

**PROCEEDINGS OF THE**  
**15<sup>th</sup> OXFORD SYMPOSIUM IN**  
**SCHOOL-BASED FAMILY COUNSELING**

**Venice International University, (Venice, Italy)**  
**August 6<sup>th</sup> to 11<sup>th</sup>**

**SYMPOSIUM PARTICIPANTS**

Dr. Jared Berman, Psychologist,  
Calgary, Alberta, Canada

Dr. Ralph Cohen  
Central Connecticut State University, USA  
*Joint Award for outstanding contribution to School-Based Family Counseling, 2017*

Mr. Peter Geiger, LMFT  
San Francisco, USA

Dr. Brian Gerrard, (*Symposium Director*)  
University of San Francisco, USA

Dr. Judy Goodell  
University of San Francisco, USA

Dr. Tita Jose  
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Dr. Michael Kelly  
Loyola University, USA

Dr. Kathleen Laundry  
Central Connecticut State University, USA  
*Joint Award for outstanding contribution to School-Based Family Counseling, 2017*

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Dr. Nurit Kaplan Toren  
University of Haifa, Haifa, Israel

Dr. Gertina van Schalkwyk  
University of Macau, Macao SAR, China

Dr. Miri Scharf  
University of Haifa, Haifa, Israel

Dr. Phillip Slee  
Flinders University, Adelaide, South Australia

Dr. Helen Sung  
Alliant International University, San Francisco, USA

## PROCEEDINGS

In 2017 these proceedings take the form of abstracts of presentations made. More information may be obtained about these presentations by writing directly to the authors involved. The following presentations were made:

***Trauma-Informed Care in a Tertiary Residential Setting***  
***By Jared Berman ([jared.berman@ontario.ca](mailto:jared.berman@ontario.ca))***

### **Abstract**

The Child and Parent Resource Institute (CPRI) is tertiary level mental health facility in Canada. Residential services have been transitioning from a more behavioural approach to one centred in trauma-informed care. To achieve this goal, CPRI has become the first Sanctuary Certified organization in Canada. This presentation focused on the implementation of a trauma informed care model on a residential unit for adolescent boys. Findings were discussed related to structure, approach, and resiliency. Future research will be examining the role of staff education on the implementation of trauma informed care.

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***From Mandate to Paradigm Shift-CCSU's Leadership in  
Bringing Social Emotional Learning (SEL) as a  
Cultural Value in the Schools***  
***By Ralph Cohen ([cohenr@ccsu.edu](mailto:cohenr@ccsu.edu))***

### **Abstract**

This presentation described how a tragedy spurred a paradigm shift in how education is viewed that challenges the status quo in training teachers in the importance of being sensitive to social and emotional issues in schools.

In the aftermath of the Newtown tragedy in which 26 first graders and educators were killed by a disturbed gunman, an ad hoc committee was formed by a group of faculty, students and community professionals came to together under the leadership of a SBFC-informed professor at Central Connecticut State University focusing on how to facilitate educational reform that would create a safer and more emotionally competent environment in which to learn and grow so that such students such as the shooter do not get lost in the system.

Outcomes of these efforts to date were described along with plans for future projects, including the completion of the development and implementation of a government-mandated course on SEL, the successful launching of a university-based Center for Social Emotional Learning, the development of a school-based family counselling training track in the Master's program in Marriage & Family Therapy, the hosting of a successful state-wide conference on SEL, and the development of partnerships to provide training, education and resources in SEL to school districts in the state. The implications of this effort for SBFC is the promotion of a systemic approach to bringing into schools a new culture of social-emotional competence and greater acceptance of mental health professionals as an integral part of the educational team.

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***Is It Necessary to See the Child? The School-Based  
Family Counseling and Therapy Model Applied in  
"Individual" Therapy of a Father  
By Peter Geiger ([ptrgeiger@aol.com](mailto:ptrgeiger@aol.com))***

## **Abstract**

School-based family counseling and therapy [SBFC&T], as a model, has its origins in a synthesis of school counseling and family therapy; as a metamodel, SBFC&T may govern and inform the practice of multiple disciplines, for example school social work, social work, school administration, public policy, medicine and the law. This presentation argues that the principles of the metamodel may govern and inform, in addition, the intentional practice of couples therapy and individual therapy, reframing these as SBFC&T with the child not part of the treatment unit.

Four cases are discussed in which the unit of treatment is either a couple (1) or an individual male (3). The clinician's treatment stance is examined for a key feature in SBFC&T, acting as stakeholder for absent family members, and for key features in Intentional Intervention: awareness of how process can frustrate goals; Mirroring is not condoning; and revival of the suppressed pole of the client's dilemma. It is observed both that the family therapy technique of circular questioning can be done with as few as one person only answering the clinician's questions, and that an absent family member can be Mirrored.

Independent third-party testimony in two of the cases, and client testimony in the other two, point to the success of this clinical stance in relieving pressure in the family system and improving lived experience of family members both present in and absent from the treatment unit.

<sup>1</sup> Geiger, P. B., (2017). *Intentional Intervention in Counseling and Therapy: goals and process in client engagement*. New York, New York and Abingdon, Oxfordshire: Routledge.



## *The role of the legal profession in SBFC*

*By Peter Geiger ([ptrgeiger@aol.com](mailto:ptrgeiger@aol.com)), Brian Gerrard ([gerrardb@usfca.edu](mailto:gerrardb@usfca.edu)), Nancy Mannix ([nmannix@palixfoundation.org](mailto:nmannix@palixfoundation.org)), Olive Powell ([oliloupow1947@att.net](mailto:oliloupow1947@att.net)), and Caroline Willbourne ([willbourne@lgc.com](mailto:willbourne@lgc.com))*

### **Abstract**

This presentation presented an overview of the important role the legal profession has to play in SBFC. This was illustrated through case presentations illustrating child advocacy by lawyers. In addition, a short video illustrating family advocacy through addressing collateral legal issues was presented. Discussion followed on how SBFC practitioners and the legal profession could work together more effectively to empower children, families, and schools.

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## *The Role of Community Involvement in SBFC* *By Brian A. Gerrard ([gerrardba@usfca.edu](mailto:gerrardba@usfca.edu))*

### **Abstract**

Keynote Speech at the Oxford Symposium in School-Based Family Counseling, Venice International University, Italy, 6 August 2017.

This presentation provides an overview of the role of community involvement in the mental health professions generally. The role of community involvement in SBFC is clarified through the presentation of an expanded SBFC Meta-model with examples of how community involvement can benefit each of the quadrants: School-Intervention, Family-Intervention, School-Prevention, and Family-Prevention. Five examples of different types of community involvement from the SBFC literature are provided. The

advantages and challenges of community involvement for practitioners and for educators are discussed.

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***Child, Teen and Family Development in a Digital Age:  
An Update: What SBFC Practitioners Should Know  
By Judy Goodell ([goodell@usfca.edu](mailto:goodell@usfca.edu)) and  
Dede Tisone ([dedetisone@gmail.com](mailto:dedetisone@gmail.com))***

**Abstract: An Update (Tisone)**

Social Media and the related AI technologies of assisted, augmented and autonomous intelligence have become an integral part of our personal and professional lives and the lives of those we serve. We benefit collectively and individually from the use of these tools but the questions to consider are whether we are giving up privacy for convenience and whether we are using this social data or it is using us. This paper presents current research and statistics from both scholarly studies and a summary of articles from popular media sources to inform and guide us as counselors and teachers. The research shows that social media can have both positive and negative outcomes depending on the user's personality, type of social media use and social surroundings. The purpose of this paper is to help School Based Family Counselors understand how social media and the associated AI technologies relate to success in school, family dynamics, friendships, self-image, and values; to encourage adults in families to provide role modeling, alternative activities, establish rules for use of social media, set internet access limits and encourage schools to provide digital literacy instruction for parents and students.

**Abstract: What SBFC Practitioners Should Know  
(Goodell)**



The focus of the presentation is a current report of scholarly research on the impact of technology upon the development of children, teens, and families. The goal is to share articles related to both positive and negative impacts upon important experiences such as sleep, relationship building, communication, privacy, etc. The articles summarized have been found in searches of scholarly journals from recent years in an effort to obtain current information about this rapidly changing field. Studies were reviewed in relationship to their relevance for SBFC practitioners. This data is important for SBFC practitioners to access and use as technology has an increasingly major impact on central aspects of human lives.

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***Professional Learning Communities (PLCs) as a Tool to Promote EBF and SBFC: Evidence from 3 PLC Projects in Illinois, Michigan and Ontario, Canada***  
***By Michael Kelly ([mkell17@luc.edu](mailto:mkell17@luc.edu))***

**Abstract**

This presentation details the work carried out over the past two years in 3 different contexts with school social workers in Professional Learning Communities (PLCs). Each PLC focused on different aspects of how to make their practice more “Visible, Valuable, and Vital” and engaged in a year-long project to make their practice more data-driven and evidence-informed. Preliminary findings from each project are shared, as well as implications for future research and practice using the SBFC meta-model.

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***Building School-Based Collaborative Mental Health  
Teams in Schools: Ten Years of Integration  
By Kathleen Laundry ([klaundy@snet.net](mailto:klaundy@snet.net))***

**Abstract**

Although American schools have had a successful special education tradition of providing individualized services to students with disabilities since 1975, it is now recognized that systemic mental health approaches are needed in schools to boost the resiliency and achievement of a wider range of students. As all MFTs and several allied mental health colleagues are become increasingly trained to provide such services, we have developed an SBFC training curriculum to equip mental health clinicians to join and cultivate collaborative teams to better ensure better school-wide student success.

“Building School-Based Collaborative Mental Health Teams: Ten Years of Integration” chronicled Central Connecticut State University’s process of advocating for School-Based Family Counseling in education, along with presentations by two of my CCSU colleagues. This collaborative effort resulted in Connecticut becoming the first state in the US to certify Marriage and Family Therapists. MFTs joined fellow counselor, school psychology and social work teams in schools as certified mental health providers in 2007.

I presented a model from our training curriculum we call the Longitudinal Overview of Growth in Systems (LOGs). Our students and I developed LOGs to help graduate students conceptualize the various systemic layers and challenges that impact students across their school careers. We designed a matrix that describes shared and unique skills that each mental health profession brings to school-based practice, illustrating the collaborative strengths and challenges of multidisciplinary school

teams These models were then applied to such current US initiatives as Response to Intervention, Social and Emotional Learning and Positive Behavior Interventions and Supports, to address how school-based family counseling practice helps ameliorate school violence, identifies and reach a wider range of at-risk students, and more systemically supports student learning.

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***Can One Story Change Everything?***

***By Nancy Mannix ([nmannix@palixfoundation.org](mailto:nmannix@palixfoundation.org))***

**Abstract**

This presentation provides an overview of the science behind child and brain development and its impact on health throughout the life span, with a focus on mental health and addiction. We know from the brain story knowledge that early life experiences influence how brains are built, which affects physical and mental health outcomes Through its program called the Alberta Family Wellness Initiative (AFWI), the Palix Foundation mobilizes this knowledge to help improve health and well-being outcomes for all children, youth and families. This process involves facilitating networks of brain story informed change agents from across policy, research, education and service delivery to promote healthy brain development and decrease risk for addiction and other negative health outcomes. The free, on-line Brain Story Certification Course is the newest addition to the AFWI knowledge platform (visit <http://www.albertafamilywellness.org/training>).

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***A Community Agency – University – Legacy Foundation  
Partnership in Bringing Family-Based Mental Health  
Services into a School District – “Love Wins!”***

***By Lauren Pederson ([lauren@klingberg.com](mailto:lauren@klingberg.com))***

## **Abstract**

The Ana Grace Project, a Legacy Foundation created in memory of Ana Marquez-Green, has entered into partnership with a university, community behavioral health provider and school district to form the Ana Grace Love Wins Partner Schools Initiative. The Ana Grace Project believes that positive changes can be made and high quality mental health services provided in communities when a school district, community mental health agency and university all partner with The Ana Grace Project in a commitment to ensure that Love Wins.

MFT Clinical interns and a variety of post graduate clinicians provide Outpatient Therapy services and classroom based self regulation lessons to students and families in Love Wins Partner Schools. Teachers in those schools implement SEL extension activity lessons that overlap existing curriculum in their classrooms and Professional Development opportunities are provided by The Ana Grace Project staff to the entire school and district based on identified needs.

There have been improvements in Love Wins schools across the following domains: student time in class, reduced peer conflicts, knowledge of the effects of trauma and ACES on students and teachers, student engagement in learning, parent engagement in school. The Ana Grace Project strongly believes that partnership and collaboration to focus on the following 6 core areas will result in healthier, safer communities.

1. Value relationships and connections, and reduce social isolation
2. Teach tools for empathy, self-regulation and self-care
3. Move, play and create
4. Respect diversity

5. Provide help, hope and information
6. Promote acts of service

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***Using Psychological Type in SBFC***  
***By Jackie Shinefield ([drshinefield@aol.com](mailto:drshinefield@aol.com)) and***  
***Brian Gerrard ([gerrardba@usfca.edu](mailto:gerrardba@usfca.edu))***

**Abstract**

This presentation provides an overview of the concepts of psychological type as described by Jung and operationalized by the Myers-Briggs Type Inventory (MBTI) and the Murphy-Meisgeier Type Inventory for Children (MMTIC). Ways in which psychological type can be used in SBFC settings to help parents, guardians, children, and school personnel are described. A particularly important strategy involves “talking in type,” that is, communicating with teachers, parents and children in a way that takes account of their personality type. The strengths and challenges of using a psychological type approach in SBFC are described.

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***What Makes Parents Trust Their Child’s Teachers?***  
***Parents Educational Active Involvement as a***  
***Predictor of Parents’ Teachers Trust***  
***By Nurit Kaplan Toren ([ntoren@edu.halfa.ac.il](mailto:ntoren@edu.halfa.ac.il))***

**Abstract**

Establishing positive family-school relationships is critical to support students' outcomes. One important aspect of family-school relationships is parents-teachers trust (Froiland & Davison, 2014). Researchers found that quality of family-school interaction was a good predictor of trust (Adams & Christenson, 2000). However,

research on parent – teacher trust is rare. Therefore, the purpose of the present study was to address gaps in the parent-teacher trust literature by examining two main questions:

1. What do parents report as important parents' behaviors that contribute to parent-teacher trust?
2. Is parental trust level related to indicators of student wellbeing (global self -worth)?

The main hypothesis was that parents' educational involvement (including: home-based, school-based and parental knowledge) are predictors of parent-teacher trust and parent-teachers trust in turn links to students wellbeing (global self -worth).

Data were collected in Israel from 474 parents (384 mothers, 90 fathers) and their children who studied in junior high school. Parents completed two questionnaires: parents' educational involvement and parents' teachers trust and their children completed questionnaire of self- evaluation. Analyses using structural equation modeling (SEM; AMOS 21) showed a satisfactory fit of modified model. Consequently, the links between parents' educational involvement and parents' teacher trust were significant only for school-based and parental knowledge. It was found that parents' teachers trust was a mediated factor between parents' educational involvement and children's self -evaluation. The present study underlines the essential of parents' active approach in order to build parents-teachers trust relationships. Thus, parents' active approach- educational involvement in their child's schooling nurturing their trust in the teachers.

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***A Strength-Based Approach for SBFC Practitioners  
Working with Vulnerable Populations  
By Gertina J. van Schalkwyk ([givsumac@gmail.com](mailto:givsumac@gmail.com))***

## **Abstract**

Banquet Speech at the Oxford Symposium in School-Based Family Counselling, Venice International University, Italy, 6 August 2017.

Considering the impact of increased mobility, global migration trends both voluntary and involuntary, and large numbers of refugees escaping from war-torn countries I am convinced that School-Based Family Counselling as a broad-based meta-systemic approach could serve the best interests of the youth and their families in a wide range of contexts. In this opening address, I focus on the needs of distressed and traumatised youth and families, exploring the sense of displacement, inflicted loneliness, and lack of belongingness and social support amongst the vulnerable populations we serve as SBFC practitioners, and emphasising the importance of school counsellors, psychologists, family counsellors and all mental health care providers collaborating and facilitating strength-based and solution-focused enabling modalities for the vulnerable groups and in the best interest of the youth of tomorrow.

The vulnerable and at-risk youth and families of the 21<sup>st</sup> century could be broadly positioned as the have's and the have-not's: that is, those that have access to mental health services because their country supports such services both in the schools and in the community, and those who have very little or inadequate access to mental health services because of a variety of mostly historical-cultural and economic reasons. Youth from developed countries seem to have received adequate attention to achieve academically but often lack the socio-cognitive and emotional skills to achieve success in life more generally. On the other hand, youth from high-risk environments (e.g., refugees and migrants) might be resilient and adjust to new educational systems in a host country but face new challenges in the family when they, as the young person, are positioned as interpreter and negotiator on behalf of the parents

disrupting the traditional and harmonious flow between subsystems in the family as a system.

These youths and their families are classically the clients of mental health practitioners whether they work in the school context or in agency context. However, given that the majority of refugees and migrants (displaced peoples of the world) are hosted in countries where mental health services are stretched to the limit—if these services exist at all in the host country—we can assume that mental health practitioners are also stretched to the limit finding ways to provide the services needed. As fellows and collaborators of the Oxford Symposium in School-Based Family Counseling, we are uniquely positioned providing mental health care services to the youth of the world, their families and their communities—not only to our clients, but also to one another as the caregivers. Working across the traditional boundaries that previously kept us apart, the SBFC practitioner is open to bridging the gaps and jumping the fences of intra- and inter-disciplinary rivalries.

From a systems perspective, we as the mental health professionals and irrespective of our specific disciplines should embrace a systems meta-model of mental health practice where collaborations are formed even before the need arises. An emphasis on a systems approach requires that our role identities be secure, and the boundaries of our practice be permeable and flexible. As SBFC practitioners, one of our strengths is this permeability and an openness to sharing of information without fear of losing our individual agency and practice. In a dynamic and unique organisation of interrelated and interdependent systems we can ensure second and third-order changes where and when needed. As anticipated with a systems approach, all actions, interactions and co-actions of and amongst SBFC practitioners should be interpreted in terms of the whole system. That is, we need not only share our competencies but also collaborate to interpret the symbolic actions, interactions and relationships of all parties in the



youth's life, conceptualising problems within a whole-systems approach and finding the best solutions using a strength-based approach.

In conclusion, I continue to believe in the story of SBFC and in how this group could bring about the positive changes needed for the vulnerable youth and their families of the 21<sup>st</sup> century. To do this, we need to collaborate as mental health service providers and practitioners and overcome the traditional divides and isolationist mentality. We need to stop the in-fighting or jealousy; we are all striving for the same outcomes! We also need to adopt enabling modalities espoused by SBFC and enable one another and the communities in which we work. Finally, our clients need us to work together optimising the outcomes across a range of individual and group processes and for each individual youth, his/her family, and the communities in which they have to function now and in future.



***Discussion Forum and Collaboration: Collaborating  
Across Traditional Boundaries  
Coordinator: Gertina J. van Schalkwyk***

**Abstract**

Participants and fellows attending the Oxford Symposium in School-Based Family Counseling in August 2017 are invited to sign up for a discussion forum aimed at bridging the gap and crossing traditional boundaries of culture, country and discipline-specific practices. The aims of the discussion forums are to forge more collaboration amongst SBFC practitioners and to offer participants the opportunity to cooperate on research projects led by three colleagues exploring ways to actively spread the application of SBFC to various parts of the world. The three projects proposed at the Oxford Symposium 2017, entailed:

1. Project title: Ways to bridge the gap between school and home

Facilitator: Nurit Kaplan Toren of the Department of Learning, Instruction, and Teacher Education, Faculty of Education, University of Haifa, Haifa, Israel; email: [ntoren@edu.haifa.ac.il](mailto:ntoren@edu.haifa.ac.il)

Project description: There is a broad agreement regarding the importance of parental involvement in their children's schooling and education across different ages, gender, levels of school, cultures, social economic status, etc. Therefore, educators and researchers wish to learn more about the predictors of parents' educational involvement at home and in school. In other words, what causes parents to become involved or uninvolved in their children's schooling? Several researchers have already designed models that indicate factors that encourage parents' educational involvement. For example, Hoover-Dempsey and Sandler (1995) proposed a multivariate model of parental involvement and point out three predictors of parental involvement: parent's self-efficacy, parents' perceptions of parental role construction and school invitation.

However, it remains unclear what features of parent-teacher-child relationships contribute to establish good collaboration/partnership. Frequently, lack of parental involvement is a result of the distance/gaps between school and home which explains the reason why it is so difficult to establish collaboration between school and parents. I learned about this gap also from the students' answers to the Parents-school dissonance questionnaire (Kumar, Karabenick, & Maehr, 2007-2013) ("I feel upset because my teacher and my parents have different ideas about what I learn at school", "I don't like to have my parents come to school because their ideas are very different from my teacher's ideas"). Children have different linkages across their cultural worlds of their families, peers, schools and communities (Cooper, 2011). Therefore, in order to reduce and minimize the gap between parents-children-teachers-school and communities, we have to learn more:

- When and why are these worlds mismatched and competing?
- What parents/teachers/principles/communities/governments do to bridge this gap?
- What are the ways to understand and minimize the discontinuity between home and school?

Project participants 2017:

Helen Sung

Lauren Pedersen

Jackie Shinefield

Phillip Slee

2. Project title: Building the evidence-base for SBFC:

Planning a potential 5-year symposium initiative together

Facilitator: Michael Kelly of the Family & School Partnership Program Director, Loyola University School of Social Work, Chicago, Illinois, United States; email: [mkell17@luc.edu](mailto:mkell17@luc.edu)

Project description: All of us attending the Oxford Symposium believe in SBFC, and seek to expand its reach and impact around the world. This forum will bring interested Symposium members together to look critically at the evidence base for SBFC and to plan projects to build the evidence base further over the next 5 years. This Collaborative Discussion Forum will attempt to build a long-range plan for Symposium members to work together to accomplish objectives:

- To assess the current effectiveness literature for SBFC (does SBFC “work,” and what are the key components of SBFC that make it effective? What are the best extant studies for SBFC?); possible consideration of developing a systematic review protocol to do this, and registering our work with the Campbell Collaboration’s Systematic Review library ([campbellcollaboration.org](http://campbellcollaboration.org))

- To plan a multi-site, international pilot study using the SBFC model, to be carried out over the 2017-2018 school year;
- Along with the study itself, to create a working group using an online meeting forum to share our best thinking re: ways to operationalize the SBFC model and what measures and research designs are optimal for us to develop the SBFC knowledge base further;
- To prepare our findings from this year's pilot work to present at the 2018 Symposium and further disseminate the work in various peer-reviewed journal outlets as well as social media spaces like the Symposium website and Dr. Kelly's website, [www.schoolsocialwork.net](http://www.schoolsocialwork.net); and
- Assuming all of the first 4 objectives are underway, to begin to think about using our pilot work to seek funding for a larger series of studies of SBFC across the varied national and international contexts we work with.

Project participants 2017:

Kathy Laundy

Nancy Mannix

Jared Berman

Miri Scharf

Ralph Cohen

Peter Geiger

Caroline Wilbourne

### 3. Project title: Changing model for family counselling in SBFC practice

Facilitator: Gertina J. van Schalkwyk – Department of Psychology, University of Macau, Macao SAR, China; email:

[gjvsumac@gmail.com](mailto:gjvsumac@gmail.com)

Project description: The immense refugee crisis globally and increased migration and globalization worldwide call for attention to new approaches providing school-based family

counselling. Forced and voluntary displaced families, refugees and migrants, traumatized children and third-culture kids continue to face major adjustments as they settle in new environments, some only temporarily. Both internal and extraneous conflicts put children and their families at risk for developing disabling mental health conditions and jeopardize their adaptation and adjustment. Children need to adjust to new education systems, while their parents struggle to find the resources and integrate in new communities. Many traditional models of school and family counselling do not address the complexities of the school-child-family interconnectedness and the adjustments necessary when establishing in a new context.

In this project, we will focus on employing the strength-based principles of SBFC tapping into the resilience of families and children adapting and adjusting to their circumstances in the new environment, developing a changing model for school-child-family counselling. The aim is to explore the utility of the Collage Life-story Elicitation Technique (CLET) consulting and eliciting enabling transformations when counselling vulnerable families in a school-based or agency-based context.

We invite SBFC practitioners and researchers with an interest in studying school-child-family interconnectedness of at-risk groups to join this collaboration group. Those interested to join the group should be able to commit to and have the resources for collecting data using interviews and the CLET. Training in implementing the CLET will be provided. People who join this collaboration group are also expected to participate in online discussions to generate hypotheses and models, and to propose new ideas for addressing the issues faced by vulnerable families and children worldwide.

Project participants 2017:

Brian Gerrard

Judy Goodell

Dede Tisone

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***“If You Really Love Me, You Will Do/Be....”:  
Parental Psychological Control and its  
Implications for Children’s  
Adjustment  
By Miri Scharf ([Scharfm@edu,halfa.ac.il](mailto:Scharfm@edu.halifa.ac.il))***

**Abstract**

Parental psychological control (PPC) involves attempts to control the child through psychological tactics that encourage dependency, inhibit individuation, and invalidate the child's sense of self. In general, and across a wide range of measures and samples in different countries, PPC has been clearly and consistently associated with a large number of adverse outcomes for the child: internalizing problems, such as depression, anxiety, and lower self-confidence; externalizing problems, such as delinquency and antisocial behavior; PPC also contributes to academic and behavioral problems.

Because of PPC’s harmful effects, it is important to understand and study its precursors, the circumstances and contexts that might intensify or moderate its effects, and potential ways to reduce PPC. I demonstrate the ways PPC is expressed in the daily lives of a mother and her adolescent daughter, present empirical research regarding its precursors, bi-directional effects of parents and children and the effect of the socio-cultural context. I also emphasize the clinical implications for parents, children, and professionals working with families and children.

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***Flourishing at School and at Home: An Anti-  
Bullying Wellbeing Program for  
School Counsellors  
By Phillip Slee ([phillip.slee@flinders.edu.au](mailto:phillip.slee@flinders.edu.au))***

## **Abstract**

Being bullied is a stressful experience – in fact it is one of the most stressful experiences there is that we can face. Bullying occurs in every school as international research shows and we now better understand that bullying is physically, socially and psychologically damaging, with the hurt extending beyond the victim to the bully and the bystanders who witness the activity. As such it is very important to develop successful intervention to help students cope with bullying, including cyberbullying. Our research suggests however, that students have a very limited repertoire of strategies for dealing with bullying generally, and that they need specific training in making use of effective coping strategies for different types of bullying. In this presentation an Australian anti-bullying program (The ‘Coping with Bullying Intervention’) which is the outcome of 20 years of research at Flinders University, including the successful delivery of the programme in countries such as Japan, Greece, Malta will be outlined and the implications for school counsellors will be described.

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***Promoting Emotional Intelligence: From  
Theory to Practice***  
***By Helen Sung ([sung\\_helen@cusdk8.org](mailto:sung_helen@cusdk8.org))***

## **Abstract**

Parental beliefs and attitudes are deeply ingrained as a result of cultural values. The challenge is to create new culture and norms that promote greater emotional intelligence that parents can put into practice with their children. A project was conducted to educate parents in a four session workshop format using a workbook: From Adults to Children: Creating a Culture that Nurtures EiQ: Emotional Intelligence Quotient Improvement

Workbook. Twenty parents participated in the sessions. Pre and post surveys were completed and anecdotal responses were recorded. The parents who participated in at least three or four sessions showed dramatic improvement in their understanding and practice. This suggests that a one-time presentation is not enough to change attitudes and practice in promoting Emotional Intelligence with parents.

