



Inclusive School Systems

A Reading List from *School Psychology* (the Official D16 Journal)

In an effort to share resources with members of the Division, we have created a themed article list focused on inclusive school systems. Themed article lists were developed through a process of identifying topics of interest to the Division through a survey conducted in the fall of 2022. Next, articles from the journal in the past 10 years were reviewed for alignment with each identified focus area. This list of articles is meant to be a resource for school psychologists in research and practice.

The article marked “Free to Read” will be available for free from 2/1/2024 through 4/30/2024 by clicking the DOI link. After 4/30/24, to access articles go to <https://my.apa.org> and log in with your current username and password. Once you’re logged on, scroll down to the area designated as “Subscriptions”.

Balagna, R. M., Young, E. L., & Smith, T. B. (2013). School Experiences of Early Adolescent Latinos/as at Risk for Emotional and Behavioral Disorders. *School Psychology Quarterly*, 28(2), 101–121. <https://doi.org/10.1037/spq0000018>

Blake, J. J., Keith, V. M., Luo, W., Le, H., & Salter, P. (2017). The Role of Colorism in Explaining African American Females’ Suspension Risk. *School Psychology Quarterly*, 32(1), 118–130. <https://doi.org/10.1037/spq0000173>

Chong, E. S., Poteat, V. P., Yoshikawa, H., & Calzo, J. P. (2019). Fostering youth self-efficacy to address transgender and racial diversity issues: The role of gay–straight alliances. *School Psychology*, 34(1), 54. <https://doi.org/10.1037/spq0000258>

Girvan, E. J., Gion, C., McIntosh, K., & Smolkowski, K. (2017). The Relative Contribution of Subjective Office Referrals to Racial Disproportionality in School Discipline. *School Psychology Quarterly*, 32(3), 392–404. <https://doi.org/10.1037/spq0000178>

Herbsttrith, J. C., Tobin, R. M., Hesson-McInnis, M. S., & Joel Schneider, W. (2013). Preservice Teacher Attitudes Toward Gay and Lesbian Parents. *School Psychology Quarterly*, 28(3), 183–194. <https://doi.org/10.1037/spq0000022>

Scott, T. M., Gage, N., Hirn, R., & Han, H. (2019). Teacher and Student Race as a Predictor for Negative Feedback During Instruction. *School Psychology*, 34(1), 22–31. <https://doi.org/10.1037/spq0000251>

Wood, L., Kiperman, S., Esch, R. C., Leroux, A. J., & Truscott, S. D. (2017). Predicting Dropout Using Student- and School-Level Factors: An Ecological Perspective. *School Psychology Quarterly*, 32(1), 35–49. <https://doi.org/10.1037/spq0000152> 