



16

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A group of people are shown in a celebratory mood, clapping and cheering. The image is slightly blurred, focusing on the hands and faces of the individuals. The background is bright and out of focus, suggesting an indoor event with large windows.

2023 AWARD RECIPIENTS

CONGRATUATIONS TO OUR WINNERS!

Division 16 is would like to offer our sincerest congratulations to our 2023 award recipients! We could not be more proud of these scholars and practitioners' contributions to our field.



Dissertation Awards

Dr. Mei-Ki (Maggie) Chan

University of California, Santa Barbara
School Diversity and Students' Psychosocial Experiences

Marie Tanaka

University of Arizona
*Rotten Soil: Positioning Middle School Teachers
of Adolescent Newcomers*



Lightner Whitmer Early Career Awards



Dr. Sujay Sabnis

Miami University

Dr. Tyler Smith

University of Missouri

Honorable Mention: Dr. Katie Maki

University of Florida

Tom Oakland Mid-Career Scholarship Award

Dr. Amanda Sullivan

University of Minnesota



Senior Scientist Award

Dr. Wendy Reinke
University of Missouri



Outstanding Contributions to Anti-Racism Award: Emerging Professional



Dr. Sujay Sabnis
Miami University

2023 Paul Henkin Travel Award

Salowa Salam Shaoli
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ESTABLISHING SCHOOL-UNIVERSITY PARTNERSHIPS & COLLABORATIONS BETWEEN PRACTITIONERS & RESEARCHERS

By [Bridget O. Hier](#), State University of New York at Cortland
[Julie A. Grossman](#), Prince George's County Public Schools, Maryland
[Ashley M. Mayworm](#), School of Education, Loyola University Chicago

The field of school psychology has long expressed concern that evidence-based practices (EBPs) often are not adopted into practice. As they craft their research agendas, early career professionals have the opportunity to address this research-to-practice gap—more recently contextualized as the

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implementation gap (Sanetti & Collier-Meek, 2019)—by developing strong school-university partnerships. In this paper, we provide strategies that early career researchers can consider when developing their research agendas to promote collaboration with local school districts.

A Need for School-University Research Partnerships

Historically, much of the failure to adopt and implement EBPs in practice was attributed to practitioners having received inadequate graduate training on EBPs, having inadequate professional development (PD) on EBP advancements, or having insufficient time to deliver EBPs as they were designed (e.g., Fowler & Harrison, 2001; Shernoff et al., 2017; Wneck et al., 2008). Indeed, there is evidence that practitioners' knowledge of and fidelity to EBPs are barriers in service delivery. For example, in a survey of 392 Nationally Certified School Psychologists, approximately 72% reported being unfamiliar with current evidence-based behavioral interventions, and approximately 89% reported that they never or rarely implement them (Hicks et al., 2014).

More recently, implementation scientists have identified the ways researchers also contribute to the implementation gap. By failing to account for the complexities of practice, researchers often omit key steps during study planning, participant recruitment, data collection, and dissemination that could increase the likelihood of EBP uptake (Mautone & Schultz, 2015). Thus, the implementation gap highlights a dual challenge: Researchers must consider how better to address the needs, values, capabilities, and constraints of schools; and practitioners must stay abreast of rapid scientific advancements.

In addition to other efforts (Horner et al., 2017), establishing and sustaining productive school-university research partnerships may be one strategy to address the implementation gap. These partnerships may allow researchers to develop more salient research agendas that directly link to schools' needs. They may also allow practitioners to stay connected with research advancements.

Despite the potential for these collaborations to reduce the implementation gap, establishing school-university research partnerships is an intensive endeavor that few receive direct training on, leaving many early career researchers to engage in trial-and-error. In a needs assessment conducted by Division 16's Early Career Workgroup to identify issues that early career faculty perceived as important to target for PD, learning how to establish research collaborations was the top-ranked issue, and responses to an open-ended item indicated considerable interest in solutions to minimize the research-to-practice gap (Grapin et al., 2021). Below, we provide suggestions for early



career researchers in their efforts to establish and sustain school-university research collaborations.

Suggestions for Establishing School-University Partnerships

As an early career researcher, if you are beginning to find yourself in the rinse-and-repeat cycle of recruit participants—collect data—analyze data—present at a conference—publish a manuscript—wonder why no schools adopt the effective practices you identified, then it may be time to rethink your approach. Implementation scientists argue that these “help it happen” research practices are insufficient to promote EBP adoption and implementation by schools and should be supplemented with more active “make it happen” research strategies (Sanetti & Collier-Meek, 2019), such as these described below.

Work to Gain School Entry

Many early career researchers lament not having a network of school sites to conduct their research. As a first step, it is often fruitful to develop collaborations or relationships with senior colleagues who can introduce you to their existing school partners. In other cases, you must independently work to establish relationships with local districts. Early conceptual literature in the area of systems-level consultation (Marks, 1995) can guide researchers’ initial efforts to build school relationships. For example, cold-contacting professionals in local districts can yield productive initial meetings if the cold contact is handled well.

In particular, the person you contact should have the authority to sanction your involvement with the school. Contacting someone attuned to issues relevant to school psychology may better allow them to appreciate your area of research. In our experience, directors of special education tend to meet both of those criteria, so they are often good first contacts. Although it is important to disclose your intentions to conduct research, keeping the initial interaction broad and focused on the school’s needs and priorities can pay off when establishing a new relationship (Marks, 1995), especially in a cold email (see Figure 1).

Over-relying on the same district—or worse, the same set of classrooms—repeatedly for research projects can lead fatigued school partners to decline future participation (e.g., Ashley, 2021; Clark et al., 2008; Patel et al., 2020) and can diminish the external validity of your body of research. Instead, establishing relationships with multiple districts that serve different student populations can benefit productivity and research quality. Thus, when determining which districts to contact, it can be useful to cast a broad net and diversify your network with schools in varying locations, with access to varying resources, and serving students from varying backgrounds. These ideals must be balanced with considering the travel capacity of your data collectors.

Prepare for the Initial Meeting

The initial meeting with a potential school partner is an opportunity to assess their needs and find areas of overlap with your research. Be ready to

FIGURE 1: SAMPLE EMAIL TO A POTENTIAL SCHOOL PARTNER

Hi {Name},

I recently joined the faculty at {Institution}. My background is in school psychology, and in the past, I have worked with schools to provide {insert expertise—e.g., PD, behavioral consultation, academic intervention}. I am currently working to establish more {location}-area school connections. I know it's a busy time, but if you are able to touch base in the coming weeks, I'd love to connect and learn more about your district and any ways I may be able to support your initiatives.

Thank you,

{Name and Title/Affiliation}

lead the meeting and come prepared with an agenda (see Table 1), but be flexible if school personnel have their own agenda. The goal of the initial meeting should be to learn about the needs of the school and to use that information to develop contextually relevant research questions. To that end, consider adopting a problem identification interview structure (Witt & Elliott, 1983) and using open-ended questions to elicit information that can then be used to modify your research agenda for practical relevance.

Plan for Sustainability

Partnerships only persist when they benefit both parties, something critical to focus on given that the parties involved often have different long-term goals and missions (e.g., Powers et al., 2013). Thus, consider how your partnerships will benefit the schools with whom you hope to work. Many researchers make the mistake of viewing the benefits of their research in ways that are too abstract for professionals working in the day-to-day throes of the education system. Instead, clearly communicate the tangible ways your research can (a) alleviate school personnel's time burdens, (b) provide usable material resources that may otherwise be unavailable, (c) directly benefit student participants on dependent variables valued by the school, and (d) provide meaningful PD opportunities to educators

(Briesch et al., 2013; Martens et al., 1985). Table 2 provides prompts to reflect on how your research may benefit school partners.

Making your research beneficial for school partners often involves additional steps such as disseminating one-pagers, meeting with teachers individually, working with well-liked school staff members to recruit others' buy-in, collaborating to plan implementation, finding meaningful ways to present results to schools, providing direct training, developing materials, and offering coaching. In most cases, these additional efforts to make the research partnership worthwhile for school partners often require consultation with the institutional review board (IRB) when crafting the IRB protocols; thus, planning for extra time at the approval stage is important.

Building goodwill with your school partners both within and outside of your program of research can contribute to the sustainability of your partnerships. Examples of goodwill-building activities may include offering complimentary PD on topics relevant to the school community, attending school meetings to provide relevant consultation support, analyzing data and presenting findings on questions of interest to the school community, and offering professional opportunities such as co-presenting or co-authoring when appropriate.

Conclusion

Early career faculty have recently expressed interest in learning how to develop research collaborations and address the implementation gap (Grapin et al., 2021). Establishing strong, sustainable school-university research partnerships may be one avenue to bridge the divide between research and practice. This article outlined how early career researchers can work to gain entry into school systems, prepare for their initial meetings with potential partners, and plan for sustainability of their partnerships over time.

TABLE 1: SAMPLE AGENDA FOR AN INITIAL MEETING WITH A SCHOOL PARTNER

Agenda Item	Potential Language and Considerations
I. Assess the district’s needs and priorities	<ul style="list-style-type: none">• “Tell me about your district.”• “What goals do you have for your district?”• “What are your district’s top priorities?”• “What are your district’s most pressing needs?”
II. Determine the district’s goals for the partnership	<ul style="list-style-type: none">• “What kinds of supports might your district find useful from a university partnership?”• “What are some ways someone like me might be able to support your district?”• “Has your district collaborated with universities or outside agencies in the past? If so, what went well and what didn’t?”
III. Describe your program of research	<ul style="list-style-type: none">• Consider developing a mission statement to communicate the broad goals of your research.• Point out areas of alignment with the district’s needs and priorities.• Describe upcoming research projects that align with the district’s needs and priorities.• Consider developing IRB-approved one-pagers that describe research.• Detail concrete benefits the district may experience from a partnership (see Table 2).*• Provide evidence of past successful school collaborations.
IV. Identify next steps	<ul style="list-style-type: none">• “I’m excited about our shared interests. Would you like to talk about next steps?”• “Given your district’s needs and priorities, and my area of research, how would you like to proceed?”

**When recruiting participants for specific projects, ensure the IRB protocol is followed precisely, including detailing risks to participants.*

**TABLE 2: SELF-REFLECTION OF HOW YOUR RESEARCH
BENEFITS SCHOOL PARTNERS**

Goal for School Partnership*	How do you currently implement this in your research?	How can you improve?
Target dependent variables that are valued by the school		
Research directly benefits students		
Provide meaningful PD, consultation, and coaching using principles of implementation science (Sanetti & Collier-Meek, 2019)		
Alleviate school personnel's time burdens		
Provide usable material resources		
Disseminate research results to school partners in a usable manner		

**Consider (a) the extent to which you currently incorporate these goals into your research practices and (b) how you could bolster these practices to maximize benefits to school partners.*

ABOUT THE AUTHORS

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Julie A. Grossman, Ph.D., NCSP is a practicing school psychologist in a local school district. She also serves as an adjunct instructor at a university and conducts research. Her professional and research interests include home-school partnerships, parent involvement and engagement, and school-based mental health.

Ashley Mayworm, PhD, LP, NCSP, is an assistant professor in the School Psychology program at Loyola University Chicago. Her scholarly work focuses on increasing access and equity in school-based mental health care, including implementation of universal screening, evidence-based mental health interventions, reducing disproportionality in school discipline, and improving school climate.

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WE WANT TO HEAR FROM YOU!



We are interested in your ideas for topics to write about in *The School Psychologist* Early Career Corner section. We are also interested in collaborating with early career professionals who want to co-author Early Career Corner pieces.

Please email your suggestions to the ECP Publications and Research Officer: Jackie Caemmerer at jacqueline.caemmerer@uconn.edu.

GRANT PROGRAM FOR SCHOOL PSYCHOLOGY INTERNSHIPS (GPSPI)

Deadline: December 2, 2023

In 2014, Division 16 developed the Grant Program for School Psychology Internships (GPSPI) to assist with the predoctoral internship crisis in the nation. GPSPI's goals are to provide support, consultation and funding for developing new School Psychology Internship Programs that will eventually obtain APA Accreditation. Internship programs that accept doctoral students from more than one doctoral program are strongly preferred (non-captive programs). GPSPI has already generated 20 new internships across the country! Special thanks to our wonderful sponsors Division 16, NASP, CDSPP, TSP, and ABSP!

Applications are being accepted for the 2024 cycle, and are due no later than December 2, 2023. Please find a full description of the program, application instructions and past recipients [here](#).

Please submit questions and proposals to: LReddy@rutgers.edu.



CALL FOR LIVE WEBINAR PROPOSALS

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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. Proposals will be accepted on a rolling basis. Presenters will be notified once the proposal is received and a decision is made.

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

The image features a stack of several books. The top book is open, showing its pages. The books are stacked on a light-colored surface. The background is a solid green color. A white rectangular box is overlaid on the right side of the image, containing text.

BOOK REVIEW

A REVIEW OF SOCIAL JUSTICE IN SCHOOLS: A FRAMEWORK FOR EQUITY IN EDUCATION

By [Mikaela Pulse & Maribel Garcia](#)
University of California, Riverside

Since January 2021, state legislators across the country have attempted to enact over 300 bills targeting teaching and learning about topics related to race, gender, and the history of the United States (PEN America, 2023; Young & Friedman, 2022). Alarming, these censorship efforts have occurred in 45 states and have largely targeted K-12 education.

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Although only a fraction of these bills have been passed into law, these educational gag orders represent a disconcerting and widespread movement to prevent topics of social justice from being taught in schools and highlight the need for intentional, systematic efforts to enact policies and practices that promote equitable outcomes for children. Concerned educational professionals may wonder how they can begin to implement socially just practices within this climate. Dr. Charles Barrett's book, *Social Justice in Schools: A Framework for Equity in Education*, provides school-based professionals and other stakeholders with a strong foundation of knowledge, examples, and resources for pursuing this goal. By taking an intersectional, systems-based approach that is rooted in Bronfenbrenner's ecological systems theory (1977), Barrett expertly translates theory into practice and demonstrates how to adopt a social justice framework in pursuit of equitable outcomes for children. By connecting common practices (e.g., multi-tiered systems of support, MTSS; multimethod, multisource assessment procedures; and home-school collaboration) to this systems-based approach to social justice, Barrett provides readers with tangible, easily understandable ways that social justice can be pursued and gives clear guidance for enacting and systemizing socially just practices in schools (e.g., the Five C's of Equity). By engaging with this text, readers will equip themselves with the knowledge and tools necessary to begin this work.

Foundations of Social Justice

Referencing the National Association of School Psychologists' (NASP) *Strategic Plan* (2017), the text utilizes a working definition of social justice in schools that emphasizes the role of the school psychologist (and, by extension, other educational professionals) as a framework for approaching these topics in education settings. Furthermore, Barrett weaves in explanations of fundamental topics related to social justice, including privilege, implicit bias, intersectionality, diversity, inclusion, and equity. He also explains why certain commonly used words and phrases do not reflect a socially just orientation and discusses better alternatives. For example, Barrett recommends using "opportunity gap" instead of "achievement gap" and "cultural responsiveness" in place of "cultural competence." By critically engaging with these ideas, readers can reflect on their personal experiences and intersecting identities in order to better understand themselves and work to develop a professional identity that is rooted in social justice. In doing so, practitioners are equipped with a foundational understanding of social justice concepts that can serve as a basis for initiating discussions about these subjects within educational settings.

Equitable Practices & Policies

In the text, Barrett discusses common ideas, practices, and policies that are often referenced or implemented in schools (e.g., the 30-million-word



“Given that many school psychologists spend a substantial amount of time conducting psychoeducational assessments, it is important to understand the ways that assessment practices are often used to discriminate against racially and ethnically minoritized (REM) students”

gap, cognitive academic language proficiency [CALP], zero-tolerance policies) and provides recommendations for socially just replacement practices. He outlines specific actionable steps that the reader can take, such as utilizing evidence-based instructional practices that are effective for the students you work with within MTSS (e.g., Language Essentials for Teachers of Reading and Spelling [LETRS] for English learners [ELs]; Lexia, n.d., as cited in Barrett, 2023, p. 42). He discusses the use of culturally responsive positive behavioral interventions and supports (CR-PBIS) and provides examples of practices that educators can implement to foster a culturally responsive environment. These include participating in proactive, culturally responsive behavior management training, having staff that frequently interact with students make first contact home when behavior incidents occur, and tailoring consequences to specific infractions. Barrett also provides examples and step-by-step breakdowns of how to respond when coworkers utilize harmful language in professional settings. He does note that readers' employment situations or other factors (e.g., relational currency with other staff) may make it difficult to call out coworkers and recommends consulting with someone you trust when gauging how to approach these types of situations.

Equity in Assessment

Given that many school psychologists spend a substantial amount of time conducting psychoeducational assessments, it is important to

understand the ways that assessment practices are often used to discriminate against racially and ethnically minoritized (REM) students. In the text, Barrett provides an insightful overview of the limitations of standardized assessments for determining eligibility for special education services and gifted and talented programs for both REM students and ELs and explains how common assessment practices often lead to disproportionate outcomes, which can drastically impact a child's life trajectory. Using these examples, Barrett then discusses the use of an assessment paradigm that is aligned with current best practice assessment recommendations (Ortiz, 2023). Different aspects of assessment, such as the reviewing of records and the conducting of interviews and observations, are examined, and readers are prompted to consider how concepts like implicit bias may influence the presentation and interpretation of data (e.g., biased results on rating scales can be led to by racial mismatch between rater and child). Barrett also provides specific ways that assessors can take a socially just approach to existing practice. For instance, a better understanding of a child over time can be obtained by examining report card comments, formal data collection procedures (e.g., frequency counts, peer comparisons), and interviewing families and teachers using questions provided in the text. This information can be used to supplement and corroborate other data, creating a more accurate picture of the child's functioning. Barrett acknowledges that there are practitioners who already incorporate these types of activities and procedures into their professional practice and emphasizes the overarching theme of establishing socially just practices as policy expectations.

Understanding & Supporting Students & Families

Barrett also underscores the importance of understanding the students and families that practitioners serve. It is essential to consider not only the experiences of students but also the exosystems they interact with (e.g., the 2016 presidential campaign, the COVID-19 pandemic, the Black Lives Matter movement) and how these

factors may differentially affect them. Further, Barrett focuses on the importance of empowering families to act as informed and effective advocates for their children by cultivating strong home-school connections. In short, simply providing information to students' families is insufficient; it is crucial to provide caregivers with resources, clarify the complexities of school systems, decode educational jargon, and provide families access to information in a language and at a level they can understand, to better support their role in meeting their children's needs.

Advocating for Systems Change

Throughout the text, Barrett highlights the clear need for systemic reform in education. He references the NASP Exposure Project (Barrett et al., 2020) as an exemplary initiative for increasing the representation of REM individuals in the field of education. However, he argues that merely diversifying staff is not enough when issues are nested within broader systems and policies. He emphasizes that socially just practices must become policy in order to make lasting changes beyond the individual level. He challenges readers to become advocates for change. Barrett also discusses making political statements on behalf of children, families, schools, and communities, specifically that the emphasis should be on policy rather than partisan political agendas. However, when engaging with these ideas, some readers might express reservations about the notion of making political statements in a professional capacity. When participating in advocacy work, the primary focus should be on the best interests, rights, welfare, and equitable education of all students, while also acknowledging inherent biases and beliefs. Importantly, practitioners can refer to the NASP *Principles for Professional Ethics* (2020) as a guiding resource for this critical work.

Conclusion

As challenges to public education persist, those working in schools have a professional obligation to advocate for effective, systems-based policies that prioritize social justice to protect and advance

students. Nevertheless, some may feel intimidated when they initially begin to engage with issues and concepts related to social justice, especially when working within much larger systems where many decisions are made beyond their immediate influence. Consistent with the theme “that knowledge is power, but access to information is key” (Barrett, 2023, p. 122), Dr. Barrett’s *Social Justice in Schools: A Framework for Equity in Education* offers vital insights that equip professionals to adopt a systems-focused, social justice-oriented approach to practice. Moreover, the book sheds light on methods for advocating equity within these systems. Designed for active engagement, the book features core terminology, learning objectives, real-world scenarios, discussion questions, and a variety of resources for deeper exploration. It appeals to a broad audience, including graduate students, educators, school-based practitioners, and administrators. Further, Barrett’s text can be a complimentary reading for academic courses, serve as a centerpiece for book clubs, or guide professional development sessions aimed at facilitating discussion and collective learning. This practitioner’s guide is an invaluable addition to the library of any educational professionals who desire to understand what social justice is, why it is important, and how it can be implemented in schools. Utilizing this text as a roadmap, practitioners are better positioned to become effective advocates for social justice in schools.

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THE STUDENT CORNER, SPECIAL TOPIC SECTION: "LGBTQ ISSUES, SOCIAL JUSTICE, & EQUITY"

A Call for Submissions from Student Affiliates in School Psychology

Editor: Sam Leff; Editor-Elect: Sindhu Venkat | Initial Submission Deadline: Rolling Submissions

Student Affiliates in School Psychology (SASP) is pleased to announce a Special Topic in a forthcoming edition of The Student Corner. The purpose of our student column, entitled The Student Corner, in The School Psychologist is to provide a platform for graduate students to share their perspectives on a variety of topics pertinent to our field. Our hope for The Student Corner is that the unique experiences of graduate students in our field are shared and then integrated into the programs and practices of school psychology programs around the country.

For this forthcoming issue, we are seeking submissions that center graduate students' experiences and expertise in LGBTQ issues, social justice, and equity. A broad range of manuscript topics may be appropriate. Areas that the papers might address include but are not limited to:

- Graduate program supports for the LGBTQ community and inclusion in curriculum
- Student organizations or leadership roles promoting LGBTQ equality
- Clinical training (e.g., coursework, practicum experiences, professional development) to support assessment and intervention that is LGBTQ friendly, social justice oriented and equitable.

We are also open to receiving submissions that do not relate to the chosen topic. For example, past special topics have included Anti-Racism, Social Justice, and Equity in Graduate Training and Advancements in Telehealth.

All papers must meet the following criteria:

- Submissions should be between 4 and 8 pages (double spaced) and not exceeding 2,500 words total, including references
- While current literature should be integrated into your topic of choice, please include your thoughts, experiences and ideas. We want to hear how this topic may be unique to your experiences – first person writing is accepted and encouraged!
- Submissions must comply with APA Journal Article Reporting Standards.
- You will be asked to upload the following separate files: a cover letter verifying that the manuscript has not been published or submitted to any other outlet, a blinded manuscript, a title page, and upon acceptance, an infographic.

[Submit papers at your earliest convenience here.](#)

Papers that do not conform to these guidelines and those are not appropriate for publication in The Student Corner may be returned without full review.

If you have questions about submitting an article for the Student Corner, please contact the current editor, Sam Leff (thestudentcornerSASP@gmail.com)

SUBMIT TO A NEW COLUMN IN THE SCHOOL PSYCHOLOGIST!

Introducing “From the Stacks”



Is there a scholarly article that still stands out to you years after you have read it? What about a research study that changed how you approach graduate training or your clinical practice?

You are invited to submit a proposal for “From the Stacks”, a new recurring feature in *The School Psychologist*. This column will showcase reviews of articles that have had a significant impact on the development of school psychologists, graduate students, and school psychology faculty.

We are excited to review proposals that highlight an article that was impactful to your worldview, shifted your clinical practice, expanded your research toolbox, or encouraged you to join the field. This column is open to all members of the school psychology community, and to all articles regardless of whether they were published within or outside the field of school psychology.

If you have articles in mind that have greatly influenced your development as a professional, we encourage you to submit a proposal of no more than 500 words. Proposals will include a brief summary of the article, and describe its relevance to your professional development and its influence and implications for the broader field of school psychology. Accepted proposals will receive an invitation from the editors to submit a 6-8 page manuscript for publication in *The School Psychologist*, which will undergo internal review with our Editor and Associate Editor.

If you have articles in mind that have greatly influenced your development as a professional, please submit a 500 word proposal to D16TSP@gmail.com.

EDITORIAL UPDATE AND CALL FOR GENERAL SUBMISSIONS

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.



In light of this mission, the TSP editorial team has worked hard over the last year to streamline our internal procedures and expedite the time to publication for our authors. We have instituted a permanent email address that will stay with the newsletter; you can now reach out to D16TSP@gmail.com at any time with questions about ongoing submissions or ideas for future articles.

We are actively seeking manuscript submissions with a strong applied theme, or empirical pieces conducted in school settings and that have a strong research-to-practice linkage. Non-empirical pieces with a strong applied element will also be reviewed for potential publication. Briefer (up to 5 pages) applied articles, test reviews, and book reviews will also be considered. We particularly encourage you to submit articles that are timely to the current practice needs of school psychologists, such as collaborative efforts to support teachers and school staff, calls and actions for advocacy within schools, or the influence of technology on school psychology practice.

All submissions should be double-spaced in Times New Roman 12-point font and emailed to the Editor. Manuscripts should follow APA format, identify organizational affiliations for all authors on the title page, and provide contact information for the corresponding author. Authors submitting materials to The School Psychologist do so with the understanding that the copyright of published material 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

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