

Social justice principles as core concepts in school psychology training, research and practice at a transnational level

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Abstract

This paper presents social justice principles as core concepts in school psychology practice via a conceptual framework that combines theory, research, training, and practical applications. Focusing on the specific needs of Greece (i.e. economic recession, influx of migrant and refugee students, etc.), we discuss the inclusion of multicultural and international components of school psychology practice as well as implications for socially just practice. Specific examples of interventions and activities developed and implemented by the Laboratory of School Psychology of the National and Kapodistrian University of Athens, which emphasizes the application of social justice principles to practice, are also presented. Finally, we discuss specific guidelines for developing interventions that embrace social justice principles globally as well as explore transnational implications.

Keywords

social justice principles, school psychology practice and training, transnational guidelines, Greek educational system, evidence-based interventions

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During the last several decades, principles such as respect for diversity, advocacy for children's best interests, and respect for children's views have become prominent in psychological thinking. These principles reflect the field's increasing emphasis on social justice (Smith, 2016). Bell (2013) provided a highly accepted definition of social justice as the "full and equal participation of all groups in a society that is mutually shaped to meet their needs...in which the distribution of resources is equitable and all members are physically and psychologically safe and secure (p. 21)."

The way social justice is perceived across the world is influenced by cultural, contextual and situational factors (Shriberg & Clinton, 2016). Societal problems around the world, such as economic recession, poverty, war, and immigration, call for socially just solutions at the local, national and international levels (Reisch, 2014). Particularly for Greece, for 10 years now, the economic recession has had a substantial impact on the well-being of its citizens, especially during the implementation of the economic adjustment program imposed by the European Union (EU) and International Monetary Fund (IMF). Unemployment rates escalated dramatically, placing the country among the most affected regions in the EU (Karafolas & Alexandrakis, 2015).

In addition, an enormous influx of refugees, mainly from neighboring Middle East countries, reached European borders (predominantly Greek borders) through various sea roads in the Mediterranean Sea. According to UNHCR's annex (www.unhcr.org/gr), approximately 58,000 people were residing in refugee camps and other settings as of June 2018. Thirty-seven percent of them were estimated to be children and adolescents, most of whom were unaccompanied (almost 3500). This 'double crisis' has put an unprecedented strain on Greek society, creating a challenging economic situation for both native and immigrant populations (e.g. lower salaries, greater unemployment, aggravation of living conditions, deterioration of mental and physical healthcare) (Anagnostopoulos, Triantafyllou, Xylouris, Bakatsellos, & Giannakopoulos, 2016).

This situation has had an intense impact on school communities, thus creating a great need for intervention programs to support schools, communities, and underprivileged members of society (Hatzichristou, Stasinou, Lampropoulou, & Lianos, 2018). Studies conducted in Greece have revealed various problems related to the economic recession in school infrastructure; for example, teachers both in primary and secondary schools have reported increased interpersonal and intrapersonal behavioral difficulties (in addition to other changes) among students due to reductions in families' incomes (Anagnostopoulos & Soumaki, 2012; Hatzichristou, 2017). Support is also needed for children and adolescents from refugee families, since these populations experience various difficulties that can impact their psychosocial adjustment; thus, trauma-informed practices within school contexts are essential (Anagnostopoulos, et al., 2016).

Addressing diversity and equity issues in school settings has become imperative, and it is especially important that practitioners focus on the practical application of social justice principles. Many leading national professional organizations have

made concerted efforts to include social justice principles in their basic documents and professional guidelines (e.g. American Psychological Association, 2017; British Psychological Society, 2018; National Association of School Psychologists, 2010). In addition, the International School Psychology Association's Code of Ethics (2011) identified social justice as "a prevailing ethical principle." However, practical applications of social justice principles are inevitably context-specific.

The purpose of this article is to discuss social justice principles as core concepts in school psychology practice. A conceptual framework combining theory, research, training, and practical applications is presented. Several implementation paradigms are briefly described in relation to the operation of the Laboratory of School Psychology (LSP; formerly the Center for Research and Practice of School Psychology) of the Department of Psychology in the National and Kapodistrian University of Athens (NKUA). This conceptual framework and its practical applications constitute a potential basis for developing specific guidelines for implementing social justice principles at a transnational level.

Provision of alternative school psychological services

Due to the limited provision of school psychological services in mainstream Greek public schools, an alternative model of psychological services combining theory, research, training, and practice was developed through NKUA (Hatzichristou & Lianos, 2016). This model is displayed in Figure 1. Its development represents an effort to promote social justice in the Greek education system by providing school psychological services to a much larger population. It can be considered a form of distributive justice, since it aims to extend the provision of psychological services to many key stakeholders in schools (Ben-Shahar, 2015).

The model was developed over the course of four phases. The first three inter-related and ongoing phases involved observing and recording Greek students', teachers', and families' needs. In particular, we conducted various research projects to explore the school adjustment profiles and performance of "average" Greek students. We also investigated students' perceptions of school climate, subjective well-being, and protective factors in peer relationships (Phase I). We further explored the profiles of at-risk and vulnerable groups of students with unmet needs (i.e. immigrants and remigrant students, Roma students, students with learning disabilities and behavior difficulties, children from divorced families, students affected by economic recession and crisis). Additionally, we explored protective factors that promote resilience at the individual and systems levels (Phase II). Finally, we investigated students', parents', and teachers' attitudes toward mental health services as well as the needs of the schools and communities targeted for intervention (Phase III). Over time, these phases led to enriched programming, new research, and additional goals.

Analyses of data gathered during the first three phases contributed to the activities of the fourth phase, which involved the development of a comprehensive prevention-consultation approach. This approach formed the foundation of the

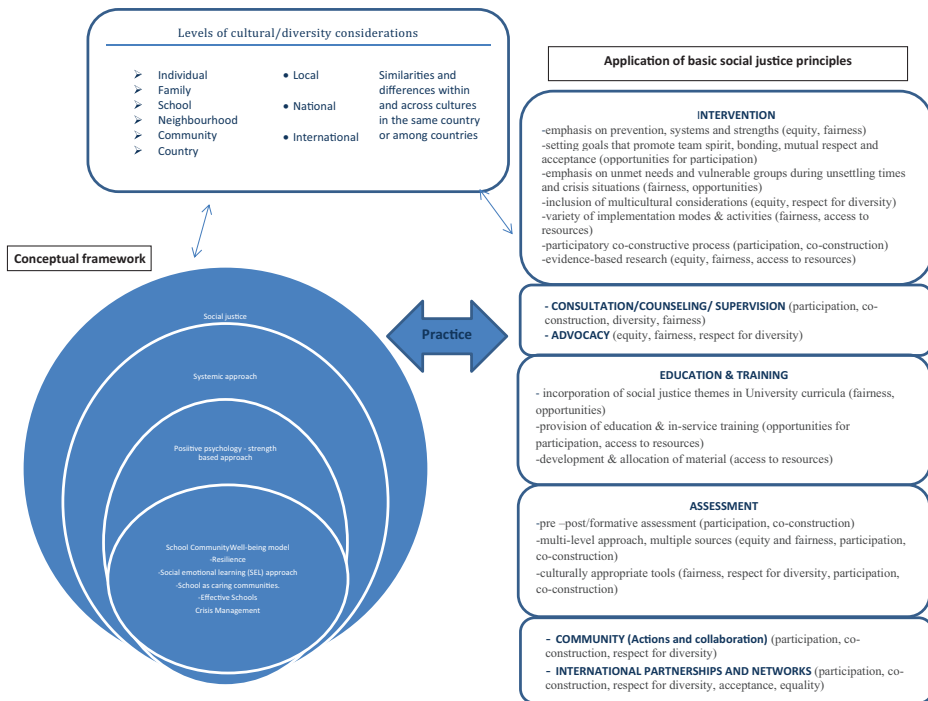


Figure 1. Multi-level conceptual framework and practical application of social justice principles in school community: a transnational approach.

university-based Laboratory of School Psychology (LSP), which provides school psychological services in response to community and national needs in Greece. The main goals and activities of the LSP are: (a) promotion of University–schools–community partnerships and collaboration; (b) education, pre-service, and in-service training for graduate students, school psychologists, teachers, and parents; (c) scientific research and publications; and (d) development, implementation, and evaluation of multi-level evidence-based interventions in school communities (preschool, elementary, secondary, and special education schools) and other educational contexts (e.g. summer camps). The scientific team of the LSP (composed of the Scientific Director, experienced school psychologists, and doctoral candidates) is responsible for the coordination and supervision of the intervention teams, which comprise school psychologists, doctoral candidates, graduate and undergraduate students, teachers, and other volunteers (see description in Hatzichristou & Lianos, 2016; Hatzichristou, Lykitsakou, Lampropoulou, & Dimitropoulou, 2010). The services described below have been implemented in schools for almost 20 years in response to the specific and emerging needs of school communities at a national and international level (Hatzichristou, 2011a; Hatzichristou et al., 2010).

Conceptual framework

The conceptual framework of the model incorporates current trends, concepts, and theoretical approaches in school psychology. These trends, concepts, and approaches constitute the theoretical foundation of an integrative approach that accounts for multiple levels of diversity in school communities and supports the application of social justice principles in school psychology practice (Figure 1). They are perceived as situated in a larger sphere of social justice and children's rights. Positive psychology and ecological-systemic perspectives constitute embedded approaches to promoting school well-being and are directly linked to the promotion of social justice (Hatzichristou et al., 2010). Ecological perspectives and systemic thinking enable school psychologists to understand the interaction of individual and environmental factors and to develop interventions that are more clearly aligned with social justice principles (Gutkin & Song, 2013). In addition, a focus on strengths, positive dimensions of children's development, overall school functioning, and the promotion of mental health and well-being serves to build resilience to life adversities (Shriberg, Song, Miranda, & Radliff, 2013).

As depicted in Figure 1, key concepts of the model are resilience, social and emotional learning (SEL), effective schools, and schools as caring communities. These concepts further support the practice of social justice in schools (Shriberg et al., 2013). Furthermore, conceptualizing schools as caring communities incorporates essential social justice concepts such as inclusion, respect, acceptance, sense of belonging, fairness, caring, and bonding (Song & Marth, 2013).

Levels of cultural/diversity considerations

The social justice literature explicitly highlights the importance of multicultural perspectives in every aspect of school psychology practice and training (Shriberg et al., 2013). Cross-cultural approaches are at the core of the LSP's guiding framework; however, similarities and differences should also be considered across multiple systems (individuals, classes, schools, neighborhoods, communities, countries) at the local, national, and international levels. Ultimately, differences and similarities can be identified among groups within or across cultures and systems and can form the basis of a transnational approach to implementing interventions in diverse settings. In the following sections, the multiple activities of the LSP are briefly presented as a means of illustrating the application of social justice principles in practice.

Application of basic social justice principles in practice

Social justice principles are operationalized in practice by: (a) developing evidence-based interventions; (b) providing counseling, consultation, and supervision to enhance personal and professional strengths; (c) acting as advocates for the needs of vulnerable groups of students; (d) providing education and in-service training to teachers, parents, students, and mental health professionals; (e) conducting valid and

cultural appropriate assessments; (f) establishing cooperative partnerships with communities; and (g) fostering international partnerships and networks.

Intervention programs

Due to the very high number of teachers'/schools' applications to participate in the LSP's intervention programs, specific selection criteria are determined in accordance with social justice perspectives. Combined selection criteria include school needs, number of applications per school, and type of school and/or region. Schools with high percentages of vulnerable or at-risk groups (e.g. immigrant, refugee, Roma students) and/or that have been severely impacted by adversities (economic recession and natural disasters) are given priority in the selection process. In addition, schools in which the majority of teachers and the principal are willing to participate in program training and implementation are preferred, since this signals systems-level interest and the potential to successfully intervene in the child's broader environment. Schools representing all educational levels (i.e. pre-school to secondary) are invited to apply, as are special education schools from different areas and districts.

All programs are implemented at a systems level (classroom and/or school) and aim to enhance social and emotional skills, resilience, and well-being for all members of the school community. The involvement of all students in a classroom/school and of teachers contributes to the development of team spirit, bonding, mutual respect, and acceptance. In turn, it also fosters a positive school climate.

Emphasis on prevention, systems, and strengths. The notion of prevention is aligned with the concept of social justice, as it facilitates children's adjustment and psychosocial development and bolsters protective factors against adversities. Prevention efforts are highly recommended in the school psychology literature as a means for reducing the likelihood that difficulties will arise or worsen. They also promote social justice, since they can address unmet needs, encourage inclusivity within schools, and focus on enhancing strengths (Radliff & Cooper, 2013; Song & Marth, 2013).

Setting goals that promote team spirit, bonding, mutual respect, and acceptance. The basic primary prevention program developed and implemented by LSP is the *Program for the Promotion of Mental Health and Learning (PPMHL)*, which constitutes the core of all interventions (Hatzichristou, 2011b). This program addresses the basic concepts of developing children's social and emotional skills, promoting a positive school climate, enhancing feelings of mutual respect, fairness and team bonding, and empowering well-being at the individual (student/teacher) and systems (group/classroom/school) levels. It also aims to facilitate academic and psychosocial adjustment (Hatzichristou & Lianos, 2016). Specialized educational material on the PPMHL was developed and published, including a literature review, practical

guidelines for implementation, and classroom activities with specific goals and methodology for each educational level (preschool, primary, and secondary; Hatzichristou, 2011b).

Another primary prevention program comprises a series of psychoeducational fairytales on diversity. The first of these fairytales is titled “The Little Tiny Wing” and was written by a graduate student in the school psychology program and edited by faculty members. The fairytale includes guidelines for class discussions aimed at facilitating inclusion, acceptance, and respect for diversity, with an emphasis on students with special needs (Hatzichristou, 2011a).

Emphasis on unmet needs and vulnerable groups during unsettling times and crisis situations. The emergence of social changes and crisis situations in Greece has underscored the need for interventions for vulnerable students and other groups who are at risk for difficulties or who may experience discrimination, exclusion, rejection, or difficulty in accessing resources (Hatzichristou et al., 2010). The occurrence of a crisis often results in the violation of children’s rights to safety, education, and protection of health, among other areas. Efforts to promote the equal and fair allocation of resources to all children and to advocate for their protection are at the core of social justice practices (Briggs, 2013). Interventions that enhance children’s resilience in response to adversity, focus on mental health, and enhance individual and system’s strengths are a means of applying social justice principles (Oades-Sese, Kitzie, & Rubic, 2013).

Intervention programs were developed to support school communities after natural disasters (i.e. earthquakes, fires) and epidemics. During the recent economic recession in Greece, the Connecting4Caring project was developed (<http://www.centerschoolpsych.psych.uoa.gr/index.php/en/>). It is a multilevel prevention, awareness-building, education, and intervention project that uses a holistic approach to foster positive development, resilience, adjustment and support of children and adolescents in school and family settings during unsettling times. An additional goal of this project is to launch a national and international network of resilient schools (Hatzichristou & Lianos, 2016).

Within the above project, three school-based intervention programs have been designed, implemented, and evaluated, namely: (a) the *Supporting in Crisis Program* (initial phase of economic crisis which resulted in a deep recession), which has been provided for 138 teachers and over 3000 students from 131 primary schools; (b) the *E.M.E.I.. Program* (the years after the economic crisis), which has engaged 125 teacher and 2500 student participants from 36 primary, secondary, and special education schools; and (c) the International Program WeC.A.R.E., which has been provided to 202 teachers and over 3000 students from 166 primary and secondary schools. A basic goal of these intervention programs is to help school community members build resilience and strengthen their coping skills in response to the distressing effects of the economic recession (for descriptions of the programs see Hatzichristou & Lianos, 2016; Hatzichristou, Lianos & Lampropoulou, 2017). The promotion of resilience enables children, especially

disadvantaged children, to overcome difficulties and benefit from schooling as much as their more privileged peers (Oades-Sese, et al., 2013).

Furthermore, after a recent wildfire in the area of Eastern Attica, the program *Together + 1* was developed and implemented to support school members, enhance resilience at the individual and systems levels, and promote inner strengths, motivation, and essential skills. The LSP team also supervised and supported psychologists who were assigned by the state to schools in crisis-stricken areas, placing an emphasis on the delivery of indirect mental health services to teachers and parents and thus ensuring access for all members of the community (Hatzichristou, 2019).

Inclusion of multicultural considerations. Multicultural issues are highlighted in the social justice literature (Noltmeyer & Fenning, 2013) and constitute the basis for the development of a number of interventions by LSP. The following illustrates the ways in which multicultural considerations are incorporated in the LSP's activities.

Responding to national, local, and community needs. During the 1990s, an abrupt increase in the number of immigrant and remigrant students occurred in the Greek educational system. As a result, student bodies in Greek schools became increasingly diverse. In response, the LSP developed and implemented interventions with the objective of promoting multicultural understanding and facilitating the adjustment of new comers to Greek schools (Giavrimis, Konstantinou, & Hatzichristou, 2003).

From 2011 to 2015, a Psychosocial and Academic Support Intervention Program was developed and implemented by the LSP in collaboration with the Center for Intercultural Education, NKUA in the context of an EU-funded project titled "Education of Roma Children." This program was a multi-level training and intervention project aiming at supporting Roma students, a group highly at risk for exclusion and discrimination in both academic and psychosocial contexts. The goal of the program was to enhance resilience and to support school communities by promoting intercultural understanding, communication and collaboration, and inclusion and access to education for all, especially for Roma students (Hatzichristou & Lianos, 2016).

During the recent refugee influx in Greece, the LSP developed a multi-level training and intervention project to support refugee children and adolescents in various facilities (i.e. an atypical Learning Center in a refugee camp in the broader area of Athens, intercultural and mainstream schools) and to promote multicultural understanding among their peers (Hatzichristou, 2017, 2019). Training and consultation were also important components of the project. Furthermore, a psychosocial support program entitled *Building Our Horizons* was developed to foster adolescents' positive skills and abilities, promote resilience and well-being of refugee youth, prevent the escalation of trauma impact, promote respect for multicultural diversity, and facilitate community integration. As noted above, key objectives of all these interventions included setting goals in accordance with social justice principles and children's rights as well as emphasizing strengths and positive behaviors at the individual and systems levels. They also included modules

tailored to the changing and emerging needs of all children, with a focus on multicultural understanding, respect, acceptance, and fairness.

Responding to needs at a transnational level: Connecting schools and developing an international network. The current social changes across the world have underscored the need to emphasize multicultural issues for school psychologists internationally. In addition, the globalization of school psychology constitutes one of the most important challenges of our time. The use of technology and innovative tools can support teaching and traditional learning and enhance various aspects of schooling professional development (Papendieck, 2018). In particular, online network platforms (e.g. Moodle) can promote cooperation among schools and universities seeking to create networks of collaboration and exchange of ideas.

As noted above, over five years, the LSP developed and implemented the international, evidence-based program WeC.A.R.E., in which it solicited the participation of teachers, students, parents, and schools from 13 countries. WeC.A.R.E. is an online, international teacher training and classroom intervention program that aims to enhance psychological wellbeing, build resilience, foster team-spirit, and create a global support network of educators, school psychologists, and students (Hatzichristou & Lianos, 2016). Some of the most important themes included in the program relate to understanding and accepting diversity and identifying team values and goals.

In addition, the LSP, in collaboration with the International School Psychology Association, organized and implemented a cross-cultural program during the Olympic Games of 2004 in Athens. The program was titled “The Olympic Spirit through children’s voice” and aimed to capture children’s and adolescents’ awareness of Olympic values and ideals. It also promoted multicultural understanding through works of art and literature. Students from 21 countries participated by creating drawings, poems, and other literature. A selection of collected artwork was published in a specially edited album (Hatzichristou, 2011a).

Variety of implementation modes and activities. Program implementation includes a variety of activities and modes of participation such as classroom discussions, group or individual activities, role playing, and games. This allows staff to account for the preferences, skills, and differentiated needs of students. This implementation mode respects and promotes diversity while expanding the range of potential students who many benefit from the programs.

Participatory co-constructive process. Program activities through the LSP utilize a *participatory co-constructive process*, which provides opportunities for active involvement to all. With their teachers, students select the values, goals, strengths, and positive aspects of their class that they would like to work on. They also map their progress, discuss areas that need improvement, and identify possible ways to achieve their goals. They are taught to monitor their individual and group progress. At the end of each thematic module (usually after three/four in-class activities),

students vote on the extent of their goal achievement, create graphs, and discuss ways to overcome identified obstacles. These mechanisms illustrate social justice principles such as considering both processes and outcomes and presenting all students with equal opportunity to participate in classroom goal setting and to contribute to improving their school climate.

Evidence-based interventions. Interventions that are evidence-based take into consideration the needs of all participating groups and aim to improve the learning and adjustment of all students. In order to ensure that LSP interventions are evidence-based, we engage in three interrelated activities: (a) conduct an extensive literature review at a national and international level regarding best practices and strategies that have been implemented and proven effective, (b) collect data through a multi-level assessment process to identify the specific needs of school communities; and (c) develop a mixed-method program evaluation approach in order to determine the appropriateness and effectiveness of the interventions.

Consultation, counseling, and supervision

Differences in types of interventions, needs of teachers, and diversity across schools have called for the provision of various types of consultation/counseling services to support the expansion and success of school programs. For example, program-centered consultation is applied in all cases to adapt programs to be more appropriate for all students. Consultee-centered consultation is also routinely provided, especially in the case of vulnerable children, to empower teachers to support these students and to facilitate their inclusion and adaptation in the classroom (Hatzichristou et al., 2017). In addition, theme-interference issues are addressed, especially in relation to diversity, and trauma-informed practices are implemented for students who have experienced a variety of traumatic events.

Cultural sensitivity and multicultural understanding are addressed, especially in interventions provided to diverse populations such as Roma, immigrant/remigrant, or refugee students. As a result, teachers are empowered in their roles, improve their working skills, and acquire a better sense of self-awareness (Hatzichristou et al., 2017). Supervision is also provided to teachers and school psychologists within the context of the interventions. In this framework, supervision practices are directly linked to social justice, as they provide a forum for discussing diversity and ensure high-quality and effectiveness services for all members of the school community (Lopez & Rogers, 2010).

Advocacy

University-school collaborations have paved a clearer pathway for school psychological services to reach teachers, families, and students (especially in a system where such service delivery is otherwise limited). During crisis events, the LSP takes the initiative to: (a) advocate for the importance of acknowledging the

mental health needs of all members of school communities and developing appropriate interventions; and (b) ensure sponsorship support. By developing and implementing interventions in multiple settings, supporting teachers, families and children (with a focus on vulnerable and at-risk groups), and collaborating with other community agents at the local, national and international levels, the LSP has acted as a change agent geared toward promoting positive outcomes for students, families, and communities.

Education and training

Education and training are considered important means for promoting social justice, since they create “contexts to effect real change towards attaining a vision of a more just education and society” (Kaur, 2012, p.485). The following describes the ways in which social justice principles are incorporated in education and training through the LSP.

Incorporation of social justice themes in University courses. Social justice principles, multicultural awareness and competence, promotion of resilience and well-being, SEL modules, consultation/counseling and other contemporary issues in school psychology are incorporated in both undergraduate psychology and graduate school psychology courses at the NKUA. Multicultural competence is a prerequisite (though not the only one) for promoting social justice in school psychology practice and therefore constitutes a core component of graduates’ training (Grapin, 2017). To reinforce this learning, graduate students are given the opportunity to participate in training, implementation, and evaluation efforts for the LSP’s intervention programs (Hatzichristou, Lampropoulou, Georgouleas, & Mihou, 2017).

Provision of education and in-service training. Teacher training is an integral part of the LSP’s intervention programs, since social justice principles are better served when teachers actively participate in the implementation process (Song & Marth, 2013). In-service training for teachers includes two levels: (a) awareness workshops for all school personnel (so that staff members can familiarize themselves with the concept of social justice and the conceptual framework of the intervention); and (b) specialized training to ensure that teachers are adequately prepared and supported to implement the intervention program in their classes. Training occurs across one or two seminars per month for each intervention module and includes instruction on the program’s theoretical framework and implementation (e.g. guidelines for in-class activities, small group experiential activities, and supervision and consultation; Hatzichristou & Lianos, 2016). A multilevel approach in training, supervision, and consultation is also applied to school psychologists who are involved in these interventions. The main goals of training both for teachers and school psychologists are promoting self-awareness and increasing recognition of personal biases, beliefs, and attitudes that may hinder their professional practice.

Self-awareness and continuous professional development constitute basic tools for applying social justice principles in school psychology practice (Shriberg, 2013).

Development and allocation of educational materials. The LSP has developed a number of educational resources and publications to support high-quality practices. At the national and international levels, these include books (written or translated into Greek to promote accessibility), journal articles, book chapters, educational material, journal special issues, and booklets (Hatzichristou, 2011a, 2011b). Materials are differentiated according to their target groups (e.g. students, teachers, parents, mental health professionals, or school psychologists). A vast number of materials are available online so that all members of the school community can access them (<http://www.centerschoolpsych.psych.uoa.gr/index.php/en/>). In order to reach as many schools as possible, many booklets have been developed and distributed to schools with the support of kind donations and sponsorships.

Assessment

Program evaluation in the LSP uses evidence-based methodology, a multi-level approach (including pre and post-evaluations), and data across multiple levels (individual, group, systemic levels). Qualitative and quantitative data come from multiple sources (students, parents, educators, principals, and mental health professionals), and culturally appropriate tools are designed for the specific populations addressed (Hatzichristou, 2019; Hatzichristou et al., 2017). An important component of the LSP's assessment methodology involves recording and analyzing verbatim remarks of all key stakeholders. Respondents are provided opportunities to explicitly state their opinions on the program's implementation, continuation, and enrichment. Assessment is formative in that it yields specific and detailed feedback on implementation procedures that can be used for ongoing adaptation of the interventions.

For example, during the E.M.E.I.Σ. program, students were asked to report what worried them the most during the economic crisis period (Hatzichristou et al., 2017). Responses related to financial problems (e.g. "Will my family be able to pay the bills?"), shortage of food and other essentials (e.g. "I am afraid that in a while we will not have money and we will have nothing to eat or drink"), parents' emotional state (e.g. "I worry a lot about my family because they are very sad, and we cannot communicate and be happy together as we used to"), moving homes and changing life conditions (e.g. "I do not want to go back to the country where I was born"), school needs (e.g. "I am afraid that schools will close"), and future prospects (e.g. "I am afraid that when I grow up there will be high unemployment and I won't be able to find a job").

Additionally, results from content and process analyses of outcomes of the WeC.A.R.E. program revealed important benefits both at an individual and system level. More specifically, teachers reported that there was significant improvement in most dimensions of class climate and school relationships

(e.g. The Program helped students in having a better behavior and in creating better relationships between them”; “Students succeeded in managing their anxiety more effectively and accepting each other”). Students reported receiving significant assistance in identifying and expressing their own feelings, improving their social skills and interpersonal relationships, creating a positive climate in their classes, and enhancing their intercultural skills (e.g. “The program has taught us to respect each other and express our feelings more comfortably in class”; “The program implemented in our class has helped us come closer with our classmates and openly express our feelings”).

Community

The LSP has taken a variety of steps to disseminate knowledge and create bonds in the community. These steps include: (a) delivering presentations, seminars, and lectures on topics aligned with the needs of the community, (b) participating in activities inspired by intervention programs (e.g. an interactive play inspired by the psychoeducational fairytale, “The Little Tiny Wing,” and performed in a primary school by school psychology graduate students, teachers, and school-age students); and (c) coordinating exhibitions (e.g. the 2004 “Olympic project” and an art contest at the 2015 Panhellenic Conference of School Psychology). Finally, at the end of all intervention programs, teachers and children come up with creative ways of presenting their efforts to other teachers, parents, or schools, there by disseminating program outcomes to other members of the community.

International partnerships and networks

The development of international partnerships and networks for sharing experiences and learning are imperative for developing a global social justice perspective. Learning from each other at a broader level and enriching one’s knowledge of other cultural and educational settings is an essential component of professional and personal growth. The LSP is actively involved in developing such partnerships (i.e. collaborations with colleagues from other countries, collaborations within international associations, etc.) and is committed to promoting international collaborations that value principles of equality, fairness, respect, and acceptance.

Toward a transnational approach of social justice theory and practice

Promoting social justice in school communities is an important role of school psychologists. Applying principles like equality, fairness, and respect in schools and accounting for the different needs of all members of the school community, especially vulnerable and at-risk children, should be basic components of school psychologists’ service delivery. Furthermore, activities such as serving as advocates, promoting social and emotional skills and resilience at the individual and systems

Table 1. Guidelines for incorporating social justice principles in school psychological practice.

Domains	Essential tasks
Development of a conceptual framework for implementing social justice principles	<ul style="list-style-type: none"> – Select appropriate and applicable theories and methods for the system that promote social justice principles – Develop partnerships at a local, national, and international level to promote diverse and flexible approaches to psychological service provision in schools – Use an integrated approach of broader and topic-specific theories as well as research data from national and international resources to develop evidence-based interventions
Development of prevention and intervention programs	<ul style="list-style-type: none"> – Emphasize prevention efforts that promote well-being and resilience at an individual and systems level – Explore the needs and the characteristics of the specific school community (needs assessment) – Link the conceptual framework with practical applications and evaluation methods that incorporate social justice principles – Set goals that promote team spirit, bonding, mutual respect and acceptance at a community and national level – Emphasize supports for vulnerable groups of students, especially during unsettling times and crisis events – Address considerations and approaches to ensure basic rights, opportunities, and respect for all children and their families – Consider strengths, possibilities, and potential at individual and systems levels through an ecological lens
Cultural considerations	<ul style="list-style-type: none"> – Take into consideration cultural factors that might affect the intervention, and ensure a commitment to cultural responsiveness – Take into consideration the diverse (similar and different) needs of participants in relation to and beyond culture – Explore existing interactions within and among systems at a local, national, or transnational level – Respond to needs at a transnational level by connecting schools and developing an international network of collaboration (e.g. using technology resources)
Implementation of interventions	<ul style="list-style-type: none"> – Set, if necessary, selection criteria aligned with social justice principles (e.g. distributive justice) for identifying recipients of services – Apply a participatory co-constructive process and promote opportunities for participation for all – Include a variety of implementation modes and activities to match the differentiated learning preferences and needs of students

(continued)

Table 1. Continued.

Domains	Essential tasks
Assessment process	<ul style="list-style-type: none"> – Design activities that facilitate personal involvement and increase opportunities for participation – Apply strategies that facilitate the involvement of as many school community members as possible – Design a mixed-method assessment process integrating quantitative data with detailed qualitative feedback from participants (emphasizing co-constructive procedures) – Implement pre-post and formative evaluation followed by necessary adjustments in practical application – Use culturally appropriate tools – Obtain data from multiple sources (i.e. students, parents, educators, principals, mental health professionals), thereby giving voice to all groups of participants
Education and training	<ul style="list-style-type: none"> – Provide education and in-service training that incorporates social justice principles to all members of the school community – Ensure that consultation, counseling, and supervision services are included in interventions – Develop educational resources addressing the needs of the target population and identify multiple pathways for disseminating these resources to a wider audience
Community activities	<ul style="list-style-type: none"> – Develop a number of activities aiming at creating bonds and providing opportunities for community involvement – Disseminate intervention outcomes to the community and involve community agencies
International partnerships and collaborative projects	<ul style="list-style-type: none"> – Share experiences and learning with international partners – Promote international collaboration based on social justice principles such as equity, fairness, respect, and acceptance – Promote best practices at an international level

levels, focusing on strengths and environmental/systems change, and allocating resources equitably to schools and their larger communities are also crucial for enhancing children's academic achievement and adjustment.

The conceptual framework and description of selected activities of the LSP represent an integrated paradigm of evidence-based and socially just practice. Based on this paradigm, we propose a transnational approach to incorporating social justice theory in practice. This approach is illustrated in the guidelines presented in Table 1. These guidelines provide a foundational framework for developing interventions that embrace social justice principles and thus promote best practices aiming at promoting social justice in school psychology globally.

Future directions

Future directions on further promoting social justice principles at a local/national and international level should include initiatives related to school psychology education, training, research, and practice. Given the fact that social justice often is not adequately addressed in undergraduate and graduate curricula in Greece and abroad, more specialized modules on social justice principles as core components of service delivery should be developed and implemented in training programs. In addition, social justice principles should be more explicitly incorporated in research, especially in relation to study aims, methods, and design (Graybill, Baker, Cloth, Fisher, & Nastasi, 2017).

Future steps should also include collaboration of national and international school psychology associations to develop guidelines and position statements regarding the integration of social justice principles in training and practice. These international initiatives should focus on developing a transnational approach to conceptualizing social justice and identifying its central tenets (including distributive and procedural justice principles) in order to establish common ground in relation to training, research and practice.

The globalization of school psychological services presents new challenges for practice but can also stimulate critical conversations regarding best practices in applying social justice principles. The development of international collaborations and networks of universities, institutions, agencies, and associations can facilitate meaningful reflection on both professional and personal levels. It also can improve the provision of school psychological services and shape the evolution of school psychologists' professional identities globally. Ultimately, transnational collaborations are becoming increasingly pertinent to the training of future school psychologists. In order to move the social justice agenda forward, prospective and practicing school psychologists around the globe must focus on providing services to schools, families, and communities that highlight human rights, principles of justice, and equal opportunities for all.

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