Special Issue of *Contemporary School Psychology*

School Psychologists and the Opportunities and Challenges of Serving Dual Language and English Learners

This special issue invites manuscripts that address ways in which school psychologists can address and intervene on behalf of dual language and English learner students and their families. While close to one quarter of all students in California are dual language or English learners, disproportionately high numbers underperform or leave school, and continue to be over-identified and classified with special education needs. School psychologists are trained in providing broad and comprehensive roles, ranging from prevention to intervention across the school system; yet, not all school psychologists are sufficiently prepared to use those skills effectively with dual language and English learner populations.

The guest editors are interested in receiving manuscripts that address how school psychologists can promote and implement preventive school-based practices and family-school collaboration, as well as to intervene directly and indirectly across multi-tiered systems of support to promote the educational outcomes and wellbeing of dual language and English Learner students. In keeping with the mission of CSP, the guest editors invite scholarly articles that link theory, research, and science to the practical task of improving educational outcomes for dual language and English Learner students. Of special interest are articles consistent with an asset-based orientation, and which discuss specific ways in which school psychologists can use their range of skills and services to address and support DLL and EL learners. Sample topics may include:

- Depth in bilingualism and in culture as rich resources
- Differentiating language difference from disability, and knowledge of second language development
- Tier I consultation, including knowledge of models of instruction and inclusion across levels of multi-tiered systems of support
- Tier II and III interventions
- Culturally and linguistically appropriate assessment
- Social-emotional-behavioral interventions
- System-wide or systemic practices, including parent and community engagement.

**Submission deadline for this special issue is January 31, 2018.**

For further information, please contact special issue editor(s)

Dr. Carol Robinson-Zañartu: crobinsn@mail.sdsu.edu
Dr. Cathi Draper Rodriguez: cdraperrodriguez@csumb.edu
Dr. Pedro Olvera: polvera@brandman.edu

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If you are interested in serving as a reviewer, please contact the Editor-in-Chief, Michael Hass, at mhass@chapman.edu.