

Alternate Comparison

In order to compare our study results with those of Powell et al. (2008), we had to eliminate data from three journals, and only retain those journals mentioned in Powell et al., namely: Journal of School Psychology (JSP), School Psychology Review (SPR), Psychology in the Schools (PITS), and School Psychology (SP).

Figure 3 shows the comparative picture of the number of articles published in four journals from 2001 to 2005 (Powell et al., 2008) and from 2006 to 2021 (our study).

Figure 4 shows the percentage of articles in a given year in those four journals that were qualitative.

Trend lines in both the graphs suggests growth in the publication of qualitative research in school psychology.

Figure 3

Number of Qualitative Articles Published in a Year

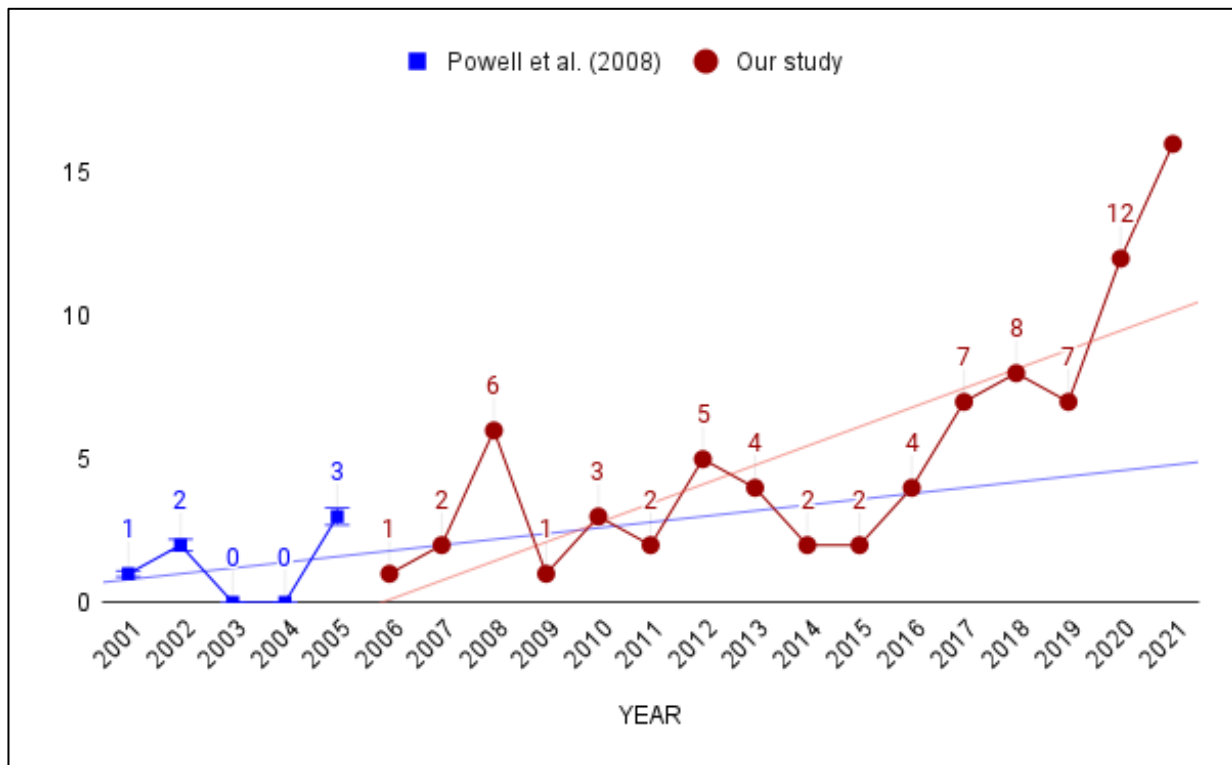
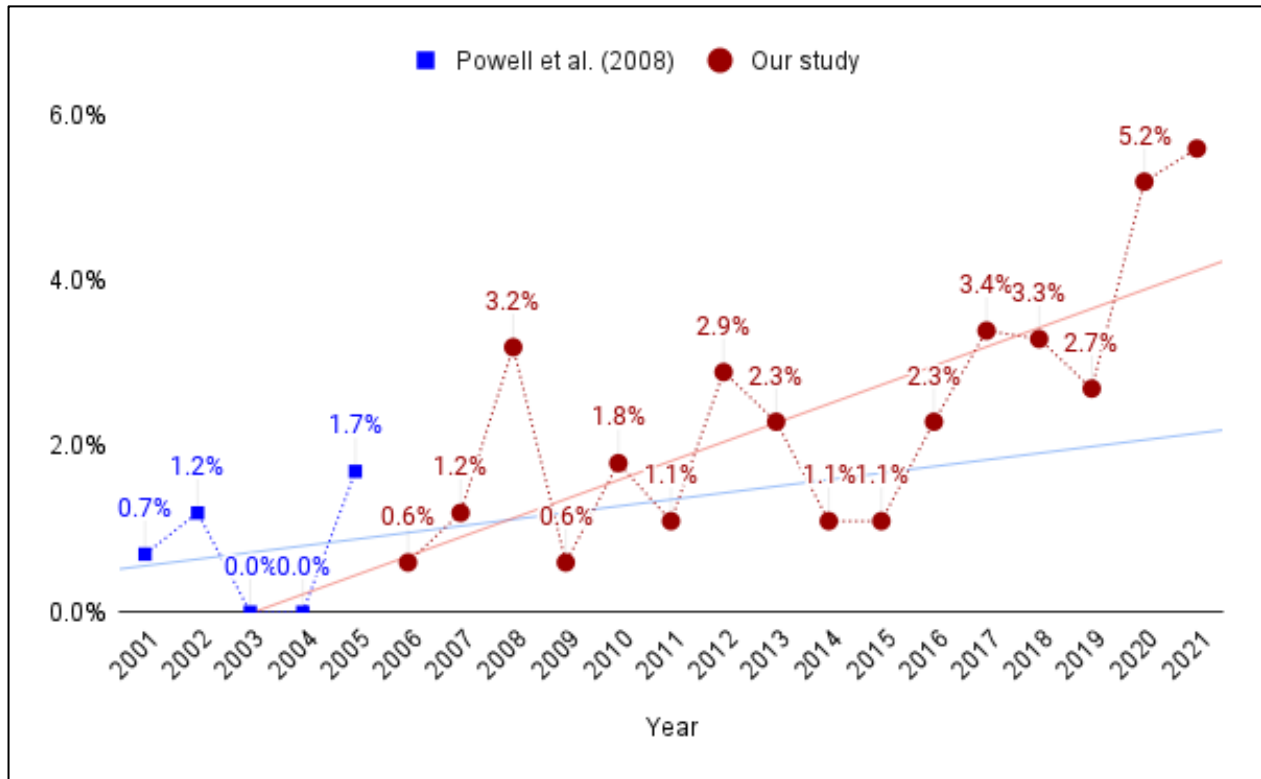


Figure 4

Percentage of articles published in a year that were qualitative



SUPPLEMENTARY MATERIALS

Table 2

Coding proforma

Phase 2: For each journal, we extracted the following information in a spreadsheet:

- Year
- Volume
- Issue
- Total Articles (does not include acknowledgement, editorials, test reviews, book reviews, corrections, and announcement)
- Number of qualitative articles
- Additional comments (optional)

Phase 3: For each qualitative article, we extracted the following information in a spreadsheet:

- Article citation
- Journal
- Sample size
- Participants breakdown in terms of race (if mentioned)
- Participants breakdown in terms of gender (if mentioned)
- Participants breakdown in terms of role (if mentioned)
- Significant topic(s)
- Country of setting of participants
- Additional comments (optional)

SUPPLEMENTARY MATERIALS

Table 3

Topics Addressed in Every Qualitative Article Published Between 2006 and 2021 in School Psychology Journals

Qualitative Article	Journal	Topics (separated by comma)
Amitay & Rahav (2018). Attachment and pedagogical relevant practices as elements of a successful alternative school through the narratives of its students.	PITS	School attachment and belonging, Academic or behavioral instructional practices & interventions in -12 classrooms, Retention and dropout
Castillo et al. (2016). A qualitative study of facilitators and barriers related to comprehensive and integrated school psychological services.	PITS	Comprehensive service delivery of school psychology, Systems orientation
Frels et al. (2013). Purposes and approaches of selected mentors in school-based mentoring: A collective case study.	PITS	At-risk students, Academic or behavioral instructional practices & interventions in -12 classrooms
Haegele et al (2020). School-based bullying experiences as reflected by adults with visual impairments.	PITS	Bullying, Focus on disability
Vilbas & King Sears (2021). An effective elementary school counselor's support of students with disabilities: A case study	PITS	Focus on disability, Counseling
Williams et al. (2018). High school bystanders motivation and response during bias-based bullying	PITS	Diversity equity and social justice, Bullying
Young et al. (2021). Recruiting and retaining school psychologists: The experiences of district level administrative supervisors	PITS	Recruitment and retention, School administrators
Athansiadis & Deliyanni-Kouimtzi (2010). The experience of bullying among secondary school students.	PITS	Bullying, Focus on gender differences
Bolenbaugh et al. (2020). Parental perceptions of gender differences in child technology use and cyberbullying.	PITS	Bullying, Parents and families, Focus on gender differences, Technology
Brasof & Peterson (2018). Creating procedural justice and legitimate authority within school discipline systems through youth court.	PITS	Juvenile justice system, Academic or behavioral instructional practices & interventions in -12 classrooms

Canpolat & Atli (2021). Children who changed schools due to their parents' relocation for employment: Where do we go now?	PITS	School transition
Dale & Neild (2020). The assessment needs of families with children who are deaf and hard of hearing referred for an autism spectrum disorder evaluation	PITS	Focus on disability, Parents and families, Psychoeducational evaluation
Daniels et al. (2007). The successful resolution of armed hostage/barricade events in schools: A qualitative analysis.	PITS	Crisis, Law enforcement
Dariotis et al. (2017). A qualitative exploration of implementation factors in a school-based mindfulness and yoga program: Lessons learned from students and teachers.	PITS	Mindfulness and yoga, Program implementation and evaluation,
Etscheidt et al. (2012). Parental refusal to consent for evaluation: A legal analysis with implications for school psychologists.	PITS	Special education, Psychoeducational evaluation, Parents and families
Flanagan & Symonds (2021). Self-talk in middle childhood: A mechanism for motivational resilience during learning.	PITS	Academic engagement, Motivation, Academic or behavioral instructional practices & interventions in -12 classrooms
Fontil & Petrakos (2015). Transition to school: The experiences of Canadian and immigrant families of children with autism spectrum disorders.	PITS	School transition, Focus on disability
Frydman & Mayor (2021). Implementation of drama therapy services in the North American school system: Responses from the field.	PITS	School-based mental health, Program implementation and evaluation, Drama therapy
Giraldo-Garcia et al. (2021). Mandatory voice: Implementation of a district-led student-voice program in urban high schools.	PITS	Program implementation and evaluation, Urban schools
Smith-Harvey & Pearrow (2010). Identifying challenges in supervising school psychologists.	PITS	Professional development after graduate school, Systems orientation
Justin et al. (2021). What do French school staff know about young carers? A qualitative study about their perceptions.	PITS	Parents and families, Focus on disability
Kester & Lucyshyn (2019). Co-creating a school-based Facing Your Fears anxiety treatment for children with autism spectrum disorder: A model for school psychology.	PITS	Focus on disability, School-based mental health, Program implementation and evaluation, parents and families

Kilpatrick & Wolbers (2020). Beyond the red pen: A functional grammar approach to evaluating the written language of deaf students.	PITS	Focus on disability, Scholastic assessment
Kite (2020). How the medical professionals impact ASL and English families' language planning policy.	PITS	Focus on disability, ASL
Knesting & Waldron (2006). Willing to play the game: How at-risk students persist in school.	PITS	Retention and dropout, At-risk students, recruitment and retention
Logan et al. (2008). The depiction of stuttering in contemporary juvenile fiction: Implications for clinical practice.	PITS	Focus on disability, Fiction books
McGeown et al. (2017). Understanding and supporting adolescents' mental toughness in an education context.	PITS	Resilience
McMahon et al. (2020). Addressing violence against teachers: A social-ecological analysis of teachers' perspectives.	PITS	Violence and aggression
Meyer & Cranmore (2020). Supporting the information gathering practices of academically advanced college-bound students.	PITS	Post-secondary choices and outcomes, Literacy
Morgade & Mendoza (2017). Negotiation of subjectivities and intersubjectivities in the classroom	PITS	Music education
Morrison (2008). Social validity of the critical incident stress management model for school-based crisis intervention.	PITS	Social validity, Crisis, Program implementation and intervention
Newell & Newell (2011). Problem analysis: Examining the selection and evaluation of data during problem-solving consultation.	PITS	Consultation, Graduate training of school psychologists
Nkoma & Hay (2018). Problem analysis: Examining the selection and evaluation of data during problem-solving consultation.	PITS	Inclusive education
Nkoma (2018). Perceptions of Zimbabwean trainee/educational psychologists regarding the training on their support roles and responsibilities in inclusive education	PITS	Graduate training of school psychologists, Inclusive education
O'Bryon & Rogers (2016). Using consultation to support English learners: The experiences of bilingual school psychologists.	PITS	Diversity equity and social justice, Consultation

Oneill et al. (2020). Exploring alternative assessments for signing deaf candidates.	PITS	Focus on disability, Scholastic assessment, ASL
Ormiston et al. (2021). Educator perspectives on mental health resources and practices in their school.	PITS	School-based mental health
Platt et al. (2021). Heuristic assessment of psychological interventions in schools (HAPI Schools).	PITS	School-based mental health
Pressley et al. (2020). Different approaches to classroom environments based on teacher experience and effectiveness.	PITS	Academic or behavioral instructional practices & interventions in -12 classrooms, Classroom environment, Professional development after graduate school
Proctor et al. (2018). Retention and persistence of African-American students in school psychology programs	PITS	Recruitment and retention, Graduate training of school psychologists, Diversity equity and social justice
Pufpaff (2008). Barriers to participation in kindergarten literacy instruction for a student with augmentative and alternative communication needs.	PITS	Literacy, Focus on disability, Inclusive education, Academic or behavioral instructional practices & interventions in -12 classrooms
Rosario et al. (2019). "Did you do your homework?" Mathematics teachers' homework follow-up practices at middle school level.	PITS	Academic or behavioral instructional practices & interventions in -12 classrooms, Math
Sansosti & Sansosti (2012). Inclusion for students with high-functioning autism spectrum disorders: Definitions and decision making.	PITS	Focus on disability, Inclusive education
Schussler et al. (2020). A qualitative investigation of a mindfulness-based yoga program for educators: How program attendance relates to outcomes	PITS	Program implementation and evaluation, Mindfulness and yoga
Sluiter et al. (2019). Teachers' role and attitudes concerning ADHD medication: A qualitative analysis.	PITS	Focus on disability, Medication
Smith & Gill Lopez (2016). Collaboration for a curriculum of caring: The zeitgeist is right.	PITS	Crisis, School-based mental health, English
Soutullo et al. (2019). School psychology interns' characterizations of family-school partnerships.	PITS	Diversity equity and social justice, Parents and families
Suldo et al. (2008). Coping strategies of high school students in an international baccalaureate program.	PITS	School-based mental health, Coping and adjustment

Suldo et al. (2010). Personal and systems-level factors that limit and facilitate school psychologists' involvement in school-based mental health services.	PITS	School-based mental health
Truscott et al. (2014). African American school psychologists' perceptions of the opportunities and challenges of practicing in Southeastern United States.	PITS	Diversity equity and social justice
Vega et al. (2019). Identifying the training experiences and needs of bilingual school psychologists	PITS	Graduate training of school psychologists, Diversity equity and social justice
Vega et al. (2017). School psychologists' family–school partnering experiences with Latinos.	PITS	Diversity equity and social justice, Parents and families
Washington et al. (2020). Using grant funding to enhance school psychology training.	PITS	Graduate training of school psychologists
Akseer et al. (2014). Canadian elementary school teachers' perceptions of gender differences in shy girls and boys in the classroom	CJSP	Shyness, Focus on gender differences
Altomare et al. (2017). When push comes to shove: How are students with Autism Spectrum Disorder coping with bullying?	CJSP	Focus on disability, Bullying, Coping and adjustment
Athanasίου et al. (2007). Listening to participants bi-directional effects of consultation research and practice	CJSP	Consultation, Social validity
Beristain & Wiener (2020). Finding true friendships: The friendship experiences of adolescents with Attention-Deficit/Hyperactivity Disorder	CJSP	Focus on disability, Peer relationships
Boudreau et al. (2019). Peer-mediated pivotal response treatment for children With Autism Spectrum Disorder: Provider perspectives on acceptability, feasibility, and fit at school	CJSP	Focus on disability, Program implementation and evaluation, Peer relationships, Academic or behavioral instructional practices & interventions in -12 classrooms
Farmer et al. (2021). Why questionable assessment practices remain popular in school psychology: Instructional materials as pedagogic vehicles	CJSP	assessment, graduate training of SPs, psychoeducational evaluation
Miklas et al. (2021). The perceived effectiveness of full-day kindergarten for children with ADHD	CJSP	Focus on disability, Systems orientation

Rush & Wheeler (2011). Enhancing junior faculty research productivity through multiinstitution collaboration: Participants' impressions of the School Psychology Research Collaboration Conference	CJSP	Professional development after graduate school, School psychology faculty
Spadafora et al. (2020). Should I defend or should I go? An adaptive, qualitative examination of the personal costs and benefits associated with bullying intervention	CJSP	Bullying
Stokes et al. (2017). Principals' and teachers' reports of successful teaching strategies with children with High-Functioning Autism Spectrum Disorder	CJSP	Focus on disability, School administrators
Walker-Noack et al. (2013). Youth perceptions of Attention-Deficit/Hyperactivity Disorder and barriers to treatment	CJSP	Focus on disability, Academic or behavioral instructional practices & interventions in -12 classrooms, Medication
Bradshaw et al. (2010). School transitions among military adolescents: A qualitative study of stress and coping	SPR	Military, Coping and adjustment, School transition, School-based mental health
Dunsmuir et al. (2017). Meeting current challenges in school psychology training: The role of problem-based learning	SPR	Graduate training of school psychologists, Academic or behavioral instructional practices & interventions in -12 classrooms
Forber-Pratt et al. (2020). Trauma-informed care in schools: Perspectives from school resource officers and school security professionals during professional development training	SPR	Trauma-informed approach, Law enforcement, Professional development after graduate school, School climate, Systems orientation
McCabe & Robinson (2008). Committing to social justice: The behavioral intention of school psychology and education trainees to advocate for lesbian, gay, bisexual, and transgendered youth	SPR	Diversity equity and social justice, Graduate training of school psychologists, School climate
Parker et al. (2020). It takes a village: Understanding African American high school students' self-determination in school	SPR	Diversity equity and social justice, Community, Self-determination
Shriberg et al. (2008). Social justice through a school psychology lens: Definition and applications	SPR	Diversity equity and social justice
Cleary (2021). Social validity perceptions of the self-regulation empowerment program (SREP): A qualitative investigation,	JASP	Social validity, Program implementation and evaluation, Academic or behavioral instructional practices & interventions in -12 classrooms

Davies (2020). School-based support for families of students with traumatic brain injuries	JASP	TBI, Parents and families
Helton & Ray (2006). Strategies school practitioners report they would use to resist pressures to practice unethically.	JASP	Ethics, School administrators
Humphries et al. (2018). Early childhood teachers' perspectives on social-emotional competence and learning in urban classrooms	JASP	School-based mental health, Urban schools
Farrell et al. (2015). A qualitative analysis of factors influencing middle school students' use of skills taught by a violence prevention curriculum.	JSP	Violence and aggression, School-based mental health, Program implementation and evaluation
Leath et al. (2021). A qualitative exploration of school racial diversity, friendship choices, and Black women's identity-based experiences in high school.	JSP	Diversity equity and social justice, Identity development, Peer relationships
Martinez et al. (2011). Strategies and attributes of highly productive scholars and contributors to the school psychology literature: Recommendations for increasing scholarly productivity	JSP	School psychology faculty
McIntosh et al. (2013). Scientific research in school psychology: Leading researchers weigh in on its past, present, and future.	JSP	School psychology faculty
Moy et al. (2014). Developing school psychologists as agents of social justice: A qualitative analysis of student understanding across three years	JSP	Diversity equity and social justice, Graduate training of school psychologists, Service learning
Newman & Ingraham (2020). Cross-university dialogues to support multicultural school consultation training	JSP	Consultation, Graduate training of school psychologists, Diversity equity and social justice
Proctor & Truscott (2012). Reasons for African American student attrition from school psychology programs	JSP	Recruitment and retention, Diversity equity and social justice
Wood et al. (2017). School personnel social support and nonsupport for bystanders of bullying: Exploring student perspectives	JSP	Bullying
Alisic (2012). Teachers' perspectives on providing support to children after trauma: A qualitative study	SP	Trauma-informed approach, School-based mental health
Annan & Ryba (2013). Networks of professional supervision.	SP	Professional development after graduate school

Balagna et al. (2013). School experiences of early adolescent Latinos/as at risk for Emotional and Behavioral Disorders	SP	At-risk, Diversity equity and social justice, Focus on disability, Retention and dropout
Ehrenreich et al., 2012). With graduation in sight: Perceptions of high- and low-aggression students of the journey to high school completion	SP	Retention and dropout, Violence and aggression, Systems orientation
Etscheidt & Knesting (2007). A qualitative analysis of factors influencing the interpersonal dynamics of a prereferral team	SP	Team meetings, IDEA
Garbacz et al. (2018). Family engagement in schoolwide positive behavioral interventions and supports: Barriers and facilitators to implementation	SP	Parents and families, Academic or behavioral instructional practices & interventions in -12 classrooms
Grapin et al. (2021). Student perspectives on recruiting and orienting prospective school psychology trainees	SP	Recruitment and retention, Diversity equity and social justice
Gross & Lo (2018). Relational teaching and learning after loss: Evidence from Black adolescent male students and their teachers	SP	Grief, Diversity equity and social justice
Jones et al. (2021). Experiences and perceptions of school staff regarding the COVID-19 pandemic and racial equity: The role of colorblindness	SP	COVID, Diversity equity and social justice
Kelada et al. (2017). School response to self-injury: Concerns of mental health staff and parents	SP	Self-injury, Parents and families, School-based mental health
Okoroji & Oka (2021). Experiences of discrimination among Black middle school adolescents: A qualitative study	SP	Diversity equity and social justice
Parker et al. (2021). Black adolescents' perceptions of COVID-19: Challenges, coping, and connection to family, religious, and school support	SP	COVID, coping and adjustment, spirituality, SBMH, Diversity equity and social justice
Rispoli et al. (2019). The parent role in school-based teams for adolescents with Autism Spectrum Disorder	SP	Focus on disability, Team meetings, Parents and families
Santiago et al. (2021). The impact of COVID-19 on immigrant and refugee families: Qualitative perspectives from newcomer students and parents	SP	Coping and adjustment, Diversity equity and social justice, COVID 19
Soutullo et al. (2016). Discouraging partnerships? Teachers' perspectives on immigration-related barriers to family-school collaboration	SP	Diversity equity and social justice, Parents and families

Atkinson (2009). Promoting high school boys' reading engagement and motivation: The role of the school psychologist in real world research	SPI	Academic or behavioral instructional practices & interventions in -12 classrooms, Motivation
Barrow & Hannah (2012). Using computer-assisted interviewing to consult with children with Autism Spectrum Disorders: An exploratory study	SPI	Focus on disability, Technology, Consultation
Beltman et al. (2016). Quietly sharing the load? The role of school psychologists in enabling teacher resilience	SPI	Resilience
Berger & Meltzer (2021). Qualitative experiences of Australian mental health staff with students exposed to domestic violence	SPI	Violence and aggression, School-based mental health, Counseling
Besag (2006). Bullying among girls: Friends or foes?	SPI	Bullying, Peer relationships, Focus on gender differences, Violence and aggression
Bezuidenhout et al. (2018). Positive adjustment to first grade despite divorce: Lessons for school psychologists	SPI	Parents and families, Coping and adjustment, Resilience
Boyle et al. (2011). The importance of peer-support for teaching staff when including children with special educational needs	SPI	Inclusive education, Peer relationships
Brown et al. (2016). School psychology research and practice in East Asia: Perspectives on the past, present, and future directions of the field	SPI	International school psychology
Cassidy et al. (2012). 'Under the radar': Educators and cyberbullying in schools	SPI	Bullying
Chen et al. (2016). Choosing to be a defender or an outsider in a school bullying incident: Determining factors and the defending process	SPI	Bullying
Cheng et al. (2011). Definitions of school bullying in Taiwan: A comparison of multiple perspectives	SPI	Bullying
Craggs & Kelly (2018). School belonging: Listening to the voices of secondary school students who have undergone managed moves	SPI	School attachment and belonging, School transition

d'Abreu et al. (2021). Hope for the future: A qualitative analysis of the resettlement experience of Syrian refugee adolescents and parents	SPI	Diversity equity and social justice
Diakow & Goforth (2021). Supporting Muslim refugee youth during displacement: Implications for international school psychologists	SPI	Diversity equity and social justice, School-based mental health, Resilience
Frelin (2015). Relational underpinnings and professionalism – a case study of a teacher's practices involving students with experiences of school failure	SPI	School climate, Retention and dropout
Fulano et al. (2018). Mozambican adolescents' perspectives on the academic procrastination process	SPI	Academic procrastination
Gadour (2006). Libyan children's views on the importance of school factors which contributed to their Emotional and Behavioural Difficulties	SPI	Focus on disability
Guva & Hylander (2011). Diverse perspectives on pupil health among professionals in school-based multi-professional teams	SPI	Team meetings, Pupil health
Hlathswayo & Vally (2014). Violence, resilience and solidarity: The right to education for child migrants in South Africa	SPI	Resilience, Violence and aggression, Diversity equity and social justice, Trauma-informed approach
Kumpulainen et al. (2016). Children's positive adjustment to first grade in risk-filled communities: A case study of the role of school ecologies in South Africa and Finland	SPI	Coping and adjustment, Systems orientation, Resilience
Lahman et al. (2006). Addressing the shortage of rural school psychologists via technology using candidate qualitative interviews to inform practice	SPI	Rural issues, Technology
Larsen & Samdal (2011). The importance of teachers' feelings of self-efficacy in developing their pupils' social and emotional learning: A Norwegian study of teachers' reactions to the Second Step program	SPI	School-based mental health, Self-efficacy
Mishna et al. (2008). Some of my best friends—Experiences of bullying within friendships	SPI	Bullying, Peer relationships
Najjar et al. (2019). Experiences of Arab-heritage youth in US schools and impact on identity development	SPI	Diversity equity and social justice, Identity development

Nastasi et al. (2011). Facilitating long-term recovery from natural disasters: Psychosocial programming for tsunami-affected schools of Sri Lanka	SPI	Crisis, Program implementation and evaluation
Ni et al. (2012). Chinese teachers' evaluation criteria as reflected in narrative student evaluations: Implications for psychological services in schools	SPI	Scholastic assessment
Phasha (2008). The role of the teacher in helping learners overcome the negative impact of child sexual abuse: A South African perspective	SPI	Sexual abuse
Pillay et al. (2011). Experiences of learners from child-headed households in a vulnerable school that makes a difference: Lessons for school psychologists	SPI	Parents and families,
Pillay et al. (2014). Advancement of children's rights in Africa: A social justice framework for school psychologists	SPI	Diversity equity and social justice
Putwain (2009). Situated and contextual features of test anxiety in UK adolescent students	SPI	Test anxiety
Reupert & Maybery (2007). Strategies and issues in supporting children Whose parents have a mental illness within the school system	SPI	Parents and families, Focus on disability
Rigby & Griffiths (2011). Addressing cases of bullying through the Method of Shared Concern	SPI	Bullying
Rosario et al. (2014). Understanding gypsy children's conceptions of learning: A phenomenographic study	SPI	Diversity equity and social justice
Schalkwyk & Sit (2013). Evaluating school-based psychological and counselling services in Macao using a qualitative approach	SPI	Counseling
Sung (2010). The influence of culture on parenting practices of East Asian families and emotional intelligence of older adolescents: A qualitative study	SPI	Parents and families, Diversity equity and social justice, Emotional intelligence
Tarroja & Fernando. (2013). Providing psychological services for children of overseas Filipino workers (OFWs): A challenge for school psychologists in the Philippines	SPI	Parents and families, Diversity equity and social justice
Tatlow-Golden et al. (2016). 'Look, I have my ears open': Resilience and early school experiences among children in an economically deprived suburban area in Ireland	SPI	at-risk students, resilience

Tenenbaum et al. (2011). Coping strategies and perceived effectiveness in fourth through eighth grade victims of bullying	SPI	Coping and adjustment, Bullying
Theron (2013). Black students' recollections of pathways to resilience: Lessons for school psychologists	SPI	Resilience, Diversity equity and social justice
Thornberg et al. (2018). 'It Depends': A qualitative study on how adolescent students explain bystander intervention and non-intervention in bullying situations	SPI	Bullying
Du Toit & Forlin (2009). Cultural transformation for inclusion, what is needed? A South African perspective	SPI	Inclusive education
Triliva & Poulou (2006). Greek teachers' understandings and constructions of what constitutes Social and Emotional Learning	SPI	Emotional intelligence, School-based mental health
Vega & Plotts (2020). Bilingual school psychology graduate students' perceptions of a cultural immersion experience	SPI	Diversity equity and social justice
Wells et al. (2011). Exploring perceptions of the mental health of youth in Mexico: A qualitative study	SPI	School-based mental health
Yubero & Navarro (2006). Students' and teachers' views of gender-related aspects of aggression	SPI	Bullying, Violence and aggression, Focus on gender differences

CJSP = Canadian Journal of School Psychology

JASP = Journal of Applied School Psychology

JSP = Journal of School Psychology

PITS = Psychology in the Schools

SP = School Psychology

SPI = School Psychology International

SPR = School Psychology Review

SUPPLEMENTARY MATERIALS

Table 4

Frequency of Topics in Qualitative Research Published Between 2006 and 2021 in School Psychology Journals

Significant Topical Focus	Number of articles	Percentage (out of 142 articles)
Diversity, equity, and social justice	32	23%
Focus on Disability	24	17%
School-based mental health	18	13%
Parents and families	17	12%
Bullying	16	11%
Academic or behavioral instructional practices & interventions in -12 classrooms	12	8%
Graduate training of school psychologists	10	7%
Program implementation and evaluation	10	7%
Resilience	8	6%
Coping & adjustment	8	6%
Systems orientation	7	5%
Violence and aggression	7	5%
Inclusive education	6	4%
Peer relationships	6	4%
Consultation	5	4%
Focus on gender differences without equity lens	5	4%
Professional development after graduate school	5	4%
Recruitment and retention	5	4%
Retention and dropout	5	4%
At-risk students	4	3%
Crisis, crisis prevention, crisis response	4	3%
School transition	4	3%
Psychoeducational evaluation	3	2%
Scholastic assessment	3	2%
School climate	3	2%
School psychology faculty & researchers	3	2%
Social validity	3	2%
Team meetings	3	2%
Technology	3	2%
Trauma-informed approach	3	2%
ASL	2	1%
COVID	2	1%
Emotional intelligence	2	1%
Identity development	2	1%

Literacy	2	1%
Medication	2	1%
Mindfulness & yoga	2	1%
Motivation	2	1%
School attachment & belonging	2	1%
Urban schools	2	1%
Academic engagement	1	1%
Academic procrastination	1	1%
Classroom environment	1	1%
Community	1	1%
Comprehensive service delivery of SP	1	1%
Drama therapy	1	1%
English	1	1%
Ethics	1	1%
Fiction books	1	1%
Grief	1	1%
IDEA	1	1%
International school psychology	1	1%
Juvenile justice system	1	1%
Math	1	1%
Military	1	1%
Music education	1	1%
Post-secondary choices and outcomes	1	1%
Pupil health	1	1%
Rural issues	1	1%
Self-determination	1	1%
Self-efficacy	1	1%
Self-injury	1	1%
Service learning	1	1%
Sexual abuse	1	1%
Shyness	1	1%
Special education	1	1%
Spirituality	1	1%