

Theory, Methods, and Practice to Advance Equity in School Psychology

Guest Editors: Amanda L. Sullivan, Prerna Arora, and Samuel Y. Song

Given the documented paucity of racial, ethnic, linguistic, and cultural diversity within the field of school psychology and longstanding concern for capacity to positively serve *all* students (e.g., Sewell, 1981), it is important to feature scholarship that enhances the field's capacity to engage and support *all* learners. Challenging the historic emphases on relatively homogeneous populations, theories, and methods in school psychology research (e.g., Blake, Graves, Newell, & Jimerson, 2016; Nastasi, Arora, & Varjas, 2017) is one means of advancing the field. To support scholarly, professional, and educational efforts, this Special Topic section will feature diverse scholarship that expands and enhances the way we conceptualize, design, implement, and interpret school psychology research across all domains of practice and graduate education. Featured topics will include reconsidering how we approach graduate preparation and practice in school psychology to advance equity in the ways we engage students, families, and communities from historically marginalized backgrounds. Although the focus is on enhancing equity in school psychology, we encourage interdisciplinary and transdisciplinary scholarship and collaborations as critical to the advancement of theory, methods, and practice in the field.

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

- Theoretical or methodological examinations of how scholars can integrate intersectionality, social justice, antiracism, or decolonization into school psychology scholarship;
- Exploration of multiple epistemic perspectives (e.g., positivism, empiricism, constructivism, critical Black feminism), controversies, or paradigms in school psychology research, preparation, or practice;
- Theories and methods that reconceptualize how we consider issues of power, privilege, and ethics in school psychology (e.g., mitigation of potential harm to historically minoritized backgrounds);
- Empirical investigations (qualitative, quantitative, or mixed methods) of the effects of the current sociopolitical context (e.g., immigration) on the education and well-being of students from traditionally marginalized backgrounds;
- Policy analyses that address the intersections of school, state, federal, or other policy in the education or well-being of students from historically minoritized backgrounds;
- Conceptual or empirical explorations related to what it means to diversify school psychology and disrupt systems that perpetuate marginalization of individuals from traditionally minoritized backgrounds (e.g., model programs, interventions to reduce trainers' biases; approaches for addressing White fragility in school psychology);
- Novel approaches for recruitment, engagement, and retention of students and families from historically minoritized backgrounds in school psychology research; and
- Prevention and intervention studies that leverage authentic school partnerships or participatory action historically marginalized communities, such as immigrant and refugee communities.

A variety of manuscript types are sought, including but not limited to: theoretical, conceptual, and methods papers; qualitative, quantitative, and mixed methods investigations; systematic research reviews; and data-based position papers or commentaries/analytic essays. 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 January 21, 2021.

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