11th APSPA INTERNATIONAL CONFERENCE

The Royal University of Bhutan, Thimphu, Bhutan

3 – 5 March 2027

Theme: School Psychology for Holistic Well-Being: Advancing Mindfulness, Inclusion, Cultural Wisdom and Educational Excellence



Background and Rationale

Education in the contemporary world extends beyond academic achievement to encompass the psychological, emotional, social, and ethical development of children and young people. Increasing concerns about student mental health, emotional difficulties, academic stress, social adjustment, learning differences, bullying, digital influences, and the challenges of an increasingly interconnected world have highlighted the importance of strengthening psychological support within educational settings.

School psychology plays a vital role in addressing these challenges by promoting students' mental health, psychological resilience, inclusive learning, positive behaviour, interpersonal relationships, and overall well-being. It provides a professional framework for integrating psychological knowledge and evidence-based practices into educational systems, thereby supporting the holistic development of every learner.

The Asia-Pacific region is characterised by considerable cultural, linguistic, educational, and socioeconomic diversity. While countries have made significant progress in expanding educational opportunities, the availability of school psychological services, professional training, mental-health support, and inclusive educational practices remains uneven. There is therefore a growing need for international academic collaboration, knowledge exchange, professional capacity-building, and contextually appropriate approaches to school psychology.

Bhutan offers a particularly meaningful setting for this international academic initiative. Its emphasis on holistic development, happiness, compassion, mindfulness, cultural values, and harmony provides an important context for examining the relationship between psychological well-being, educational excellence, and human development.

Against this background, the Asia Pacific School Psychology Association (APSPA) proposes to organise an international conference in Bhutan under the theme **"School Psychology for Holistic Well-Being: Advancing Mindfulness, Inclusion, Cultural Wisdom and Educational Excellence."**

The conference will bring together international scholars, psychologists, educators, researchers, policymakers, school administrators, and practitioners to examine emerging developments in school psychology and explore innovative approaches to promoting the holistic well-being of children and young people.

Aim of the Conference

The primary aim of the conference is to promote school psychology as an essential component of holistic education by integrating psychological well-being, mindfulness, inclusion, cultural wisdom, and educational excellence through international research, professional collaboration, and evidence-informed practices.

Objectives

The specific objectives are to:

1. Examine the role of school psychology in promoting the psychological, emotional, social, and academic well-being of children and young people.
2. Explore mindfulness, compassion, emotional regulation, and resilience as approaches to supporting student mental health.
3. Promote inclusive education and strengthen psychological support for children with diverse learning needs and neurodevelopmental differences.
4. Examine the contribution of cultural wisdom, traditional knowledge, and indigenous perspectives to contemporary school psychology.
5. Strengthen preventive, developmental, and intervention-oriented approaches to school mental-health services.
6. Promote positive relationships among students, teachers, parents, schools, and communities.
7. Discuss the application of artificial intelligence and digital technologies in school psychology, including their ethical implications.
8. Encourage research collaboration, professional networking, and knowledge exchange among Asia-Pacific countries and international academic institutions.
9. Identify strategies for strengthening professional education, training, supervision, and continuing professional development in school psychology.
10. Develop recommendations for advancing holistic well-being and educational excellence through school psychology.

Major Sub-Themes

The conference will invite scholarly contributions, research papers, case studies, and professional presentations covering the following sub-themes:

A. School Psychology and Holistic Well-Being

- Conceptual foundations and emerging perspectives in holistic education.
- Psychological well-being and positive mental health among schoolchildren.
- Social and emotional learning in educational settings.
- Psychological resilience, self-esteem, and life skills.
- Positive school climate and supportive learning environments.
- Happiness, life satisfaction, and student flourishing.

B. Mindfulness, Compassion, and Psychological Development

- Mindfulness-based approaches to student well-being.
- Meditation, attention, and emotional regulation.
- Compassion, empathy, and prosocial behaviour.
- Stress management and coping strategies among students.
- Yoga, contemplative practices, and psychological health.
- Mindfulness-based interventions for teachers and school leaders.

C. Inclusive Education and Neurodiversity

- School psychology and inclusive educational practices.
- Understanding neurodiversity in schools.
- Psychological assessment and support for children with diverse learning needs.
- Autism, ADHD, learning difficulties, and developmental differences.
- Universal Design for Learning and accessible educational environments.
- Prevention of stigma, discrimination, and exclusion.

D. Cultural Wisdom and Indigenous Perspectives

- Cultural foundations of psychological well-being.
- Indigenous knowledge and traditional approaches to child development.
- Bhutanese perspectives on happiness, compassion, and holistic education.
- Eastern philosophical traditions and contemporary psychology.
- Culturally responsive psychological assessment and intervention.
- Cultural diversity, multilingualism, and family–school partnerships.

E. Mental Health and Psychosocial Support in Schools

- Early identification and prevention of mental-health difficulties.
- School-based counselling and psychological interventions.
- Anxiety, depression, behavioural difficulties, and emotional problems.
- Suicide prevention, crisis response, and safeguarding.
- Bullying, cyberbullying, and peer relationships.
- Multidisciplinary approaches to school mental-health services.

F. Educational Excellence and Positive Learning Environments

- Psychological foundations of effective teaching and learning.

- Motivation, achievement, and academic resilience.
- Teacher well-being and professional effectiveness.
- Positive discipline and classroom management.
- Leadership, school climate, and institutional well-being.
- Family engagement and community participation in education.

G. Digital Technology, Artificial Intelligence, and School Psychology

- Artificial intelligence in psychological assessment and educational support.
- Digital mental-health interventions for children and adolescents.
- Technology-enabled counselling and professional supervision.
- Digital citizenship and responsible technology use.
- Privacy, consent, data protection, and ethical considerations.
- Psychological effects of social media and digital learning environments.

H. Professional Development and International Collaboration

- Professional identity and emerging roles of school psychologists.
- International standards and competencies in school psychology.
- Professional education, supervision, and continuing development.
- Research methodology and evidence-based practice.
- Regional networking and international research collaboration.
- Policy development and strengthening school psychological services.

Proposed Academic Programme

The conference may include the following academic and professional activities:

- Inaugural ceremony and keynote addresses by eminent international scholars.
- Plenary sessions on the central theme and emerging priorities in school psychology.
- Invited lectures by internationally recognised psychologists and educationists.
- Technical sessions for oral and poster presentations.
- Special sessions on Bhutanese cultural wisdom, mindfulness, and holistic education.
- Workshops on mindfulness, inclusive education, student mental health, and psychological assessment.
- Round-table discussions involving academics, policymakers, and school professionals.
- International panel discussions on the future of school psychology in the Asia-Pacific region.
- APSPA professional networking and collaborative research meetings.
- Valedictory session and adoption of conference recommendations.

Expected Participants

The conference is expected to attract participation from approximately 60 – 80 delegates, subject to institutional collaboration and organisational arrangements. The proposed participants include:

- University professors, researchers, and academic administrators.
- School psychologists and educational psychologists.
- Clinical and counselling psychologists working with children and adolescents.
- Teacher educators and school counsellors.
- School principals, teachers, and educational administrators.
- Specialists in inclusive education and neurodevelopmental support.
- Mental-health professionals and child-development specialists.
- Government representatives and education policymakers.
- Research scholars, doctoral students, and postgraduate students.
- Representatives of international professional associations.

Participation will be encouraged from Bhutan, India, Nepal, Bangladesh, Sri Lanka, Thailand, Malaysia, Japan, South Korea, Australia, New Zealand, and other countries across the Asia-Pacific region and beyond.

Expected Outcomes

The conference is expected to contribute to the following outcomes:

1. Greater international recognition of school psychology as an essential component of holistic education and student well-being.
2. Improved understanding of mindfulness, compassion, cultural wisdom, and inclusive practices in educational settings.
3. Identification of evidence-informed strategies for strengthening school mental-health and psychosocial support.
4. Greater awareness of neurodiversity and the psychological needs of children with diverse learning profiles.
5. Strengthened academic and professional networks among universities, research institutions, and international associations.
6. Opportunities for collaborative research, joint publications, academic exchanges, and professional development programmes.
7. Development of recommendations for strengthening school psychology services and inclusive educational policies.
8. Increased opportunities for Bhutanese academics and educational professionals to engage with international developments in school psychology.

Conference Publications

Subject to editorial review and publication arrangements, selected research papers and scholarly contributions may be considered for publication in the following forms:

- Conference proceedings or an edited volume of selected papers.
- Special issues or selected articles in relevant scholarly journals.
- Conference abstracts and academic presentations.
- Policy recommendations and professional guidelines emerging from the conference.

All manuscripts considered for journal publication will be subject to the respective journal's editorial and peer-review procedures.

Proposed Institutional Collaboration

The Asia Pacific School Psychology Association (APSPA) proposes to collaborate with The Royal University of Bhutan as the prospective academic host institution.

The proposed collaboration may include:

- Joint planning and coordination of the international conference.
- Identification of a suitable conference venue and institutional facilities.
- Academic programme development and nomination of keynote speakers.
- Participation of Bhutanese academics, researchers, and educational professionals.
- Coordination of local organisational arrangements.
- Promotion of international academic partnerships and research initiatives.
- Development of future collaborative activities in school psychology, education, and mental health.

The specific roles and responsibilities of the participating institutions will be mutually discussed and finalised through consultation.

About the Royal University of Bhutan

The Royal University of Bhutan (RUB) is Bhutan's national university, established on 2 June 2003 under a Royal Charter. Headquartered in Thimphu, the University plays a significant role in advancing higher education, research, innovation, and professional development in the Kingdom of Bhutan. It brings together a network of constituent colleges and affiliated institutions offering academic programmes across diverse disciplines, including education, science, engineering, business, arts, humanities, and natural resources.

The University's vision emphasises becoming an internationally recognised institution grounded in the principles of Gross National Happiness (GNH). Its educational philosophy seeks to integrate academic excellence with personal development, cultural values, compassion, environmental awareness, and social responsibility. Through its commitment to teaching, research, community engagement, and international collaboration, RUB contributes to developing an educated, skilled, and humane society.

With its emphasis on holistic education, research, and human development, the Royal University of Bhutan provides a meaningful academic context for international dialogue on school psychology, mindfulness, inclusion, student well-being, and educational excellence.

Website: www.rub.edu.bt

About the Asia Pacific School Psychology Association (APSPA)

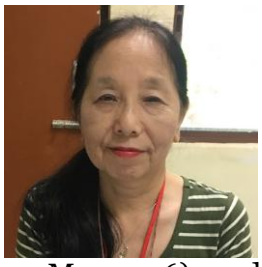
The Asia Pacific School Psychology Association (APSPA) was established in 2019 as an international professional association committed to promoting the development of school psychology across the Asia-Pacific region. APSPA works towards strengthening professional education, research, international academic collaboration, student mental health, inclusive education, and the psychological well-being of children and young people. Through its

international conferences, academic publications, professional networks, and collaborative initiatives, APSPA provides opportunities for psychologists, educators, researchers, and practitioners to share knowledge, exchange experiences, and contribute to the advancement of school psychology.

The Association seeks to build stronger professional networks and promote culturally responsive, inclusive, and evidence-informed psychological services in educational settings. The proposed APSPA International Conference in Bhutan will provide an important international platform for advancing the role of school psychology in promoting holistic well-being, inclusive education, cultural understanding, and educational excellence. By bringing together international scholars, psychologists, educators, policymakers, and practitioners, the conference seeks to establish meaningful academic partnerships and encourage innovative approaches to addressing the psychological and educational needs of children and young people. Bhutan's emphasis on happiness, mindfulness, compassion, cultural heritage, and holistic development offers a valuable context for this international academic dialogue.

The Asia Pacific School Psychology Association looks forward to collaborating with The Royal University of Bhutan and other academic institutions to make this proposed conference a meaningful contribution to the advancement of school psychology in Bhutan and the wider Asia-Pacific region.

Keynote Speakers



Prof. Michiko Ishikawa, is Professor of Psychology, Tokyo University of Social Welfare, Japan. She has a Master's in Education from Aichi University of Education, Japan, and a Doctorate Degree in Psychology from Nagoya University, Japan. Presently she is Professor (Specially Appointed Professor) at the Department of Contemporary Business, Nagoya Sangyo University. She has held positions as Professor, Graduate School, Tokoha University (Apr 2016 - Mar 2021), Professor, Graduate School, Kyoto University of Education (Apr 2014 - Mar 2016), and Professor, Faculty of Education, Bukkyo University. She started her career as a High school teacher, Aichi Prefectural Board of Education (2 years in Junior High School and High School as a Branch School) (April 1978 - March 2014). She is an Editorial Consultant of the International Journal of Asia Pacific School Psychology. She is a member of Gifu Prefecture - Bullying Prevention Study Council in Japan. She regularly publishes research papers in reputed journals.



Prof. Wael Abu Hassan is working in Arab American University, Jenin, Palestine and his International experience includes various programs, contributions and participation in different countries for diverse fields of study. Wael does research works in Psychology; Clinical Health areas, and bridges all with other fields of knowledge in interdisciplinary and complementary approaches. His research interests include the psychosocial impacts of trauma, particularly on Palestinian populations, and the role of spirituality and religiosity in coping with illness. He has also published work on the assessment of Health Related Quality of Life (HRQOL) in the Arab world and the need for its integration into healthcare practices.

Dr. Abu Hassan's CV highlights a strong academic background, including a PhD in Clinical Health Psychology from Aligarh Muslim University.



Prof. Parvathy Varma S., Ph.D., is an accomplished psychologist with professional experience in the field of Management. She has served as the Program Director of Graduate Programmes in Psychology at the Graduate School of Human Sciences, Assumption University, Bangkok, Thailand. Her academic and professional interests encompass cross-cultural research, suicide prevention, and socio-emotional intelligence. Her work reflects an interdisciplinary perspective, integrating psychological principles with management practices and human development. She is particularly interested in understanding the influence of cultural factors on human behaviour, promoting psychological well-being, and advancing research and interventions related to suicide prevention. Her interest in socio-emotional intelligence focuses on understanding emotional and social competencies and their significance in personal, academic, and professional development. Through her academic engagement and research interests, she contributes to the advancement of psychological knowledge and its application to contemporary individual and societal challenges.



Prof. Muhammad Kamal Uddin, PhD (Japan) is is a psychometrician and Professor of Psychology at the University of Dhaka, Bangladesh, where he served as Department Chair (2021–2024). A Japanese Government (MEXT) Scholar, he earned his PhD from Kyushu University, Japan. He pioneered Bangladesh's first MS in School Psychology and Professional MS in Psychology programs. With over 100 scholarly publications, he currently serves as President of the Bangladesh Psychometric Association and International Coordinator of APSPA, having previously served as its Vice President. He also served as Secretary General of the Bangladesh Psychological Association. His contributions to school psychology earned him the ISPA–InSPA Leadership Award (2019).



Dr. T. Santhanam is the Director of SDS Academy, Chennai, and one of India's most respected psychologists with over four decades of distinguished service. An esteemed alumnus of the National Institute of Mental Health and Neurosciences (NIMHANS), Bengaluru, he has built an extraordinary career spanning clinical practice, research, and education. A proud recipient of the National Award, Dr. Santhanam has authored several influential books, guided numerous Ph.D. scholars, and impacted the lives of over one lakh clients. His unwavering commitment to psychology education, disability empowerment, and mental health advocacy has earned him recognition both in India and on the global stage.

Registration Fees:

Sl No	Category	APSPA Member	Non-Member	Includes
1	International delegates (presenter)	INR5000	INR6000	Conference lunch, and dinner for for day, conference kit (Name tag, Book of Abstracts, presentation certificate,

				bag, pen and note book) and proceedings publication with ISBN
2	Accompanying International delegates (Non-presenter)	INR5000	INR5000	Conference lunch for one day
3	Delegates from Bhutan	INR2000	INR2500	Conference lunch, for one day, conference kit (Name tag, Book of Abstracts, presentation certificate, bag, pen and note book) and proceedings publication with ISBN
4	Accommodation charges (if required from 2-5 March 2027)	INR10,000	INR10,000	Airport transfer (Group) from Bagdogra Airport to hotel
5	Virtual Participation (5th March 2027)	INR 2500	INR 3000	E-certificate and soft copies of the Book of Abstracts/proceedings.

Kindly share the screenshot of the transaction in the Google form for verification.

International delegates

Registration fee can be paid to:
Name: Asia Pacific School Psychology Association
Bank: State Bank of India, Lawspet Branch, Puducherry – 605 008, India
Current Account Number: 45034995377
IFSC Code: SBIN0010507

Kindly share the screenshot of the transaction in the Google form for verification.

Registration Link:

Google Form Registration Link: https://forms.gle/cjAAQi5i9YwuxSJN7

Last date for Abstract Submission: 30th November 2026 at 5.00 pm

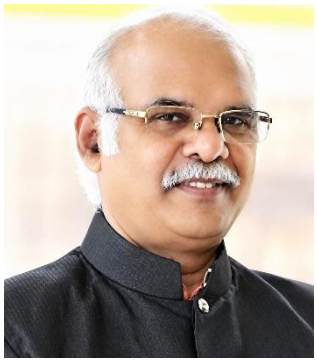
The last date for submitting the Full paper is **31.12.2026 at 5.00 pm**

Registration fee once paid will not be refunded

Conference Registration Fee Policy 2027

The Registration fee included a conference bag, notepad, pen, conference food, and book of abstracts. This Conference is self-financing from the participating delegates. All conference participants must pay the conference registration fee. For each paper/poster, at least one author must attend and pay the registration fee. The participants can choose from any of the options given above to participate in the Conference.

Organising Team
Chairman



Prof. Panch. Ramalingam, Ph.D, Founder President, Asia Pacific School Psychology Association (APSPA), India. He is an educational and counselling psychologist, academician, and advocate for school psychology. He served Pondicherry University for 28 years, becoming Professor and serving as Director of the UGC–Malaviya Mission Teacher Training Centre before retiring in March 2025. He holds postgraduate qualifications in Psychology, Education and Political Science, and an M.Phil. and Ph.D. in Educational Counselling Psychology.

He is Founder President of the Asia Pacific School Psychology Association (APSPA) and President of the Indian School Psychology Association (InSPA), which he founded in 2009. Through these organisations, he has advanced professional networking, conferences, teacher development and school mental-health initiatives across the Asia-Pacific region. He established the *InSPA Journal of Applied and School Psychology* and serves as its Founder Editor. He has contributed to journals, including the *Journal of the Indian Academy of Applied Psychology*. His contributions include more than 110 authored and edited publications and 60 peer-reviewed articles. His book, *School Psychology in the Indian Context*, has been translated into 15 Indian languages. In recognition of his work, APSPA honoured him as the "Father of Indian School Psychology" in 2025. He is an IAAP Fellow (2023) and recipient of the *Kalaimamani* Award from the Government of Puducherry.

Conference Co-Chairman
The Director
International Relations
The Royal University of Bhutan, Bhutan

International Coordinator



Maria Veena Aruldass is the founding Head of Counseling and Safeguarding and Designated Safeguarding Lead at Ambassador International Academy, Al Mankhool, Dubai. She holds an MSc specialising in Clinical Psychology and brings 15 years of experience in school counselling and psychology education. As a resource person and international conference speaker, she promotes mental health awareness, school psychology and social and emotional learning among students, adults and parent communities. Her work spans IB Psychology teaching, SEL curriculum development and restorative practices.

Local Coordinator



Dr. Dipan Pradhan is an Associate Professor at The Royal College of Bhutan, Thimphu, Bhutan. He is an academic professional committed to higher education, teaching, research, and the advancement of knowledge. Through his academic engagement, he contributes to the intellectual and professional development of students and promotes a culture of learning and scholarly inquiry. His association with Bhutan's higher education sector reflects his commitment to academic excellence and institutional development. He is also well positioned to contribute to regional academic exchanges and international collaborations, particularly in fostering knowledge sharing and strengthening educational partnerships across the Asia-Pacific region.

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