

Research and Practice in the Schools: The Official Journal of the Texas Association of School Psychologists

Call for Papers: Special Issue on Trauma-Informed School Psychology Practices

Research and Practice in the Schools, under the guest editorship of Julia Englund Strait, PhD, Kirby Wycoff, PsyD, and Aaron Gubi, PhD, invites submissions for a special issue focusing on current and promising practices in trauma-informed care in the schools. Although recent years have seen an explosion of interest in trauma-informed care across many mental health and public health disciplines, there is still confusion and a general paucity of research in school psychology regarding the specific details of how to approach school-based assessment, intervention, consultation, and systems-level practices in a trauma-informed, effective, and feasible way.

Submissions should focus on trauma-informed strategies, approaches, and practices that are supported by or promising in terms of research evidence and psychological theory for use in the schools. Submissions may include empirical data analyses, systematic reviews, or meta-analyses of available evidence supporting trauma-informed practices, as well as reports describing the piloting or implementation of trauma-related programs, instruments, or models in real school settings.

We especially encourage submissions from practitioners, early career scholars, and graduate students who can offer overviews of what is *actually being done* in their school settings, and the evidence base or theory behind it. We also encourage submissions on a range of school psychology activities and across all MTSS tiers, from training teachers and staff to working with individual students referred for evaluation and/or targeted, intensive treatment. Submissions should be directly applicable to practitioners, including, if applicable, resources for school psychologists to use in their schools “on Monday morning.”

The timeline for initial manuscript submissions will be from August 1, 2018 to February 28, 2019. If you are interested in submitting a manuscript to be considered for this special issue, please contact Dr. Julia Strait, Lead Guest Editor, for more information and instructions for authors (straitj@uhcl.edu).

General Information about the Journal:

Research and Practice in the Schools (ISSN: 2329-5783) is a publication of the Texas Association of School Psychologists (TASP). It is an online, peer-reviewed journal that provides TASP members, and school psychologists more generally, with access to current research that impacts the practice of school psychology. The primary purpose of *Research and Practice in the Schools* is to provide information on research-based practices in the field of school psychology. To meet this need, the journal welcomes timely and original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews. Qualitative and case-study research designs will be considered as appropriate, in addition to more traditional quantitative designs. All submissions should clearly articulate implications for the practice of psychology in the schools. The first five issues of *Research and Practice in the Schools* can be accessed on the TASP website: <http://www.txasp.org/tasp-journal>.