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***School Psychology Review* contributes contemporary research preventing school violence and promoting school safety**

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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 help to prevent school violence and promote school safety.

*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.

School safety is necessary for students in schools to learn and experience a positive developmental trajectory. Problems of school violence have sequelae that are not always considered by educational and political leaders such that key issues may be conflated, minimized, distorted, or overstated, often hindering systematic progress. Efforts to promote school safety vary tremendously, with widespread efforts to “harden” schools focusing primarily on security approaches, often at the expense of focusing attention and resources to critical foci investigated in school safety research. Areas in need of further research include fostering a positive school climate, using authoritative approaches that balance structure and support, and creating multidisciplinary collaborative structures, such as threat assessment teams that follow a well-structured approach to analyzing and responding to signals of emerging problems. This special topic collection further advances the field of school safety research, employing a transdisciplinary approach that is distinct from interdisciplinary and cross-disciplinary approaches in that it is a more complex synthesis, going beyond discipline-specific views.

The purpose of this special topic focus is to examine multiple dimensions of school safety research, unpack empirically-based answers to key research questions, and enable a broad array of educational stakeholders to identify links to their own areas of school safety concerns. Recognizing transdisciplinary and interdisciplinary scholarship in this area, this collection features manuscripts from scholars across diverse disciplines and addressing a wide range of science informing and advancing our understanding related to preventing school violence and promoting school safety, including research that;

* expands contemporary understanding of school violence and school safety.
* advances understanding of factors related to diversity and equity that influence school violence and school safety.
* informs contemporary understanding of how school discipline and school organization impacts school violence and school safety.
* informs understanding of gun access related to school and community violence.
* informs understanding of threat assessment, school climate, positive behavioral supports, restorative justice, and other strategies to promote school safety.

This document may be valuable to inform school psychology practitioners, graduate students, and faculty about preventing school violence and promoting school safety.

Graduate educators may consider adding several of these articles to provide contemporary scholarship relevant to preventing school violence and promoting school safety.

***School Psychology Review***

**Contributes Contemporary Research**

**Preventing School Violence and Promoting School Safety**

Featuring Guest Editors: Matthew Mayer and Amanda Nickerson

**Overview**

[Preventing School Violence and Promoting School Safety: Contemporary Scholarship Advancing Science, Practice, and Policy](https://doi.org/10.1080/2372966X.2021.1949933)

Mayer, M. J., Nickerson, A. B., & Jimerson, S. R. (2021). Preventing school violence and promoting school safety: Contemporary scholarship advancing science, practice, and policy. *School Psychology Review, 50,* DOI: [10.1080/2372966X.2021.1949933](https://doi.org/10.1080/2372966X.2021.1949933)

**Conceptual Foundations**

[History and Future of School Safety Research](https://doi.org/10.1080/2372966X.2020.1857212)

Cornell, D. G., Mayer, M. J., & Sulkowski, M. L. (2021). History and future of school safety research. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1857212](https://doi.org/10.1080/2372966X.2020.1857212)

[Safe Places to Learn: Advances in School Safety Research and Practice](https://doi.org/10.1080/2372966X.2021.1871948)

Nickerson, A. B., Randa, R., Jimerson, S. R., & Guerra, N. G. (2021). Safe places to learn: Advances in school safety research and practice. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2021.1871948](https://doi.org/10.1080/2372966X.2021.1871948)

[A Call for the Conceptual Integration of Opportunity Structures within School Safety Research](https://doi.org/10.1080/2372966X.2020.1854621)

Astor, R. A., Noguera, P., Fergus, E., Gadsden, V., & Benbenishty, R. (2021). A call for the conceptual integration of opportunity structures within school safety research. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1854621](https://doi.org/10.1080/2372966X.2020.1854621)

[School Securitization and Its Alternatives: The Social, Political, and Contextual Drivers of School Safety Policy and Practice](https://doi.org/10.1080/2372966X.2020.1855063)

Madfis, E., Hirschfield, P., & Addington, L. A. (2021). School securitization and its alternatives: The social, political, and contextual drivers of school safety policy and practice. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1855063](https://doi.org/10.1080/2372966X.2020.1855063)

[Good Intentions are Not Enough: Centering Equity in School Discipline Reform](https://doi.org/10.1080/2372966X.2020.1861911)

Gregory, A., Osher, D., Bear, G. G., Jagers, R. J., & Sprague, J. R. (2021). Good intentions are not enough: Centering equity in school discipline reform. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1861911](https://doi.org/10.1080/2372966X.2020.1861911)

[Addressing School Safety through Comprehensive School Climate Approaches](https://www.tandfonline.com/doi/full/10.1080/2372966X.2021.1926321)

Bradshaw, C. P., Cohen, J., Espelage, D. L., & Nation, M. (2021). Addressing school safety through comprehensive school climate approaches. *School Psychology Review, 50,* ppp-ppp. DOI: [10.1080/2372966X.2021.1926321](https://doi.org/10.1080/2372966X.2021.1926321)

[Guns, School Shooters and School Safety: What We Know and Directions for Change](https://doi.org/10.1080/2372966X.2020.1846458)

Flannery, D. J., Fox, J. A., Wallace, L., Mulvey, E., & Modzeleski, W. (2021). Guns, school shooters, and school safety: What we know and directions for change. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1846458](https://doi.org/10.1080/2372966X.2020.1846458)

**Centering Race and Ethnicity in School Safety**

[Centering Race to Move Towards an Intersectional Ecological Framework for Defining School Safety for Black students](https://doi.org/10.1080/2372966X.2021.1930580)

Elianny, E. (2021). Centering race to move towards an intersectional ecological framework for defining school safety for Black students. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2021.1930580](https://doi.org/10.1080/2372966X.2021.1930580)

[Unequally Safe: Association Between Bullying and Perceived School Safety and the Moderating Effects of Race/Ethnicity, Gender, and Grade Levels](https://doi.org/10.1080/2372966X.2020.1860427)

Yang, C., Lin, X., & Stomski, M. (2021). Unequally safe: Association between bullying and perceived school safety and the moderating effects of race/ethnicity, gender, and grade level. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1860427](https://doi.org/10.1080/2372966X.2020.1860427)

[Associations Between Community-level Racial Biases, Office Discipline Referrals, and Out-of-School Suspensions](https://doi.org/10.1080/2372966X.2020.1838232)

Girvan, E. J., McIntosh, K. & Santiago-Rosario, M. R. (2021). Associations between community-level racial biases, office discipline referrals, and out-of-school suspensions. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1838232](https://doi.org/10.1080/2372966X.2020.1838232)

[An Intersectional Examination of the Effects of Race/Ethnicity and Immigrant Status on School Victimization in Predominantly Hispanic/Latino High Schools](https://doi.org/10.1080/2372966X.2020.1840262)

Yang, C., Manchanda, S., Lin, X. & Teng, Z. (2021). An intersectional examination of the effects of race/ethnicity and immigrant status on school victimization in predominantly Hispanic/Latinx high schools. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1840262](https://doi.org/10.1080/2372966X.2020.1840262)

[School Connectedness and Bystander Intervention: The Moderating Role of Perceived Exclusion and Privilege among African American Students](https://doi.org/10.1080/2372966X.2020.1846459)

Knox, J., Gibson, S., Gönültaş, S., & Mulvey, K. L. (2021). School connectedness and bystander intervention: The moderating role of perceived exclusion and privilege among African American students. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1846459](https://doi.org/10.1080/2372966X.2020.1846459)

**School Resource Officers’ Training and Roles**

[School Resource Officers’ Roles Differ in the Prediction of Nonviolent and Serious Violent Incident Events](https://doi.org/10.1080/2372966X.2021.1886837)

Stevens, T., Barnard-Brak, L., & Jackson, J. (2021). School Resource Officers’ Roles Differ in the Prediction of Nonviolent and Serious Violent Incident Events. *School Psychology Review*, 50, ppp-ppp. DOI: <https://doi.org/10.1080/2372966X.2021.1886837>

[Trauma Informed Care in Schools: Perspectives from School Resource Officers & School Security Personnel During Professional Development Training](https://doi.org/10.1080/2372966X.2020.1832863)

Forber-Pratt, A. J., El Sheikh, A. J., Robinson, L. E., Espelage, D. L., Ingram, K. M., Valido, A., & Torgal, C. (2021). Trauma-informed care in schools: Perspectives from school resource officers and school security professionals during professional development training. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1832863](https://doi.org/10.1080/2372966X.2020.1832863)

[The Influence of School Resource Officer Presence on Teacher Perceptions of School Safety and Security](https://doi.org/10.1080/2372966X.2020.1844547)

Wood, B. J. & Hampton, E. (2021). The influence of school resource officer presence on teacher perceptions of school safety and security. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1844547](https://doi.org/10.1080/2372966X.2020.1844547)

**Discipline and School Climate**

[Mind the Gap: A Systematic Review of Research on Restorative Practices in Schools](https://doi.org/10.1080/2372966X.2020.1852056)

Zakszeski, B. & Rutherford, L. (2021). Mind the gap: A systematic review of research on restorative practices in schools. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1852056](https://doi.org/10.1080/2372966X.2020.1852056)

[Teacher Support for Zero Tolerance is Associated with Higher Suspension Rates and Lower Feelings of Safety](https://doi.org/10.1080/2372966X.2020.1832865)

Huang, F. L., & Cornell, D. G. (2021). Teacher support for zero tolerance is associated with higher suspension rates and lower feelings of safety. *School Psychology Review, 50*(2), ppp-ppp. DOI: 10.1080/2372966X.2020.1832865

[Teacher Perceptions Matter: Psychometric Properties the Georgia School Personnel Survey of School Climate](https://doi.org/10.1080/2372966X.2021.1958645)

Saint, J., Rice, K. G., Varjas, K., & Meters, J. (2021). Teacher perceptions matter: Psychometric properties of the Georgia School Personnel Survey of School Climate. *School Psychology Review*, 50, ppp-ppp. doi: [10.1080/2372966X.2021.1958645](https://doi.org/10.1080/2372966X.2021.1958645)

**Bullying and Peer Victimization**

[Patterns and Pathways of Peer Victimization across the Transition to Middle School](https://doi.org/10.1080/2372966X.2021.1904792)

Splett, J., Monachino, C., Shen, Z., Cornett, S., Halliday, C., & Weist, M. (2021). Patterns and Pathways of Peer Victimization across the Transition to Middle School. *School Psychology Review*, 50, ppp-ppp. doi: [10.1080/2372966X.2021.1904792](https://doi.org/10.1080/2372966X.2021.1904792)

[Perceptions of Emotional and Physical Safety Among Boarding Students and Associations with School Bullying](https://doi.org/10.1080/2372966X.2021.1873705)

Fredrick, S. S., McClemont, A. J., Jenkins, L. N., & Kern, M. (2021). Perceptions of emotional and physical safety among boarding students and associations with school bullying. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2021.1873705](https://doi.org/10.1080/2372966X.2021.1873705)

[Scaling and Disseminating Brief Bullying Prevention Programming: Strengths, Challenges, & Considerations](https://doi.org/10.1080/2372966X.2020.1851612)

Leff, S. S., Waasdorp, T. E., Paskewich, B. S., & Winston, F. K. (2021). Scaling and disseminating brief bullying prevention programming: Strengths, challenges, and considerations. *School Psychology Review*, 50, ppp-ppp. DOI: [10.1080/2372966X.2020.1851612](https://doi.org/10.1080/2372966X.2020.1851612)