

An abstract painting of a tropical scene. In the foreground, there are palm trees with fronds in shades of green, yellow, and orange. The background features a sunset or sunrise with a warm orange and yellow glow. The sky is a mix of blue, green, and purple. The overall style is impressionistic with visible brushstrokes and a rich color palette.

16

THE SCHOOL PSYCHOLOGIST

VOL. 76, NO. 2 (FALL 2022)

PUBLISHED BY DIVISION 16 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

EDITORIAL BOARD

Interim Editor

Julia Ogg, Ph.D.

Associate Editor

Laurel Allison Snider, Ph.D.

Advisory Editors

Vincent Alfonso, Ph.D.

Michelle S. Athanasiou, Ph.D.

Amanda Clinton, Ph.D.

Jennifer Durham, Ph.D.

Rosemary Flanagan, Ph.D., ABPP

Pam Guess, Ph.D.

Hao-Jan Luh, Ph.D.

Daniel Newman, Ph.D.

Amanda Nickerson, Ph.D.

Elizabeth Power, Ph.D.

Linda A. Reddy, Ph.D.

Carol Robinson-Zañartu, Ph.D.

Ara Schmitt, Ph.D.

Esther Stavrou, Ph.D.

Jessica Willenbrink, Ph.D.

SASP Editor

Stephanie Miodus

Design

Wade George





TABLE OF CONTENTS

When is Graduate School a Barrier	3
<i>Presidential Message by David Hulac</i>	
Division 16 Award Recipients	6
2021 <i>School Psychology</i> Journal Awards	7
Uprooting School Psychology UNconference Announcement	8
SASP Student Corner: Fostering Social Justice & Anti-Racist Approaches in Graduate Training for School Psychology Students	9
<i>By Laura A. Alba, Tyler A. Womack, & Barbara Katic</i>	
SASP Student Corner: 2020 Call for Racial Justice: How Small Actions Can Lead to Monumental Change	16
<i>By Elissa M. Monteiro & Nina R. Mandracchia</i>	
APA Council of Representatives Meeting Overview (August 2022)	23
Call for Applications: Associate Editor of <i>The School Psychologist</i>	26
Call for Proposals: Division 16's <i>Applying Psychology in the Schools</i> Book Series	27
Division 16 Executive Committee	31
Author's Instructions and Publication Schedule	32



WHEN IS GRADUATE SCHOOL A BARRIER?

Presidential Message By David Hulac, PhD

University of Northern Colorado

At the APA convention this Summer, I had a chance to talk to many of you about some of the challenges many of our graduate students experience. These concerns are worth thinking through more as they may represent a risk to our field. These risks relate to the shortage of school psychologists as well as the under-representation of school psychologists who identify as Black, Indigenous, and People of Color.

The field of school psychology faces a recruiting problem, one that is frequently due to the large percentage of departments that are graduate only. This lack of access to undergraduate students may mean that prospective students never meet a school psychologist or a school psychology student prior to graduation. While there are a number of recruitment strategies that may help increase awareness of our field, these strategies are likely insufficient for diversifying our field.

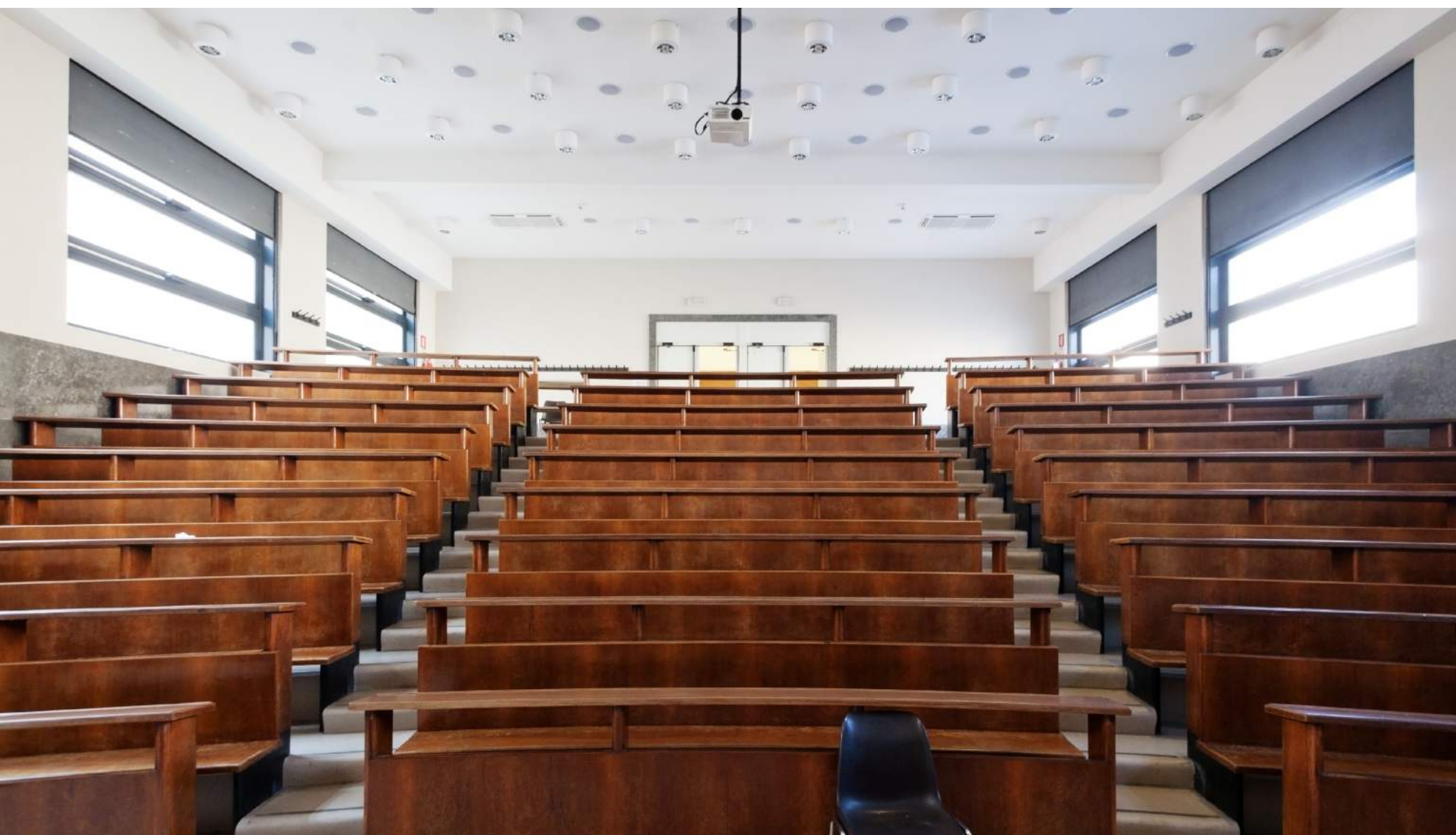
When looking for prospective students, especially doctoral students, we are likely to prefer students who have research experience. This requirement for research experience can cause us to select against students who are unable to volunteer to spend time in an undergraduate lab. Competing pressures such as caring for younger family members or working to afford room and board may force us as a field to select against individuals who do not have ready access to finances.

Once a student is enrolled in a school psychology program, there are additional headwinds that affect students disproportionately. For one, school psychology training is more expensive than when many of us were students. Not only are tuition



Dr. David Hulac, Division 16 President

costs higher, housing and transportation costs have increased. Those of us who are school psychology trainers may have added additional costs. Increased course loads and practicum hour requirements frequently prevent students from working paying jobs meaning student debt loads are higher today than they have been previously. In a poster I presented with Breanna King, of colleague and graduate student at the University of Northern Colorado and a trained accountant, we are finding that the amount of time to “pay-off” a school psychology graduate program is 14-25



years. For some people, graduate degrees in School Psychology never pays off when considering tuition costs and lost opportunities to work.

Solving this problem is not easy. We have only a limited amount of control over school psychologist salaries. However, we as a field may want to consider the times we offer classes, the types and amounts of unpaid practicum experiences we require, and increasing the number of training grants that we write that allow for paid practicum experiences. Additionally, internships should consider the selection effects of preferring students who have completed many practica at the expense of working jobs.

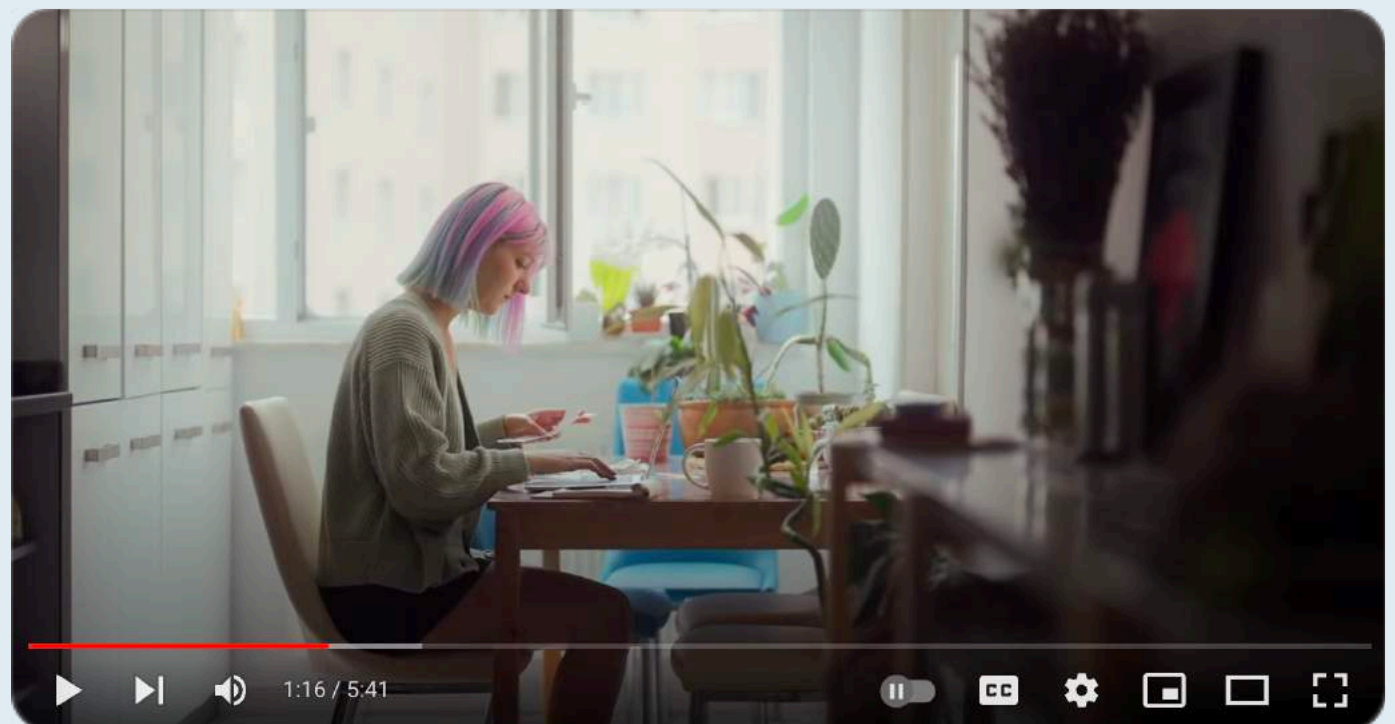
Of course, we as a field have long valued the emotionally and cognitively rigorous training that has been at the core of becoming a school psychologist. Personally, the high expectations of my graduate program changed me in so many positive ways including improving my work ethic and my ways of thinking. Our future clients expect that school psychologists will have been well-trained. The conversation that this essay is a part of needs to balance these seemingly competing ideas. However, selecting graduate students who have worked to support families while going through college will likely bring a work ethic and life experience that will improve the

field. This is why I am optimistic about the future of school psychology. So many of you have started to address these problems. I am hopeful that Division 16 and our other sibling professional organizations, can lift up the voices of those who frequently are not heard in our field. These voices likely represent the wisdom that can increase our diversity and improve our field. Obviously, this is both a start and a continuation. I do have to remind myself that schools continue to be the safest places for children to be. School psychologists across the nation have worked to support welcoming and well-supervised schools. Threat assessment processes have improved our ability to focus supports on students. We know that we have a long way to go before ways to better improve school safety procedures. I look forward to hearing about your experiences, contributions, and successes. Throughout this process, we will canvass our membership. After all, we not only want to close the research to practice gap, but also the practice to research gap. Yes, there are evidence-based practices that school psychologists can implement, but there are also needs and wisdom that practicing school psychologists have that researchers should spend more time investigating. At Division 16, we hope to serve as that bridge. As always, we appreciate each of you for your membership. But most importantly, we admire the work you all do for kids.

“PSYCHOLOGY: ANSWERING THE CALL”

The American Psychological Association’s Council of Representatives set a bold course for the future of APA and psychology in 2019. As the world changes around us, psychologists are answering the call on some of the world’s most pressing issues, and Council’s visionary plan has remained relevant and powerful, offering psychology a clear path forward.

[Watch the full video here.](#)



2022 DIVISION 16 AWARD RECIPIENTS

Outstanding Dissertation Award

Dr. Aijah Baruit-Goodwin
abarutigoodwin@som.umaryland.edu

Lightner Witmer Award

Dr. Marisa Marraccini
mmarracc@unc.edu

Dr. Chunyan Yang
yangcy@berkeley.edu

Tom Oakland Award

Dr. Lisa Sanetti
lisa.sanetti@uconn.edu

Senior Scientist Award

Dr. Shane Jimerson
jimerson@education.ucsb.edu

Jack Bardon Service Award

Dr. Scott Poland
spoland@nova.edu

Contributions to Practice Award

Dr. Brett Nelson
brettn327@yahoo.com

Anti-Racism Awards

Committed Professional

Dr. Cixin Wang
cxwang@umd.edu

Emerging Professional

Dr. Prerna Arora
pa2542@tc.columbia.edu

Student

Karissa Lim, M.A.
kyl2129@tc.columbia.edu

2021 SCHOOL PSYCHOLOGY AWARDS

THE OFFICIAL JOURNAL OF APA DIVISION 16



2021 *School Psychology* Article of the Year

McIntosh, K., Girvan, E. J., Fairbanks Falcon, S., McDaniel, S. C., Smolkowski, K., Bastable, E., Santiago-Rosario, M. R., Izzard, S., Austin, S. C., Nese, R. N. T., & Baldy, T. S. (2021). Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial. *School Psychology*, 36(6), 433–444. <https://doi.org/10.1037/spq0000466>

Honorable Mention

Sullivan, A. L., Harris, B., Miller, F. G., Fallon, L. M., Weeks, M. R., Malone, C. M., Kulkarni, T., Proctor, S. L., Johnson, A. H., Rossen, E., Nguyen, T., & Shaver, E. (2021). A call to action for school psychology to address COVID-19 health disparities and advance social justice. *School Psychology*, 36(5), 410–421. <https://doi.org/10.1037/spq0000463>

Zakszeski, B., Rutherford, L., Heidelberg, K., & Thomas, L. (2021). In pursuit of equity: Discipline disproportionality and SWPBIS implementation in urban schools. *School Psychology*, 36(2), 122-130. <http://dx.doi.org/10.1037/spq0000428>

2021 *School Psychology* Reviewers of the Year

Kent McIntosh

Eric Pierson

2021 *School Psychology* Reviewer of the Year Finalists

Charles Barrett

Sally Grapin

Adam Lekwa



DIVISION of
SCHOOL PSYCHOLOGY PRESENTS

UPROOTING SCHOOL PSYCHOLOGY

2022 SCHOOL PSYCHOLOGY ANTI-RACISM UNCONFERENCE

Sunday, November 13th

This event is co-sponsored by the College of Education at the University of Nevada, Las Vegas (UNLV), Society for the Study of School Psychology (SSSP), National Association of School Psychologists (NASP), American Board of School Psychology (ABSP), Council of Directors of School Psychology Programs (CDSPP), Trainers of School Psychologists (TSP), and the International School Psychology Association (ISPA).

[REGISTER HERE](#)



SASP STUDENT CORNER

FOSTERING SOCIAL JUSTICE AND ANTI-RACIST APPROACHES IN GRADUATE TRAINING FOR SCHOOL PSYCHOLOGY STUDENTS

By Laura A. Alba, Tyler A. Womack, & Barbara Katic
University of California, Riverside, School of Education

The focus on increasing cultural humility in training and research places school psychologists into an active role in advocating for anti-racism in schools (Proctor et al., 2020). We are three doctoral students from the University of California - Riverside dedicated to promoting anti-racist approaches into our graduate training. This article examines areas of need in social justice amongst school psychologists, followed by personal anecdotes from the authors. First, the overrepresentation of Students of Color in special education are examined, followed by an anecdote from Laura. Second, disproportionality among discipline practices is discussed, with an anecdote from Barbara.



Third, issues within school psychology training are identified, including an anecdote from Tyler. Lastly, we conclude with recommendations for our field.

History of Racism and the Role of Schools in Maintaining Racial Hierarchy

The U.S. public education system has been historically driven by racism and oppression, spanning from the Native American boarding schools (Adams, 1995, pp. 21) to the segregation of Black students from white students (Reardon, & Owens, 2014). Though the attempt of *Brown v. The Board of Education* was to desegregate schools, the affliction of racism and white supremacy continues to be embedded in the U.S. education system (Gosa & Alexander, 2007). Schools remain segregated as Students of Color are overrepresented in special education among the most subjective and high-incidence eligibility categories (e.g., learning disabilities, emotional disturbance; Sullivan & Artiles, 2011). The risk ratio for a student eligible for special education services, under emotional disturbance (ED), is 1-2 times higher for Black and Native American students relative to their white peers (U.S. Department of Education Office for Civil Rights, 2016).

The overrepresentation of minoritized students in special education under high-incidence eligibility categories is something we see when completing fieldwork. For example, Laura's anecdote highlights the overrepresentation of Students of Color in the eligibility category of ED:

As a non-binary, Latinx individual who emigrated from Mexico at a young age, I strive to advocate and support racially, culturally, and linguistically diverse children and their families, particularly when it comes to navigating U.S. schools. I completed my fieldwork in a school providing support to students with behavioral and emotional challenges. It was shocking to see that there were a high percentage of Black and Latinx students attending this school and that there was a lack of school-to-home communication. When the school staff decided that

they could no longer meet the social-emotional and behavioral needs of students, they would often place them in non-public schools or out-of-state residential treatment centers. In fact, school staff referred to these locations as ‘little Black boy prisons.’ Parents often felt as though they had no choice in placement decisions and often went along the decisions of school staff. This experience made me realize how we need to actively decenter whiteness and the blatant racism embedded in the assessment and intervention practices used in schools.

Discipline Practices in Schools

Racism is not only reflected in special education; it is also apparent in schools’ discipline practices, which often target Black students. K-12 data from the Office for Civil Rights (2016) indicated Black students had a higher percentage (13.7%) of out-of-school suspensions and were 2.3 times more likely to receive discipline by law enforcement (U.S. Department of Education Office for Civil Rights, 2016). Black girls have a higher percentage (9.6%) of out-of-school suspensions than white girls (1.7%), which demonstrates how intersectionality influences the way we view the behavior of Black students (Love, 2019). These statistics highlight the school-to-prison pipeline, pushing Black students out of schools and into the criminal justice system (Skiba et al., 2014).

Barbara’s fieldwork experience illustrates how exclusionary discipline practices are disproportionately applied to Students of Color:

As an international student from Canada, I was aware that racism was present in the U.S. However, my practicum experiences opened my eyes to the magnitude of systemic racism within schools. Physical fighting among students was common at one of my practicum sites, a public middle school, and I was struck by how the school responded to these incidents. Rather than provide students with intervention, students were repeatedly suspended, and sometimes expelled. I noticed a pattern where students from marginalized groups, particularly Students of Color, were most often met with exclusionary discipline practices. Meanwhile, white students were given ‘second chances’ or described as ‘a good kid’ and were provided options that kept them in school. These experiences taught me that schools are not only critical for improving academic outcomes, but also play an important role in shaping how students can expect to be treated by society. I learned that to combat racism in society, we must first put an end to racism in schools.

Lack of Diversity in the Field of School Psychology

The harsh disciplinary practices towards Black students and other Students of Color are in part due to the lack of diversity amongst school practitioners and university faculty, which may impact their use and understanding of culturally competent practices (Proctor & Owens, 2019). Students of Color represent more than half of the clients served by school psychologists, yet roughly 87% of practitioners identify as white (Walcott & Hyson, 2018). As such, it seems difficult for psychosocial practices in education to reach the levels of cultural humility needed to benefit Students of Color. As Bohn & Sleeter (2000) notes, ‘a predominantly white teaching force is likely to make most decisions through the lenses of white people’s experiences’; the same may be said for predominantly white school psychologists in the field.

For example, Tyler’s experience describes the importance of considering diversity in school psychology:

My personal and professional experiences in schools have shown me that current services do not adequately address multifaceted challenges associated with the

intersectionality of race, culture, language, poverty, and disability. I identify as a biracial Black woman and grew up with a younger brother with autism. I remember my brother was discriminated against, particularly when teachers attributed his moments of aggression to his race, rather than a symptom of his disability. The challenges my brother faced stemmed, in part, from both the lack of diversity within education and the need for more training on topics of social justice and cultural humility. Although I identify as a Woman of Color, I know that my identity does not fully encompass the experiences of the students I served. In my practicum, I serve predominantly Latinx students, many of whom are emergent bilingual students. Many students I worked with faced traumas including homelessness, exposure to violence, and limited access to basic needs. One of my main motivations for entering graduate school was to learn how to provide the most comprehensive support for families and students from all backgrounds. However, a challenge I faced once I entered my program was the lack of coursework addressing issues of intersectionality and equity.

The limited graduate preparation in intersectionality and equity is common across school psychology programs, as many are designed to include one social justice class that can have a broad range of thematic designs, such as only focusing on a specific historically marginalized population or on one topic of inequity (Pearrow & Fallon, 2019). Limiting topics of social justice to one course severely narrows the training students need to understand the complexities of institutional inequities. Thus, social justice topics should be embedded in all coursework through discussions and readings (Moy et al., 2014).

How Our Program is Addressing Graduate Student Training Needs

To more fully address racism, equity, and social justice in our program, we developed a student-led research lab called the Social Justice and School Violence Prevention Lab (SJSVP). The SJSVP lab focuses on discussing empirical research examining systemic racism in K-12 schools and conducting research on reducing the use of exclusionary discipline. We also have partnerships with other student-led and community organizations focusing on restorative justice and anti-racism. Faculty and students have also developed a diversity subcommittee, which is tasked with inviting guest speakers, developing curriculums, and generating discussions. Our program has monthly meetings that highlight issues of anti-racism and social justice within school psychology. The objectives of these discussions include learning about societal issues, providing tools for navigating difference, and brainstorming solutions for creating equitable structures.

In our graduate program, we are fortunate to work with culturally and linguistically diverse students within the Southern California region. We have worked in both low-income Title I school districts that serve predominantly Students of Color and in higher-income schools that primarily serve white populations. Working within these two systems has allowed us to see the gaps in educational services and resources available within low-income school districts. In our practicum coursework, we engage in dialogue around issues of structural inequity we witness in these settings and discuss how we can become advocates for change.

Solution-Focused Recommendations

While the three of us come from different backgrounds and have had various practicum placements, we have all experienced a common theme: Systemic racism is glaringly present in school systems in the U.S. Students of Color are being treated differently, as is evident through (a) the lack of diversity and multicultural training among school staff, (b) the attribution of behavioral problems to race (rather than disability status or other causes), (c) the disproportionate use of exclusionary discipline



practices, and (d) the lack of graduate training addressing issues of intersectionality and inequity. Given the issues discussed with school-based practices, as well as diversity and training of school psychologists, the following section proposes some steps to begin promoting anti-racism in the field of school psychology.

One potential recommendation for inclusion of anti-racist approaches is the NASP *Best Practices in School Psychology* books. NASP has published best practices for initiating systems-level change within schools in which each chapter addresses a unique systems-level domain (Harrison & Thomas, 2014). However, a chapter that explicitly focuses on challenging racism within schools is notably missing. Considering that students from minoritized backgrounds may face discrimination daily, school psychologists must be provided with best practices for addressing these challenges to foster safer school environments. School psychologists must acknowledge and commit to actively challenging racism within schools explicitly through systems-level advocacy.

In addition, fieldwork experiences have also been reported as the most critical component of school psychology training for learning and advancing social justice (Moy et al., 2014). Through fieldwork, internship, and applied research, students can examine real-life issues related to equity and how school psychologists can use their professional positions to be social justice advocates (Mallinckrodt et al., 2014). Fieldwork placements should provide opportunities to work with underserved communities (Moy et al., 2014).

Lastly, consultation is also an area of training that can promote the use of anti-racist approaches in schools. North (2006) developed a framework for social justice consultation in schools that emphasizes respect and fairness for all, and resistance to school practices that perpetuate inequality for marginalized communities. Through consultation, school psychologists can have an impact on student well-being and achievement by first addressing teachers' and staff's classroom practices.

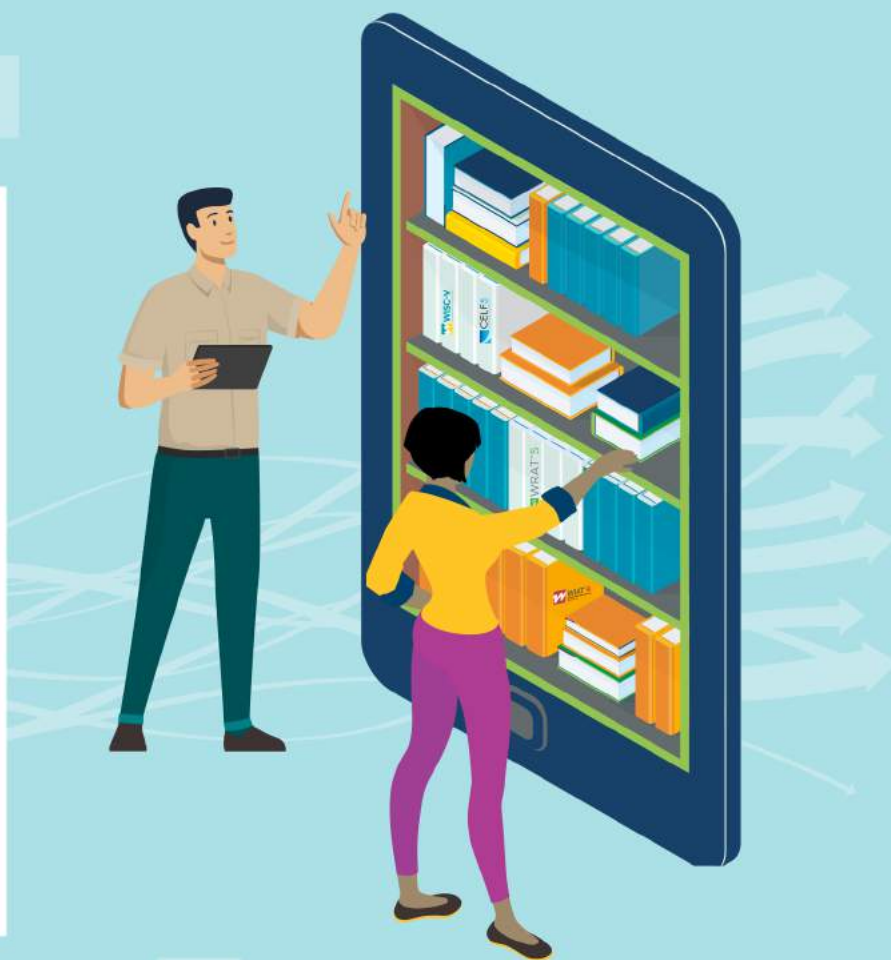
References

- Adams, D. W. (1995). *Education for extinction: American Indians and the boarding school experience, 1875-1928*. University Press of Kansas.
- Bohn, A. P., & Sleeter, C. E. (2000). Multicultural education and the standards movement: A report from the field. *Phi Delta Kappan*, 82(2), 156-159.
- Gosa, T. L., & Alexander, K. L. (2007). Family (dis) advantage and the educational prospects of better off African American youth: How race still matters. *Teachers College Record*, 109(2), 285-321.
- Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Systems-level change*. National Association of School Psychologists.
- Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.
- Mallinckrodt, B., Miles, J. R., & Levy, J. J. (2014). The scientist-practitioner-advocate model: Addressing contemporary training needs for social justice advocacy. *Training and Education in Professional Psychology*, 8, 303-311.
<http://dx.doi.org/10.1037/tep0000045>
- Moy, G., Briggs, A., Shriberg, D., Jackson, K., Smith, P., & Tompkins, N. (2014). Developing school psychologists as agents of social justice. *Journal of School Psychology*, 52, 323-341.
<https://doi.org/10.1016/j.jsp.2014.03.001>
- North, C. E. 2006. More than words? Delving into the substantive meaning(s) of "social justice" in education. *Review of Educational Research*, 76, 507-536.
- Pearrow, M. M., & Fallon, L. (2019). Integrating social justice and advocacy into training psychologists: A practical demonstration. *Psychological Services*, 17(S1), 30-36.
<https://doi.org/10.1037/ser0000384>
- Proctor, S. L., Kendrick-Dunn, T. B., & Barrett, C. (2020). Social Justice Committee 2020-2021 Focus: Health Disparities and Social Justice. *Communique*, 49(1), 1-21.
- Proctor, S. L., & Owens, C. (2019). School psychology graduate education retention research characteristics: Implications for diversity initiatives in the profession. *Psychology in the Schools*, 56(6), 1037-1052.
<https://doi.org/10.1002/pits.22228>
- Reardon, S. F., & Owens, A. (2014). 60 years after Brown: Trends and consequences of school segregation. *Annual Review of Sociology*, 40, 199-218.
- Skiba, R. J., Arredondo, M. I., & Williams, N. T. (2014). More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline. *Equity & Excellence in Education*, 47(4), 546-564.
<https://doi.org/10.1080/10665684.2014.958965>
- Sullivan, A. L., & Artiles, A. J. (2011). Theorizing racial inequity in special education: Applying structural inequity theory to disproportionality. *Urban Education*, 46(6), 1526-1552.
<https://doi.org/10.1177%2F0042085911416014>
- U.S. Department of Education Office for Civil Rights. (2016). *2013-2014 civil rights data collection: A first look*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>
- Walcott, C. M., Hyson, D., McNamara, K., & Charvat, J. L. (2018). Results from the NASP 2015 membership survey, part one: Demographics and employment conditions. *NASP Research Reports*, 3(1), 1-17.



DIGITAL
ASSESSMENT
LIBRARY
for schools

Improve staff
efficiency and student
outcomes with a
district-wide solution!



What's most important for your district?

- ☒ Thorough assessment with flexible administration?
- ☒ Efficient and engaging evaluations?
- ☒ Improved student outcomes?

WR WRAML™ 3
Now available!

With Pearson's Digital Assessment Library
for Schools, you don't have to choose.

School psychologists, speech language pathologists, behavior specialists,
and more get unlimited access to and use of over 40 of our most widely used
assessments — for one single, annual price.

Get more details at **PearsonAssessments.com/DALS**
or contact your assessment consultant.



SASP STUDENT CORNER

2020 CALL FOR RACIAL JUSTICE: HOW SMALL ACTIONS CAN LEAD TO MONUMENTAL CHANGE

By [Elissa M. Monteiro](#) & [Nina R. Mandracchia](#)

Department of School Psychology, University of California, Riverside

The murders of Breonna Taylor, George Floyd, and others have highlighted the looming presence of the existing oppression of people of color in the United States. Education is no exception as evidenced by inadequate access to quality education, lack in representation of staff personnel, and disproportionate rates of disciplinary action (Townsend, 2000). People nationwide have been inspired to speak up using social media, protests, and other means of activism. Particularly poignant in the US has been the use of strikes and boycotts (Belam, 2020). Players in major athletic organizations such as the Women's National Basketball Association (WNBA), National Basketball Association (NBA), and the National Football League made use of their public platform to draw attention to these issues. This activism started with the bravery of the women who play for the WNBA: walking out to the court adorned in shirts with faux bullet holes to make a statement inspired action on the part of

**Correspondence
concerning this article
can be addressed to:**

Elissa Monteiro
University of California,
Riverside

Email:

elissa.monteiro@email.ucr.edu

their male counterparts in the NBA (Hudson, 2020). A small action, the choice to wear shirts, made a statement that inspired action on a larger scale.

In this article, we review how, similarly, the small step of a scholar, Anthea Butler, started a movement in academia. We review the opinions and actions of school psychology students nationwide in response to social justice movements. Finally, we end with a reminder that one small action may not incite immediate attention as did the actions of the WNBA players or Anthea Butler. Collaboration on the part of school psychology students and faculty nationwide will keep these issues at the forefront of conversations. Together, our work towards becoming anti-racist as a field can result in important and lasting change.

Scholar Strike

Following in the footsteps of these athletes, the idea for a “scholar strike” was born. Anthea Butler, PhD, an associate professor of Religious Studies and Africana Studies at the University of Pennsylvania, started a movement with a tweet. She tweeted “I would be down as a professor to follow the NBA and strike for a few days to protest police violence in America” (Butler, 2020a). After receiving overwhelming positive feedback, she later tweeted a plan as well as an option to sign up to participate in the strike that came to fruition (Butler, 2020b). With over 2000 retweets, Professor Butler had started her call to activism.

The Scholar Strike took place on September 8th and 9th of 2020 in the US and September 9th and 10th in Canada. According to the Scholar Strike website, “Scholar Strike is both an action, and a teach-in. Some of us will, for two days, refrain from our many duties and participate in actions designed to raise awareness of and prompt action against racism, policing, mass incarceration and other symptoms of racism's toll in America” (2020).

Rather than performing regular activities for their universities, strike participants spent those two days providing educational content and engaging in a social media blitz to make their research and voices heard. Specifically, they produced short videos about their research and applications to the Scholar Strike mission. Some that may be of particular interest to school psychologists include those that focus on the work regarding anti-Black education and anti-Black policing in schools (see <https://www.scholarstrike.com/>).

One small step, a Tweet, led to the accumulation of important information and resources for students and scholars across the country. The Scholar Strike movement on social media spread information to those that may not have otherwise had access to research on these topics.

Student Perspectives: The Small Steps Already Taken

We were interested in exploring how students in different programs around the country felt about the way their graduate programs responded



to the social justice movements. We used our network to ask fellow school psychology students about their personal experiences in school psychology programs around the country. Seven students responded to a survey about experiences in differing graduate school programs across the country. Below, we present selected quotes that we felt best represented the themes that emerged from an informal collection of student responses.

Graduate Student Perspectives

Have the newest social justice movements impacted your current or future practice?

All students responded to this question on an individual level by answering how their own goals as future practitioners have been impacted. Students highlighted the ways in which culturally responsive and anti-racist practice are now their priority as future school psychologists.

“I believe the murder of Breonna Taylor and George Floyd have deeply impacted my work with schools and families. I am more cognizant and aware of organizational policies of police involvement. Personally, I am trying to cultivate an awareness of how I perpetuate inequities and how I can be an ally and an advocate.”

Have the newest social justice movements impacted your graduate training?

Responses to this question varied; most students responded that the civil unrest has impacted their graduate training indirectly through themselves adopting an anti-racist lens. Two students explained that their graduate training programs were already focused on issues of diversity and equity, reporting that their professors included more conversations to critically analyze and apply the content in their training using an anti-racist approach.

“Our courses already had a strong foundation in diversity and social justice... I feel like the impact is weighing on each of us in a more personal way... inspiring our faculty to work even harder to acknowledge and address these issues.”

“We are discussing this in almost every class.”

However, this did not reflect all students' reports of their programs. Two students indicated that these events had not impacted their graduate training.

"These events have not impacted my graduate training at all. Because the program director was not addressing these events, I took on the task of requesting changes to our program starting with a town hall meeting on race and racism. The support for a town hall was denied by our program. I have since gathered several of our Black students, and we have drafted a letter to the program and to the department challenging their decision against the town hall and have requested several more changes."

"From the training I am receiving, I feel as if these events have barely impacted my graduate training... I have had professors acknowledge that they do want to be better anti-racist advocates...but they are still throwing microaggressions at students from marginalized backgrounds and present as white saviors when talking about personal experiences."

Have your professors discussed these events in relation to the context of your existing coursework?

Many students reported that courses already existed to serve this void; other students indicated that faculty have worked to incorporate spaces for discussion of racism and inequality.

"Professors incorporate these events into the regular coursework during lectures. When they lecture on consultation and leadership skills, they address these events."

"Professors have tried to give us a lot of time to personally check in and reflect while trying to keep the forum open and nonjudgmental..."

Three students reported professors have yet to alter their curriculum.

"They still have a lot of work to do in terms of teaching coursework from an anti-racist lens."

Has your program communicated any formal changes to the values and goals of the program? Has your program established any new policies related to creating an anti-racist, socially just environment?

Two students pointed towards members of their program agreeing to sign the School Psychology Unified Antiracism Statement and Call to Action.

"Our professors and student group did sign Dr. [Shane] Jimerson's [and others'] call to action this summer. I think that our goals and values were already aligned with the importance of being aware of and addressing social justice issues."

A few students pointed towards tangible changes they have seen in their training programs, one of which included the addition of a scholarship fund for African American students. Another student shared that their program's 'Diversity, Equity, and Inclusion Action Committee' re-examined institutional policies, practices, and procedures through an anti-racist lens by using identification and evaluation procedures central to the role of school psychologists. However, there were two students who reported a lack of change in their programs, pointing towards stagnation in action taken by faculty.

"This summer, students and recent alumni came together to write an anti-racism proposal to create an anti-racist, socially just environment. However, faculty buy-in and implementation has been incredibly difficult..."

Have professors or students in your program begun to research anti-racist and/or related social justice topics in education?

Responses to this question were indicative of a motivated, concerted research effort. Almost all

students responded positively when asked about their own and their colleagues' initiatives to research social justice topics in education.

“I am conducting a literature review that views intelligence testing through critical race theory... I make the argument that current and future school psychologists have the training and background to make equitable decisions which tend to avoid bias.”

These conversations from a small sample of school psychology students exhibit the differences in responses, or lack thereof, to the social justice movements from students and their programs across the country. More formal research will be necessary to better exemplify the wide variety of students' experiences during this time.

Steps We Can Continue to Take

While some graduate students reported that they and their programs have taken small steps toward anti-racist action, there were students who reported a lack of response by their programs despite student requests for change. Progress toward anti-racist training requires continued, collaborative action across programs. You are likely already aware of the widely supported behavioral principles that suggest it is small approximations towards specific and measurable behavioral goals that are most effective in charging towards change. This means school psychologists and graduate students should start with small, manageable activities and gain the confidence necessary to further develop skills and expand their practice. Below, we provide concrete recommendations for steps to consider taking.

Read and Follow the Advice of the Joint Statement by School Psychology Leaders

The School Psychology Unified Antiracism Statement and Call to Action recognizes the ethical responsibility of the field to “engage in social justice and anti-racist action” (García-Vázquez et al., 2020, p. 209). The authors begin with a call for us as school psychology students, practitioners, trainers, and



scholars to reflect and recognize the existence of injustice in our field. Several actions are recommended. These include but are not limited to establishment of a mentoring program for students and early career psychologists of color, recruitment of diverse voices for leadership within professional organizations, and commitment to using psychological science to combat racism. A useful step to take is to choose a starting point and outline a plan that includes actions, participants, etc. Students can advocate for their interests to their program and faculty, perhaps through a request to sign or commit to the call referenced above.

Meetings or Book Clubs on Anti-Racist Scholarship in School Psychology

Students may be inclined to spearhead seminars reviewing the existing body of anti-racist literature in school psychology. This can stem from or go hand in hand with the collection of anti-racist literature for the library of resources described above. Involving practicum supervisors and other practitioners in discussions of the current research can enhance opportunities to identify how to apply these concepts in applied training and future practice, as well as narrow the research to practice gap. Seminars and reading groups centered on anti-racist and social justice scholarship address one of the crucial steps in the call to action: using psychological scientific research to fight systematic injustice (García-Vázquez et al., 2020).

Student-led Labs Committed to Producing Anti-Racist Work

It is also important for scholars to consider incorporating an anti-racist/social justice lens into their scholarship. Students can advocate for a student-led lab with a faculty sponsor so they may be able to conduct research on the topics that are important to them. For example, two students at our university, the University of California, Riverside (UCR), started the Social Justice and School Violence Prevention Lab with a faculty sponsorship by Dr. Austin Johnson. This effort was undertaken years before the call to action as they saw a need for systematic research on school violence and sought to fill it.

This student-led undertaking has produced publications, conference presentations, and several necessary conversations in the Graduate School of Education and UCR.

Diversity Subcommittee

Finally, student organizations such as Student Affiliates of School Psychology (SASP) are essential to a collaborative, student-centered program. SASP is designed to bring students together and to give them the opportunity to advocate for themselves. A subcommittee designed to accommodate students' needs regarding diversity and equity in a school psychology program is one way to make sure that voices are heard. The SASP diversity subcommittee at UCR used student-led focus groups to identify the program changes necessary to represent students of color and/or students with diverse and historically underserved backgrounds (e.g. student-parents) more effectively. The diversity subcommittee meets with the program director quarterly to communicate students' concerns, needs, and requests. The diversity subcommittee collaborates to design equitable solutions for students.

Conclusion

Overall, the current state of affairs in the US has highlighted the need for action to fight and advocate for social justice. Students across the nation have expressed different opinions about how their program, faculty, and cohorts have responded to this call to action. Each one of them have given us examples of how we as school psychology training program constituents can incite change. Whether this is drawing attention to the unified statement and call to action on the part of national leaders in the field of school psychology, distributing resources that may be of interest to those in the programs, or thinking critically about what we as students can do to effect change, we can all do our part. Not every small action may lead to a movement as widespread as those created by the WNBA players but if we work together in a concerted effort leveraging each of our positions of power, as Dr. Butler did, we can build a better future for the field of school psychology.

References

- Belam, M. (2020, July 20). *Thousands of American workers strike in protest over racial inequality*. The Guardian. <https://www.theguardian.com/us-news/2020/jul/20/strike-for-black-lives-thousands-racial-inequality>
- Butler, A. [@AntheaButler] (2020a, August 26). *I would be down as a professor to follow the NBA and Strike for a few days to protest police...* [Tweet]. Twitter. <https://twitter.com/AntheaButler/status/1298736961184825345>
- Butler, A. [@AntheaButler] (2020b, August 26). *If the NBA can do it, so can we!!! Get this out to your networks!!!* [Document Attached] [Tweet]. Twitter. <https://twitter.com/AntheaButler/status/1298792999460233216>
- García-Vázquez, E., Reddy, L., Arora, P., Crepeau-Hobson, F., Fenning, P., Hatt, C., Hughes, T., Jimerson, S., Malone, C., Minke, K., Radliff, K., Raines, T., Song, S., & Strobach, K. V. (2020). School Psychology Unified Antiracism Statement and Call to Action. *School Psychology Review*, 49(3), 209–211. <https://doi.org/10.1080/2372966X.2020.1809941>
- Hudson, J. (2020, October 8). *The WNBA at the forefront of social justice movement*. NBC Sports. <https://www.nbcsports.com/northwest/seattle-storm/wnba-forefront-social-justice-movement>
- Scholar Strike (2020, n.d.). Scholar Strike for Racial Justice. Retrieved November 18, 2020 from: <https://www.scholarstrike.com/>
- Townsend, B. L. (2000). The disproportionate discipline of African American learners: Reducing school suspensions and expulsions. *Exceptional Children*, 66(3), 381–391.

DIVISION 16 REQUEST FOR WEBINAR PROPOSALS



APA Division 16 invites proposals for webinars to be offered as part of the Division's continuing education offerings. D16 Webinars are an effective way to provide crucial and timely information to a national audience of psychology professionals, in a 60- or 120-minute online format. The webinars provide participants with best practices, research relevant to practice, effective solutions and strategies, and quality resources – with preference given to webinars with a highly practical focus. We particularly encourage experienced speakers who haven't previously delivered a D16 webinar and those from minoritized backgrounds to submit.

Submission deadlines: 09/01 for October webinars; 03/01 for April webinars; 05/01 for July webinars.

[Please click here to submit your webinar proposal.](#)



APA COUNCIL OF REPRESENTATIVES

MEETING OVERVIEW: AUGUST 2022

APA's Council of Representatives held a hybrid meeting, with most Council members convening in person in Minneapolis, coinciding with APA 2022, the association's annual convention.

APA adopts racial equity action plan, outlining next steps to operationalize racism resolution

The APA Council adopted a [Racial Equity Action Plan](#) that outlines the next steps the association and psychology should take to prioritize and operationalize the commitments made in the association's 2021 apology for its role in contributing to racism. Council approved the plan by a vote of 149 – 8 with 2 abstentions.

“The Racial Equity Action Plan affords the opportunity to utilize racial equity as a critical lens to drive APA's strategic priorities and measure the magnitude of APA's impact,” according to the agenda item introducing the document. “This plan allows the work of racial equity to be embedded and sustained throughout all aspects of the association's work.”

The plan is divided into five sections: Knowledge Production; Health; APA/Workforce; Training of Psychologists; and Education. Each section lays out priority actions and concludes with a summary of social impact and innovation. The full report is available on the [APA website](#).

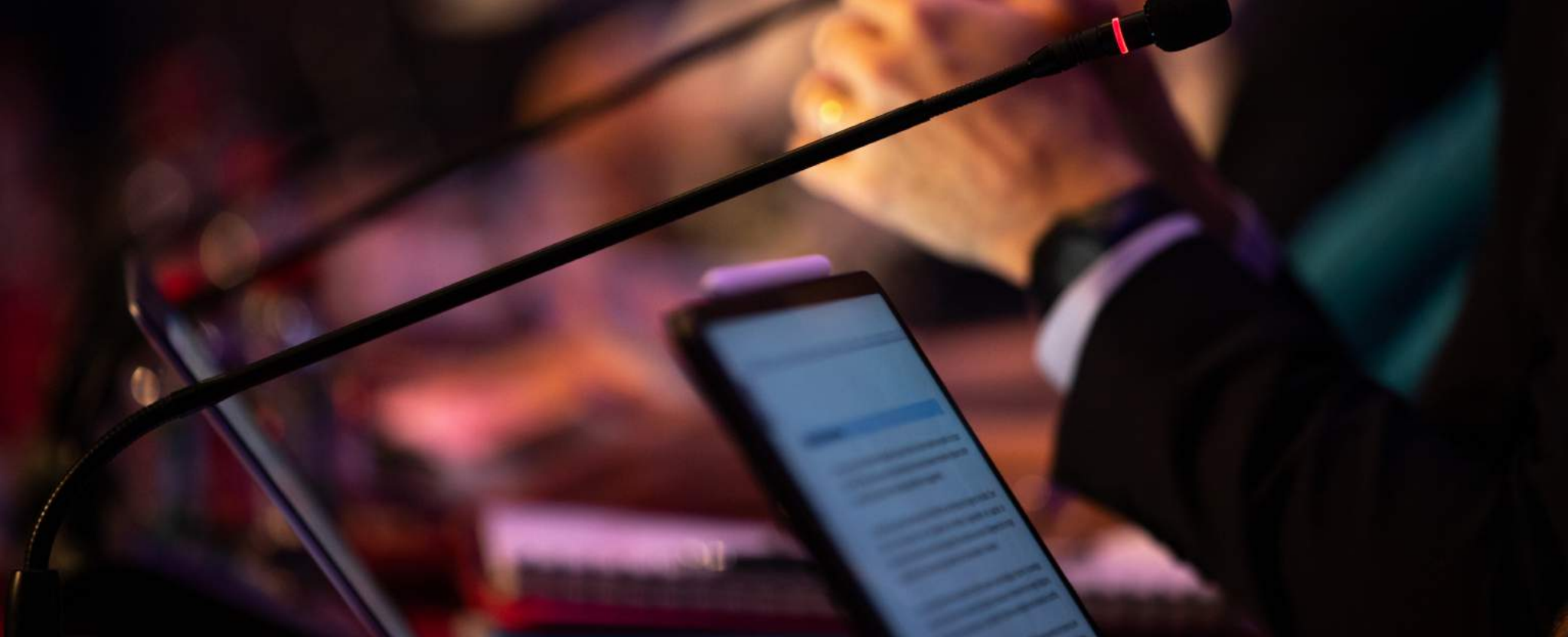
Task force report calls for psychology to transform education, practice and research to address equity

Psychology must take concrete steps to expose and mitigate the impacts of systemic and structural factors that affect physical and mental health, according to a report accepted by the APA Council by a vote of 161-2.

Structural racism, which influences the circumstances in which people live and work and is intensified by political, economic and social influences, is a key driver of health inequities, according to a report from APA's Presidential Task Force on Psychology and Health Equity.

The task force report lays out a roadmap for actions by APA, psychologists and others to address health inequities in education and training, research, publications and professional practice. Task force members were appointed by APA Past President Jennifer F. Kelly, PhD.

The report recommends developing strategies to increase the racial and ethnic diversity of the psychology workforce to better address the mental health needs of communities of color – noting that more than 80% currently identify as white. It also calls for creating outreach and recruitment programs aiding communities of color, implementing more flexible training programs to support students with multiple life demands, and promoting culturally relevant methods and principles for health equity research in all psychology programs. The [full report](#) is available on the APA website.



“APA Council adopted a wide-ranging resolution on policing that seeks to expand training programs to include de-escalation techniques, build stronger relations with mental health service agencies, minimize targeting of people of lower socioeconomic status and encourage officers to restrict when they use force.”

APA adopts resolution limiting death penalty to offenders ages 21 and older

The APA Council passed a resolution by 161-7, with 1 abstention to limit the application of the death penalty based on scientific research indicating that adolescent brains continue to develop well beyond age 18 (the current constitutional limit), and that people’s ability to exert good judgment in times of heightened arousal is not realized fully until sometime after the age of 20.

“There is clear evidence of prolonged development far beyond the age of 17 and into the mid-20s, so that the psychological capacity of members of the late adolescent class to exercise a mature sense of responsibility, and to resist outside pressures is still very much in process,” according to the “Resolution on the Imposition of Death as a Penalty for Persons Aged 18 Through 20, Also Known as the Late Adolescent Class.” “The significant structural and functional changes in the brain at this time corroborate these findings.”

The resolution notes that there are more than 3,000 laws and government regulations restricting the behavior and actions of people under age 21 in the United States, such as being legally permitted to buy alcohol or tobacco, obtaining a license for a concealed handgun, becoming a foster parent, or obtaining a credit card without a co-signer. The resolution may be accessed on the [APA website](#).

Police reforms aimed at curbing use of force, protecting marginalized populations

APA Council adopted a wide-ranging resolution on policing that seeks to expand training programs to include de-escalation techniques, build stronger relations with mental health service agencies, minimize targeting of people of lower socioeconomic status and encourage officers to restrict when they use force. The Resolution on Psychology’s Role in Addressing the Impact of, and Change Required with Police Use of Excessive Force Against People of Color and Other Marginalized Communities in the

United States passed by a vote of 165-1, with 2 abstentions.

In adopting the resolution, the Council noted it “is tied directly to psychology’s significant potential to contribute to the dismantling of racism and the promotion of racial equity, by helping to remediate conditions and situations that engage individual, systemic, and institutional sources of racism.”

“The overarching goal of this resolution is to promote the safety, health, well-being, and fulfillment of the human rights of those community members who are most vulnerable -- Black Americans and other people of color, and members of other marginalized communities who are affected by excessive use of force - and those who work in law enforcement,” it states.

The resolution commits APA to “advocate for the development, implementation, and evaluation of empirically rooted, culturally informed policies, programs, and practices that eliminate the use of excessive force by police against people of color and other marginalized communities” and “for law enforcement standards and practices within police departments to reduce the detrimental impact of police misconduct and use of excessive force, and to promote a healthy relationship between police officers and their communities.” The resolution is available on the [APA website](#).

Psychology Week

Council passed a motion designating the third week of April be proclaimed Psychology Week, an annual celebration of psychology that includes “Psychology Day,” recognized by the United Nations community and certain other institutions. APA will share information about Psychology Week with the psychology community and broader audiences leading up to and during that week. APA will also provide information and tools/visuals that other organizations can use to join the celebration. Council approved the business item by a vote of 166 – 2 with one abstention.

Practice Guidelines Adapted as APA Policy

Guidelines for psychological practice with women with SMI

APA Council adopted as APA policy the *Guidelines for Psychological Practice with Women with*

Serious Mental Illness and approved December 31, 2032 as the expiration date for the *Guidelines*. The motion was passed by a vote of 158 – 1 with six abstentions. These practice guidelines serve to guide professional behaviors and decisions of psychologists who work with women with SMI, and provide a “culturally responsive, trauma-informed approach to clinical engagement” with a focus on offering equity of access and outcomes. Moreover, these guidelines strive to be “informed by recovery-oriented care models.” They offer support for treatment and efficacy considerations of “working with women with serious mental illness, who are particularly prone to the intersectionality of oppressive experiences and who are at disparate risk for marginalization and stigma.”

Council Effectiveness & Association Operations

Resolution to add a graduate student member seat to selected APA Boards and Committees

Council approved a series of motions to add a graduate student member seat to selected APA Boards and committees. In accordance with the APA Bylaws, the amendment to the Bylaws will be forwarded to the APA Membership for a vote in November 2022. If approved by the APA membership, an additional seat dedicated to a Graduate Student will be added to the boards. The Membership Board will not add an additional seat and instead will allocate an existing seat to a Graduate Student. If the Bylaw changes are approved by the APA membership, beginning in 2025, graduate students would be seated on selected boards and committees included in the Bylaws changes.

Presidential Citations & Awards

APA President Frank C. Worrell, PhD, honored two psychologists for their contributions to the field. Rosie Phillips Davis, PhD, ABPP, 2019 president of APA, received the 2022 Raymond D. Fowler Award for Outstanding Member Contributions. Jason Cantone, PhD, was presented with a Presidential Citation.

CALL FOR APPLICATIONS: ASSOCIATE EDITOR OF THE SCHOOL PSYCHOLOGIST



Division 16 is searching for an Associate Editor for The School Psychologist (D16's newsletter). The publication focuses on empirical articles with a strong research-to-practice linkage, with a commitment to inclusivity and social justice, as well as providing updates on division initiatives and activities. The newly elected Associate Editor will serve for 2-year term beginning January of 2023, and then is expected to assume the role of Editor in January of 2025 for another 2-year term. Thus, the Associate Editor must be willing to make a commitment to serve for two years as Associate Editor and two years as Editor.

The new Associate Editor will work closely with the Editor, Dr. Laurel Snider. The Associate Editor is responsible for soliciting and reviewing newsletter contributions, soliciting peer reviewer feedback, helping in the peer-review process, assisting in publication procedures, and undertaking other special assignments at the discretion of the Editor. The Associate Editor is expected to become familiar with all newsletter operations and provide input for the editorial decisions.

Applicants for the position should have demonstrated skills in technical writing, editing, and public relations and be willing to conduct an average of approximately one to two days per month to newsletter work.

Interested candidates should email the following to Laurel Snider (lasnider@ua.edu):

- (1) a letter detailing relevant experience, as well as goals and expectations for the newsletter,
- (2) contact information for three professional references, and
- (3) a recent vita

Applications are requested by November 15, 2022.



CALL FOR PROPOSALS

DIVISION 16'S APPLYING PSYCHOLOGY IN THE SCHOOLS BOOK SERIES

Publishing for the Division 16 Book Series

In conjunction with APA, Division 16 publishes original authored and edited texts that advance and support the science and practice of psychology and related fields. For a book to be considered, at least one of the editors or authors must be a doctoral-level psychologist who has experience publishing. Coauthors and coeditors may, of course, be from related scientific, practitioner, and other fields. Authors and editors proposing books typically have published journal articles or book chapters on the proposed topic.

It is important to note that although our authors and editors are psychologists, our audience is typically much broader and may include social workers, licensed counselors, healthcare workers, and social scientists.

Considering a Book Proposal

To be considered for the D16 Book Series, it is best to contact Julia Ogg (VP-Publications and Communications) at jogg@niu.edu to discuss your ideas and the process for submitting a proposal. She will work closely with a representative from APA Press regarding interest in the topic and

directions for the book prospectus. She is also willing to review drafts of the proposal prior to submission.

Submitting a Proposal

The following steps have been developed to assist potential authors and inform them regarding the publication process:

Step 1. Authors make initial contact with the Division 16 VP of Publications and Communications (VP-PC) Julia Ogg, via email at jogg@niu.edu, indicating an interest in developing a book proposal or if you want to discuss an idea.

Step 2. Draft your proposal addressing the components (see below).

Step 3. The proposal, along with a CV of other co-authors or editors, are received by the VP-PC. The VP-PC and the D16 APA Books Acquisition Editor will review interest in the topic and directions for the book prospectus and determine next steps. The next steps may include a request for additional information, the proposal may be rejected, or the proposal may be accepted

Step 4. For proposals that are accepted, they will be sent out for review and comment.

Step 5. When the reviews are received, they will be shared with the author who will have an opportunity to respond. If the reviews are favorable a contract is negotiated.

Components of the Proposal

The proposal, usually 5-10 pages long (although it may be longer), helps us decide whether the content of your book is a good fit with our current publishing plans. Please see the APA Book Proposal Guidelines for further information.

Why submit a proposal and publish through D16? Competitive royalties, contracted books support the division directly, books part of the Psychology in Schools book series are recognized in the field for collectively promoting the education and well-being of students!



D16 SERIES BOOK PROPOSAL TEMPLATE

The proposal for a book focuses the author's thoughts and helps guide the publisher. While an outline deals with the contents and organization of a book, a proposal emphasizes the rationale: *why* it is being written and for *whom*. When submitting a book proposal please answer the questions in each section relevant to your project.

Project Summary

Explain the rationale for publishing the proposed book. When drafting this summary, think about the following questions and be sure that the answers to these will be clear to the reader/reviewer:

Purpose/Summary of the Project

Please summarize the project. What are your goals for the book? Why is there a need for a new book in this area? How will it meet the needs of your audience?

Coverage and Approach

What topics do you plan to include? Are there any topics that some readers might expect but that you do not plan to cover? At what level will your book be written (verbally and technically)? What aspects of your approach will most clearly distinguish your book from others currently available? What will be the theoretical and empirical bases for the book? How does your approach fit into contemporary theory, research, and application in your area of study or practice?

Author(s)

Will this work be single-authored, multi-authored, edited, or co-edited? What experience, background, or other qualifications do you (and any co-authors) bring to the project which make you uniquely qualified to undertake it? Please attach a current CV.

Table of Contents

Prepare an annotated table of contents that includes the proposed title of each chapter and a short paragraph outlining the content within the chapter. This will be of assistance during the review process, ensuring feedback not only on general concepts planned, but also on the scope, details, and organization of the content to be covered. (For edited volumes, please provide the names of prospective contributors.)

About the Market

Audience

What is the primary audience for which your book is intended: clinicians or other practitioners; researchers; students; instructors; others? What selling points would you emphasize for this market?

Secondary Markets

In addition to a primary audience, is there a secondary audience who might also be interested in the book, including disciplines beyond psychology (e.g., public health, education, business, etc.)?

Adoption Potential

Are there courses in which your book could be used? Would it be the primary book adopted or supplemental reading? What are sample course names, and at what level are they taught? Are they taught only in psychology programs, or do they have cross-over to other departments?

Competition

What books already on the market cover this subject in whole or part? Which one or two will most directly compete with your proposed book? Describe the strengths and weaknesses of those books. What about these books are currently not meeting your audience's needs? How will your book differ from these books on the market?

Additional Information

Specifications

What book length (manuscript pages or word count) do you anticipate? What types and amounts of illustrations do you anticipate? Do you intend to include color figures? Will your readers need access to any ancillary materials (companion website, instructor or student resources, etc.)?

Schedule

When do you expect to have your manuscript completed in final form?

Reviewers

An important part of our evaluation of proposals is the peer review process. This process can be quite helpful in securing valuable feedback that often helps shape the project into the best possible book. Can you suggest experts in this field who might be appropriate to review this project? If yes, please provide us names and email addresses.

As soon as we receive these details of your proposed project, we will seek external reviews. The review process generally takes at least a few weeks. If you have any queries regarding your project or regarding the review process in general, do not hesitate to contact me directly. Thank you for considering APA as your publisher!



DIVISION 16 EXECUTIVE COMMITTEE

Office	Term	Name	Contact Information
President	2022-23	David Hulac	University of Northern Colorado Email: david.hulac@unco.edu
Past-President	2022-23	Samuel Song	University of Nevada Las Vegas Email: sam.song@unlv.edu
President-Elect	2022-23	Michelle Perfect	University of Arizona Email: mperfect@arizona.edu
Vice President for Convention Affairs & Public Relations (VP-CAPR)	2020-22	Jessica Reinhardt	Temple University Email: reinhardt@temple.edu
Vice President for Professional Affairs (VP-PA)	2018-23	Janine Jones	University of Washington Email: jjones@uw.edu
Vice-President for Membership	2021-23	Melissa A. Bray	University of Connecticut Email: mbray@uconn.edu
Vice-President for Education, Training, & Scientific Affairs (VP-ETSA)	2017-22	Franci Crepeau-Hobson	University of Colorado Denver Email: franci.crepeau-hobson@ucdenver.edu
Vice-President of Publications and Communication	2022-24	Julia Ogg	Northern Illinois University Email: jogg@niu.edu
Vice-President for Social, Ethical, and Ethnic Minority Affairs (VP-SEREMA)	2022-24	Jorge Gonzalez	University of Houston Email: jegonz24@central.uh.edu
Treasurer	2020-22	Cheryl Maykel	Rivier University Email: cmaykel@rivier.edu
Secretary	2022-24	Enedina Vazquez	New Mexico State University Email: evazquez@nmsu.edu
Council Representative	2019-21	Linda Reddy	Rutgers University Email: LReddy@rutgers.edu
Council Representative	2022-24	Tammy Hughes	Duquesne University Email: hughest@duq.edu
Council Representative	2020-22	Lea A. Theodore	Adelphi University Email: ltheodore@adelphi.edu
SASP President	2022-23	Séan Harry	University of Wisconsin-Madison Email: sean.harry@wisc.edu
SASP Editor	2022-23	Stephanie Miodus	Temple University Email: thestudentcornersasp@gmail.com

AUTHOR'S INSTRUCTIONS & PUBLICATION SCHEDULE

Division 16 of the American Psychological Association publishes *The School Psychologist* as a service to the membership. Three PDF issues are published annually. The purpose of TSP is to provide a vehicle for the rapid dissemination of news and recent advances in practice, policy, and research in the field of school psychology.



Article submissions of 12 double-spaced manuscript pages are preferred. Content of submissions should have a strong applied theme. Empirical pieces conducted in school settings and that highlight practical treatment effects will be prioritized. Other empirical pieces should have a strong research-to-practice linkage. Non-empirical pieces will also be reviewed for possible publication, but are expected to have a strong applied element to them as well. Briefer (up to 5 pages) applied articles, test reviews, and book reviews will also be considered. All submissions should be double-spaced in Times New Roman 12-point font and e-mailed to the Editor. The manuscript should follow APA format and should identify organizational affiliations for all authors on the title page as well as provide contact information for the corresponding author. Authors submitting materials to *The School Psychologist* do so with the understanding that the copyright of published materials shall be assigned exclusively to APA Division 16.

For more information about submissions and/or advertising, please e-mail or write to:

D16TSP@gmail.com

To be considered in an upcoming issue, please note the following deadlines:

Spring Issue: Approximate publication Date - February 15th; Submission Deadline - December 15th

Summer Issue: Approximate publication Date - June 15th; Submission Deadline - April 15th

Fall Issue: Approximate publication Date - October 30th; Submission Deadline - August 30th

