0351 | Development of A Hyperactivity Scale For Children in The Context of Bangladesh | Saiara Subah | |
| SPA0097 | A Qualitative Analysis of School Teachers’ Career Well-being | Peter Yang | 4F6407 |
| SPA0266 | Collaborative organizational climate alleviates teachers’ risk for burnout: An interaction between help-seeking preferences and organizational climate | Hirofumi Hashimoto, Kaede Maeda | |
| SPA0378-1 | Chicana STEM Faculty:Narratives of isolation, challenging norms, and institutional leadership | Yvette Gisele Flores | |
| RTA0359 | Practice Working Group: Round Table Discussion on Membership: Membership in ISPA: Webbing Practioners Across the World | Sally Antoinette Baas | 4F6408 |
| WAA0041-2 | School psychologists and the digital office | Andrew Harrison Stephens | 4F6409 |
| RTA0299 | Fostering Post-National Identity among Multicultural Children in Japanese Schools | Lorinda Robertson Kiyama | 4F6410 |
| WSA0020-2 | Training Students to Set Intrinsic Life Goals: Promoting Engagement, Achievement and Happiness | John Mark Froiland | 3F6303 |
| WSA0033 | Care for the caregiver during a Crisis at School. Working with creative cards | Odeth Bloemberg, Olanda Momcilovic | 3F6305 |
| SYA0381 | The Indigenization of Counseling Psychology in Asia | Chih-Hung Wang, Reiko Yoshikawa, Hossein Mahdvar Mogoui | 2F6202 |
| SYA0283 | Transforming students’ lives though social and emotional learning (SEL) programs and strategies | Coosje Griffiths | 2F6204 |
| 10:30-11:00 | Coffee Break 1F (Global Lounge6101) | | |
| 11:00-12:00 | Keynote Presentation2 Kainoki Hall Dr. Bonnie K. Nastasi “Promoting Children’s Resilience for a Global Society” | | |
| 12:00-13:30 | Lunch / Interaction Group 3F6302 3F6303 3F6304 3F6305 3F6307 | | |
| 12:00-15:00 | ISPA Special Committee Meetings (Invited Attendees only) 4F6410 | | |



Day 2 Friday 27th July

Detailed program 2

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

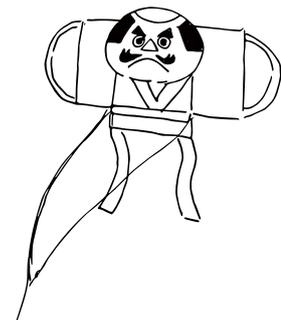
| 13:30-15:00 | | | |
|-------------|--|---|--------|
| Type & No. | Title | Speaker | Rooms |
| SPA0011 | Crisis in K-12 Online Learning Environments: Frequency and Preparedness | Dawn Tysinger, Jeffrey Tysinger, Terry Diamanduros | 4F6402 |
| SPA0300 | Understanding student achievement and wellbeing through the appreciative, interactive perspective of Situational Analysis. | Jean Ann Annan | |
| SPA0308 | A search for the factors building resilience among teachers in Bangladesh | Saira Hossain | |
| SPA0001 | The Relationship Between Cumulative Risk Exposure, Protective Factors and Early Adolescent Girls' Emotional Symptoms. | Ola Demkowicz | 4F6403 |
| SPA0191 | The Effect of Mindfulness Practices on High School Adolescents | Pragati Goyal | |
| SPA0221 | The role of private speech on executive function and emotion regulation in preschoolers | Gizem Öztemür | |
| SPA0086 | Teachers and parents promotion of healthy conducts and its association with academic underachievement | Pedro Antonio, Sánchez Miguel | 4F6405 |
| SPA0214 | The use of imagery coding method on Chinese character instruction among students with learning difficulties | Hsing-Ning Lee, Man-Chi Lai | |
| SPA0145 | To Reduce Learning Anxiety in Learning English for Children by Providing a Personal Adjustable Video Caption System | Chien-I Lee | |
| SPA0140 | How a Young Man with LD Tells about Resilience in His Life | Li-Yu Hung | 4F6406 |
| SPA0251 | Relations of characteristic of Autism Spectrum Disorder and state of mental health in Japanese high school students | Takanobu Sakai | |
| SPA0161 | The Study of Civic Participation among College Students: A Case Study on Taiwan and Hong Kong | Mein-Woei Suen | |
| RTA0112 | Adolescent Suicide and School Response | Ronda A Goodale | 4F6407 |
| WSA0186 | Juggling competing commitments: Consulting to identify and resolve competing demands | Sharone Maital, Reuvena Shalhevet-Kaniel | 4F6408 |
| WSA0295 | PPPPREASSURE: Navigating the cultural and social impact of academic performance and expectations on Korean Adolescents. | Deanna Park, Dominique Eugene | 4F6409 |
| RTA0286 | Project CoVitality: Universal Wellness screenign in California | Michael James Furlong, Ayako Ito, Jia-shu Xie, Olympia Palikara | 3F6307 |
| SYA0234 | Practice of Social-Emotional Learning (SEL) in Japan and challenges | Ikuko Aoyama, Reizo Koizumi, Akira Miyazaki, Yu Takizawa | 2F6205 |
| 15:00-15:30 | Coffee Break 1F (Global Lounge 6101) | | |

Day 2 Friday 27th July

Detailed program 3

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

| 15:30-17:00 | | | |
|-------------|--|---|--------|
| Type & No. | Title | Speaker | Rooms |
| SPA0062 | The Missing Link: School Psychologists as Early Childhood Mental Health Consultants | Kizzy Albritton | 4F6402 |
| SPA0084 | Collaborating with your Vocational Rehabilitation Colleagues | Dustin Ducharme | |
| SPA0189 | Development of School as a Team for All School Staff via School Triage Method focused on consultation | Kazunori Edahiro, Makiko Ibaraki | |
| SPA0349 | What effects the change of school enjoyment in the 1st year of secondary school? | Yuejiang Hou | 4F6403 |
| SPA0166 | The Role of Intergenerational Trauma in Predicting School Readiness | Lizbeth Ramirez-Thornton | |
| SPA0225 | Informal Mentoring for Youth, through Crises and Beyond | Ann Ling Mok | |
| RTA0141 | The Mindfulness-based SEL Program for Elementary School Students in Taiwan | Chi-He Su | 4F6405 |
| WSA0110 | School Safety and Emotional Wellness Through Intervention, Prevention, and Assessment: Adherence to Best Practices and Legal Compliance for School Psychologists | Jessica Katherine Dirsmith, Rebecca Heaton Hall | 4F6407 |
| WSA0196 | Developing Social Skills in an Electronic Age | Judith Kaufman | 4F6408 |
| WSA0096 | Supporting the Foundation for Resilience and Success: Prevention and Intervention through Early Childhood Mental Health Consultation | Annie Kai Liang | 4F6409 |
| SYA0372 | Implementing School Guidance and Counseling in Asian Countries | Hisako Nishiyama, Chih-Hung Wang, Brian Shiu Fung Lee | 3F6302 |
| 17:15-18:45 | ISPA General Assembly 2 2F 6202 | | |





Day 2 Friday 27th July

Detailed program 4

Poster presentation 1

| 9:00-10:30 | | Room 2F6203 |
|------------|---|---|
| Type & No. | Title | Speaker |
| 1 | PPA0272 A case study for adaptation difficulties of a girl in first grade based on positive psychology | Dan Wang |
| 2 | PPA0270 Experiences of school crises as revealed through retrospective questionnaires to college students (1) | Yuki Kubota, Takanori Hiwatashi, Yohei Yamashita |
| 3 | PPA0267 Teachers' understanding for a new way of disaster prevention education: The case of Inochi-tendenko | Kaede Maeda, Hirofumi Hashimoto |
| 4 | PPA0265 Passion for the use of smartphones: Physical and psychological problems in university students. | Takahiro Kubo |
| 5 | PPA0263 Skills considered necessary by nursery teacher trainees in promoting their competence in supporting parents | Ai Takahashi |
| 6 | PPA0260 A meta-analysis of help-seeking among Japanese studies (4): An association with subjective distress | Masahiro Honda, Haruhisa Mizuno, Masato Kimura, Toshiharu Ida, Satoru Nagai |
| 7 | PPA0259 Classroom Management Method to Reduce Off-Task and Problem Behaviors | Shane R. Jimerson, Yuexin Zhang |
| 8 | PPA0255 How people are moved by stories? - Study on relationship with true self by life story research - | Yukiko Ishii |
| 9 | PPA0254 Relationship between amount of emotional vocabulary and emotional intelligence in junior high school students | Nozomi Tsukahara, Koji Takano |
| 10 | PPA0253 Behavioral Activation System and Positive Affect Moderate the Association between Morningness–Eveningness and Mental Health in Undergraduate Students | Kei Tanaka, Takahiro Kubo, Yosuke Sato, Hikari Namatame |
| 11 | PPA0250 Evaluation of an anger management program for aggressive or withdrawn children. | Masahiro Enta |
| 12 | PPA0249 Experience process of Yogo teachers who experienced students' traffic accident death | Shiho Ohno, Yuki Kubota |
| 13 | PPA0248 The Influence of Interparental Conflict on Children's Adjustment: Based on Emotional Security Theory in Japan | Akiko Hirose |
| 14 | PPA0247 The Characteristics of Mongolian Children's Shape Copying Skills : Comparing Tanaka-Binet Intelligence Test V (TB-V) Results with a Japanese Standardized Document | Rie Fukumoto, Sumino Wakabayashi, Asuka Nomura, Takanobu Sakai, Kenji Nomura, Miyako Morita |
| 15 | PPA0246 The effects of the psychoeducational program on conflict resolution skills in junior high school students | Hirohito Mashiko, Masahiro Honda |
| 16 | PPA0245 Report of the teaching method of dialogue on assembly which is a part of grade management: the teacher's practices of active learning on special activities and moral lesson. | Toshihiro Mori, Takuma Yamamoto |
| 17 | PPA0244 The relationship between past experiences on delinquency, and attitudes, opinions and perceived efficacies for delinquents in college students of teacher candidate | Haruka Komizo, Naohiro Matsuo |
| 18 | PPA0243 Japanese mothers' child-rearing goals: Relations to their parental practices | Ai Nakane |
| 19 | PPA0240 Working memory, age and semantic language skills predict academic achievement in children with ADHD across samples | Kelly D. Carrasco, Chi-ching Chuang |
| 20 | PPA0239 Adult attachment and Help-seeking Intentions among Chinese International College Students: The Mediating Roles of Anticipated Benefits and costs | Jiayi Chen, Mariko Matsumoto |
| 21 | PPA0237 Support Needs of Students with Disabilities during Teaching Practice for Student Teachers | Ryo Kumagai, Hiromitsu Aizawa |

Day 2 Friday 27th July

Detailed program 5

Poster presentation 2

| | | 13:30-15:00 | Room 2F6203 |
|------------|--------------------|---|--|
| Type & No. | Title | | Speaker |
| 1 | PPA0236 | Effects of children's humor on school adaptation in Japan | Nanae Kojima, Ryota Tsukawaki, Tomoya Imura |
| 2 | PPA0235 | Effects of Social and Emotional Learning on English Education at Japanese Junior High School | Shoichi Sakai, Reizo Koizumi |
| 3 | PPA0233 | An initial validation of the UNIT2 for culturally and linguistically diverse populations in Japan. | Naoko Shimada, Yumiko Imamura, Junko Iida |
| 4 | PPA0232 | Relationships between children's humor with psychological health and well-being | Ryota Tsukawaki, Nanae Kojima, Tomoya Imura |
| 5 | PPA0229 | Importance of school psychologists' self reflection in their professional activities | Albina Kepalaite |
| 6 | PPA0228 | It matters which specific intelligence test is applied: individual results vary importantly | Anette Buenger |
| 7 | PPA0226 | Influence of children's time management on motivation to study after the long vacation | Tomoya Imura, Nanae Kojima, Ryota Tsukawaki |
| 8 | PPA0224 | The Relationships of Teachers' Praise with Their Burnout and Work Engagement | Yuya Iijima |
| 9 | PPA0222 | Suicide and Suicidal Behaviors Among Adolescents | Riley Chu |
| 10 | PPA0290 | A meta-analysis of help-seeking among Japanese studies (1): An association with self-esteem | Masato Kimura, Toshiharu Iida, Satoru Nagai, Masahiro Honda, Haruhisa Mizuno |
| 11 | PPA0216 | Validation of the Social Emotional Health Survey-Primary among Japanese Elementary School Students | Junko Iida, Ayako Ito, Ikuko Aoyama, Hiroko Endo, Kie Sugimoto |
| 12 | PPA0325 | Personal tutoring for a elementary school student who has difficulty with solving mathematics by cognitive counseling | Ikumi Ozawa, Takumi Nakagoshi, Naoki Oka |
| 13 | PPA0213 | Intervention on Place-Value Concept for Children Struggling with Mathematics | Winnie Wai Lan Chan |
| 14 | PPA0208 | What do school children learn in club-activity in school? | Mariko Takagi |
| 15 | PPA0207 | Survey on the mental health of Japanese high school students | Shiori Nakano, Soichi Hashimoto, Kotaro Kusaka, Saeko Yamanaka, Takuya Miura |
| 16 | PPA0206 | The impact of "PEACE" program on children with developmental disorders in community settings | Yuma Ishimoto, Takahiro Yamane |
| 17 | PPA0205 | Enhancement of Counseling and Guidance System in Japan | Hiroshi Yoshihara |
| 18 | PPA0204 | Collaboration Between a Child Welfare Center and School: a Qualitative Perspectives into the Welfare Worker in Using a Modified Version Grounded Theory | Michiko Ishikawa |
| 19 | PPA0203 | Peculiarities of teachers' self-encouragement | Albina Kepalaite |
| 20 | PPA0200 | The Development of a Teacher Guidance Scale Considering Special Needs Education in Regular Classes | Michiko Ishikawa |
| 21 | PPA0199 | The New Perspective of the Food Education from the Autobiographical Memory on Confectionery | Hisako Tsuboi |



Day 2 Friday 27th July

Detailed program 6

Poster presentation 3

| | | 15:30-17:00 | Room 2F6203 |
|------------|-----------|--|--|
| Type & No. | Title | | Speaker |
| 1 | PPA0194 | Study on the process of building school-based support system centered around coordinator - Change due to introduction of school social worker – | Tomoko Okayasu, Junko Iida |
| 2 | PPA0192 | Review of stigma surrounding mental illness amongst youth in developing countries. | Amulya Mandavalli |
| 3 | PPA0188 | Survey on learning activities that encourage deep learning used in special needs education in Japan | Ryo Yamaguchi, Soichi Hashimoto, Kunio Odaka, Chihiro Sugioka, Sujin Lee |
| 4 | PPA0185 | Examination of effects on a universal prevention program based on Brief Cognitive Behavioral Therapy with mindfulness meditation for mental health of junior high school students in Japan | Kiun Kato |
| 5 | PPA0184 | Practice of comprehensive model (Fuji-san Model) to nurture child resilience | Tomoko Kobayashi |
| 6 | PPA0183 | Current understanding and support for students having difficulties in emotional control in Japan | Mayumi Fuchigami, Soichi Hashimoto, Chihiro Sugioka, Shiori Nakano |
| 7 | PPA0181 | Self-Differentiation Mediates Adult Attachment and Parent-Child Relationship: A Dyadic Analysis | Xiaolu Lai, Xuelan Liu |
| 8 | PPA0179 | Impact of Low-Cost Relaxation Strategies to Regulate Physiological Arousal Induced by Academic-Related Stress in Youth | Heather Taylor |
| 9 | PPA0178 | Social Networking, Risk Perception, and Risk-Taking Behavior among Junior College Students: The Influence of Sex Education and Intensive School Counseling | Miyuki Tamura |
| 10 | PPA0165 | Emotion regulation moderates associations between executive functions and mathematical achievement in children and adolescents | Tobias Kahl |
| 11 | PPA0163 | Exploring a School based Self-advocacy Program for Students with Developmental Disabilities Analyzed by 6 Case Studies | Mika Kataoka |
| 12 | PPA0162 | The Role of School Psychologists as Organizers for Supporting University Students with Disabilities. | Fumiyo Araki |
| 13 | PPA0160 | Aggressive behavior and Prosocial behavior in bullying: Followers of the students who are high on perceived popularity | Yinqi Tang |
| 14 | PPA0158 | Adaptation of the Student Subjective Wellbeing Questionnaire (SSWQ) for Chinese Schools: A Validation and Generalizability Study | Qiong Yu |
| 15 | PPA0157 | 2017 New status for psychologists in french schools. One year later...new answers for supporting children in schools, especially in crisis times? | Véronique Claude Le Mezec, Laurent Chazelas |
| 16 | PPA0153-2 | The Relationship between Different Patterns of Cognitive Emotion Regulation Strategies and Forgiveness. | Takuma Yamamoto |
| 17 | PPA0150 | Current status and problems of Psycho-Educational Service for students with special educational needs enrolled in private junior high school in Japan | Takuya Miura, Kotaro Kusaka, Saeko Yamanaka, Shiori Nakano, Soichi Hashimoto |
| 18 | PPA0147 | Effects of school consultation in Japanese part-time high school: An analysis of reports written by teachers on student's present level of performance | Ken Ota |
| 19 | PPA0146 | Time management ability and its effects on academic ability of junior high school and high school students | Saeko Yamanaka, Soich Hashimoto, Takuya Miura, Shiori Nakano, Kotaro Kusaka |
| 20 | PPA0144 | The Adaptation of the Brief Externalizing and Internalizing Screener for Youth (BEISY) in China: An Translational and Validation Study | Qiong Yu |
| 21 | PPA0139 | Investigation on Help-Seeking Behaviors of Children with a Tendency to drop-out or refuse to attend school | Chihiro Sugioka, Soichi Hashimoto, Sujin Lee, Mayumi Fuchigami, Takuya Miura |

Day 3 Saturday 28th July

Detailed program 1

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

| 9:00-10:30 | | | |
|-------------|--|--|--------|
| Type & No. | Title | Speaker | Rooms |
| SPA0167 | A study on relationship between kind self-concept and autobiographical memory of migrant children in an elementary school | Dan Wang | 4F6402 |
| SPA0168 | Preserving Culture and Language: Fifteen Years of Research to enhance ethnic identity, academic achievement, and youth mental health | Sally Antoinette Baas | |
| SPA0336 | Promoting Rights and Resilience in Homeschooled Children: The Role of the Educational/School Psychologist | Michael F. D. Sheehan | |
| SPA0083 | Music participation as a protective factor in the development of resilience | Renata Miljević-idički | 4F6406 |
| SPA0193 | Peer Victimization and Resilience among LGBT youth | Michele Stathatos | |
| SPA0297 | Fostering Multicultural Identity among Dual National Children in Japanese Schools | Lorinda Robertson Kiyama | |
| WSA0159 | Transition to school using storytelling and research evidence on fathers' influence on children's educational achievements | Mary Catherine Shorthouse, Fleur Margaret Ann Shorthouse Hemmings | 4F6409 |
| WSA0031 | A to Z of Emotionally Intelligent Parenting and Lifestyle | Helen Yong Sung | 3F6302 |
| WSA0287 | Vision (checked), Hearing (checked), Well-being (checked?): Monitoring Students' Complete Mental Health | Michael James Furlong | 3F6303 |
| SYA0100 | Elementary School Students' Happiness in China: Helping School Professionals and Parents Know Its Importance | Xuelan Liu, Xueyi Chen, Hui Yi, Qian Yang, Jianhua Zhou, Xinxin Zhu, QingQing Nie, Tong Jin, Lili Tian, Wang Liu, | 2F6204 |
| SYA0376 | The Recovery from the Great East Japan Earthquake- Lessons Learned | Yozo Takino, Tamaki Honda, Hiroaki Ogata, Kazuya Sato, Yasuhiro Ujii, Toshinori Ishikuma, Hisako Nishiyama, William Pfohl | 2F6205 |
| 10:30-11:00 | Coffee Break 1F (Global Lounge 6101) | | |
| 11:00-12:00 | Keynote Presentation3 Kainoki Hall Dr. William Pfohl "Supporting Resilience: Helping Others after Traumatic Events" | | |
| 12:00-13:00 | Lunch 3F6302 3F6303 3F6304 3F6305 3F6307 | | |
| 12:00-15:00 | ISPA Special Committee Meetings (Invited Attendees only) 4F6409 | | |
| 12:00-13:30 | Meeting of Convenors Task Force (Invited Attendees only) 4F6410 | | |
| 13:30-15:00 | ISPA Special Committee Meetings (Invited Attendees only) 4F6410 | | |

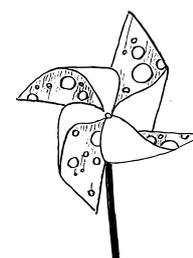


Day 3 Saturday 28th July

Detailed program 2

SP: Single Paper, SY: Symposium, RT: Round Table Discussion, WS: Workshop

| 13:30-15:00 | | | |
|-------------|---|--|--------|
| Type & No. | Title | Speaker | Rooms |
| SPA0172 | The study of learning effects of WebQuest on fifth graders' resilience | Ming Shinn Lee, Zi-Pei Wu | 4F6402 |
| SPA0337 | Effective implementation and sustainability of evidence-based programmes in schools | Aisling Michelle Sheehan | |
| SPA0356 | Qualitative Research in Global Settings: Issues and Implications | Rina Chittooran | |
| SPA0149 | Intervention Project to Promote Emotional Resilience in Adolescents: Based on Information-processing Perspective | Linna Xing | 4F6403 |
| SPA0187 | Examining the relationship between risk and resilience factors among University and College students' in Greece. | Dimitrios Papadopoulos | |
| SPA0197 | A contemporary approach to identifying social-emotional and behavioral risk | Jared Toyoshi Izumi | |
| SPA0065 | Prevalence of mental health problems among children and perceived barriers to receiving mental health care | Qaisara Parveen | 4F6405 |
| SPA0296 | Supporting schools to develop resilience through creating a sense of belonging in diverse communities | Teresa Regan | |
| SPA0252 | Early communication environment and social-emotional outcomes in middle childhood – the role of language | Umar Toseeb | |
| SYA0361 | International Perspectives of School Climate | Tamika La Salle, Jesslynn Rocha Neves, Sergio Di Sano, Silvia Majercakova Albertova | 4F6406 |
| WSA0231 | Classroom Climate Consultation; Demonstration and discussion of the implication of the Classroom Climate Inventory. | Ayako Ito | 4F6408 |
| RTA0021 | Developing High Quality Field Supervisors | Elana Wolkoff, Chieh Li | 3F6304 |
| SYA0241 | Building a Healthy Future via Preschooler's Social-Emotional Learning | Naomi Watanabe, Atsuko Saito, Mai Hamana, Tomohiro Oikawa | 2F6205 |
| 15:00-15:30 | Coffee Break 1F (Global Lounge 6101) | | |
| 15:30-17:00 | | | |
| RTA0142 | Set a lighthouse:An analytical study of primary school students with school refusal behavior in Taiwan | Wen-Sung Peng | 3F6302 |
| RTA0196-2 | The Role of Ethno-Cultural Identity in a Global World | Judith Kaufman | 3F6304 |
| WSA0358 | Prospect and Procedure of Indigenization of Psychology Knowledge in Asia | Muhammad Kamruzzaman Mozumder | 3F6305 |
| SAY0037 | Understanding and Enhancing Social Inclusion of Ethnic Minority Students in Schools | Shui-fong Lam, Winnie Chan, Kathy Karman Shum | 2F6202 |
| 17:20-18:40 | Closing Ceremony Kainoki Hall | | |
| 20:00-22:00 | Farewell Party | | |



Day 3 Saturday 28th July

Detailed program 3

Poster presentation 1

| | | 9:00-10:30 | Room 2F6203 |
|------------|---------|---|---|
| Type & No. | Title | | Speaker |
| 1 | PPA0138 | Survey on self-understanding and other's consciousness for career guidance of high school students with intellectual disabilities in Japan | Sujin Lee, Soichi Hashimoto, Kunio Odaka, Ryo Kumagai |
| 2 | PPA0137 | Development of "School Collaboration Assessment Questionnaire" | Makiko Ibaraki, Kazunori Edahiro |
| 3 | PPA0136 | Public health nurses' support for parents of children with autism spectrum disorder (ASD), tailored to the level of parental acceptance and support systems available in the area | Chiemi Neyoshi |
| 4 | PPA0135 | Specialist Psychological Counselling for Students from Polish "Talent Schools" | Malgorzata Sierszenska-Leraczyk |
| 5 | PPA0268 | The Effectiveness Of Mindfulness Training On Students Happiness | Hossein Mahdvar Mogoui, Reiko Yoshikawa, Chizuru Okon |
| 6 | PPA0131 | What Can Be Done about School Bullying? One Application of School-wide Positive Behavior Interventions | Yasuyo Nishino |
| 7 | PPA0130 | Research on Stress Management Education (SME) in Japanese high schools | Kotaro Kusaka, Soichi Hashimoto, Takuya Miura, Shiori Nakano, Saeko Yamashita |
| 8 | PPA0129 | Ranking assessment of school bullying victimization scale using Latent Rank Theory | Tatsuya Murakami |
| 9 | PPA0126 | Exploring the protective factors of attending schools outside neighborhoods of residence with high rates of violence exposure | Megan Coyne Saybe, Stacy Overstreet |
| 10 | PPA0123 | Examination of moral education involving thinking and discussing | Aya Fujisawa |
| 11 | PPA0122 | Does rumination and need for autonomy predict the response to life analytic counseling for depression? | Mayuko Matsumoto |
| 12 | PPA0121 | Correlations among reading and writing skills ,cognitive processing abilities and environmental factors of children with Down syndrome. | Mariko Maeda, Michio Kojima |
| 13 | PPA0120 | Measuring Favorability in E-mails | Risa Kikuchi |
| 14 | PPA0119 | Training special educational needs coordinators in school consultation | Takanori Waki |
| 15 | PPA0118 | Measuring Parent Involvement in Autism Spectrum Disorder Treatment | Michael Tiura |
| 16 | PPA0114 | Using Stakeholder Input to Inform the Development of a School-Based Anxiety Intervention | Alexandria C. Muldrew |
| 17 | PPA0107 | Trends of studies on syntactic development of intellectual disabilities children and adults in Japan | Manami Koizumi, Michio Kojima |
| 18 | PPA0099 | Personality predictors of Japanese elementary school students' engagement in school events | Aiko Komoto |
| 19 | PPA0095 | What do parents want for teachers trust? : Exploratory study for parents and teachers collaboration | Kie Sugimoto, Hiroko Endo, Junko Iida, Ikuko Aoyama |
| 20 | PPA0094 | Sources of subjective well-being in adolescents with ASD | Michio Kojima |
| 21 | PPA0091 | Present status and problems related to clinical psychological support provided in a student counseling center in Japan (3): An analysis focusing on career consultation | Tomoko Ido, Shizuyo Funatsu, Mariko Matsumoto |
| 22 | PPA0090 | Actual Conditions of Support for Lesbian-Gay-Bisexual-Transgender (LGBT) Students in Junior High Schools in Japan | Kurumi Yazaki, Akio Honda |



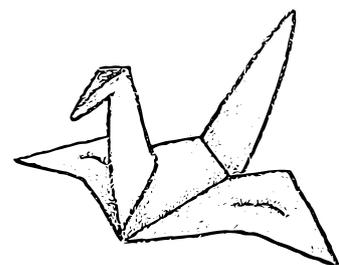
Day 3 Saturday 28th July

Detailed program 4

Poster presentation 2

| | | 13:30-15:00 | Room 2F6203 |
|------------|---------|---|---|
| Type & No. | Title | | Speaker |
| 1 | PPA0089 | Survey of disaster prevention in Japan's kindergartens and day care centers | Akio Honda, Kurumi Yazaki |
| 2 | PPA0088 | Present status and problems related to clinical psychological support provided in a student counseling center in Japan (2): An analysis focusing on support for parents and staff | Hoshiko Yamauchi, Masanori Sugioka, Ryosuke Kobashi, Kenichi Suzuki, Mariko Matsumoto |
| 3 | PPA0087 | Present status and problems related to the clinical psychological support provided in a student counseling center in Japan (1): An analysis of sixteen years' statistics | Ryosuke Kobashi, Hoshiko Yamauchi, Masanori Sugioka, Kenichi Suzuki, Mariko Matsumoto |
| 4 | PPA0082 | Understanding the Mental Health Support Services for And Needs of Refugee Students: Perspectives from School Practitioners in an Urban Setting | Joseph S. Wang |
| 5 | PPA0081 | The Relationship between Cultural Competency, Burnout and Implicit Bias among School Psychologists | Brittany Wilkerson, Quaneesha Bey, Monique Easley, Rene Hall, Shemiyah Holland, Aubrie Kerner, Sydney cWilliams, Carly Sanchez, Tali Spencer, Brianna Turner, Darla Scott |
| 6 | PPA0076 | What supporters' attitudes have an effect on favorable change in children having special needs? -support for children who have special needs in a school volunteer program- | Aiko Hirose, Masafumi Ohnishi, Miku Sasahara |
| 7 | PPA0074 | Children's development of white lie telling; focusing on preschoolers and elementary school children. | Yukari Kitazawa |
| 8 | PPA0073 | The contexts of Emotion coaching to down-regulate negative/positive children's emotion by family, nurses and teachers — The retrospective interview study. | Chihiro Norichika |
| 9 | PPA0072 | Research on developmental change of differentiation of self | Koji Kudo |
| 10 | PPA0071 | Future is now: School intervention to enhance future self-continuity using letters | Yuta Chishima, Teruo Moro |
| 11 | PPA0070 | Relationships Between Short-Term Memory, Working Memory and Scholastic Math Skills in Sixth Graders | Claudio Tonzar |
| 12 | PPA0067 | The Implementation of Schoolwide Positive Behavior Supports for Ethnically Diverse Students at a Title I School: Concepts and Procedures | Momoko Yamashita |
| 13 | PPA0066 | Phinder: An educational website to combat academic underachievement in reading | Michael Li |
| 14 | PPA0047 | Using Math Games to Increase Children's Engagement and Enjoyment with Math | Julia Rose Farmer |
| 15 | PPA0046 | Educational practices to prevent maladaptation among university students and their outcome | Yuka Musashi |
| 16 | PPA0042 | The Relationship between Resilience and Job hunting of University Students | Hiroki Tanaka |
| 17 | PPA0038 | The development of emotional literacy in preschoolers and third graders: Focusing on judgments of emotions that affect moral behavior | Mari Hasegawa |
| 18 | PPA0024 | Japanese Teachers' and School Counselors' Confidence and Perceived Efficacy Dealing with Bullying. | Ikuko Aoyama, Junko Iida, Kie Sugimoto, Hiroko Endo |
| 19 | PPA0016 | The effects of swim training on motor coordination and sustained attention for children with developmental coordination disorder | Fu-Chen Chen |
| 20 | PPA0010 | Continuous use of structure strategy affects academic adjustment and achievement of first-year high school students: Analysis of strategy use throughout comprehending. | Hiroki Yamamoto |
| 21 | PPA0004 | Universal school-based trauma informed prevention | Seungeun Lee |

Memo





Map from Jujo Station to the Conference Site



OUR SUPPORTERS

Ministry of education, Culture, Sports, Science and Technology, JAPAN(currently in progress)

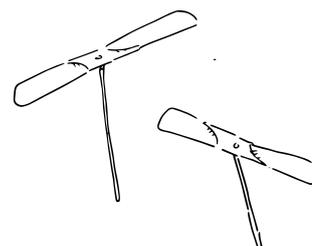
Japanese Union of Psychological Associations
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The Japanese Association of Special Education
Japan Society of Developmental Psychology
Japan Academy of Learning Disabilities
Japan Education Corporation for the Public Interests
National Association of Upper Secondary School Principals
Japan Federation of Primary School Principals Association
National Association of Junior High School Principals
Japanese School Counseling Association
Japan association of School counseling and guidance
Japanese Association of Communication Disorders
The Japanese Association for the study of Guidance and Counseling
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11th Slogan Contest for Anti-Bullying 2017: Awarded Slogans

第 11 回 「いじめ防止標語コンテスト」 (2017 年) 全国賞作品

Sponsored by AIG General Insurance Company, Ltd.

協賛 AIG 損害保険株式会社

The Slogan Contest for Anti-Bullying involved elementary and junior high school students. In the 11th slogan contest, 453,839 slogans from 2,107 schools were submitted, and 32 slogans were awarded. We will now introduce 6 slogans among those selected.

いじめ防止標語コンテストは、小学生・中学生を対象としています。第 11 回は 2017 年度に行われ、応募総数 453,839 作品、参加学校数 2,107 校でした。審査の結果選ばれた全国賞のうち、主な作品を紹介します。

Only between friends can we honestly speak out: “You don’t do that!” (2nd Grader)

だめだよと ちゃんと言うのも お友達 (小 2)

“You shouldn’t do that!” : I could finally speak out what I had in mind (5th Grader)

「やっちゃダメ」 やっと吐けた 心の本音 (小 5)

Mother, “Nothing wrong” is “Something wrong” (6th Grader)

「何もない・・・」は 何かがあるよ お母さん (小 6)

You can make a difference by the awareness of a single man! (8th Grader)

絶対に一人の意識で変えられる (中 2)

“You are different” you say, but what is wrong? I am a quarter. (9th Grader)

「お前は違う。」 だめなんですか。クォーターは (中 3)

Don’t make bullying a life-long memory (9th Grader)

いじめを人生の思い出にさせない (中 3)

The 11th Slogan Contest for Anti-Bullying 2017: Awarded Slogans:

Website: <http://ijime-boushi.com/entry.html>

AIG Sonpo (Official Website):

Website: <https://www.aig.co.jp/sonpo>



