



APSPA Newsletter



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8th APSPA International Conference at

Tokyo University of Social Welfare, Tokyo, Japan 18 – 24 September 2025
Theme: "Advancements of School Psychology in the Asia Pacific Region."



Releasing Book of Abstracts of the 8th APSPA International Conference at Tokyo University of Social Welfare, Tokyo

Asia Pacific School Psychology Association International

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Report on the 8th APSPA International Conference on Advancements in School Psychology in the Asia-Pacific Region

Prof. Panch. Ramalingam

President

Asia Pacific School Psychology Association



The 8th APSPA (Asia-Pacific School Psychology Association) International Conference on Advancements in School Psychology in the Asia-Pacific Region was successfully held on September 20th in Japan, marking an extraordinary milestone in the global conversation on school psychology. With 168 delegates in attendance—comprising both in-person and virtual participants—the conference symbolized unity, collaboration, and advancement across cultural and geographical boundaries. The event not only spotlighted academic and professional discourse but also served as a platform for cultural exchange, goodwill, and the sharing of

values that enrich the professional and personal lives of attendees.

Overview of the Conference The 8th APSPA International Conference was convened to bring together professionals, researchers, educators, and students in the field of school psychology to discuss current advancements, challenges, and opportunities in the Asia-Pacific context. The conference aimed to:

- Enhance cross-cultural dialogue in school psychology practices.
- Present contemporary research and case studies.
- Strengthen professional networks across nations.
- Integrate cultural values into the professional growth of delegates.

Japan, with its deep respect for tradition, order, and collective well-being, provided an ideal host setting. Delegates were immersed in a well-organized academic program, complemented by cultural experiences ranging from traditional calligraphy and origami to samurai role-play and

kimono dressing. The seamless integration of professional and cultural programming created a holistic environment that deepened both academic understanding and mutual appreciation among participants.

Delegation and Participation The conference drew 168 delegates, with a balanced representation of in-person and virtual attendees. The global reach of APSPA was reflected in the diversity of delegates who came from multiple countries across the Asia-Pacific region and beyond. Despite geographical and logistical challenges, hybrid participation enabled inclusivity, ensuring that voices from across the region were heard.

In-person delegates benefited from direct interaction with Japanese culture, while virtual participants were seamlessly integrated into the sessions through meticulous planning. The organizational excellence of the hosts ensured minimal disruptions and maximum participation for all.



Inaugural Session

Prof. Panch Ramalingam welcomed the dignitaries and delegates present at the inaugural session. He also offered greetings and delivered the Presidential Address.

In his address, Prof. Ramalingam emphasized that the **Asia Pacific School Psychology Association (APSPA)** has always been dedicated to advancing the field of school psychology by fostering collaboration, encouraging innovation, and promoting cultural exchange across the Asia Pacific region. He highlighted that this year's conference theme reflects the shared commitment to addressing the **psychological, educational, and social challenges** that young people face in a rapidly changing world.

He acknowledged Japan as a nation renowned for its excellence in education, research, and technological innovation, providing an inspiring setting for the conference. He expressed confidence that the sessions, presentations, and dialogues during these two days would deepen professional knowledge and strengthen the collective vision for the future of school psychology.

Prof. Ramalingam extended sincere thanks to **Tokyo University** and the **Graduate School of Social Welfare** for their gracious hospitality, and expressed heartfelt gratitude to the organizing committee members, keynote speakers, paper presenters, and delegates from across the Asia Pacific region and beyond.

Conference Chairman Prof. L. M. Lopez, Chairman of Tokyo University of Social Welfare, delivered the **Scope of the Conference** and officially released the *8th APSPA Conference Book of Abstracts*. He appreciated the collaboration of APSPA with the Tokyo University of Social Welfare in organizing such a significant event. Prof. Lopez also emphasized the **emerging role of Artificial Intelligence (AI)** in shaping the future of education and psychology, highlighting its potential to bring innovative solutions and transformative practices to the field.

Prof. Jiro Sakai, President of Tokyo University of Social Welfare, delivered the Presidential Address and congratulated APSPA for hosting the

conference in Japan. He welcomed participants from across countries and stressed that the **21st century is the era of Asia, driven by education**. He highlighted the important role of school psychology, noting that education is deeply tied to culture and cannot be imposed externally.



Kendo

The **Keynote Address** was delivered by **Prof. P. Prakash Babu**, Vice-Chancellor of Pondicherry University. He praised Japan's education system as a valuable model for the Asia Pacific region, both in school psychology and higher education.



Calligraphy



He envisioned APSPA as a platform of academic significance, where researchers and practitioners from diverse contexts act as partners and educators to each other. In an era of globalization, he emphasized the need to **transform conflict into creativity** by acknowledging diverse voices and opinions, working toward shared goals rather than merely tolerating differences. He affirmed that the Japan Conference has a critical role to play in fostering such creativity and collaboration.

He expressed confidence that the conference would provide a vital platform for **knowledge exchange, collaborations, and innovation**.

Prof. Babu underlined the growing importance of school psychology in addressing complex educational and psychological needs of children and young adults, especially in diverse cultural contexts. He highlighted the urgency of advancing mental health and holistic education globally. Commending APSPA's tireless efforts, he noted that Pondicherry University is proud to be associated with this noble mission and acknowledged the contributions of distinguished scholars in elevating school psychology to international prominence. He concluded by expressing hope that the conference would foster meaningful discussions, new partnerships, and transformative ideas benefiting educators, psychologists, and students worldwide.



The **Inaugural Address** was delivered by **Mr.**

Umesh, First Secretary of the Embassy of India to Japan, Tokyo, who highlighted the importance of **India–Japan bilateral collaboration in education** [Japanese cultural experience]



Origami



Some Japanese students are wearing saris. The saris are gifts from researchers on India.



Japanese dance: Sakura Sakura



Tokyo Ondo

Valedictory Session

The **Valedictory Address** was delivered by **Prof. V. Kanagasigam**, Former Vice-Chancellor of Eastern University, Sri Lanka, who also distributed certificates to the participants. The session was presided over by **Dr. A. Baheerathan**, Coordinator, AEDU, London.

Prof. Ishikawa Michiko, Professor of Psychology, Tokyo University of Social Welfare, and Conference Coordinator, welcomed the delegates to the closing session and proposed the **Vote of Thanks**.



Organizational Excellence Feedback from overseas participants consistently highlighted the immaculate organization of the program:

- *“The program was perfectly and beautifully planned.”*
- *“It was well organized.”*
- *“It was impressed by the tireless support of the volunteers.”*

Such testimonials underscore the professionalism and dedication of the conference organizers and volunteers. From timely scheduling of sessions to cultural activities and logistical arrangements, the event was conducted with precision and care. The volunteers, in particular, earned special

appreciation for their warm hospitality, efficiency, and attentiveness to the needs of delegates.

Cultural Immersion and Exchange The cultural aspect of the conference was deeply impactful. Delegates had opportunities to explore Japanese traditions and customs, which not only enriched their personal experience but also offered lessons in humility, respect, and mindfulness—values that resonate deeply with the practice of psychology.

Highlights included:

- **Origami Workshops:** Delegates expressed delight in the seriousness with which participants engaged in origami, treasuring their creations and bringing them home.
- **Calligraphy Lessons:** While some struggled with stroke orders, the act of writing characters as designs became a symbolic activity, connecting language, art, and mindfulness.
- **Kimono Dressing and Nihon Dance:** Attendees were impressed by the grace of traditional attire and movement, noting how the experience deepened their respect for Japanese cultural aesthetics.
- **Samurai Experience:** The playful yet respectful photo opportunities with samurai dress left lasting memories, though privacy was requested for unmasked images.

The cultural exchanges provided meaningful insights into Japanese values, which many participants carried home as life lessons.



Lessons from Japan Delegates articulated key lessons learned from Japanese culture and society, which were viewed not only as cultural

observations but also as philosophical insights relevant to the field of school psychology and education. These lessons included:

1. **Bring your own water** – Awareness of resource value and self-sufficiency.
2. **Bring your own cabbage** – Environmental responsibility and pollution prevention.
3. **Stop your car for pedestrians** – Respect for human life and safety.
4. **Don't honk your horn** – Cultivating patience, humility, and mindfulness.
5. **Respect everyone** – Humility as a pathway to mutual respect.
6. **Protect your children from strangers** – Instilling responsibility and vigilance.
7. **Avoid pointing with the index finger** – Subtle gestures of politeness.
8. **Don't make noise in public spaces** – Respect for communal harmony.
9. **Avoid staring at others** – Promoting self-awareness and non-intrusiveness.
10. **Give everyone full attention** – Deep listening as a form of respect.
11. **Be punctual** – Time management as a principle of efficiency.
12. **Value inclusivity** – “Be everywhere, value everyone.”
13. **Kindness and consideration** – Cultural hallmarks of Japanese society.
14. **Dignified aging** – Hard work and dignity even in old age.
15. **Care for pets** – Compassion extending to animals.
16. **Walking and cycling** – Embracing health and sustainability.

These lessons extend beyond cultural practices; they represent principles of mindfulness, respect, sustainability, and social responsibility—qualities essential for shaping inclusive, empathetic, and effective school psychology practices.

Reflections from Japanese Students

Japanese students who participated in the conference shared reflections that offered both cultural pride and new perspectives:

- Students expressed surprise and joy at the gratitude they received for tasks they considered ordinary, such as cleaning.
- Delegates' enthusiasm for origami and calligraphy reaffirmed the value of cultural traditions.
- The cheerfulness and appreciation shown by overseas delegates boosted the students' sense of pride in their heritage.

Such feedback reflects the bidirectional nature of cultural exchange, wherein both hosts and visitors enrich each other's perspectives.

Contributions of Teachers and Performers

Teachers of traditional arts such as nihon dance and kimono dressing reported feeling relieved and gratified by the joy expressed by delegates. Despite initially modest expectations, they were surprised by the elegance with which delegates carried the cultural attire. This highlighted the universality of beauty and the power of shared traditions to create bonds across cultures.

Interpreter and Volunteer Reflections

Professor Ishikawa, a key figure in facilitating the cultural and organizational elements of the conference, highlighted the selflessness that defined the event. Without corporate funding from companies such as Amazon or Microsoft, the event drew on grassroots support:

- Souvenirs were sourced through **Jimoty**, a digital infrastructure for community sharing.
- Cultural experiences were provided by students, local residents, and university staff.
- Repeated rehearsals and preparations reflected collective effort and dedication.

This reliance on community-driven contributions, rather than profit-driven models, embodied the spirit of APSPA and left a profound impression on participants. The audience's applause during this

acknowledgment testified to the resonance of such values.

Academic and Professional Impact While cultural immersion was a key highlight, the academic core of the conference was equally impactful. Presentations, research papers, and case studies from diverse nations enriched the professional knowledge of delegates. Japanese students, in particular, found overseas research presentations useful for their academic work, including graduation theses. The exchange of ideas on school psychology in different cultural contexts expanded professional horizons and set the stage for collaborative research initiatives.

Overseas Feedback and Gratitude Delegates expressed profound gratitude for the hospitality and organization of the Japanese hosts:

- *“You and the volunteers really took care of me. Thank you so much.”*
- *“I’m not only grateful to you, but also to the volunteers and the wonderful staff.”*
- *“Welcome to India. Congratulations.”*

Such words encapsulate the deep bonds formed through this conference, extending beyond academic discourse into lasting friendships and cross-cultural appreciation.

Broader Lessons for School Psychology The lessons learned at the 8th APSPA Conference transcend the boundaries of cultural exchange and extend into the professional ethos of school psychology:

- **Mindfulness and respect**, as reflected in Japanese cultural practices, are key to fostering inclusive school environments.
- **Community-driven collaboration** highlights the importance of collective effort in building supportive educational ecosystems.
- **Intergenerational respect and care** exemplify the integration of values into education and psychological practice.



Future Outlook

The 8th APSPA International Conference in Japan was not merely an academic gathering but a transformative experience. With 168 delegates, it successfully merged scholarship with cultural immersion, highlighting the interconnectedness of knowledge, culture, and human values. The event demonstrated how deeply cultural practices can influence professional advancements.



Advancements in School Psychology in the Asia Pacific Region

Prof. Panch. Ramalingam

Pondicherry University, India

Prof. Ishikawa Michiko

Tokyo University and Graduate Studies in Social Welfare, Japan

Advancements in school psychology across the Asia Pacific region reflect a dynamic interplay of cultural, educational, and mental health influences that have shaped the field over recent decades. With growing recognition of the importance of mental health and educational support, school psychology has evolved to address the diverse needs of student populations in countries such as India, China, Japan, Australia, and New Zealand. This evolution underscores the region's commitment to integrating psychological principles into educational frameworks to promote positive student outcomes and enhance mental well-being in schools. The practice and status of school psychology vary across the region. Australia and New Zealand have well-established frameworks characterized by extensive training and collaboration with educational stakeholders, while countries like Japan and South Korea are still developing their models, often treating school psychologists primarily as counselors. In India, initiatives such as the formation of the Indian School Psychology Association (InSPA) highlight efforts to formalize and advocate for the field, reflecting an emerging awareness of culturally relevant approaches to school psychology. Current trends indicate a growing demand for comprehensive mental health resources, especially in response to rising youth mental health challenges in regions like Mainland China. The integration of positive psychology principles is fostering resilience and well-being among students, signaling a shift toward holistic education. Despite these advancements, challenges such as cultural stigmatization of mental health, inadequate teacher training, and the need for culturally responsive practices persist. Emphasis on policy advocacy, multidisciplinary collaboration, and technological integration represents a critical pathway toward strengthening school psychology across diverse educational contexts in the region.

Historical Background

Early Developments

School psychology in the Asia Pacific region has evolved significantly, influenced by both local and international educational and mental health movements. In India, the establishment of InSPA under the leadership of Prof. Panch. Ramalingam marked a turning point, advocating for the integration of school psychology into educational policy and curriculum (Ramalingam, 2021). This initiative highlighted the growing recognition of mental health and educational support within the Indian school system.

Integration with Educational Psychology

In countries like China, school psychology is often subsumed under educational psychology. Educational psychologists play a key role in developing programs to enhance student learning and mental health (Jimerson et al., 2007). The

practice in China continues to evolve to address student well-being more comprehensively.

Regional Variations

The profession's status varies significantly across the region. In Australia and New Zealand, school psychology is a well-established field, with practitioners undergoing rigorous graduate-level training and working closely with students, families, and educators (Merrell et al., 2006). Conversely, in countries like Japan and South Korea, school psychologists often function primarily as counsellors, and formal frameworks for school psychology are still emerging (Jimerson et al., 2007).

Current Trends in School Psychology

Evolving Practices

The Asia Pacific region exhibits diverse models of school psychology. Australia and New Zealand

have matured systems with multidisciplinary collaboration and robust professional training (Merrell et al., 2006). In contrast, Japan and South Korea are still developing school psychology frameworks, focusing largely on counselling services (Jimerson et al., 2007).

Cultural Adaptations

In India, efforts through InSPA seek to localize international models while promoting culturally relevant practices (Ramalingam & Pillai, 2016). The adaptation of school psychology to local contexts is vital given the socio-cultural diversity of the region.

Addressing Mental Health Challenges

Rising mental health concerns, particularly in Mainland China, have led to calls for better school-based mental health services (Li & Zhang, 2019). Schools are increasingly seen as critical sites for early identification and intervention.

Positive Psychology Integration

Positive psychology principles are gaining traction, aiming to build student resilience, well-being, and a positive school climate (Seligman et al., 2009; Waters, 2011).

Cultural and Social Considerations

Ethnic Validity and Cultural Responsiveness

Culturally responsive practices are essential in the Asia Pacific context. School psychologists are encouraged to engage communities to ensure interventions are culturally valid (Suzuki et al., 2014). Addressing intergenerational dynamics and acculturation is particularly important for Asian and Asian American populations (Sue & Sue, 2016).

Combating Discrimination

School psychology must confront systemic racism and discrimination that impact mental health and academic success. This includes challenging stereotypes and ensuring safe educational

environments (National Association of School Psychologists [NASP], 2021).

Training and Professional Development

School psychology training across the region is evolving to include multicultural competence, advocacy, and mental health intervention. Accreditation bodies like NASP set standards that influence training globally (NASP, 2020). Programs emphasize both coursework and extensive supervised practical to ensure readiness for professional roles (Fagan & Wise, 2007).

Research and Methodological Advances

Research in the region incorporates qualitative and mixed-methods approaches to capture complex educational and psychological phenomena (Braun & Clarke, 2013). Process evaluations complement randomized controlled trials to better understand how interventions function in context (Moore et al., 2015).

Policy and Advocacy

Policy initiatives have focused on promoting equity, inclusion, and mental health in schools. Associations like NASP and InSPA advocate for culturally responsive practices, comprehensive mental health services, and anti-racism initiatives (NASP, 2021; Ramalingam & Pillai, 2016).

Challenges

Persistent challenges include inadequate teacher training on mental health, cultural stigmas surrounding mental illness, insufficient interdisciplinary collaboration, and limited resources (Li & Zhang, 2019; Mukhopadhyay, 2013). Addressing these requires systemic reforms and capacity building.

Future Directions

Future priorities for school psychology in the Asia Pacific region include:

- **Strengthening research methodologies** through diverse data

sources and mixed methods (Braun & Clarke, 2013).

- **Expanding professional training** with cultural competence and advocacy skills (NASP, 2020).
- **Fostering multidisciplinary collaboration** for integrated student support (Fagan & Wise, 2007).
- **Enhancing policy frameworks** to formalize the role of school psychologists (Ramalingam & Pillai, 2016).
- **Leveraging technology** for innovative service delivery (Li & Zhang, 2019).

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APSPA 10th GBM Resolutions 2025

10th General Body Meeting held during the 8th APSPA International Conference on Advancements in School Psychology in the Asia Pacific Region on 20th September 2025 at Tokyo University of Social Welfare, Oji Campus, Tokyo, Japan

Resolution 1:

The General Body confirmed the minutes of the 9th General Body Meeting held on 8th March 2025 at St Xavier's College, Goa, as recorded in Annexure 1. The minutes of the Executive Council Meeting held on 1st June 2025 were also noted.

Resolution 2:

The proceedings of the 8th APSPA International Conference in Tokyo, Japan, were approved. The statement of income and expenditure for the conference, as presented in Annexure 2, was accepted. The General Body placed on record its unanimous appreciation for the dedicated efforts of Prof. Panch. Ramalingam in successfully organising the conference.

Resolution 3:

The General Body approved the proposal to conduct the 9th APSPA International Conference in collaboration with the Department of Psychology, Kristu Jayanti University, Bengaluru, on 26–27 February 2026. The agreement signed in this regard, presented in Annexure 4, was ratified.

Resolution 4:

The resolutions of the 8th APSPA International Conference held in Tokyo, Japan, were unanimously approved. These include:

1. Requesting the Government of India to initiate bilateral collaboration with the Government of Japan for the promotion of school psychology in India.
2. Requesting the Government of India to establish a **School Psychology Council of India** to monitor and regulate school counselling services in the country.
3. Approving a **common curriculum** for School Psychology programmes at undergraduate and postgraduate levels across the Asia Pacific region.
4. Approving a **standard format** for training programmes in School Psychology competencies.
5. Approving the preparation of an **International List of Experts** to conduct such training programmes.
6. Approving **cross-cultural initiatives** among participating countries to promote the mental health and well-being of school children.

Resolution 5:

The General Body approved the proposal to conduct the 10th APSPA International Conference in collaboration with the University of St. Thomas, Philippines, in June 2026. The agreement signed for this purpose, as enclosed in Annexure 4, was ratified.

Resolution 6:

With the permission of the Chair, the General Body unanimously authorised Prof. Panch. Ramalingam, Puducherry, India, to initiate the registration of the Association in Puducherry under the **Societies Registration Act**.

The meeting concluded with a vote of thanks to the Chair.

Prof. Panch. Ramalingam
International President, APSPA

Conference Dates

Submission of Abstracts : January 30, 2026
Acceptance Notification : within 5 working days of abstract receipt
Full paper Submission : February 10, 2026
Registration & Payment of Fee : January 30th, 2026
Conference Dates : 26 & 27 February, 2026

The registration fees (inclusive of GST) will be as follows:

- i. APSA Members: Rs.2000
- ii. Non-Members: Rs.2500
- iii. Scholars and students: Rs.1000
- iv. Online presentation/participation- Rs.800

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Note: Scholars and Students must present their College or University ID cards at the time of registration. Only unpublished original papers of high quality will be selected for publication in a Scopus-indexed journal / conference proceeding. Publication details will be communicated to the author(s) of the selected paper. Registration fee includes Lunch, Conference kit, and refreshments. No TA/DA will be provided to the participants. Paid accommodation for outstation participants could be arranged on prior request.

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Organises

INSIGHT 2026

9th APSA

International Conference

on

**SAFE AND FRIENDLY SCHOOLS
IN THE ASIA PACIFIC REGION**

26th and 27th February, 2026



Kristu Jayanti College, founded in 1999, is managed by the Bodhi Niketan Trust, formed by the members of St. Joseph Province of the Carmelites of Mary Immaculate (CMI). The college has been a beacon of academic excellence, value-based education, and societal commitment. In recognition of its sustained pursuit of quality and innovation, the institution was conferred the status of Deemed to be University under Section 3 of the UGC Act, 1956, by the Ministry of Education, Government of India, on July 8, 2025. Reaccredited with an 'A+' grade by NAAC in its third cycle in 2021, the institution was ranked 60th in the NIRF 2024 rankings among the top 100 colleges in India. The School of Management is internationally accredited by ACBSP, USA. The college also received DBT Star College status under the strengthening component and was awarded first prize at the national level for the 'Clean and Smart Campus Award'. Department of Psychology Established in 2002, the Department of Psychology at Kristu Jayanti University offers comprehensive training in clinical assessments, counselling, and HR evaluations. Students gain hands-on experience through supervised fieldwork in hospitals, old age homes, and special schools, focusing on individual and community well-being. The department emphasizes practical skills in psychotherapeutics and alternative healing methods, preparing students for meaningful careers. It was recently honoured with the prestigious InSPA Educational Excellence Award for outstanding contributions in school counselling. The department maintains affiliations with leading national and international professional organizations, enriching academic exposure and enhancing career opportunities. These partnerships keep students and faculty aligned with current psychological research, practices, and global standards in the field.

THE ASIA PACIFIC SCHOOL PSYCHOLOGY ASSOCIATION (APSPA)

The Asia Pacific School Psychology Association (APSPA) is a regional entity committed to advancing the practice and evolution of school psychology in the Asia-Pacific region. By strengthening the roles of school psychologists, it seeks to improve children and teenagers, academic achievement and psychological well-being. Among psychologists, educators, and related professionals, APSA promotes professional cooperation, research, and knowledge exchange. To promote the sharing of best practices and ideas, it hosts publications, workshops, and conferences. In order to guarantee that psychological services are available, culturally appropriate, and efficient in educational environments, the association also seeks to influence mental health and educational policies.

ABOUT THE CONFERENCE

INSIGHT 2026: The International Conference on Safe and Friendly Schools in the Asia Pacific Region is a regional forum dedicated to promoting inclusive, safe, and nurturing learning environments. It brings together educators, policymakers, researchers, and child rights advocates to share evidence-based strategies to prevent violence, bullying, and discrimination in schools. The conference fosters collaboration among regional stakeholders to develop and implement effective policies and programs. INSIGHT 2026 aims to enhance the well-being, safety, and holistic development of learners while encouraging diversity, inclusivity, and shared responsibility in creating welcoming school environments across the Asia Pacific region.

SUBTHEMES OF THE CONFERENCE

1. Equity, Diversity, and Inclusion in Educational Settings
2. Academic Achievement, Mental Health, and Student
3. Wellbeing.
4. Innovations in Teaching and Learning
5. Educational Psychology in Practice
6. Child and Adolescent Behavioral and Emotional Challenges in Schools
7. Learning Difficulties and Neurodevelopmental Disorders Supporting Children with Special Educational Needs (SEN)
8. Bullying and Peer Victimization in Schools
9. Substance Use and Addictive Behaviors Among School-Aged Youth
10. Cross-Cultural, Socioeconomic, and Global Perspectives in Education
11. Education Policy and Legal Protections for Children's Rights
12. Gender Identity, Expression, and Development in Educational Contexts
13. Parenting, Family Dynamics, and Educational Outcomes
14. Teacher Wellbeing, Burnout, and Mental Health Support
15. Teacher Attitudes and Beliefs Toward Diverse Learners

CALL FOR PAPERS

We invite original and unpublished papers for presentation on the above-mentioned theme from Research scholars, Academicians, Students and Working professionals.

GUIDELINES FOR PAPER SUBMISSION

- Completed manuscripts are required to be submitted as per APA7th Edition format.
- The submission should spell out the theme of the research, the theoretical framework, the method used, and its contribution to the field.
- Full name of the author(s), current designation, affiliation and e-mail id.
- Abstracts must not exceed 250 words.
- A full paper should consist of a minimum of 2,500 words and a maximum of 4,000 words including references.
- Soft copy of the abstract and full paper may be sent as an e-mail attachment to: insight@kristujayanti.com
- Participation/Presentation of the paper should be confirmed on or before 30th January 2026, by sending the completed registration form, and the registration fee.
- All joint participants must register and be present (online or offline) for the paper to be considered as a part of the conference and for publication.
- Certificates will be issued only after the valedictory ceremony.
- Selected papers presented in the conference may be considered for publication in a journal (Scopus indexed) and proceeding after due review process.



ASIA PACIFIC SCHOOL PSYCHOLOGY ASSOCIATION (INTERNATIONAL)

(APSPA promotes school psychology in Asia Pacific by Enhancing Student Well-being, Professional Training, Advocacy, and regional collaboration)



SDS ACADEMY OF BEHAVIOURAL SCIENCES

(Centre for Research, Education and Training)

Registered with Ministry of MSME – Govt. of India (Certified by ISO 9001: 2015)

CHILD MENTAL HEALTH INTERVENTION AND COUNSELLING

The Child Mental Health Intervention and Counselling course provides a comprehensive understanding of the psychological, emotional, and behavioural challenges faced by children. This program focuses on early identification, assessment, and intervention strategies to promote positive mental health outcomes in children. Participants will learn evidence-based approaches, including play therapy, cognitive-behavioural techniques, and family-focused interventions. Emphasis is placed on developmental milestones, trauma-informed care, and culturally sensitive counselling practices. Designed for aspiring psychologists, educators, and allied professionals, the course aims to build the skills necessary to support children's mental well-being in clinical, school, and community settings through preventive and therapeutic strategies.

TOPICS COVERED :

1. Understanding Child Mental Health
2. Assessment in Child Mental Health
3. Common Childhood Disorders – I
4. Common Childhood Disorders – II
5. Counselling Techniques for Children
6. Family and School-Based Interventions
7. Trauma, Abuse & Child Protection
8. Ethics, Supervision, and Case Work

KEY TAKEAWAYS :

Recorded Version, Training Materials, Training Worksheets, Case Studies and Certificate of Completion.

OPEN FOR :

Psychologists, Counsellors, Psychotherapists, Social Workers, Teachers, Doctors, Nurses, Allied Health Professionals, Mental Health Professionals, Students, Research Scholars, and Parents

DURATION OF THE COURSE : 2 Month

COMMENCING ON : 22 - 08 - 2025

TIMING : Every Friday 7.00 to 9.00 pm **FEE :** Rs. 6000/-

MODE : Online (Zoom Link)

RESOURCE PERSONS:

Prof. Panch Ramalingam, Director of UGC-MMTTC, Pondicherry University, is a pioneering academic with 28 years of experience in teaching and research. Author of 110+ books, he has received national and international awards, including the "Father of Psychology Award," and leads psychology organizations promoting children's mental health across the Asia-Pacific region.

Dr. T. Santhanam, a renowned psychologist with 40+ years of experience, is a national awardee and expert in counselling, hypnotherapy, and special education. Director of SDS Academy, he has trained thousands, authored books, and empowered individuals with disabilities. He recently received the Fellow Award from the Indian School Psychology Association.

Dr. V. S. R. Vijaya Kumar, a renowned psychologist and data scientist with over 40 years of experience, specializes in counselling and analytics. He has empowered organizations through data-driven strategies and is globally recognized for advancing school psychology and mental health. He is also an expert memory trainer and children's learning style specialist.

Dr. Venkatasubramanian, an educational strategist and research analyst, focuses on promoting the emotional well-being of school children. Through his objective analysis, he identifies distinct indicators that help in understanding the various challenges faced by students. This scientific approach enables parents and teachers to better comprehend these issues and support the child effectively in overcoming them.

Shruthi Sridharan, a licensed Rehabilitation Psychologist and psychotherapist, works with children with neuro developmental disorders, conducting assessments, behaviour therapy, and guiding IEP development. Trained in CBT from the Beck Institute, SRF and WPA, she uses evidence-based approaches to help clients overcome negative thought patterns and enhance overall well-being.

Ms. Janani B, a Medical Psychology alumna from Sri Ramachandra University, has substantial experience in offering counselling and psychotherapy to children with special needs and their families. She specializes in behaviour therapy, effectively addressing and managing challenging behaviours in children with various psychological and developmental conditions.

Ms. Anushya P, an alumna of Sri Ramachandra Institute of Higher Education and Research with a background in Medical Psychology, has extensive experience in counselling, psychotherapy, and psychodiagnosis. She supports children with academic and behavioural challenges and helps individuals manage psychological conditions like anxiety, depression, phobias, and OCD.

Ms. Swetha A, a health professional and alumna of The Tamil Nadu Dr. M.G.R. Medical University, specializes in childhood psychopathology with a focus on neurodiverse children. She is also an experienced parental trainer, having conducted numerous workshops to promote positive parenting and equip parents with effective child-rearing strategies.

For Registration and Enquiry:

044 - 7961 5029 | 98401 45405 | 98946 36352 | 94999 64405

Email ID: drsrpsy@gmail.com | mail@sdsabs.in

Website: www.sdsabs.in | Insta : sds.abs | Facebook : Sds.Abs



15TH InSPA INTERNATIONAL CONFERENCE

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SCHOOL PSYCHOLOGY: EMPOWERING CHILDREN WITH LIFE SKILLS

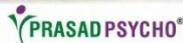
In collaboration with Applied Psychology (Middle East, Subcontinent of India, and Asia Pacific)

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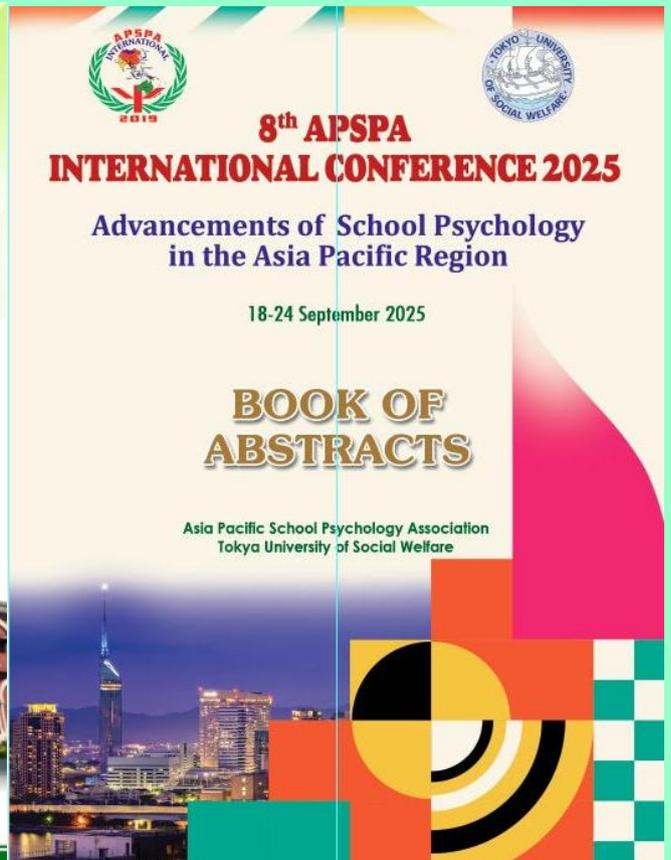
8th APSPA INTERNATIONAL CONFERENCE 2025

Advancements of School Psychology in the Asia Pacific Region

18-24 September 2025

BOOK OF ABSTRACTS

Asia Pacific School Psychology Association
Tokya University of Social Welfare



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www.apspa.in