EDITORIAL

Enhancing Science, Practice, and Policy Relevant to School Psychology Around the World

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The field of school psychology continues to incorporate scholarship across numerous diverse fields, including: educational, cognitive, social, behavioral, preventative, psychological, cross-cultural, and developmental science perspectives. School Psychology Quarterly continues to actualize the mission of publishing premier science related to schooling, child development, pedagogical practices, disability, and related fields. The following provides a brief update related to the present and future of School Psychology Quarterly as an international resource to enhance and advance science, practice, and policy relevant to school psychology around the world. Information is presented regarding; (a) the breadth of important topics relevant to school psychology, (b) the international contributions, (c) the value of high quality and timely reviews, (d) the structure of and opportunity to contribute to special topic sections of School Psychology Quarterly, and (e) the importance of an international emphasis on children’s rights and the relevance for school psychology.

The Breadth of Topics Featured in School Psychology Quarterly

The 27 articles published in School Psychology Quarterly during 2013 reflect the diversity of topics and methods important for further enhancing and advancing science, practice, and policy relevant to school psychology. At a glance, the following highlights the many important topics featured in School Psychology Quarterly during 2013, for instance: school climate, home-school interventions, mediator-based intervention implementation, gifted students, teachers, ethnic minority youth, gay and lesbian parents, peer victimization, bullying, professional supervision, data-based decision making, mindfulness, resilience, academic achievement, reading, international, assessment (e.g., social, emotional, behavioral, cognitive, intelligence, screening, achievement, academic, progress monitoring, curriculum-based, reading, and classroom), prevention efforts, intervention strategies (e.g., school based, school-home, and cognitive–behavioral), and developmental psychopathology (e.g., Attention-Deficit Hyperactivity Disorder [ADHD], anxiety disorders, and emotional and behavior problems). The contents of each volume, briefly described below, provide further evidence of the breadth of important topics featured in School Psychology Quarterly during 2013.

Volume 28, No. 1, included articles about; student perceptions of school climate in the United States and China (Yang et al., 2013), educational outcomes of collaborative school-home behavioral intervention for students with ADHD (Pliffner et al., 2013), teachers implicit personality theories about gifted students (Baudson & Preckel, 2013), the importance of considering adult behavior change theory to support mediator-based intervention implementation (Sanetti, Kratochwill, & Long, 2013), and consideration of Spearman’s law of diminishing returns as related to interpreting loadings of intelligence test composite scores (Reynolds, 2013).

Volume 28, No. 2, featured articles addressing key elements and issues regarding implementation science and school psychology (Forman et al., 2013), school experiences of Latino/a adolescents at risk for emotional and behavioral disorders (Balagna, Young, &
Smith, 2013), the importance of the role of children’s attributions in coping with peer victimization (Visconti, Sechler, & Kochenderfer-Ladd, 2013), the effectiveness of modular cognitive–behavioral therapy for supporting elementary students with anxiety disorders (Chiu et al., 2013), understanding the factor structure of the Woodcock-Johnson Cognitive Third edition (WJ-III) (Dombrowski, 2013), and an ecological analysis of professional supervision practices (Annan & Ryba, 2013).

Volume 28, No. 3, contained articles regarding preservice teacher attitudes toward gay and lesbian parents (Herbstreith et al., 2013); a latent profile analysis of teacher perceptions of parent involvement (Stormont et al., 2013); the development and initial validation of the social and academic behavior risk screener for elementary grades (Kilgus, Chafouleas, & Riley-Tillman, 2013); understanding daily stressors in school-age children (Escobar, 2013); the effects of baseline estimation on the reliability, validity, and precision of curriculum-based measurement in reading growth estimates (Van Norman, Christ, & Zopluoglu, 2013); and the invariance of WJ-III scores for students with and without learning disorders (Benson & Taub, 2013).

Volume 28, No. 4, consisted of articles concerning; the special topic section focused on the assessment of general education teachers’ Tier 1 classrooms (Reddy, Fabiano, & Jimerson, 2013), the development and initial validation of the Prekindergarten Classroom Observation tool and goal setting system for data-based coaching (Crawford et al., 2013), initial predictive validity of the Classroom Strategies Scale—observer form—on statewide testing scores (Reddy et al., 2013), development and construct validity of the Classroom Strategies Scale—observer form (Reddy et al., 2013), and the role of classroom observation systems in moving toward a shared understanding of effective teaching (Connor, 2013). Also included are general articles about understanding preschool classroom processes as predictors of children’s cognitive self-regulation skills development (Fuhs et al., 2013), the results of a randomized controlled trial of elementary students to examine the Responsive Classroom social emotional learning approach to promoting self-efficacy and reduce anxiety associated with math and science (Griggs et al., 2013), the results of a randomized controlled trial of the mindfulness-based professional development program—Cultivating Awareness and Resilience in Education (CARE for teachers)—on improving classroom learning environments (Jennings et al., 2013), and understanding the impact of feedback and repeated readings on oral reading fluency and the importance of prosody (Ardoin, 2013).

International Contributions

Among the 27 manuscripts published in School Psychology Quarterly during 2013, four manuscripts were from authors outside of the United States. As described in the first issue of School Psychology Quarterly of the current editorial board (Volume 28, No. 1, 2013), there is particular interest in featuring informative scholarship from colleagues around the world, including multisite national and international projects, with a focus on empirical work that has the potential to be adapted to and implemented around the globe to address the challenges and needs of diverse populations, cultures, and communities. As the field of school psychology continues to develop in countries around the world, research from diverse contexts is particularly important. I intend to continue to feature scholarship that explores, examines, and defines constructs across diverse contexts, and reveals insights that advance both local and collective knowledge. Given the current high quality manuscripts from authors outside of the United States, you should anticipate international scholarship within each issue of School Psychology Quarterly. Moreover, many distinguished scholars from around the world contribute as members of the School Psychology Quarterly editorial board and also as ad hoc reviewers. Through establishing the Senior Editor of International Science post, featuring high quality science, and involving leading scholars from around the world, School Psychology Quarterly provides leadership and contributes to the globalization of school psychology.
High Quality and Timely Reviews

Many colleagues have shared that they are enthusiastic about the School Psychology Quarterly policy to provide high quality and timely reviews and the commitment to provide decision correspondence within 35 days from submission. Given this commitment, it is important to highlight that during 2013, across the 268 new and revised submissions, the average lag time was 22 days from submission to decision correspondence. This reflects a notable increase in the number of submissions from 2012, which included 170 new and revised submissions and the average lag time was 21 days from submission to decision correspondence. These accomplishments to date reflect the shared commitment and collective efforts of SPQ editorial board members and editors.

Special Topic Section of School Psychology Quarterly

The special topic sections featured in School Psychology Quarterly are developed specifically to advance science, practice, or policy particularly relevant in given the contemporary zeitgeist pertinent to school psychology. More importantly, these special topic sections emphasize contemporary methods, analytical strategies, and conceptual foundations that will provide substantive advancements in knowledge relevant to school psychology. Proposals for special topic sections to be featured in School Psychology Quarterly briefly explain the theme, purpose, and significance to the field and undergo a series of reviews from editors as well as editorial board members to select those that would be optimal. After the identification of a particular special topic, the call for submissions is distributed to encourage all scholars engaged in relevant research to submit their research for consideration, all submitted manuscripts are processed through the same rigorous peer review process that all other manuscripts submitted to School Psychology Quarterly undergo. Table 1 describes the key components of special topic sections in School Psychology Quarterly. Examples of special topic sections that have been developed to date include; the current science and practice regarding the assessment of general education teachers’ tier 1 classrooms (published Volume 28, No. 4, 2013), school climate, aggression, peer victimization, and

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<td><strong>Key Components of Special Topic Sections in School Psychology Quarterly</strong></td>
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<td><strong>Contemporary topics to advance science, practice, and policy.</strong> The Editor, Associate Editors, and Editorial Board Members review each proposal for a Special Topic Section in School Psychology Quarterly with focused analysis on the promise and potential of the topic to advance science, practice, and policy relevant to the field of school psychology.</td>
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<td><strong>Emphasis on contemporary methods and procedures.</strong> In reviewing the potential contributions of proposed Special Topic Sections, reviewers consider the use of methods and procedures likely to advance knowledge pertaining to science, practice, and policy relevant to the field of school psychology.</td>
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<td><strong>Expertise of guest editors.</strong> Guest Editors with relevant expertise aim to encourage high quality submissions and also provide leadership in distributing manuscripts for review and providing recommendations regarding suitability for publication.</td>
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<td><strong>An open call for manuscripts is required.</strong> Whereas Guest Editors of proposed Special Topic Sections typically identify potential groups of authors who they will encourage to submit manuscripts for consideration, it is also important to recognize that an open call for manuscripts affords an opportunity for any authors to submit their scholarship for review.</td>
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<td><strong>Every manuscript is peer-reviewed.</strong> As with all submissions, whether they are specifically solicited or not, each manuscript goes through the normal blinded peer-review process, which includes review among Editorial Board Members.</td>
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<td><strong>Every manuscript is subject to the same policies and guidelines.</strong> Authors of manuscripts considered for special topic sections must attend to all relevant School Psychology Quarterly policies and guidelines (e.g., not to exceed 6,000 words with all text, tables, figures, and references; further details available online at <a href="http://www.apa.org/pubs/journals/spq">http://www.apa.org/pubs/journals/spq</a>).</td>
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<td><strong>There is no set number of manuscripts required.</strong> Featuring manuscripts in a “Special Topic Section,” is distinct from a “Special Issue” as there is flexibility regarding the number of articles ultimately featured (anticipate at least four articles and could be many more as determined through peer-review of manuscripts submitted).</td>
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<td><strong>Commentary is to be succinct.</strong> Typically commentary articles (not to exceed 6,000 words with all text, tables, figures, and references) will be solicited, subjected to peer-review, and ultimately selected for publication as warranted, based upon clearly articulating the implications for science, practice, and policy relevant to the field of school psychology.</td>
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Children’s Rights and School Psychology

The current year, 2014, is the 25th anniversary of the United Nations Convention on the Rights of the Child (Hart & Hart, 2013). The importance and contributions of the profession of school psychology in actualizing the Convention on the Rights of the Child has been emphasized previously by Hart and Prasse (1991, p. 344), “The primary purpose of the profession of school psychology is to improve the development and quality of life of children. This purpose is given more specific direction by concepts of what is right for children and by the rights of children.” As described recently by McLoughlin and Hart (2014, p. 1), “Psychology and particularly school psychology have been strong supporters of children’s rights in words and deeds.” McLoughlin and Hart present a strong rationale and for the series of articles that are currently published across five school psychology journals; Journal of School Psychology, Psychology in the Schools, School Psychology Quarterly, School Psychology Review, and School Psychology International (see Table 2 for a listing of the relevant articles published across these five journals). Collectively, these articles aim to promote understanding and appreciation, and inform policy and practice, considering a child rights perspective.

In Summary

School Psychology Quarterly continues to be an international resource to enhance and advance science, practice, and policy relevant to school psychology around the world. The diversity of the topics and methods featured in School Psychology Quarterly reflects the breadth of knowledge and skills necessary to inform the contemporary field of school psychology. I welcome your feedback regarding how School Psychology Quarterly may be enhanced to further contribute to science, practice, and policy relevant to school psychology around the world. Additional information about the journal, including guidance for authors and links to the electronic submission portal is available at http://www.apa.org/pubs/journals/spq/.

References


Table 2
Recent Articles Regarding the Convention on the Rights of the Child Published in School Psychology Journals

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bully perpetration (manuscripts submitted December 2013, review/decision/revision process currently in progress) and mental health service delivery within a multitiered problem-solving framework (manuscripts to be submitted March 2014, review/decision/revision during 2014). Colleagues are encouraged to submit a proposal for a School Psychology Quarterly special topic that warrants emphasis.


Reynolds, M. R. (2013). Interpreting the g loadings of intelligence test composite scores in light of


