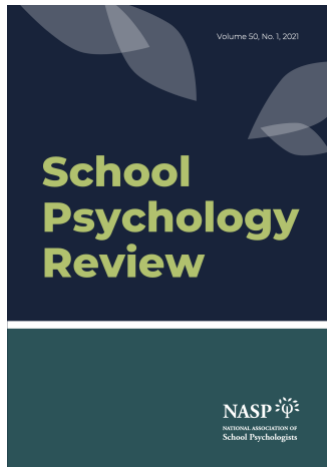


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School Psychology Review features contemporary research regarding COVID-19 and school psychology



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In our ongoing efforts to bring science to practice, this document includes a listing of recent *School Psychology Review* articles that address the COVID-19 pandemic and school psychology.

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.

The 2020 Coronavirus Pandemic is recognized as a severe global health crisis. Coined as a “once-in-a-century pandemic” (Gates, 2020), societies and populations around the world are faced by massive, unprecedented challenges, disrupting essential aspects of public, economic, and private life. School psychology practice has had to adapt to the pandemic acutely and the question remains whether these changes will (and should be) permanent changes in school psychology as a field. The articles in this special topic collection include submissions from nationally and internationally prominent scholars and practitioner-scholars, which focus on understanding the roles of school psychologists and educators in short-term and long-term responses towards COVID, and further bridge the research-to-practice gap by including empirical papers on theory, research, practice, and policy.

The COVID-19 pandemic has had an unprecedented impact on children, families, and schools in the U.S. While most schools in the U.S. were closed at some point during the pandemic and students participated in home-based online learning during this pandemic, students have experienced many challenges including disruption in academic learning, social isolation, economic recession, and greater screen time. Schools offer not only education services, but also many other services to students (such as food/nutrition, healthcare, co-curricular activities, and mental health services). The research reveals that the pandemic has negatively impacted youth mental health and social, emotional, psychological and educational well-being (Golberstein, Wen, & Miller, 2020). The impact may be even greater for students with disabilities, and students from culturally linguistically diverse families that are more severely influenced by COVID-19. This research informs school psychologists and education professionals to address the educational and psychological impacts of the pandemic in the schools they serve (e.g., with students, parents, teachers, school systems).

Articles address a range of topics, including: 1) social, emotional, psychological and educational, effects of the pandemic for children, families, and educators: 2) modifications to assessment, intervention, and other forms of service delivery supported with empirical data, and 3) adaptations to support training and education in school psychology.

This document may be valuable to inform school psychology practitioners, graduate students, and faculty about COVID-19 and school psychology.

Graduate educators may consider adding several of these articles to provide contemporary scholarship relevant to COVID-19 and school psychology.

School Psychology Review Features Contemporary Research Regarding COVID-19 and School Psychology

Song, S. Y., Wang, C., Espelage, D. L., Fenning, P. & Jimerson, S. R. (2020). COVID-19 and School Psychology: Adaptations and New Directions for the Field. *School Psychology Review*, 49 (4), 431-437. <https://doi.org/10.1080/2372966X.2020.1852852>

Stifel, S., Feinberg, D., Zhang, C., Chan, M., & Wagle, R. (2020). Assessment during the COVID-19 pandemic: Ethical, legal, and safety considerations for moving forward. *School Psychology Review*, 49 (4), 438–452. <https://doi.org/10.1080/2372966X.2020.1844549>

Aspiranti, K., Henze, E., & Reynolds, J. (2020). Comparing paper and tablet modalities of math assessment for multiplication and addition. *School Psychology Review*, 49 (4), 453–465. <https://doi.org/10.1080/2372966X.2020.1844548>

Wendel, M., Ritchie, T., Rogers, M., Ogg, J., Santuzzi, A. M., Shelleby, E., & Menter, K. (2020). The association between child ADHD symptoms and changes in parental involvement in kindergarten children's learning during COVID-19. *School Psychology Review*, 49 (4), 466–479. <https://doi.org/10.1080/2372966X.2020.1838233>

Baker, C., Peele, H., Daniels, M., Saybe, M., Whalen, K. & Overstreet, S. (2021). The experience of COVID-19 and its impact on teachers' mental health, coping, and teaching. *School Psychology Review*, 50 <https://doi.org/10.1080/2372966X.2020.1855473>

Yang, C. (2021). Online teaching self-efficacy, social-emotional learning (SEL) competencies, and compassion fatigue among educators during the COVID-19 pandemic. *School Psychology Review*, 50 <https://doi.org/10.1080/2372966X.2021.1903815>

Anderson, J., Hughes, J., & Trivedi, M. (2021). School personnel and parents' concerns related to COVID-19 pandemic's impact on schools. *School Psychology Review*, 50 <https://doi.org/10.1080/2372966X.2020.1862626>

Gregus, S. Hernandez Rodriguez, J., Faith, M., & Failles, E. (2021). Parenting & children's psychological adjustment during the COVID-19 pandemic. *School Psychology Review*, 50 <https://doi.org/10.1080/2372966X.2021.1880873>

Briesch, A., Coddling, R., Hoffman, J., Rizzo, C., & Volpe, R. (2021). Caregiver perspectives on schooling from home during the spring 2020 COVID-19 closures. *School Psychology Review*, 50 <https://doi.org/10.1080/2372966X.2021.1908091>

Ogg, J., Menter, K., Ritchie, T., Rogers, M., Shelleby, E., Santuzzi, A. M., & Wendel, M. (2021). Changes in parenting practices during the COVID-19 pandemic: Child behavior and mindful parenting as moderators. *School Psychology Review, 50*

<https://doi.org/10.1080/2372966X.2020.1869497>

Wang, C., Ye, Y., Zhu, Q., He, M., Havewala, M., Bai, X., & Wang, T. (2021). Parenting and teacher-student relationship as protective factors for chinese adolescent adjustment during COVID-19. *School Psychology Review, 50*

<https://doi.org/10.1080/2372966X.2021.1897478>

Styck, K., Malecki, C., Ogg, J., & Demaray, M. (2021). Measuring COVID-19-related stress in 4th through 12th grade students. *School Psychology Review, 50*

<https://doi.org/10.1080/2372966X.2020.1857658>

Fallon, L., Collier-Meek, M., Famolare, G., DeFouw, E., & Gould, K. (2021). Electronically delivered support to promote intervention implementation fidelity: A research synthesis. *School Psychology Review, 50*

<https://doi.org/10.1080/2372966X.2020.1853485>

McIntyre, L. L., Neece, C., Sanner, C., Rodriguez, G., & Safer-Lichtenstein, J. (2021). Telehealth delivery of a behavioral parent training program to Spanish-speaking Latinx parents of young children with developmental delay: Applying an implementation framework approach. *School Psychology Review, 50*

<https://doi.org/10.1080/2372966X.2021.1902749>

King, H. C., Bloomfield, B. S., Wu, S., & Fischer, A. J. (2021). A systematic review of school teleconsultation: Implications for research and practice. *Psychology Review, 50*

<https://doi.org/10.1080/2372966X.2021.1894478>