

Reconceptualizing School Psychology for the 21st Century: The Future of School Psychology

Guest Editors: Amanda L. Sullivan and Frank C. Worrell

The year 2020 marked the 20th anniversary of the *SPR* mini-series, [School Psychology in the 21st Century](#) in which several eminent scholars and leaders in school psychology offered their perspectives and commentaries “to describe the present and offer directions and predictions for the future of our field.” Articles and commentaries addressed evolving paradigms, frameworks, and roles for school psychology, prospective research agendas, and challenges and opportunities for graduate education and professional associations. As we near the end of the first two decades of the 21st century, this Special Topic section will feature scholarship that considers the *next frontier* of school psychology in our rapidly changing cultural, social, and political context.

Areas that the papers might address include, but are not limited to:

- Theories or conceptual frameworks to guide future school psychology graduate education, research, and practice in contemporary and prospective contexts;
- Advancing diversification across all aspects of school psychology;
- Implications of antiscience attitudes, primary modalities of information access, and other contemporary issues in research consumption for research-based practice;
- Implications of open science for school psychology research and research-based practice;
- Evolving roles and challenges for school psychology professional associations;
- Implications of current and projected cultural or sociopolitical contexts for current and future roles, opportunities, and challenges for school psychologists;
- Contemporary paradigms for graduate education or service delivery in school psychology; and
- Reducing gaps between research and practice.

The types of manuscripts sought include data-based commentaries or position papers; theoretical or conceptual papers; systematic reviews; and qualitative, quantitative, and mixed methods investigations of issues with broad relevance to the nature of graduate education or practice in school psychology. We expect all submissions to clearly link projections and recommendations to research on current and future cultural, social, and political contexts. Each submission will be processed through peer review to determine whether the manuscript is suitable for publication in the journal. The deadline for the receipt of submissions is December 10, 2020.

Email *SPR* Editor-Elect Shane Jimerson - Jimerson@ucsb.edu