School Psychology Review

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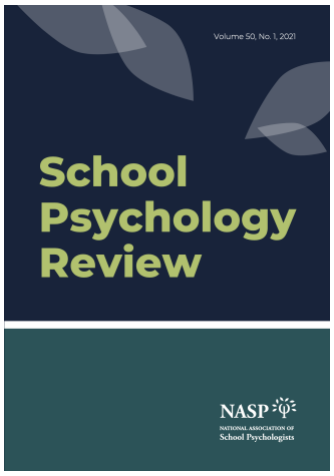
School Psychology Review contemporary scholarship and the NASP professional practice model



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In our ongoing efforts to bring science to practice, this document provides a listing of *School Psychology Review* articles that advance science, practices, and / or policy, organized by the 10 domains identified in the NASP Professional Practice model.

The first section of this document includes a complete listing of the *School Psychology Review* articles published in 2020. The second section of this document provides a list of articles that advance science, practices, and / or policy, organized by the 10 domains identified in the NASP Professional Practice model.

School Psychology Review (*SPR*) is a peer-reviewed journal published quarterly by NASP. The primary purpose of *SPR* is to provide a means for communicating scholarly advances in research, training, and practice related to psychology and education, and specifically to school psychology. Of particular interest are articles presenting original, data-based research that can contribute to the development of innovative intervention and prevention strategies and the evaluation of these approaches. *SPR* presents important conceptual developments and empirical findings from a wide range of disciplines (e.g., educational, child clinical, pediatric, community, and family psychology, as well as education and special education) and communicates advances from within school psychology to the broader educational and psychological communities.

This document may be valuable to inform school psychology practitioners, graduate students, and faculty about recent scholarship related to the domains of professional practice.

Graduate educators may consider adding several of these articles to provide contemporary scholarship relevant to each of the 10 domains outlined in the NASP Professional Practice Model.

Section 1. A complete listing of the School Psychology Review articles published in 2020.

School Psychology Review, Volume 49, Issue 1 (2020)

Reflection, Celebration, and New Beginnings: School Psychology Review at 40
Amy L. Reschly
Page: 1 School Psychology Review, Volume 49, Issue 1 (2020)

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School Psychology Review, Volume 49, Issue 3 (2020)
School Psychology Unified Antiracism Statement and Call to Action
Enedina García-Vázquez, Linda Reddy, Prerna Arora, Franci Crepeau-Hobson, Pamela Fenning, Clifford Hatt, Tammy Hughes, Shane Jimerson, Celeste Malone, Kathleen Minke, Kisha Radliff, Tara Raines, Sam Song & Kelly Vaillancourt Strobach
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COVID-19 and School Psychology: Adaptations and New Directions for the Field
Samuel Y. Song, Cixin Wang, Dorothy L. Espelage, Pam Fenning & Shane R. Jimerson
Pages: 431-437 School Psychology Review, Volume 49, Issue 4 (2020)

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Section 2. Articles that advance science, practices, and / or policy, organized by the 10 domains identified in the NASP Professional Practice model.

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

The Impact of Data Collection Frequency and Trend Estimation Method on the Consistency of Growth Estimates From Two Computer-Adaptive Tests
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Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

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Domain 5: **School-Wide Practices to Promote Learning**
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

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Domain 6: **Services to Promote Safe and Supportive Schools**
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

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Domain 7: **Family, School, and Community Collaboration**
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

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Domain 8: **Equitable Practices for Diverse Student Populations**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

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Domain 9: **Research and Evidence-Based Practice**
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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Domain 10: **Legal, Ethical, and Professional Practice**
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