Evidence-Based Assessment in School Psychology

This special issue broadly addresses issues regarding evidence-based assessment and decision-making in school psychology. Although school psychologists routinely administer and interpret psychoeducational measures in clinical practice, the empirical support for many of the interpretive and decision-making procedures for these instruments has been questioned. Given the important role that these tools continue to play in individual, often high stakes, decision-making, establishing evidence-based procedures for these instruments is vitally important. Of particular interest for this special issue are psychometric studies relevant to topics in applied validity and diagnostic utility of psychoeducational measures and other related assessment technologies (e.g., CBA/CBM). Comprehensive literature reviews may be considered if they specifically address the issue of establishing evidence-based assessment procedures in school psychology. Studies focusing more specifically on the following areas would be considered appropriate:

- Factor analysis (EFA and CFA)
- Concurrent\predictive validity
- Diagnostic utility (e.g., ROC analyses)
- Use of the Joint Testing Standards to Inform Assessment

In keeping with the CSP’s mission, the special issue will emphasize scholarly articles that link assessment research with practice. That is, all prospective articles should have clear implications for applied practice. Again, the goal of this special issue is to provide practitioners access to important assessment research that will potentially facilitate a broader discussion in our field regarding evidence-based assessment and what tools and/or procedures should be retained for those adopting this paradigm.

This special issue will be guest-edited by Dr. Ryan J. McGill (College of William & Mary). Please contact the guest-editor, Ryan McGill (rmcgill@wm.edu), with any questions regarding submissions. Also, if you are interested in serving as a manuscript reviewer for this special issue, please contact Editor-in-Chief Michael Hass (mhass@chapman.edu). All manuscripts will be submitted to a blinded peer review process. We expect publication of the special issue to occur in the Fall of 2018. To express your interest in this special issue please send a preliminary title and brief summary to Dr. McGill (rmcgill@wm.edu) by October 30, 2017. To be considered for this special issue, manuscripts must be uploaded to CSP by December 1, 2017.

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