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EDITORIAL

Advancing Science, Practice, and Policy Relevant to School Psychology

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It is an honor to serve as the Editor of *School Psychology Quarterly* (SPQ). The previous Editorial team, led by Editor Randy Kamphaus, is to be commended for their important contributions to the further development of SPQ during the past 5 years. As the official journal of Division 16 (school psychology) of the American Psychological Association, with the leadership of previous Editors, Thomas Kratochwill, Joseph Witt, Terry Gutkin, Rik D'Amato, and Randy Kamphaus, SPQ has been vital to the dissemination of scholarship relevant to advancing the profession of school psychology for more than 20 years. My primary aim is to build on and advance this tradition of excellence.

Beginning with planning and obtaining commitments during September 2011, the new editorial board has been responsible for reviewing all new submissions starting on January 1, 2012. During 2012, we fully established and implemented the new SPQ editorial infrastructure, including an incredibly talented group of senior and associate editors and Editorial Board members who are committed to promoting scholarship that will advance science, practice, and policy relevant to school psychology. I believe all authors will be very enthusiastic about our policy to provide high-quality and timely reviews, including a commitment to complete the reviews and decision correspondence within 35 days of submission. Indeed, the data from 2012 reveal that across 170 new submissions and resubmissions, this commitment was consistently actualized, resulting in an average lag time of 21 days from submission to decision correspondence across all submissions.

Herein, to inform both readers and potential authors, I provide a few details relevant to the SPQ including: the mission, contemporary context, the new emphases of SPQ, the editorial board, and advice for authors.

Mission of SPQ

The journal's mission remains to publish premiere science related to schooling, child development, pedagogical practices, disability, and related fields. Focusing primarily on children, youth, and the adults who serve them, SPQ will continue to publish high-quality empirical research on the education of populations across the life span, with particular emphasis on students in pre-K through Grade 12.

The contents of SPQ will continue to emphasize empirical articles informing the breadth of knowledge pertaining to school psychology across the United States and throughout the world, including, but not limited to assessment; collaboration among home, school, and community; consultation; crisis preparation, prevention, and response; diversity in development and learning; effective instruction and development of cognitive and academic skills; prevention and wellness promotion; program development and evaluation; promoting social competence and mental health; and school structure, organization, and climate.

Contemporary Context of School Psychology

There is an increasing interest in and awareness of school psychology internationally, as well as an increasing interest in cross-national scholarship, and also in understanding the di-

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verse populations of children within and across countries. The field of school psychology continues to grow and emerge in countries around the world, which makes research from diverse contexts particularly important. There is also a continued interest in developing and further improving services tailored to a diverse student body and distinct populations within it and to students with special needs. Indeed, the breadth of topics articulated in the mission of SPQ is relevant across countries throughout the world. Knowledge and advances from one region may inform efforts in other regions of the world. In addition, cross-national studies may provide particular insights regarding topics of interest across countries.

Addressing the numerous and diverse needs of children requires a breadth of knowledge; thus, the field of school psychology continues to incorporate insights from scholarship across many diverse fields, including educational, cognitive, social, behavioral, preventive, psychological, cross-cultural, and developmental perspectives. I hope to solidify SPQ as the premier journal for the innovative work informing science, practice, or policy relevant to school psychology, from all of these relevant fields, internationally.

New Emphases for SPQ

My overarching goal as the incoming Editor SPQ has been to establish the journal as a global resource and scientific forum, publishing scholarship and promoting exchange of empirical scholarship informing and advancing science, practice, and policy relevant to school psychology. To meet this goal, SPQ welcomes manuscripts from scholars throughout the world.

Among many goals and objectives, below are a few highlights.

High-Quality and Timely Reviews

Editorial Review Board members are selected, guided, and encouraged in their efforts to provide high-quality constructive reviews. Moreover, the reviews and decision correspondence is to be completed within 35 days from the data of submission.

Multisite National and International Studies

Given recent trends in the field, there is particular interest in featuring scholarship from multisite national and international projects (including cross-contextual or cross-national insights) and empirical work that has the potential to be adapted to and implemented around the globe to address the needs of diverse populations, cultures, and communities. I anticipate featuring scholarship that further explores, examines, and defines constructs across diverse contexts, revealing insights that advances both local and collective knowledge.

Longitudinal Studies

SPQ seeks to highlight findings from high-quality longitudinal studies that advance science, practice, and policy relevant to school psychology. I expect that longitudinal studies and related developmental science will continue to contribute important information that advance and inform the practice of school psychologists and other education professionals.

Meta-Analyses Studies

SPQ aims to publish findings from high-quality meta-analysis studies that advance science, practice, and policy relevant to school psychology. Authors are encouraged to submit high-quality meta-analyses for review.

Prevention and Intervention Science

Furthermore, research providing empirical evidence addressing outcomes associated with both prevention and intervention programs to promote the social, cognitive, and academic competence of children continues to be important within the field of school psychology; thus, I anticipate many related submissions.

Succinct Scholarly Articles

As discussed in greater detail below, manuscripts that exceed the 6,000 word limit *will be considered* for full review, but must be accompanied with a cover letter that states the rationale for the need to exceed the word limit. Authors are encouraged to reduce the length of the article by using supplementary materials

that may be posted online (for instance, oversized tables, lengthy appendixes, detailed intervention protocols, supplementary data sets). See Supplementing Your Article With Online Material for further information (http://www.apa.org/pubs/authors/supp-material.aspx).

From Science to Practice and Policy

As the journal's mission continues to advance science and practice, I would also like to further highlight and articulate implications of contemporary science informing policy in the United States and elsewhere. Thus, SPQ will consider papers explicitly linking innovative empirical research with practice and public policy. In addition, authors will be encouraged to identify potential policy implications within the discussion section of their manuscript. Furthermore, for those manuscripts published in SPQ that have clear implications to further inform policy and legislation, such manuscripts will be identified and provided to the Government Relations staff within the American Psychological Association. The emphasis on informing relevant policies represents an opportunity of SPQ to further contribute to promoting the well-being of children, families, education professionals, schools, and communities.

Early-Career Colleagues

I would also like to emphasize the importance of engaging early career scholars as authors, reviewers, and readers of SPQ. The editorial board of the journal has numerous early career members, and we have also established a talented pool of early career ad hoc reviewers who are interested in gaining experience and then subsequently joining editorial boards for professional journals.

Diverse Editorial Board

The composition of the editorial board reflects my vision of contemporary scholarship in school psychology, as an extremely talented community of interdisciplinary experts actively engaged in both basic and applied research regarding behavioral, cognitive, developmental, mental health, and educational science related to children, their families, and the school context. Such scholarship informs and stimulates science, practice, and policy relevant to school psychology and the application of psychology to the education context and enhances the lives of children through promoting their social and cognitive competence. Such scholarship informs prevention and intervention strategies that promote the social, emotional, and cognitive development of children. The composition of this diverse community of scholars includes national and international school/educational psychology scholars, as well as scholars in related professional specialties that inform school psychology (e.g., child psychology, child development, special education, and education), including those who are early in their careers through senior scholars. Furthermore, I anticipate that there will be many methods that continue to advance our understanding and knowledge, including quantitative, qualitative, mixed-methods, single-case, meta-analyses, and other contemporary scientific and analytical methods. The diversity of members on the editorial board is intended to provide expertise across the breadth of topics and methodologies important to advancing science, practice, and policy relevant to school psychology (see the list Editorial Board Members at http://www.apa.org/pubs/journals/spq/). Certainly, we are indebted to their important contributions, providing high-quality and timely reviews.

In addition to the outstanding members of the editorial board, SPQ is fortunate to have incredibly talented scholars who have committed to contributing leadership to the journal, including Thomas D. Oakland, Senior Editor, International Science; Scott P. Ardoin, Associate Editor; Wendy M. Reinke, Associate Editor; and T. Chris Riley-Tillman; Associate Editor. The addition of the Senior Editor for International Science and numerous international colleagues serving on the editorial board reflect the commitment of SPQ to included relevant scholarship from around the world to inform and advance the field of school psychology.

Editorial Board members have been selected based on their numerous talents, including their expertise in particular areas, as well as their commitment to providing high-quality and timely reviews. Editorial Board members are provided guidelines to facilitate high-quality reviews. The following are a few examples of these considerations:

- Be constructive, not destructive. (There is typically at least one graduate student as a coauthor on each manuscript you review; thus, consider what they will learn from the tone and content included in your reviewer comments.)
- Be objective, not subjective.
- Write clearly and succinctly.
- Substantiate any serious concerns, for example, of prior or duplicate publication, fraud, plagiarism, or unattributed work (every manuscript is screened upon submission using the iThenticate software to detect overlapping content; see http://www.ithenticate.com/ for further details).
- Treat the author's manuscript and work as you would like your own to be treated.
- Number your points and refer to page numbers and paragraphs in the manuscript when making specific comments.

Further guidance on reviewing the title, abstract, introduction, methods, analyses, results, and discussion are also provided to help facilitate high-quality and constructive reviews.

Additional Advice for Authors Considering SPQ

Psychological Data Bases

SPQ is published by the American Psychological Association and is the official journal of the APA Division 16 (School Psychology). Every article published in SPQ is included in PsycINFO and PsycARTICLES, the world's most comprehensive and widely used psychological databases. In addition, SPQ is included in all leading distribution platforms, including; APA PsycNET, CSA Illumina (ProQuest), DIALOG, EBSCO, Hogrefe Publishing Group, Ovid Technologies, and ScienceDirect (Elsevier). During 2012, SPQ was selected for indexing in MEDLINE, a Web-based, searchable database of more than 17 million article references published in more than 5,000 biomedical journals and magazines. The U.S. National Library of Medicine (NLM), a part of the National Institutes of Health, created and maintains MEDLINE, the principal online bibliographic citation database of NLM's MEDLARS system, which provides access to the most significant biomedical journal literature from around the world. SPQ is part of Thomson Reuters' (formerly ISI) Web of Science and has an impact factor of 1.452, ranking 18th out of 51 journals in the "Psychology—Education" category.

Submitting a Manuscript

Authors should keep the following in mind as they prepare to submit a paper to SPQ.

Electronic submission. All manuscripts must be submitted electronically via the Manuscript Submission Portal available on the journal's web page: http://www.apa.org/pubs/journals/spq/.

Preparation guidelines. As noted in the Instructions to Authors available on the SPQ web site (http://www.apa.org/pubs/journals/spq), manuscripts submitted to SPQ are to comply with the APA publication standards, including Journal Article Reporting Standards (JARS), Meta-Analysis Reporting Standards (MARS), and Flow of Participants Through Each Stage of an Experiment or Quasi-Experiment (see Appendix in the APA Publication Manual available online at http://www.apastyle.org/manual/related/JARS-MARS.pdf).

Length of manuscripts. With few exceptions, manuscripts submitted to SPQ are limited to 6,000 words inclusive of tables, figures, and references (this is comparable to *Psychological Science*, the flagship journal of the Association for Psychological Science, which limits research articles to 4,000 words). However, especially in the case of multisite collaborative projects involving sophisticated modeling analyses, it is understood that this may be too limiting. Thus, manuscripts that exceed the 6,000 limit *will* be considered for full review, but must be accompanied with a cover letter that states the rationale for the need to exceed the word limit. Upon submission, the immediate prescreening of each article by the Editors considers whether the content and associated implications are potentially suitable for publication in SPQ.

There are several strategies that authors may use to reduce the length of the manuscript prior to submission; for instance, reducing the number of references may significantly reduce the number of words. Removing sections, sentences, or paragraphs that you deem may not be necessary is another strategy to reduce the length, and of course, if the reviewers comment that the additional information is necessary to include, then you could then include the information in your revised manuscript to address

reviewers recommendations for revision. Also please consider whether any of the tables may be suitably placed online as supplementary information, because the information is available to readers immediately when reading the manuscript online. Examples of supplementary materials that may be posted online include oversized tables, lengthy appendixes, detailed intervention protocols, and supplementary data sets. See Supplementing Your Article With Online Material for further information (http://www.apa.org/pubs/authors/supp-material.aspx). Through this process, the quality of the manuscript will be the highest premium.

Special topic sections. Special topic sections to address contemporary challenges will be considered for publication, where each manuscript proposed will be submitted to the peer review process and where there is a strong emphasis on empirical studies, not commentaries. In addition to manuscripts identified by guest editors for review, public announcements will also be distributed to seek additional submissions related to the special topic. Inquiries regarding special topic section proposals should be sent directly to the Editor.

Contemporary Scholarship in This Issue

The articles in this issue offer a glimpse of what I anticipate will continue to emerge during 2013, including; cross-national empirical scholarship, scholarship providing further insights regarding support services to promote children's mental health, scholarship emphasizing the important influences of teachers, further consideration of the intersect of adult behavior and intervention implementation, and contemporary analysis of intelligence test composite scores. The breadth of contemporary topics and contributions from scholars around the world, advancing science, practice, and policy relevant to school psychology will become the hallmark of the contemporary scholarship featured in SPQ.

Yang, Bear, Chen, Zhang, Blank, & Huang, (2013), this issue, pp. 7–24, present the results of a large-scale empirical study examining the construct of student climate in China and the United States. The authors discuss contextual and cultural factors that may be related to results, including Chinese students (in elementary, middle school, and high school) who scored significantly higher than American students on all four subscales (Teacher–Student Relations, Student–Student Relations, School Liking, and Fairness of School Rules). This multisite, cross-national study offers insights transcending geographic boundaries. In addition, this study features three supplemental tables available online via SPQ; these additional tables are hyperlinked to the article to provide further details relevant to the information presented within the article. Such supplemental material available online is helpful in reducing the length of articles (See http://www.apa.org/pubs/authors/supp-material.aspx).

Pfiffner, Villodas, Kaiser, Rooney, & McBurnett (2013) , this issue, pp. 25–36, share results of a study examining educationally relevant outcomes from a newly developed collaborative school–home intervention (Collaborative Life Skills Program) for youth with attention and/or behavior problems. Following the school-based mental health support, parent and teacher ratings of ADHD symptoms revealed large effect sizes associated with improvement in ADHD symptoms, organizational skills, and homework problems and medium-to-large effects for teacher-rated academic skills, report card grades, academic achievement, and student engagement. The authors highlight the important implications related to the potential provision of school-based mental health services to support children with attention and/or behavior problems.

Baudson and Preckel (2013), this issue, pp. 37–46, discuss findings regarding teachers' implicit personality theories about gifted students in German schools. Using an experimental vignette approach, two stereotypes were examined; the harmony hypothesis (gifted students are superior in almost all domains) and the disharmony hypothesis (giftedness implies maladaptive social behavior and emotional problems). Students described as gifted were perceived by teachers as more open to new experiences, more introverted, less emotionally stable, and less agreeable; thus, the authors concluded that teachers' implicit personality theories about the gifted were consistent with the disharmony hypothesis. Implications for professional development are also discussed.

Sanetti, Kratochwill, & Long, (2013), this issue, 47–62, describe how intervention imple-

mentation through consultations processes requiring behavior change thus can be conceptualized as an adult behavior change process. The authors highlight an empirically supported theory of adult behavior change from health psychology, the Health Action Process Approach, and how it has informed development of PRIME (Planning Realistic Intervention Implementation and Maintenance by Educators), a system of supports to facilitate mediators' implementation of school-based interventions. The authors also discuss the need to evaluate the effectiveness, efficiency, and feasibility of implementing the three PRIME components in applied settings in a mediator-based model of psychological services.

Reynolds (2013), this issue, pp. 63–76, reports on analyses to further inform the interpreting the g loadings of intelligence test composite scores, considering Spearman's law of diminishing returns (SLODR), that the g loadings of test scores likely decrease in magnitude as g increases. The author concludes that the results of linear and nonlinear confirmatory factor analysis models used to model Nonverbal Reasoning (Gf), Verbal Ability (Gc), Spatial Ability (Gv), Working Memory (Gsm), and Processing Speed (Gs) composite scores from four age groups (5–6, 7–8, 9–13, and 14–17 years) of the DAS-II norming sample support the SLODR hypothesis, noting that estimates obtained from the nonlinear CFAs indicated that g loadings decreased as g level increased. The author also discusses implications for further research and practice.

In Sum

As we are only 15 months into this journey, we have already established important components of the infrastructure to further enhance SPQ. I welcome your feedback regarding how SPQ may be further enhanced. Additional information about the journal, guidance for authors, and links to the electronic submissions web page are available at http://www.apa.org/pubs/journals/spq/.

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