

Advancing Science, Practice, Policy, and Diversity in the Field of School Psychology

“SPR presents important conceptual developments and empirical findings from a wide range of disciplines (e.g., educational, child clinical, pediatric, community, and family psychology, as well as education and special education) and communicates advances from within school psychology to the broader educational and psychological communities.” (tandfonline.com/uspr)

It is inspiring to be on the dawn of a new frontier with *School Psychology Review (SPR)*, including the new partnership between the National Association of School Psychologists (NASP) and Routledge/Taylor & Francis publishing, as well as the extremely talented colleagues who have agreed to contribute to the future of *SPR*. Through our collaborative efforts to publish and disseminate *SPR*, we aim to advance science, its distribution to practitioners and scholars, and its application in schools. Furthermore, *SPR* presents tremendous opportunities to further promote and advance diversity in the field of school psychology and to better understand and meet the needs of diverse populations of children, youth, and their families.

Established in 1972, *SPR* is a seminal source of advances in research, training, and practice in school psychology and related fields. As the official journal of the NASP (the largest association of school psychologists in the world), *SPR* features contemporary scholarship that informs future developments in science, practice, and policy within the field of school psychology. Moreover, *SPR* is available to more than 20,000 school psychologists, more than 1,000 graduate educators, over 1,000 graduate students, and over 1,000 leaders across all 50 states, in addition to institutional library subscriptions, and content featured in NASP’s online communities, the *Communiqué*, social media, and government relations. *SPR*’s expansive reach offers inimitable opportunities to bring science to practitioners, to advance practice, and to bring science to policymakers to influence future legislation that benefits schools, children, youth, and their families.

It is an incredible honor to collaborate with the distinguished *SPR* leadership team who will build upon the established tradition of excellence to propel *SPR* to new frontiers. The incoming *SPR* leadership team includes six Senior Editors – Jamilia J. Blake, Gary L. Canivez, Dorothy L. Espelage, Jorge E. Gonzalez, Amanda L. Sullivan, and Frank C. Worrell; as well as seven Associate Editors – Perna Arora, Scott L. Graves, Francis L. Huang, Stacy-Ann January, Tyler L. Renshaw, Samuel Y. Song, and Cixin Wang. Over 130 practitioners and faculty members are also contributing as esteemed members of the Editorial Advisory Board, in addition to a newly established Methods and Analyses Editorial Advisory Board, Student Editorial Board, and an Editorial Board Fellows program. The journal will also benefit from continued contributions from recent *SPR* leaders, and professional staff at NASP and Routledge/Taylor & Francis.

Vision for *SPR*: Be the Change

Although there are many innovations and initiatives planned for promoting the success of *SPR*, we will focus on three top priorities: **(1) advancing high quality and timely reviews, (2) advancing science, informing practice, and policy, and (3) advancing the diversification of school psychology.**

1. Advancing High Quality and Timely Reviews

Each of the Editorial Advisory Board Members has committed to providing highly quality, constructive, and timely reviews within 14 days of receiving a manuscript. *SPR* leadership will provide clear guidelines and mentoring to reviewers regarding expectations for constructive reviews that are respectful to authors and will further advance scholarship.

Furthermore, the *SPR* leadership team is committed to providing editorial decisions to authors within 30 days of submission.

2. Advancing Science, Informing Practice and Policy

The *SPR* leadership team and editorial board members acknowledge and embrace the breadth of knowledge that is important to be a premier outlet for both basic and applied scholarship regarding behavioral, developmental, psychological, and educational science related to children and the school context by publishing research that informs, advances, and stimulates science, practice, and policy related to school psychology. This includes encouraging scholarship from professional specialties that inform school psychology (e.g., child psychology, child development, counseling, and education). *SPR* will emphasize empirical studies (quantitative, qualitative, mixed-methods, single-case), meta-analyses, systematic reviews, and other forms of scholarship that inform prevention, intervention, and support strategies that promote the social, emotional, behavioral, cognitive, mental health, and academic development of all children, youth, and their families. *SPR* will feature high-quality scholarship that includes participants from diverse groups, geographic regions, cultural, and marginalized or underrepresented and underserved groups (e.g., LGBTQ, transgender, homeless, immigrant-origin). Scholarship focusing on diversity considerations, social justice, and diverse populations will be emphasized in general articles as well as in timely special topic sections featuring contemporary science. In addition, to reduce the science-to-practice gap and science-to-policy gap, each article will include a succinct summary, using simple language, highlighting the specific contributions and implications of the article for advancing science, practice, and/or policy.

3. Advancing the Diversification of School Psychology

Among the 73 million children in the United States, fewer than 50% are White, more than 20% live in poverty, and more than 20% do not speak English at home and are learning English as a second language (e.g., National Academies of Sciences, Engineering, and Medicine, 2017). As recently highlighted by Blake, Graves, Newell, and Jimerson (2016), “*school psychologists serve the most racially/ethnically diverse population: children in US schools. Therefore, developing a knowledge base that is inclusive of this wide range of perspectives as well as growing a workforce that is reflective of this diversity is essential to effective service delivery... and how to increase diverse scholars and leaders in the profession.*” (p. 305). Through our individual and collective efforts, the *SPR* leadership team and editorial board members are committed to advancing diversification of school psychology. The *SPR* leadership team and editorial board intentionally and purposefully includes extremely talented and diverse colleagues who are representative of a range of backgrounds (e.g., ethnicity, race, culture, geographic region, age, sex, gender, sexual orientation), who will contribute leadership, provide mentoring, and inform and inspire the next generation of scholars and practitioners who will serve the increasingly diverse population of children in schools throughout the United States. Whereas people of color represent fewer than 10% of school psychologists (e.g., membership of the National Association of School Psychologists, membership of Division 16 of the American Psychological Association, graduate educators in school psychology), the number of persons from historically underrepresented and/or marginalized groups accounts for about 70% of the *SPR* leadership team and about 30% of the *SPR* Editorial Advisory Board.

Through intentional and purposeful efforts to engage, involve, collaborate, and communicate with many colleagues from underrepresented and marginalized groups, there is tremendous opportunity to transform the future of scholarship, science, practice, and policy in the field of school psychology. These efforts are consistent with two of the five NASP goals focusing on *Social Justice* and *Leadership Development* (see [NASP strategic plan, 2017](#)). Moreover, engaging underrepresented and marginalized colleagues with *SPR* is important to (a) secure a greater number and further involvement of underrepresented faculty, students, and practitioners, (b) increase the likelihood of authors who see themselves represented in *SPR* leaders and will consider submitting their scholarship to *SPR*, (c) include individuals who are both knowledgeable and sensitive to cultural and contextual considerations particularly salient among underrepresented groups to enhance high quality reviews of manuscripts, (d) encourage submissions of manuscripts that are addressing diverse populations of children, youth, and families, and (e) encourage emphasis on scholarship addressing salient cultural and contextual considerations that are important to advancing science, practice, and policy to support diverse students’ academic, social, emotional, behavioral, and mental health outcomes. The participation of colleagues from underrepresented groups and those who share a commitment to the value and importance of diversity and inclusion will also contribute to advancing the diversification of school psychology through involving and mentoring early career colleagues and students, who are the future of school psychology.

All colleagues are encouraged to visit the [SPR website](#), which includes published [articles](#), [aims and scope](#) for the journal, [instructions for authors](#), and the manuscript [submission portal](#). Individually and collectively, colleagues involved with *SPR* are committed to advancing science, practice, policy, and diversity in the field of school psychology.

All are invited to contribute to *SPR*, so please join us and “be the change” that will bring school psychology to new frontiers.

References

- Blake, J. J., Graves, S. L., Newell, M., & Jimerson, S. (2016). Diversification of school psychology: Developing an evidence-base from current research and practice. *School Psychology Quarterly*, *31*, 305–310.
- National Association of School Psychologists (2017). *Strategic plan*. Bethesda, MD: NASP. Available at <https://www.nasponline.org/x41409.xml>
- National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24677>.