Contemporary School Psychology

The Official Journal of the California Association of School Psychologists
Editor-in-Chief: M. Hass

► Seeks to bridge the gaps between theory, research, and practice in school psychology
► Publishes rigorously reviewed original research, systematic literature reviews, analyses of promising and innovative practices, critical reviews of books and other materials, and thoughtful reflections on the profession
► Provides broad multidisciplinary and international perspectives on the practice of school psychology

Contemporary School Psychology publishes original research papers and review articles that address leading-edge issues in school psychology and connect theory and research to practice. The journal features a diversity of viewpoints across the profession as well as those of the students, parents, and communities served by school psychologists across the United States and rest of world. The Editorial Board is committed to providing supportive, timely feedback that further strengthens the work of authors. The journal publishes original research papers and systematic reviews; reports of research relevant to practicing school psychologists; analyses of promising and innovative practices or programs that address the needs of children and youth; critical reviews of books, assessment tools, or other materials of importance to practicing school psychologists; and essays that thoughtfully reflect on the profession of school psychology and the challenges faced by its practitioners.

The journal reaches a broad audience, including researchers, practitioners, and clinicians in school psychology, social work, clinical child psychology, pediatric psychology, education, psychiatry, early childhood education, public health and policy, pediatrics as well as government agencies and corporate and nonprofit organizations.

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