

Prejudice Reduction and Antiracism Professional Development in P–12 Settings: Promise and Perils

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The United States was founded on and has continued to thrive through racism (Kendi, 2019). Therefore, people who are Black, Indigenous, or persons of color (BIPOC) have experienced profound life-altering systematic, structural, and individual racism. Racism and oppression of BIPOC persons is intentional and enduring in every social institution within the country, including health (Smedley, Stith, & Nelson, 2003), education (Kohli, Pizarro, & Nevarez 2017), criminal justice (Alexander, 2012), and housing (Rothstein, 2017) spheres. The recent and visible rise in hate crimes and violence within the Asian, Asian American, and Pacific Islander (AAAPI) community is rooted in long-standing anti-Asian historical racism sewn in the threads of the United States (School Psychology Unified Call for Deeper Understanding, Solidarity, and Action to Eradicate Anti-AAAPI Racism and Violence, 2021).

Of particular importance to the field of school psychology is that schools, by design, have inadvertently become complicit in upholding racism through educational policies and practices that restrict minoritized students' ability to access and benefit from education. Racism in schools plays out in multiple ways, through the "education debt" as described by Gloria Ladson-Billings (2016). There are also visible and documented ways in which racism plays out in schools through disproportionate exclusionary discipline, referral and placement in special education, equitable access to culturally responsive mental health supports, and high-quality instruction and teachers.

The purpose of this special series is to advance the knowledge, science, practice, advocacy, and policy pertaining to professional development, consultation, and support of P–12 educators in prejudice reduction, antiracism, and racial bias mitigation. Empirical data and brief reports will be solicited that advance scientific knowledge in the following broad areas: (a) impact of school-based professional development on educator outcomes, which may include culturally responsive beliefs and intervention delivery; (b) educator awareness of individual, structural, and systemic racism and attitudes toward race; (c) the development of school psychology professional competencies and graduate training necessary to lead school-based professional development and provide school consultation/support with educators in mitigating racism, prejudice, and bias; (d) the role of practicing school psychologists in participating in, delivering, and leading professional development which advances practice in antiracism and the mitigation of bias and prejudice; and (e) models and methods of assessment professional development outcomes and efficacy, which may include tools, measures through qualitative, quantitative, and mixed methods.

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

1. Empirical evaluations, brief reports of pilot studies, such as promising interventions that address racism in schools through professional development with P–12 educators and administrators
2. Systematic literature reviews and meta-analyses that capture antiracism training and professional development in reduction of prejudice, bias, and harassment
3. Assessment measures and tools for evaluating the impact of antiracism training, and prejudice and bias reduction.
4. Models of professional development, consultation, ongoing technical assistance, and support of P–12 educators in the development and/or implementation of antiracist practices
5. Training and preparation of school psychologists in ways to mitigate racism in their practice and delivery of professional development, technical assistance, and consultation with educators.

Empirical studies (both qualitative and quantitative), meta-analyses, and systematic reviews will be given priority. Each submission will be processed through peer review to determine whether the manuscript is suitable for publication in the special series. The deadline for the receipt of submissions is **September 15, 2021**.

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