

プレカンファレンス研修 (2018年7月25日)

プレカンファレンス研修テーマリスト	講師
①(Full Day): Ethics, Test Standards, and Test Interpretation: Measurement Matters	Dr. Gary Canivez, Ph.D., Professor of Psychology at Eastern Illinois Univ., USA
②(Half Day) : Developing Autism Friendly Schools and Communities	Dr Janet Muscutt, Executive Principal Educational Psychologist, Salford & Wigan. UK
③(Half Day) Cultural Identities and Academic Achievement: Critical Knowledge for School Psychologists Working in Settings with Diverse Populations	Frank C. Worrell, Ph.D., University of California, Berkeley, USA
④(Half Day) Comprehensive Suicide Prevention, Intervention and Postvention in the Schools	Scott Poland Ed.D., NCSP and Richard Lieberman MA, NCSP
⑤(Half Day) Safe, Supported, and Ready to Learn: Social-emotional learning programs in Japan and the U.S. help build children's resilience (日本語・英語並行)	Prof. Akira Miyazaki, Yamagata University, Japan, Tonje Molyneux, Senior Program Developer, Committee for Children, Seattle, WA, USA
⑥(Half Day) Improving Classroom Management, School Discipline, and School Climate	George Bear, Ph.D., Professor of Psychology, University of Delaware, USA
⑦(Half Day) Workshop Title: Coaching: A Versatile Strategy For Promoting Executive Skill Development	Peg Dawson, Ed.D.
⑧(Half Day) 子どもの社会性と情動コンピテンス育成ー通常学級での「社会性と情動の学習 SEL-8S プログラム」の実践方法についてーSocial and Emotional Learning of Eight Abilities at School program (日本語)	Professor Reizo Koizumi, University of Teacher Education Fukuoka, Japan
⑨(Half Day) How to be Confident, Competent and Calm during a Crisis at School Overview over Basic Strategies and Tools' (通訳つき英語)	William (Bill) Pfohl USA, Odeth Bloemberg & Olanda Momcilovic The Netherlands (Board member of the ESPCT)
⑩(Half Day) Mindfulness: Improving Your personal and Professional Well-Being	William (Bill) Pfohl

Workshop 1 - Full Day CE Workshop

Workshop Title: Ethics, Test Standards, and Test Interpretation: Measurement Matters

Presenter: Dr. Gary Canivez, Ph.D. , Professor of Psychology at Eastern Illinois University, USA

Workshop Description: Weiner (1989) cogently noted, psychologists must “(a) know what their tests can do and (b) act accordingly. ... Acting accordingly—that is, expressing only opinions that are consonant with the current status of validity data—is the measure of his or her ethicality” (p. 829). To follow Weiner’s advice, school psychologists must possess and apply fundamental competencies in psychological measurement and the importance of these competencies cannot be overstated for *ethical* assessment and clinical practice (Dawes, 2005; McFall, 2000). Interpretation of tests and procedures (including Response To Intervention – RTI) must be informed by strong empirical evidence from different types of reliability, validity, *and* diagnostic utility studies; each of which addresses a different interpretation issue. Unfortunately, most test technical manuals and popular interpretation guides and textbooks neglect reporting and addressing some critically important psychometric research methods necessary to judge the adequacy of the different available test scores and comparisons. So that school psychologists may *ethically* interpret test scores or procedures, this workshop delineates and highlights the varied psychometric research methods school psychologists *must* consider to adequately assess the viability of the different scores and comparisons advocated. Specific research examples with popular tests and procedures are provided. Internal consistency, short– and long–term temporal stability, interrater agreement, concurrent validity, predictive validity, incremental predictive validity, age/developmental change, distinct group differences, theory consistent intervention effect, convergent & divergent validity, internal structure (EFA & CFA), and diagnostic efficiency/utility methods are among those presented and each answer different but relevant questions regarding interpretation of test scores. Following this workshop participants will be better able to critically evaluate psychometric information provided in test manuals, interpretation guides, Mental Measurements Yearbook, and the extant literature.

Workshop Objectives:

The overarching objective for this workshop is to have participants become better and more critical consumers of psychological assessment instruments and engage in more ethical assessment practices. This will be accomplished by the following learning objectives.

Participants will:

- 1) Articulate how ethics (NASP & APA) apply to test selection, administration, and interpretation.
- 2) Describe why measurement principles are important to consider in the selection, administration, and interpretation of psychological tests.
- 3) Apply the four broad measurement principles (reliability, validity, utility, norms) that provide the foundation for psychological test use.

- 4) Apply the four basic approaches to test score reliability (internal consistency, stability, equivalence, interrater agreement) in judging the adequacy of psychological test scores and identify the statistical methods employed.
- 5) Apply at least five of the major approaches to assessing test score validity in judging the adequacy of psychological test scores and inferences and identify statistical methods employed.
- 6) Articulate the difference between test score validity (group application) and predictive or diagnostic utility (individual application) in judging the adequacy of psychological test scores and identify statistical methods employed.
- 7) Explain the importance of test norms for judging the applicability and use of psychological tests and various standard errors of measurement.

Brief Biography:

Gary L. Canivez earned his Ph.D. from Southern Illinois University-Carbondale and was a school psychologist for 8 years in the Phoenix metropolitan area before entering academia. He is presently Professor of Psychology at Eastern Illinois University principally involved in the Specialist in School Psychology program and previously taught as an adjunct faculty for Arizona State University and Northern Arizona University. Dr. Canivez is a Fellow of the American Psychological Association Division of Quantitative and Qualitative Methods, a Charter Fellow of the Midwestern Psychological Association, a member of the Society for the Study of School Psychology, and past president of the Arizona Association of School Psychologists. He is an Associate Editor for *Archives of Scientific Psychology*; and Consulting Editor for *Psychological Assessment*, *School Psychology Quarterly*, and the *Journal of Psychoeducational Assessment*. He has also served as a grant reviewer for the *Israel Science Foundation*, the *Swiss National Science Foundation*, and the *Kuwait Foundation for the Advancement of Sciences*. The author of over 85 peer reviewed research and professional publications and over 200 professional presentations and continuing education/professional development workshops, Dr. Canivez has research interests in applied psychometrics in evaluating psychological and educational tests (including international applications); and his research has been supported by the National Institutes of Health/National Institute of Mental Health.



Workshop 2 (Half Day PM)

Workshop Title: Developing Autism Friendly Schools and Communities

Presenter: Dr Janet Muscutt, Executive Principal Educational Psychologist, Salford and Wigan. UK



Workshop Description:

In this workshop participants will be provided with an overview of current thinking in the UK in the field of ASD. They will be given opportunities to practice key intervention strategies to create ASD friendly schools and communities. Participants will also be provided with a resource bank of materials to use with pupils, parents and teachers.

Workshop Objectives:

Participants will be:

1. Aware of current perspectives in the field of ASD.
2. Able to use practical frameworks to analyse and plan interventions in relation to behaviours that cause concern.
3. Have an understanding of when to effectively use alternative communication strategies.
4. Able to conduct a sensory assessment of the environment and understand how to structure a “sensory diet”.

Brief Biography:

Janet graduated from Manchester University with her Doctorate in Educational Psychology with specialties in: Autism, Early Years, Systems Work, and Parent work, Evaluation, Assessment and Intervention, Creative Solutions, ‘Pupils Educated Otherwise Than at School’.

Janet is Chartered Educational Psychologist, Associate Fellow of the British Psychologist Society, Specialist Teacher, University Lecturer, International Speaker, Executive Principal Educational Psychologist, Committee Member of the National Association of Principal Educational Psychologists, Executive Committee Secretary International School Psychology Association and Autism Specialist.

Janet was the Executive Principal Educational Psychologist for Salford and Wigan UK. She was responsible for the Leadership and Management of the two Services. Janet has created, established and continues to develop an innovative partially traded model of service delivery, Janet is also an Autism Specialist, Tribunal Specialist, and Lead Manager in Targeting Mental Health in Schools.

Prior to retraining as an Educational Psychologist, Janet worked for many years as a teacher of children and young people with special educational needs in both mainstream and special schools. Alongside her role as an Applied Educational Psychologist, practicing in schools and the community, she is involved in the formal training of Psychologists at Doctoral Level (at Manchester University) alongside lecturing and mentoring qualified teachers responsible for coordinating Special Educational Needs and Inclusion at Masters Level (at Manchester Metropolitan University).

Workshop 3 (Half Day AM or PM)

Workshop Title: Cultural Identities and Academic Achievement: Critical Knowledge for School Psychologists Working in Settings with Diverse Populations

Presenter: Frank C. Worrell, Ph.D., University of California,

Berkeley, USA



Workshop Description:

The goal of this workshop is to introduce school psychologists to two prominent theories—cultural ecological theory (CET; Ogbu, 1978, 2003, 2004) and stereotype threat (ST; Steele, 1997, 2003; Steele & Aronson, 1995, 1998)—related to underachievement by groups that are stigmatized in their particular societal contexts (McKown & Weinstein, 2002; Oyserman, Kimmelmeier, Fryberg, Brosh, & Hart-Johnson, 2003; Worrell, 2007, 2014b, 2015), and to provide an opportunity for psychologists to develop ideas for interventions with both teachers and students (Worrell, 2014a). Although a lot of the early work on CET has focused on African Americans (Worrell, 2005), CET was specifically developed in response to the differences in achievement of different ethnic and racial groups in different national contexts (Ogbu, 1989, 1992; Ogbu & Simons, 1998, including Australia, Japan, the United Kingdom, and the United States.

In contrast, ST was developed in response to the underachievement of African American college students in the United States, but has been extended to underachievement in elementary schools (McKown & Weinstein, 2003), female underachievement in mathematics (Shih, Pittinsky, & Ambady, 1999) and the underachievement by students from lower socioeconomic status backgrounds in several countries (Croizet & Claire, 1998; Harrison, Stevens, Monty, & Coakley, 2006), including France. Thus, both of these theoretical perspectives provide a useful framework for school psychologists working in any country where there is underachievement by one or more cultural groups.

In the first half of the workshop, participants will be introduced to CET and ST and other cultural constructs with implications for education and mental health (cf. Andretta et al., 2015; Worrell, Andretta, & Woodland, 2014) via lectures and activities. In the second half of the workshop, participants will work in teams to come up with intervention plans at either the school/teacher or individual student level. Each team will have the opportunity to present its plan to the whole group and receive feedback on the plans, and all plans will be turned and shared electronically with all participants.

Workshop Objectives:

1. Be able to articulate the tenets of cultural ecological theory and evaluate the evidence supporting this perspective;
2. Be able to articulate the tenets of stereotype threat and evaluate the evidence supporting this perspective;
3. Understand that both theories are grounded in the intersection of personal and social identity variables
4. Work on developing an intervention at the school or individual level for use in the participant's context.

Brief Biography:

The workshop facilitator, Frank C. Worrell, Ph.D., is a Professor in the Graduate School of Education at the University of California, Berkeley, and Director of that institution's APA-accredited doctoral school psychology program. He is a Past President of Division 16 of the American Psychological Association and a current member of the Board of Directors of the American Psychological Association, and he has been a member of both APA and NASP for over a decade. His research interests include African American education, at-risk youth, and psychosocial factors related to academic achievement in diverse populations.

Workshop 4 (Half Day AM or PM)

Workshop Title: Comprehensive Suicide Prevention, Intervention and Postvention in the Schools

Presenters: Scott Poland Ed.D., NCSP and Richard Lieberman MA, NCSP

Suicide is a leading cause of death for youth in the United States and Japan. Various narratives in the media have attempted to implicate social media, bullying, homosexuality and the time youth spend in front of screens with increases in teen depression rates and the slow steady rise of youth suicide in the US since 2005. Suicide and the grief that follows a death by suicide is complex and no one person or no one thing is ever to blame. Drawing from over 50 years of experience providing guidance to schools, these dynamic presenters will focus on the critical role of the schools in youth suicide prevention and provide comprehensive, culturally responsive guidelines that include policies and strategies for preventing youth suicide, intervening with suicidal students at school, limiting contagion and responding in the aftermath of a student death by suicide.

Workshop Objectives:

Participants will:

- Learn the components of a comprehensive suicide prevention school policy.
- Learn suicide prevention strategies in schools such as safe messaging, gatekeeper training for school staff, students and parents as well as an evidenced based depression screening program
- Learn the guidelines for intervening with suicidal youth at schools including parent notification, documentation, safety planning and re-entry planning when a student returns from mental health hospitalization.
- Learn best practice postvention strategies including reaching out to the family, communicating with staff and parents, utilizing social media and providing opportunities for memorialization.

Brief Biographies:

Scott Poland EdD, NCSP is a Professor at College of Psychology and the Co-Director of the Suicide and Violence Prevention Office at Nova Southeastern University. Dr. Poland is a licensed psychologist and an internationally recognized expert on youth suicide, school crisis and parenting in challenging times. He has authored or co-authored five books and many chapters and articles on these subjects. In 2015, Routledge published his fifth book, *Suicide in Schools*. Dr. Poland co-authored the Suicide Safer Schools Plan for the states of Texas and Montana. Dr. Poland is a past President of the National Association of School Psychologists and a past Prevention Division Director of American Association of



Suicidology. He is very dedicated to prevention and has testified about the mental health needs of children before the U.S. Congress on four occasions.

Richard Lieberman MA, NCSP is a Lecturer in the Graduate School of Education at Loyola Marymount University and from 1986-2011 he coordinated Suicide Prevention Services for Los Angeles Unified School District, the second largest school district in the US. Mr. Lieberman is co-author of *School Crisis Prevention and Intervention: the PREPaRE Model* (2009) and *Best Practices in Suicide Intervention* (2014, 2008 & 2002) for the National Association of School Psychologists. He has co-authored numerous book chapters on suicide, nonsuicidal self-injury and crisis intervention in the schools; consulted nationally with districts experiencing suicide clusters; served on the Steering Committee for the Suicide Prevention Resource Center and contributed to both the SAMHSA *Preventing Suicide* and SPRC/AFSP *After a Suicide* toolkits for schools.



Workshop 5 (Half Day AM)

Workshop Title: Safe, Supported, and Ready to Learn: Social-emotional Learning Programs in Japan and the U.S. Help Build Children's Resilience

Presenters: Professor Akira Miyazaki, Yamagata University, Japan
Tonje Molyneux, Senior Program Developer, Committee for Children, Seattle WA, USA

Language: Japanese and English

Workshop Description

Before children are ready to learn, their basic psychological needs for belonging, autonomy, competence and safety must be met. These needs are best met in a safe and supportive learning environment. Schools can build such an environment by implementing social-emotional learning, bullying prevention, and safety promotion strategies for children. In this workshop, participants will learn about the latest research highlighting the importance of a safe and supportive learning environment for children's school and life success. Participants will learn research-based strategies they can use to create a safe and supportive learning environment for children, including those with learning difficulties or affected by abuse or trauma.

Workshop Objectives:

1. Understand how creating a safe and supportive learning environment can help meet students' basic psychological needs.
2. Recognize that a safe and supportive learning environment can create a sanctuary that's especially important for students affected by trauma.
3. Learn strategies from an evidence-based program for creating a safe and supportive learning environment in their setting,

Contact person for this workshop: (All emails will go to this individual)

Akira Miyazaki (MAH00267@nifty.com) with cc to Kikuko Watanabe (watanabe-k@cfc-j.org)

Tonje Molyneux (tmolyneux@cfchildren.org)

Brief Biography:

Akira Miyazaki is a professor of the Faculty of Education, Art and Science at the Yamagata University. He is a clinical Psychologist certificated by Japanese Certification Board for Clinical Psychologist. His research focuses on the role of Dohsa-hou (somatic-exercises originally developed in Japan) and Social-Emotional Learning for children in regular classrooms and for children with disabilities. He is also the Director of Training for CFCJ, a partner organization of Committee for Children. .



Ms. Tonje Molyneux is the senior educational designer for Committee for Children. She has developed social-emotional learnings that are implemented throughout the United States and translated into several languages – including Japanese –as well as bullying prevention, and child protection programs. Tonje has extensive teaching experience, including in preschool, elementary, and adult education settings; has presented on various topics at national and international conferences; and lived for two years in Aizu-Wakamatsu-shi, Fukushima-ken.



Workshop 6 (Half Day AM)

Workshop Title: Improving Classroom Management, School Discipline, and School Climate

Presenter: George Bear, Ph.D., Professor of Psychology,
University of Delaware, USA



Workshop Description

This workshop reviews strategies shown to be most effective for classroom management and school discipline, and for promoting a positive school climate. Emphasis is on evidence-based strategies that foster the development of social and emotional competencies related to self-discipline. Tools and useful materials are shared that school psychologists should find useful when working with school intervention teams. These include student, teachers, and parent surveys of school climate, bullying victimization, student engagement, classroom management, and social and emotional competencies that have been validated in the USA and other countries, and checklists and recommendations for preventing and responding to common behavior problems in the classroom.

Workshop Objectives:

This session will help participants

1. Learn evidence-based strategies and current issues pertaining to classroom management, school discipline, and school climate.
2. Recognize the roles of school psychologists in promoting effective classroom management and school discipline, and a positive school climate.
3. Learn assessment tools and resources for best evaluating and implementing strategies and programs for classroom management, school discipline, and school climate.

Brief Biography

George Bear, PhD, is a professor of school psychology at the University of Delaware. He has published over 60 articles in peer-reviewed journals, 20 book chapters, and 8 books (3 of which were co-edited) primarily in areas related to school discipline, school climate, and students' social-emotional competence. His recent research on school climate is international in scope, conducted in the USA, China, Japan, and Brazil. His books include *Children's Needs: Development, Prevention, and Intervention* (with Dr. Kathleen Minke, published by NASP), *Developing Self-Discipline and Preventing and Correcting Misbehavior*, and *School Discipline and Self-Discipline: A Practical Guide to Promoting Prosocial Student Behavior*. Currently, he is writing a book on school climate, which will be published in 2019 by Taylor and Francis Publishing, and is co-editing (with Minke) *Helping Children Handouts: Prevention and Intervention Strategies for Common Concerns at School and Home*, which will be published in 2019 by NASP.

Workshop 7 (Half Day PM)

Workshop Title: Coaching: A Versatile Strategy for Promoting Executive Skill Development

Presenter: Peg Dawson, Ed.D.

Coaching is an evidence-based intervention strategy in which a coach (either an adult or a peer) works with a student to set goals designed to enhance executive skills and lead to improved self-regulation. Originally designed to help underachieving students achieve academic success, it has been expanded to include a variety of formats, such as peer coaching and group coaching, to achieve both social and academic goals. This session will provide an overview of coaching and how it is ideally suited to helping students improve executive skills.



Workshop Objectives: Through the use of didactic presentations, practice exercises, and group discussion participants will learn to:

1. Gather background information and conduct informal executive skill assessments to help inform the coaching process.
2. Conduct a long-term goal-setting interview to help the student identify a long-term goal congruent with the student's interests and academic needs.
3. Conduct daily coaching sessions to help students make and follow plans to achieve their long-term goals.
4. Develop progress-monitoring instruments to help students track progress toward goal attainment.
5. Evaluate the effectiveness of the coaching process.

Brief Biography: In over 30 years of clinical practice, Dr. Peg Dawson has worked with thousands of children who struggle at home and in school. At the center of their struggles are often weak executive skills. Along with her colleague, Dr. Richard Guare, she has written numerous books on this topic for educators, mental health professionals, and parents, among them *Smart but Scattered*, *Smart but Scattered Teens*, *Executive Skills in Children and Adolescents*, and *Coaching Students with Executive Skills Deficits*. Peg is also a past president of the National Association of School Psychologists, and the International School Psychology Association. She is also a recipient of NASP's Lifetime Achievement Award and ISPA's Distinguished Service Award.

Workshop 8 (Half Day AM)

Workshop Title: 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

Presenter

Professor Reizo Koizumi, University of Teacher Education Fukuoka, Japan

Language: *Japanese only*

Workshop Description

This workshop will present a social and emotional learning program, SEL-8S, that was developed to promote Japanese students’ social and emotional competence (SEC) in elementary and junior high schools. SEC forms the basis of not only students’ academic achievement and behavior in school, but also their future social independence and citizenship. SEL-8S consists of eight areas of the program units to promote children’s eight social abilities: five basic SECs (self-awareness, social awareness, self-management, relationship skills, and responsible decision making) and three practical SECs (well-being-promotion and problem-prevention skills, coping skills and social support for transition and crises, and positive, contributory service). Based on the evidence obtained in Japanese schools, key issues called “anchor-points” are explained to successfully implement the program into schools.

Workshop Goals

- Understand the importance and necessity of social and emotional competence (SEC) for children.
- Understand the structure and content of SEL-8S program, and how to connect the program to educational practice.
- Obtain knowledge about the procedure to implement SEL-8S program into Japanese schools successfully.

Brief Biography: Reizo Koizumi has been a Full Professor in the Graduate School of Education, University of Teacher Education Fukuoka since 2009. He teaches student guidance and other related courses in Division of Professional Practice of Education, and gives school teachers in-service training at schools. Prof. Koizumi obtained his Ph.D. in psychology from Hiroshima University in 1995. His longstanding interest has been students’ adaptation to the school environment from the viewpoints of educational and school psychology. Social and emotional learning has been included in his main research themes for these 20 years. Dr. Koizumi and his colleague have published a three-volume book series on a social and emotional learning (SEL) program for elementary and junior high school students (Social and Emotional Learning of Eight Abilities at School: SEL-8S) in 2011, and a book on a SEL program for teachers (Social and Emotional Learning of Eight Abilities for Teachers: SEL-8T) in 2017.

Workshop Title: ワークショップのタイトル

子どもの社会性と情動コンピテンス育成

ー通常学級での「社会性と情動の学習 SEL-8S プログラム」
の実践方法についてー

Presenter: 担当者

小泉令三（福岡教育大学教授）



Workshop Description: ワークショップの概要

このワークショップでは、「社会性と情動の学習プログラム」の一つである SEL-8S プログラムを紹介する。このプログラムは、日本の小中学生の社会性と情動コンピテンス（SEC）を高めるために開発されたもので、SEC は子どもの学校での学習や行動だけでなく、将来の社会的自立と市民性の基礎となるものである。SEL-8S プログラムの学習ユニット（授業）は、子どもの5つの基礎的社会的能力（自己への気づき、他者への気づき、自己のコントロール、対人関係、責任ある意思決定）と3つの応用的社会的能力（生活上の問題防止のスキル、人生の重要事態に対処する能力、積極的・貢献的な奉仕活動）を育てることを目的に、8つの学習領域から構成されている。日本の学校での実践成果をもとに、プログラムの導入を成功に導くための「アンカーポイント」と呼ばれる事項を説明する。

Workshop Goals: ワークショップのゴール

ー子どもにとっての社会性と情動コンピテンス（SEC）の重要性と必要性の理解

ーSEL-8S プログラムの構成と内容、および教育実践に位置づけるための方法の理解

ー日本の学校で SEL-8S プログラムの導入を成功に導くための手続きについての知識の習得

A Brief Biography

小泉令三：2009（平成21）年より福岡教育大学教育学研究科教授を務めている。教職大学院で生徒指導と関連科目を教え、学校では現職教員対象の校内研修等を担当している。1995（平成7）年に広島大学より博士（心理学）の学位を取得。従来、教育心理学と学校心理学の視点から、子どもの学校適応に関心があり、20年前からは「社会性と情動の学習」が主な研究テーマとなっている。同僚とともに、2011年には小中学生対象の SEL-8S プログラムの3巻セット、2017年には教師向けの SEL-8T プログラムの本を出版している。

Workshop 9 (Half Day PM)

This workshop will be dual translated in both English and Japanese

Workshop Title: How to be Confident, Competent and Calm during a Crisis at School Overview over Basic Strategies and Tools'

Presenters:

Odeth Bloemberg The Netherlands

Olanda Momcilovic The Netherlands

Board Members of the European School Psychology Centre for Training

Workshop Description:

There is a growing expectation on the school staff in schools to be ready to lead the response to crises in schools today. It seems to be very important for all those who respond to be **competent, confident, and calm**.

Severe violence, threats or death in the context of schools demands special knowledge and techniques applied by school-psychologists.

During the workshop the most important strategies of psychological support for schools in case of a crisis are presented.

A demonstration of special communication techniques and tools for the analysis of first steps will provide you with ideas what to do in case you have to respond to a tragic event in the context of school.

Workshop Goals:

1. Get an idea how to prepare caregivers for a crisis
2. Get an idea how to guide schools through the process of recovery after a crisis
3. Get an idea how to focus on relevant information after a crisis at school
4. Get to know strategies to take care of your own health during a crisis response

Brief Biographies:

Drs Olanda Momcilovic working 30 years as a psychologist. She worked 6 years as a school psychologist in Croatia, and specialized to work with gifted children. She has been working more than 20 years in Nederland first as a child psychologist in The Institute for Children with behavioral and learning disabilities and since 2008 she has her own individual practice.

Beside her regular job Olanda is:

- The Co-director by the **ESPCT** (European School Psychology Centre for Training)
- The Chairwoman of the International Crisis Response Network **ICRN** by the **ISPA** (International School Psychology Association)
- Mindfulness trainer

Olanda is a member of:

- Crisis intervention team of school psychologists of **NIP** (The Netherlands Institution for Psychologists)
- Crisis intervention team of **IVP** (The institution for psycho-trauma)
- the **NtVP** (The Netherlands Association of Psychologists working on Psycho-trauma)

Olanda has given presentations and trainings in various parts of the world (amongst others in Sri Lanka, Ukraine, Cyprus, USA, Lithuania, UK, Japan, Slovakia).



Odeth Bloemberg – van den Bekerom is a native of The Netherlands. She studied psychology at the Tilburg University and pedagogics (science of teaching) at the Free University in Amsterdam. She is working as a school psychologist for 15 years. Starting with diagnostics and treatment of children with specific learning disabilities in a psychological practice, she noticed the constraints of working in a small environment: the lack of transfer of the tuition and in this way the lack of communication and cooperation with school teachers. This led to different jobs within the Dutch school system. Presently, she is working in schools for special education for children with mental and physical disabilities and psychiatric problems. Her special interest areas are special educational needs, crisis response, trauma and safe schools. She is registered as a child & youth psychologist and EMDR practitioner and is board member of ESPCT.



Workshop 10 (Half Day - PM)

Title: Mindfulness: Improving Your Personal and Professional Well-Being

Presenter: Prof. William (Bill) Pfohl, Psy.D., NCSP
Western Kentucky University, Bowling Green, Kentucky, USA



Description: This workshop will focus on mindfulness theory and practice and how these methods can be used in your daily personal and professional life. The theory of mindfulness will be covered and participants will learn from demonstrated experiential events how a mindful outlook and structured activities can be used to enhance your personal well-being. Mindfulness programs for classrooms will also be covered. Dress comfortably.

Learning Objectives:

Participants will:

1. learn the current research on mindfulness
2. learn and practice a variety of mindfulness activities to learn by direct exposure
3. know a variety of student, teacher, and personal resources for practicing mindfulness
4. learn how incorporate mindfulness activities into their personal lives
5. learn how to introduce mindfulness activities into the schools and working with children and youth

Brief Biography

William (Bill) Pfohl is a Professor of Psychology at Western Kentucky University where he is a trainer of school and clinical psychologists for the past 36 years. He teaches a course in Cognitive Behavior Therapy and incorporates Mindfulness theory and practices into the course. He was a member of the Goldie Hawn Foundation Board of Directors as it started development a mindful curriculum for elementary and middle schools in 2006-07. He uses mindful activities daily.

Bill received his Doctor of Psychology (Psy.D.) from Rutgers – The State University of New Jersey (1979); Masters in School Psychology – St. Bonaventure University, 1971; Bachelors in Psychology – St. Bonaventure University (1969).

He has held leadership positions in the National Association of School Psychologists, International School Psychology Association, and other state organizations in the USA. He is a Lifetime Achievement Award member of NASP, a Fellow of the American Psychological Association and recently was awarded the ISPA's Distinguished Service Award. He has presented mindfulness workshops at various state school psychology association conferences and will conduct a mindfulness workshop at the NASP Annual Convention in New Orleans in 2016.

Workshop 11 (Half Day- PM)

Title: Promoting Resilience Education: Enabling Early Years and Elementary School Educators to Implement a Resilience Curriculum in the Regular Classroom (RESCUR)

Workshop Presenters:

Dr. Paul Bartolo, Ph.D. Associate Professor in the Department of Psychology, Faculty for Social Wellbeing, at the University of Malta

Dr. Carmel Cefai, Ph.D. Director of the Centre for Resilience and Socio-Emotional Health, and Head of the Department of Psychology, at the University of Malta

Workshop Description:

Have you ever wished you could support students facing adversity more effectively? This workshop is aimed at collaborating with regular educators to strengthen children's mental health and well-being by enhancing their resources and skills for resilience in adversity. This workshop will present a resilience curriculum that was developed by psychologists from six European countries and can be delivered, after brief training, by regular early years and elementary school teachers in one session per week over a year (<http://www.rescur.eu>). It is meant for all children but has greater relevance for children in disadvantaged situations such as those from minority ethnic groups, migrants, and children with disability who face greater obstacles. Participants will be introduced to the curriculum and how it can be introduced to schools and teachers.

Learning Objectives:

By the end of the workshop participants will be able to:

- Define resilience and describe the various resilience skills that can support children's thriving in adversity
- Understand the structure, content and procedures for delivering effectively a resilience curriculum to children in early years and elementary school setting
- Understand what kind of preparation and skills teachers and schools need to deliver the curriculum effectively

Brief Biographies

Paul A. Bartolo is an Associate Professor in the Department of Psychology, Faculty for Social Wellbeing, at the University of Malta. He is current ISPA Past President. He has long been responsible for the preparation of school psychologists and coordinates the MPsy professional training programme at his University. He has also been promoting inclusive education nationally and internationally. He coordinated a seven-country 3-year EU Project which produced, in seven languages, a teacher's handbook on *Responding to Student*



Diversity. He was on the expert panel of the FP6 project INCLUDE-ED (2006-11), consultant to the Project on the 'Organisation of Provision for Inclusive Education' managed by the European Agency for Development in Special Needs and Inclusive Education (2011-14), and is currently project advisor for the same organisation's three year project (2014-2017) on 'Inclusive Early Childhood Education'. He was a main participant on the team of the EU project among six countries, RESCUR (2013-16), that produced a resilience curriculum for early years and elementary education.

Professor Carmel Cefai is the Director of the Centre for Resilience and Socio-Emotional Health, and Head of the Department of Psychology, at the University of Malta. He is founding co-editor of the International Journal of Emotional Education and Joint Honorary Chair of the European Network for Social and Emotional Competence (ENSEC). His research interests include resilience in education, social and emotional learning, and mental health and wellbeing in school. He is the coordinator of an EU Lifelong Learning project RESCUR (Developing a Resilience Curriculum for Early Years and Primary Schools in Europe), and partner in another EU LLP project ENTRÉE on teacher resilience. He was the coordinator of another EU FP7 project PMHS (Promoting Mental Health in Schools). His recent publications/joint publications include Building Resilience in School Children (Malta, 2011); Promoting Resilience in the Classroom (London, 2008); Promoting Emotional Education (London, 2009); and Engagement Time: A National Study of Students with Social, Emotional, and Behaviour Difficulties in Maltese schools (2008). His most recent book Social and Emotional Education in the Primary School Curriculum Bridging the Gaps Between Theory, Research, and Practice has been published by Springer Publications (USA).

