



# 8<sup>th</sup> APSPA International Conference in Japan

(18<sup>th</sup> - 24<sup>th</sup> September, 2025)



**"Advancements of School Psychology in the Asia Pacific Region"**

**Asia Pacific School Psychology Association (APSPA), International  
and  
Asia Pacific School Psychology Trust (APSPPT), India (Regd)**

CONFERENCE  
BROCHURE



6<sup>th</sup> APSPA International Conference was held at the Assumption University of Thailand, Bangkok (28-30 October 2024)

# 8<sup>th</sup> APSPA International Conference on “Advancements of School Psychology in the Asia Pacific Region”

(18 - 24 September 2025)



It is a professional non-profit school psychology organization. Prof. Panch. Ramalingam, Pondicherry University started in Malaysia in 2019 and supports and advocates for school psychologists to provide professional training to positively impact school systems to improve academic skills, social-emotional functioning, and mental-behavioural health of all students - the Asia Pacific School Psychology Association (APSPA) under the International presidency of Prof. Panch. Ramalingam held the 1<sup>st</sup> International Conference at the National Institute of Education, Colombo, Sri Lanka, in 2020, the 2<sup>nd</sup> International Conference at AIMST University, Malaysia, in 2021, and the 3<sup>rd</sup> International Conference at the Assumption University, Bangkok, Thailand, 4<sup>th</sup> at Central University of Haryana, 5<sup>th</sup> in Mauritius, 6<sup>th</sup> at the Assumption University of Thailand in 2024 and 7<sup>th</sup> APSPA International Conference in India (March 2025). The core committee members unanimously resolved to form office bearers of the Association with available school psychologists from different countries to promote school psychology services in the Asia Pacific region. The APSPA will cater to the need to encourage standard school psychology services in the Asia Pacific Region, especially mental health and well-being, and safe and friendly schooling.

## Japan

The Japanese people constitute the overwhelming majority of the population. They are ethnically closely akin to the other peoples of eastern Asia. Japan's modern education system has been a critical element in the country's emergence as a highly industrialized country. The

social and economic benefits of education have long been recognized in Japan, and education has been seen as the all-important means to achieve personal advancement. From the elementary to the university level, students are screened and selected for advancement, and students from a young age work extremely hard to qualify for the best possible schools. Merit-based admission has led to strict ranking among the schools and severely intensified competition, which has contributed to several problems - notably bullying and other violence and absenteeism - that have beset the Japanese educational system for years.

Most high-school students attend one of the large extracurricular “cram” schools (juku) that help them prepare for the examinations. High school graduates who do not pass the examinations on their first attempt can study intensively for a year and retake the tests. Juku-type schools now exist on all levels, including those catering to preschool children.

Many educational institutions existed in Japan even in the feudal period preceding the Meiji Restoration of 1868, several of which had been subjected to Chinese cultural influences since ancient times. Numerous private temple schools (terakoya), mostly in towns, functioned as elementary schools; reading, writing, and arithmetic were taught by monks, unemployed warriors, or others. Provincial lords (daimyo) also established special schools for children of the warrior class.

The modern Japanese educational system was introduced immediately after the Meiji Restoration. The government set up elementary

and secondary schools throughout the country in 1872, and in 1886, a system providing three to four years of education was inaugurated. The introduction of modern education did not encounter many problems, primarily because it utilized the existing system. Free compulsory education was introduced in 1900, and in 1908 it was extended to six years. Since 1947, education has been mandatory for nine years, beginning at six.

**Theme:**  
**Advancements of School Psychology in the Asia Pacific Region**

The Advancements of school psychology in the Asia-Pacific region looks promising, driven by rapid social, economic, and educational advancements in many countries. However, its growth and development depend on addressing challenges and leveraging opportunities unique to the region. Here are key trends and prospects shaping the field:

### 1. Increasing Demand for School Psychology Services

**Mental Health Awareness:** Growing awareness of mental health issues among students,

exacerbated by academic pressures, social media influences, and the COVID-19 pandemic, is driving the need for school psychologists.

**Academic and Behavioural Challenges:** Rising rates of learning disabilities, behavioural issues, and developmental disorders are creating a demand for early intervention and specialized services.

### 2. Challenges

**Shortage of Trained Professionals:** Many countries in the region lack adequately trained school psychologists due to limited graduate programs and insufficient professional recognition.

**Stigma Around Mental Health:** Cultural stigmas surrounding mental health in parts of Asia hinder the full integration of psychological services in schools.

**Resource Disparity:** Unequal distribution of resources between urban and rural areas can limit access to psychological services in less developed regions.

### 3. Integration of Technology

**Telepsychology and Online Support:** Digital platforms are helping overcome barriers like

## ASIA PACIFIC SCHOOL PSYCHOLOGY ASSOCIATION

### Advisors

**Prof. William "Bill" Pfohl**, ISPA, USA  
**Tan Sri Prof. T. Marimuthu**, Malaysia  
**Prof. Véronique Le Mézec**, ISPA, France  
**Coosje Griffith**, Western Australia  
**Dr. A. Baheerathan**, AEDU, London  
**Prof. B. Mukhopadhyay**, InSPA, India

### INTERNATIONAL COMMITTEE

#### International President

**Prof. Panch. Ramalingam**  
Pondicherry University, India

#### International Vice-Presidents

**Dr. Parvathy Varma**  
The Assumption University of Thailand, Bangkok

**Prof. Dr. Md. Kamal Uddin**  
University of Dhaka, Bangladesh

#### International Secretary

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**Prof. Nilamegame**, Reunion **Prof. Wael Mustafa Abuhassan**, Arab American University, Palestine

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**Sr. Magdalen Bui**, Vietnam

**Dr. Philip L. Fuentes**, University of Santo Tomas, Philippines

**Maran Nandan**, Australia

geographic isolation, offering virtual counselling and assessments.

**AI and Data Analytics:** Advanced technologies can support early detection of mental health concerns and learning difficulties, enabling targeted interventions.

#### 4. Policy and Systemic Changes

**National Frameworks:** Governments are increasingly recognizing the importance of mental health in education and incorporating psychological services into national education policies.

**Inclusive Education:** With global commitments like the UN's Sustainable Development Goals, inclusive education practices are gaining traction, enhancing the role of school psychologists.

#### 5. Professional Development and Collaboration

**Cross-Cultural Training:** Programs focusing on culturally sensitive practices are crucial for addressing the region's diverse populations.

**Regional Collaboration:** Organizations like the Asian Psychological Association and collaborations between nations can boost the sharing of resources, research, and training.

#### 6. Opportunities for Growth

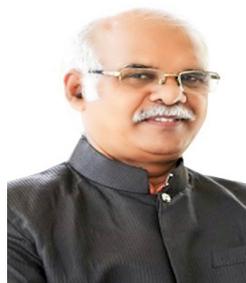
**Expanding Graduate Programs:** Establishing more school psychology programs can address the shortage of professionals.

**Public-Private Partnerships:** Collaboration between governments and private sectors can help fund mental health initiatives and integrate services into schools.

**Community Engagement:** Working with parents, teachers, and community leaders can help overcome cultural barriers and create a supportive environment for students.

Researchers, Professionals are requested to focus on these aspects while preparing for their presentations. While the field of school psychology in the Asia-Pacific region faces challenges, the increasing recognition of its importance and the adoption of innovative approaches suggest a bright future. By addressing training gaps, reducing stigma, and leveraging technology, school psychology can play a pivotal role in fostering the well-being and academic success of students across the region.

### Conference Chairman



**Prof. Panch. Ramalingam**, Professor cum Director (i/c), UGC-Malaviya Mission Teacher Training Centre, Pondicherry University, Puducherry, International President, Asia Pacific School Psychology Association (APSPA), Malaysia, ([www.apspa.in](http://www.apspa.in)) President, Indian School Psychology Association ([www.InSPA.org](http://www.InSPA.org))

#### Japan Local Guide

**S. Sathishkumar**, Japan

### Conference Secretary

**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.

### Invited Speakers



**Dr. Sithambarakumar Thevendrampillai**, Civic Park Medical Centre, Australia

He is commonly known as Dr. Paran, is a distinguished general practitioner based in Pendle Hill, New South

Wales, Australia. He is affiliated with the Civic Park Medical Centre, where he provides comprehensive medical care. is a highly experienced doctor specialising in dermatology and general practice. He provides expert care for skin-related concerns and general health. Dr. Paran began his education at Jaffna Hindu College and earned his MBBS from the University of Jaffna in 1991. He initiated his medical career in Sri Lanka, serving in general hospitals across Ratnapura, Chilaw, and Colombo. In 1996, Dr. Paran migrated to Australia, where he practiced medicine in various locations, including Alice Springs, Adelaide, Townsville, and Wagga Wagga, before establishing his practice in Sydney. He is a director at the Civic Park Medical Centre and the Western Sydney Specialist & Allied Health Centre



**Prof. Parvathy Varma, S,** Ph.D is Program Director, Graduate programs in Psychology, Graduate School of Human Sciences, Assumption University, Bangkok, Thailand. She is basically a psychologist, working in the field of

Management. Her area of interest include cross-cultural research, suicide prevention, and socio emotional intelligence.



**Dr Rajan Kailainathan,** Consultant Emergency Physician, Monash Health Dandenong / Latrobe Regional Hospital, Adjunct Senior Lecturer - Monash University, Australia. He is working at both Dandenong Emergency Department and

the Cardiac Emergency at the Victorian Heart Hospital. He also serves as the Emergency Physician Clinical Lead at the Victorian Virtual Emergency Department (VVED). As a Clinical Teaching Associate at Monash University and co-convenor of the Emergency Medicine Symposium. Rajan is focused on improving clinical efficiency and innovation, with a strong interest in technology and the emerging role of artificial intelligence in healthcare. He is passionate about fostering collaboration and networking. As part of the Local Organising Committee for ACEM ASM 2024, Rajan

is committed to creating a platform for knowledge exchange and advancing emergency medicine.



**Prof. T. Santhanam,** This renowned psychologist is internationally recognized for his contributions to the field of psychology, specifically in the area of disability empowerment and rehabilitation. Accredited by the Rehabilitation Council of India, he is an International

Affiliate Member of the American Psychological Association and a Clinical Supervisor of the Australian Counselling Association. He also holds positions as the National Convener of the Indian School Psychology Association, an International Member of the American Society of Clinical Hypnosis, a Life Member of the Academy of Hypnosis, India, and a Professional Member of the Association of Rehabilitation Psychologist Professionals, India. Previously serving as the Head of the National Career Service Centre for Differently Aabled under the Government of India, he has received two National Awards from the President of India for his contributions to empowering individuals with disabilities. He has authored three books on Specific Learning Disabilities and published over 40 empirical research papers, earning a stellar reputation in academic circles. More than 40-year career, he has trained over 10,000 students in specific learning disabilities, counselling, psychotherapy, psychological assessments, and cognitive behaviour therapy. With his vast experience, he has provided counselling and psychotherapy to more than 100,000 clients with various mental illnesses and disabilities.



**Prof. Muhammad Kamal Uddin,** PhD (Japan) is Professor and Chairman, Department of Psychology, University of Dhaka, Dhaka 1000, Bangladesh. He received Postdoctoral Award (but did not enjoy) of the European Commission in

2013 positioned at Padova University, Venice, Italy. He earned Ph.D. degree in Psychology from Kyushu University, Fukuoka, Japan in 2006 receiving prestigious Monbuso Scholarship of the Japan Government. Kamal obtained M.Sc. (Thesis) degree with specialization in Clinical Psychology from the University of Dhaka in 1991. He received B.Sc. (Honors) degree in Psychology

from the same university in 1990. Kamal secured First in First Class in both the M.Sc. and B.Sc. Examinations. He was awarded the Professor M. U. Ahmed Gold Medal for his distinction in the M.Sc. Examination. Dr. Kamal has 90 research articles including a chapter in the book *Advances in Cognitive Science* published by Sage, India. He has visited 21 countries and attended conferences, seminars and symposiums held in Malaysia, Sri Lanka, Greece, Italy, Turkey, Spain, Switzerland, India, China, and Japan. Dr. Kamal is the General Secretary of the Bangladesh Foundation for Human Resource Development.



**Dr. 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.



**Dr. Balan** is an associate professor of the Faculty of Psychology and Education, University Malaysia Sabah, where he specializes in the Youth and Community Development program. In 2013, he won the World Inventor Award from Korea

in the field of research and education in the category of social sciences. His research focuses on youth, creativity, innovation, and interventions for youth social problems. He is a member of both the Malaysian Institute of Management (MIM) and the Malaysian Institute of Human Resource Management (MIHRM, formerly known as the Malaysian Institute of Personnel Management).

Dr Balan obtained his M.A. and Ph.D. (Psychology) from the National University of Malaysia (UKM).

## Instruction to Presenters

Proposals are invited for symposia, workshops, individual paper, and poster presentations. Today, school communities are challenged with many psycho-socio issues of children from different ethnicities, races, languages, religions, abilities, and disabilities. The School Psychology services should be promoted in India and South Asian region to cater to the needs of the parents, teachers, school administrators and policy makers.

**Workshop on School Psychology** (60 minutes): The purpose of this workshop is to enable a practitioner, researcher, or other educational professional/teachers to present specific innovative techniques, methods and tools for psychologists from a practical point of view in relation to the conference theme. This is a one-hour workshop on School Psychology Competencies.

**Symposium** (60 minutes). Presentations submitted together on a specific topic. This is a talk presentation style. Each integrated symposium generally includes a maximum of four (4) presentations on a common topic based on the conference theme and subthemes. Multi-disciplinary panels are welcome. Kindly note that the convener of the symposium must be a psychologist.

**Papers** (15 minutes including questions from participants): The purpose of a paper presentation is to present research findings and innovative practices. Papers should be related to the theme and sub-theme of the conference, and report on recent developments. Abstract should be around 150-200 words and should include aim, method and results.

**Posters:** The purpose is to offer a visual display of presentation, in an attractive way on a given poster space. Presenters should also offer additional information (leaflets, handouts, or brochures) to take away. The normal size of the poster is 30 x 20 inches size. Best Posters will be selected and cash prizes will be awarded.

**Best Paper Awards:** Each scientific session will carry a best paper award. The awardees will be honoured during the valedictory session. The PG students and Research Scholars are in one category, and the faculty members are in another category.

## General Format for submitting the abstract

All in running letters. Don't use capital letters in the headings or names or anywhere in the abstract.

**Title:** Should be in the centre alignment with less than 15 words. It has to highlight the variables and there is no need of sample location.

**Authors:** Should be in the centre alignment with Name, designation, institution, place, and Email ID (if required, the same format to be used for co-authors)

The abstract should be very brief, with points focused without giving subheadings. The introduction, objectives, hypotheses, method, sample, tools, results and implications. There is no need for any quotes in the abstract. There is no need for author citation with a year in the abstract. There is no need for sub-headings like introduction, objectives, etc. (Refer to our website: [www.ijasp.in](http://www.ijasp.in) or [www.apspa.in](http://www.apspa.in) for writing the abstract model in the published journal articles)

**Caution:** Once submitted, the abstract will remain the same

## Publication of Papers

Full paper should be around 5000 words including tables and references. APA 7<sup>th</sup> edition format for referencing should be followed. The peer reviewed selected papers will be published in the INSPA Journal of Applied and School Psychology (April 2026 Volume 7, Number 2) or International Journal of Asia Pacific School Psychology (January 2026 Volume 8 Number 1). If the paper is suitable for publication, a separate letter will be sent for acceptance of papers. The full paper (optional) can be submitted to [apspa2019@gmail.com](mailto:apspa2019@gmail.com)

Conference Contact:  
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**Last date for Abstract Submission:**  
31-05-2025

**Registration Fee for 8<sup>th</sup> APSPA International Conference (18 to 24 September 2025)**

Sl. No	Category	APSPA Member	Registration
1	International Delegates	USD100	Check with the LoC for registration
2	Local Participants	USD50	Japan delegates
3	Virtual Participation	USD20	

The last date for submitting the Registration fees **31.05.2025 at 5.00 pm**

Registration fee once paid will not be refunded

## Conference Registration Fee Policy 2025

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.

### Cancellation Policy:

In case of any cancellation or non-attendance, the registration fees are unfortunately not refundable or adjusted. You have to ensure before registering about your travel documents such as Passport, Visa and travel/medical insurance.

### Conference venue:

Tokyo University and Graduate Studies of Social Welfare, Oji campus, Japan

The detailed schedule of events for International delegates will be notified in the first week of July 2025 after closing the Registration

### Conference Connect link:

Website: [www.apspa.in](http://www.apspa.in)  
Email: [apspa2019@gmail.com](mailto:apspa2019@gmail.com)

### Travel Agency

SS Annamalai Travel Agency, Chennai

