

Canadian Journal of School Psychology – Call for Proposals for a Special Issue on School Psychology and Indigenous Peoples: Culture, Healing, Wellness, Education, Decolonization, and Reconciliation

Guest Co-Editors: Meadow Schroeder, Elisa Lacerda-Vandenborn, Melanie Nelson, & Dennis Wendt

Within the context of historical and ongoing settler-colonialism and its myriad ills, there are many disparities in the educational and mental health services for Indigenous peoples in Canada, compared to the dominant Euro-Western culture (Bains, 2014). Furthermore, the psychology profession has frequently imposed Western conceptions of mental illness, disabilities, and education that are often incongruent with Indigenous worldviews and knowledges (Moorehead et al., 2015). The subfield of school psychology is no exception. There is widespread recognition that there are problems with using Western assessment and intervention practices with Indigenous students. Recently, the Canadian Psychological Association (CPA) published a response to the Truth and Reconciliation Committee (TRC) of Canada's report. The report calls for change in the "nature and degree of mental health services that are available to Indigenous people in Canada today" (p. 5). Yet, school psychology appears to have made very little progress in improving professional training and practice with Indigenous peoples (Ansloos et al., 2019).

The Guest Co-Editors invite proposals for articles that are directly related to the provision of school psychology services/training for Indigenous youth—in reserve, rural, and/or urban contexts. Proposals may focus on research, practice, advocacy, policy development, and/or education and training. All types of proposals are welcome, including conceptual/theoretical proposals, systematic/scoping reviews, brief commentaries, and empirical reports (using quantitative, qualitative, or mixed methods). We also encourage research that is strengths-based and applies Indigenous methodologies. Submissions that engage with innovative approaches to addressing the concerns outlined in the CPA response to the TRC are particularly welcome. We especially encourage manuscripts that are authored or co-authored by Indigenous scholars (including students, Elders, and community collaborators).

Topics may include (but are not limited to) the following:

1. Culturally adapted assessment and/or intervention with Indigenous youth
2. Meaningful and/or decolonizing integration of Indigenous traditional healing and teachings within school mental health promotion efforts
3. Training, recruitment, retention, and support for Indigenous school psychologists and trainees
4. Training program curriculum reform in response to the TRC
5. Partnerships with Indigenous Nations, Elders, and communities
6. Advocacy for Indigenous youth, families, and communities
7. Perspectives (including critical perspectives) from Indigenous school psychologists (including trainees)
8. Historical perspectives on the role of school psychology in supporting the Indian Residential School system, the "Sixties Scoop," the "Millennium Scoop," or other harmful/racist systems and practices towards Indigenous youth and families.

Proposals that focus on Indigenous youth in Canada (i.e., First Nations, Métis, and Inuit youth) will be prioritized. Proposals with empirical data limited to Indigenous youth in other countries (e.g., the U.S.) will be considered, but these need to be framed for their relevance to Canadian context.

All proposals (maximum of 500 words, excluding references) should be emailed to Dr. Meadow Schroeder, mead.schroeder@ucalgary.ca with the subject line "CJSP special issue". They will be reviewed by the guest co-editors. The authors of selected proposals will be invited to submit full manuscripts, which will then go through the usual CJSP peer-review process. Submitted manuscripts should follow the author guidelines and manuscript format of CJSP. (<https://journals.sagepub.com/author-instructions/CJS>). Accepted papers will be published as part of the special issue.

Proposals due December 17, 2021

Decision on the proposal communicated no later than February 18, 2022

Manuscripts (for accepted proposals) due April 29, 2022

The date of the publication of the Special Issue will depend on the review process but expect it to be published in early 2023

For any questions regarding this Special issue, please contact Dr. Meadow Schroeder at mead.schroeder@ucalgary.ca

The *Canadian Journal of School Psychology (CJSP)* is published by SAGE. Focusing on the theory, research, and practice of psychology and its application to all areas of education, the journal provides a forum for researchers, trainers, and practitioners in school psychology, educational psychology, and other branches of psychology who contribute to the academic, cognitive, social, and emotional well-being of children and youth within educational settings. Each quarterly issue of *CJSP* publishes broad-based, multidisciplinary original research studies, applied and practice articles, and current test and book reviews. The *Canadian Journal of School Psychology* offers a Canadian perspective on key issues that school psychologists and educational face in their everyday practice.

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