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A REVIEW OF TERMS RELATED TO RACE IN SCHOOL PSYCHOLOGY JOURNALS

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Abstract

The Black Lives Matter movement has been an increasing movement since the death of Trayvon Martin in 2012. Over the next decade there has been an increase in the movement due to Black lives continuing to be lost at the hands of police. School psychologists play a key role in supporting the mental health of students within schools. It is essential that research discuss how to best support students who have been affected by this movement as children have witnessed, so much on television and social media over the years. The current review explores whether these sociopolitical issues have also shown up within our field, as represented by peer-reviewed literature. Seven school psychology journals were searched to examine the data in relation to the number of articles as well as the topics. Results found that there are limited articles related to the Black Lives Matter Movement and the roles of school resource officers in schools. Most articles found through this search are related to mental health of students. Limitations and future directions are discussed.

Keywords: Black Lives Matter, police, racism, anti-racism, school resource officers

In dedication to my mother.

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Introduction

Children's development of their brains significantly impacts the way they view the world around them. According to Piaget's cognitive theory, children go through four distinct stages and each stage marks a significant milestone in terms of their intellectual abilities. There are four distinct stages: sensorimotor 0-2 years of age, preoperational 2-7 years of age, concrete operational 7-11 years of age, and finally formal operational stage 11 years of age up to adulthood (Cherry,2024). For the preoperational stage, children begin to develop memory and engage in make-believe play. Their thoughts are not entirely their own at this point and they are influenced by what they are exposed to whether it is television or their parents. The concrete operational stage is from 7-11 years of age. They realize they have their own thoughts and the way they think may not be the same as others. Children develop their own logical thoughts now. At this point, they are still not able to think abstractly or hypothetically about problems and situations or engage in complex conversations. It is not until the formal operational stage that children can engage in various conversations requiring critical thinking. Topics such as policing and its effects on other communities can be seen as critical. It is not until this stage that children can engage in conversations and understand potential different points of view.

In 2020 the cases of Breonna Taylor and George Floyd occurred, a mass movement was sparked around the world about police conduct. It created controversy within our nation, families, friends, and neighborhoods. During this time people's attitudes quickly shifted to #BlueLivesMatter (Police support) or #BlackLivesMatter (victims support). Throughout this time students in schools have had various levels of exposure to issues related to race and/or police conduct. Many viewed riots taking place on TV, seeing neighborhoods get destroyed, and

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seeing people be unkind to one another. Legal socialization is the process of developing attitudes towards rules, laws, and the legal system through our environments. In early adolescence, children increase self-consciousness, stress, inner conflict, uncertainty, and disorientation (Sindall et al., 2016). They are easily influenced during this time from 10-14 years of age and most youths' attitudes come from their parents. Wolfe and colleagues (2016) found that parent's attitudes towards the legitimacy of the justice system were associated with their children's legitimacy attitudes. Children tend to have stronger positive attitudes towards the legal system when they have had more parental supervision.

Black Lives Matter and Race

When the Black Lives Matter Movement (BLM) began there was wide support as well as some anti-campaigns against the movement. Social media platforms such as Facebook, Twitter, Tik Tok, and Instagram were being used daily to highlight the injustices that were happening in our country. These social media platforms have exposed issues around policing and race within the community and schools. #BlackLivesMatter was used as a main campaign statement to address the issues that were being faced in our country in terms of policing and the treatment of Black citizens. There were many corporate (e.g., Nike, Walmart) and local companies or brands that used the hashtag of Black Lives Matter to show their support of the movement. These big companies most likely showed favor in support of the Black Lives Matter Movement to keep their customers. There was a sense of cancel culture throughout this time. Cancel culture is a term that is defined as the phenomenon or practice of publicly rejecting, boycotting, or ending support for particular people or groups because of their social or moral actions (Vogels et al., 2021). In terms of cancel culture there were instances where celebrities used the movement to get personal gain or apply shock factor within their communities. An example is when Kanye West

wore a shirt saying #WhiteLivesMatter (Ray, 2022). Kanye West received a lot of negative attention during this timeframe as individuals began to boycott his music along with his Adidas brand of Yeezy.

Race and Impact Over the Years

In the United States of America, African Americans have dealt with trauma over the years, well before the explosion of the Black Lives Matter (BLM) movement. Beginning with slavery in 1619, Africans were brought over to the U.S. from other countries in Africa. They were stolen from their countries and stripped of their name, culture, and religion. Africans had to endure life-long trauma from being separated from their families and culture. Inhumane punishment of all kinds was applied to these individuals. Unfortunately, African Americans were not viewed as humans but as property that could be bought and paid for. It was not until the end of the Civil War (1861-1865) that enslaved individuals were freed. The 13th amendment of the U.S. Constitution did not go into effect until December of 1865 which abolished slavery across the nation. As slaves were freed, there was still an issue of how they would be treated as equal citizens in a world where they were considered property. The Reconstruction Era went into effect to address the issues of slavery that impacted the social, political, and economic aspects of African Americans. The Reconstruction Era failed for numerous reasons due to White Southerners' issues with not owning enslaved individuals. To limit the rights of former enslaved Americans the Jim Crow laws were put into place.

After the ratification of the 13th Amendment in 1865, rules known as "Black codes" were put into place to limit the freedom of African American citizens (Cooper, 2015). African Americans were limited to jobs that involved a form of servitude such as working in the field or becoming a maid. The idea of indentured servitude was occurring mostly in jail. African

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American citizens were not able to gain a fair jury at this time. Sentences resulted in punishments such as working in the field. Beginning in the early 1900s, White Southerners continued to increase Jim Crow laws by limiting access to places for Black citizens. There eventually became a culture of White -only restaurants, restrooms, parks, and institutions (HUSL Library, 2023).

The Ku Klux Klan was formed in 1865 after the end of the Civil War. The Ku Klux Klan was founded by Confederate soldiers to suppress the rights of newly freed African Americans. The terrorist group used many different tactics to try and attempt to scare Black citizens. Ku Klux Klan members were not always low-income members of society but were also individuals who held high positions in government offices. Throughout the years of the Ku Klux Klan organization, there has been a fluctuation of membership (Onion et.al, 2023). In the most recent years, there has been an increase in White supremacist groups throughout the nation. Since Donald Trump's presidency, incidents of White supremacists have increased (Smangs, 2017).

The Civil Rights Movement began in the late 1940s sparking the need for change in the United States of America for equal rights amongst their White counterparts. The Civil Rights Movement resulted in many positive outcomes in laws that supported the rights of African Americans. Along the way came a lot of protests, riots, and police brutality for their rights.

Positives of Civil Rights Movement

The Civil Rights Act of 1964 brought so many positive changes to the lives of African-American communities, such as voting rights. One of the positive political agendas was the signing of the Voting Rights Act of 1965 (National Archives and Records Administration, 2022). African Americans already had the ability to vote, but Southern states enacted laws such as literacy tests that prevented individuals from voting. The Fair Housing act of 1968 was a result

of the Civil Rights Movement that provided African Americans with better housing. They no longer were confined to poorer areas of the city and could buy more reasonable homes without being denied by the color of their skin (Ware, 2013).

1990s Impact of Policing

Another historical instance of the treatment of Black Americans was when, over thirty years ago, a videotape of the Los Angeles Police Department (LAPD) was shown across the nation of them assaulting an African American male named Rodney King. The video was taken by a bystander who the police officers were not aware of at the time. The viewing of this assault changed thousands of people's perspectives. In April of 1992, a jury acquitted the officers involved in the assault of Rodney King. Civil unrest soon erupted in Los Angeles for five days resulting in looting, arson, and riots in the area (Floyd, 2022). Thirty years later the nation is still seeing the impacts of police brutality in the country. There has been police reform since the incident of Rodney King, but it brings the question of how much has really changed in society. Most police are now required to use video cameras when arresting individuals. They cannot use excessive force at times, especially when someone is complying. As with the Black Lives Matter movement there has been civil unrest in multiple cities across the country. History is repeating itself once again right before our eyes.

Race and the Police

According to Bobo and Taun (2006), members of the dominant group (the in-group) tend to share a sense of superiority over members of the subordinate (out-group). This idea supports and explains how White people are more likely to hold favorable opinions of the police compared to their Black counterparts. This is relevant because, for a long time, the system was not created for minoritized individuals but was only beneficial to the dominant group. Attitudes

from non-White parties are often thought to be due to negative contact with the police and or distrust for government officials (Skogan, 1996). Brunson and Miller (2006) reported that Black youth in a poor urban area whom they interviewed believed they were often stopped by the police because of the color of their skin. They also noted it is a form of harassment. Many Black youths grow up with the mentality that the police are not here to support them. This comes back to the fact of who is supposed to be their hero when something bad happens in their neighborhood. How are they to be trusted and why would the police have their best interest at heart.

African Americans have more negative attitudes toward police than their White counterparts (Gilliam et., al 2016). This is because of the historical context of how the police have treated people in the past. Social economic status also plays a part in how citizens view the police. Lower economic areas tend to have higher crime rates resulting in more policing of the streets. This then potentially results in more negative encounters. Over the years video cameras have become more a part of a police officer's daily routine in active duty. We may be able to see more positive interactions in more affluent neighborhoods where police are not really seen, because of the lower crime rates. Race plays such an important role in the 21st century, though we have had progression over time, there are still racial disparities being upheld when it comes to policing.

Police presence in schools has intensified over the years due to the need for an increase in the level of security within schools. School resource Officers (SROs) have increased since the Columbine shooting in the 90s. Though school shootings have decreased over time there is still a high presence of police officers in K-12 schools. Since 2012 over 40% of schools have had school resource officers within their buildings (Rosiak, 2014). The increase of police officers can

potentially create a safer climate in schools. School resource officers still have the same rights as any other police officers with arresting students. There has been debates that school resource officers may not know how to correctly deal with children when arresting them. There have been lawsuits against school resource officers in the handling of students. In 2015, an incident occurred in South Carolina resulting in a student being body slammed in her classroom. The student received a few injuries to her body. Though the police officer was found not guilty of violating her civil rights, it is likely that this could have been prevented with proper training on how to de-escalate students without having to use force on them. It is found that the training that counselors, school psychologists, and social workers could be potentially beneficial for police officers in their training.

Race in K-12 Schools

Race has always been a significant issue within school systems. Plessy vs. Ferguson (1896) was in place by the U.S. Supreme Court to keep races separate from each other in facilities. This affected all public facilities restrooms, buses, and even schools. The quality of spaces was inherently unequal. The quality of resources in the classrooms from textbooks, books, facilities, and overall quality of the building were not the same as their White counterparts. It was not until Brown vs. Board of Education (1954), which was a series of cases, led to the ultimate decision of the Supreme Court that segregation in public schools was a violation of the 14th Amendment. The main evidence used in the case was based on research completed by Mamie Phipps and Kenneth Clark. They created a series of dolls that were all the same, but different in terms of race. When African American students were asked about the dolls it was found that they had negative perceptions of themselves (Black dolls). After this ruling, the Supreme Court found the segregation of schools unconstitutional. Though the United States

found segregation to be unconstitutional, many individuals were not in agreement with this decision. Cities began to revolt by blocking African American students access to education by blocking entrances to schools, physically throwing objects, inflicting physical violence, and lastly shouting negative slurs at students. There were also numerous bombings of schools and churches to discourage African Americans from attending these schools.

Disproportionality in Special Education

Differences across race continue to play out in schools through issues of disproportionality. Disproportionality in special education is becoming an increasingly significant issue for our Black and brown students. It is found that Black students are more likely to be placed under the categories of intellectual disability and emotional disturbance than their White counterparts (Morgan, 2020). Their White counterparts are placed in classrooms that are less restrictive and offer more resource. There are many factors that contribute to the overrepresentation and underrepresentation of minorities placed in special education services. Some of these factors include low socioeconomic status, teacher perceptions, and test bias. Low socioeconomic status contributes to the factor of misidentification in special education. Children who are a part of low-income families often do not have the same opportunities and resources as peers of higher economic statuses. This could be potentially due to parents' work environments and having less time to provide educational resources for their children. Research indicates that students from lower socioeconomic status households develop academic capabilities slower than those with higher incomes (Morgan et al., 2008).

Teacher perceptions of students and their abilities can also contribute to the misidentification of children placed in special education. Racial mismatches in the classroom have negative effects on Black and brown students. Black students are more likely to receive

lower average ratings from teachers on their academic capabilities and behavior in the classroom. (McGrady & Reynolds, 2013). It is found that students who share the same race identity and socioeconomic status tend to demonstrate more positive behaviors and are stronger academically in the classroom.

The instruments used to test students have also greatly impacted how we identify students with learning impairments. The instruments used to evaluate students are not always appropriate. A case that is significant with this issue is Larry P. vs Riles (1979). This case involved the misplacement of students who were placed in severely intellectually disabled classroom and as well as the overrepresentation of Black students in special education classes. They argued that the intelligence quotient (IQ) tests that were given were not racially appropriate. The court ruled that IQ testing was impermissible for African American students in the state of California. Standardized intelligence tests may not always be appropriate for African American students due to the nature of the items of the test as well as the cultural values that African Americans may carry (Thaler et al., 2015).

Disproportionality in Discipline

Disproportionality extends beyond special education identification and placement. When it comes to discipline issues in schools, it has been found that Black students are three times more likely to be expelled in preschool than children in the K-12 setting (Wymer et al., 2022). Racial disparities in discipline begin as early as preschool. Black preschoolers are 3.6 times more likely to get suspended on one or more occasions in comparison to their White peers (U.S. Department of Education, Office of Civil Rights, 2016). African American students make up less than 20% of the preschool population but make up 47% of suspensions (U.S. Department of Education, Office of Civil Rights, 2016).

There is research suggesting that Black students are twice as likely to be expelled compared to their White counterparts and Black male students are more likely to receive harsher punishments than any other race in schools. This can lead to harmful results, causing them to be less academically engaged in the classroom, mistrust of authority in schools, increased dropout rates, and more exposure to the criminal justice system (Wymer et al., 2022). Implicit biases contribute to a lot of punishments that go into effect. Implicit biases are the negative attitudes and perceptions that we hold of certain groups. Gilliam et al., 2016 conducted a study on whether teachers' implicit biases affect the judgment of students' behavior. Findings suggested that teachers were more likely to pay attention to Black students and look for misbehavior than students of any other race.

Discipline practices are also primarily influenced by the administration's perceptions of the student. It is found that African American students are more likely to be suspended for minor infractions when compared with their White peers (Del Toro & Wang, 2022). Minor infractions are mostly non-violent incidents (e.g., talking back in the class). These minor infractions can negatively contribute to a student's academic success and overall perception of their school climate. When students have negative perceptions of their school climate, it can lead to further academic stress, run-ins with police, and becoming a part of the juvenile system. The McNeal and Dunbar (2010) study suggests that Black students, when compared to White students, have more negative perceptions of school than their peers.

Out of school-suspension (OSS) and expulsion are found to be the most exclusive punishments in schools, especially for African American students. Students who experience OSS or expulsion are ten times more likely to end up in the juvenile justice system (Black, 2023). OSS is the definition of being suspended from all school activities. This causes more harm to

students as they are missing out not only on their education, but also socialization with other students. Zero-tolerance policies have impacted the way schools operate and function when assigning punishments to students. Zero-tolerance policies were meant to hold students accountable for safety concerns such as weapons. These policies have now transpired to minor infractions, such as arguing with the teacher. Recent increases in zero tolerance policies are associated with the increased rates of discipline for Black students (Peterson, 2021).

Purpose of this Study

To many, the Black Lives Matter movement makes issues related to race and police seem recent. However, history shows us that issues of race, racism, treatment of Black people, and policing have been salient in this country for a very long time. Despite the documented history, were these issues explored and discussed in the field of school psychology as they were unfolding in our society? Did school psychology journals publish articles about race and policing prior to the recent Black Lives Matter movement? This study evaluates the trends in school psychology journal articles as they relate to the racial reckoning in America. The literature was systematically reviewed to identify and track instances of language (i.e. keywords used in this study) from this movement within school psychology. This study explored the publication of articles in school psychology including terms related to race. Specifically, 1) how many articles with these keywords are related to other topics, and 2) how many articles are related to Black Lives Matter and school resource officers.
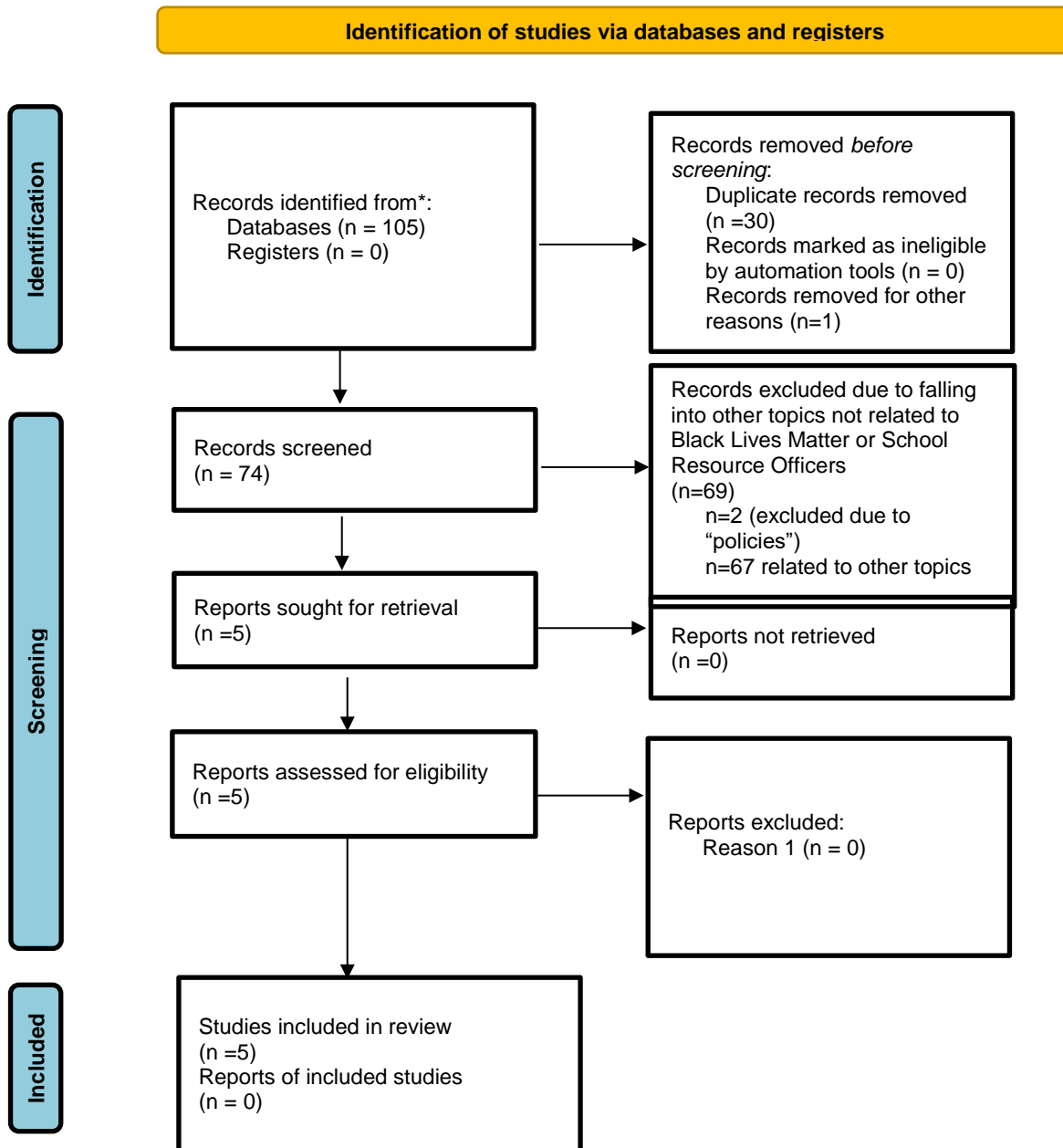
Method

Procedure

The following school psychology journals were searched: *School Psychology (*and its former title *School Psychology Quarterly), Journal of School Psychology, School Psychology International, Contemporary School Psychology, School Psychology Review,* and *Psychology in the School*s. These journals were chosen because they are the primary journals within the field of school psychology. Articles were identified that included the following words or phrases: "Black Lives Matter," "police," "racism," "anti-racism," and "school resource officers." Articles were narrowed based on inclusionary criteria using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA, Page et. al., 2021). That is, first any article within the searched journals using those keywords was included. To address the first research question, articles were then removed if they didn't include the topic of Black Lives Matter or policing in the schools, as those were the initial and primary interests of this study. Overall, 67 articles were related to all the keywords within the study.

The abstracts of these articles were reviewed to determine whether they met criteria in terms of each question that has been presented within this review. Of the 105 initial articles identified using the keywords, 30 of the articles were duplicates. One article was removed due to the nature of it being related to college students. Seventy-four articles remained. From there, two articles were removed due to the keyword "police" yielding articles that were discussing "policies." No mention of the word police was found in these two articles. Then, the remaining 72 articles were closely reviewed to determine how many of those were related to the Black Lives Matter Movement or policing in schools. Final exclusion criteria were articles not containing the keywords "Black Lives Matter" or "school resource officers." This led to 67

articles that contained the keywords related to race but did not specifically discuss Black Lives Matter or SROs. The articles that were excluded discussed topics related to COVID-19, academics, job satisfaction, mental health, discipline, and cognitive assessment. There were only five articles specifically related to the keywords "Black Lives Matter" and "school resource officers." See Figure 1 for the PRISMA model.

Given the variety of content areas found within the articles, criteria were used to categorize each article that did not address BLM or SROs. See Table 1 for criteria used to categorize these articles related to other topics. After reviewing all articles, the following categories emerged: COVID-19, academics, job role, mental health, discipline, and assessment. COVID-19 topics were clumped together based on the premise of abstracts that include COVID-19 and the health disparities that are affecting students. Articles that were related to academics included keywords such as academics as well as abstracts that focused on teacher's biases against students of color. Articles that were similar within abstracts relating to racial microaggressions within the field of school psychology as well in the workplace were compiled when discussing job role. Abstracts that discussed negative social-emotional of students, depression, and self-harm were compiled into the topic of mental health. Articles that discussed the category of discipline in terms of words such as out of school suspension (OSS), in school suspension (ISS), and expulsion. Abstracts that were related to cognitive assessment or special education eligibility were compiled into an assessment category.

Figure 1 PRISMA flow diagram (Page et. al, 2021)

Identification of studies via databases and registers

Identification

Records identified from*:
Databases (n = 105)
Registers (n = 0)

Records removed *before screening*:
Duplicate records removed (n =30)
Records marked as ineligible by automation tools (n = 0)
Records removed for other reasons (n=1)

Screening

Records screened
(n = 74)

Records excluded due to falling into other topics not related to Black Lives Matter or School Resource Officers
(n=69)
n=2 (excluded due to "policies")
n=67 related to other topics

Reports sought for retrieval
(n =5)

Reports not retrieved
(n =0)

Reports assessed for eligibility
(n =5)

Reports excluded:
Reason 1 (n = 0)

Included

Studies included in review
(n =5)
Reports of included studies
(n = 0)

Table 1

Criteria for Articles Related to Other Topics

| Criteria for Articles into each category	
COVID-19	Abstracts that include COVID-19 and the effects that it is having on students
Academics	Abstracts that discussed the education gap regarding academics and how teacher perceptions of students play a factor into the gap.
Job role	Abstracts that focused on teachers, school psychologists, faculty, and the racial micro aggressions that they face within their job.
Mental Health	Abstracts that discussed the social-emotional well-being of students related to depression, self-harm, microaggressions, and overall positive image of oneself.
Discipline	Abstracts that discussed discipline within schools related to PreK-12th grade students
Assessment	Abstracts that discussed cognitive assessment as well as special education services

Results

To start, the number of total articles that included the search terms "Black Lives Matter,"
"racism," "anti-racism," "police," and "school resource officers" were found in the following
school psychology journals: *School Psychology* (and its former title *School Psychology
Quarterly*)*, Journal of School Psychology, School Psychology International, Contemporary
School Psychology, School Psychology Review,* and *Psychology in the Schools.* Overall, there
were 105 articles related to the search terms. After removing duplicates and articles captured
incorrectly (i.e., polices not police), 67 articles were produced. The earliest article was published
in 1973. Trends of the articles were related to cognitive assessment with black students
beginning in the early 70s. Frequency of the articles is sporadic across years as there is steady
number of articles published in the early 70s ranging from 1973 to 1975. It is not until 2017 that
there was a spike in the number of articles related to the keywords. In 2020 there is a spike of
articles related to the keywords, though most of them focus on the mental health of students,
teachers, and school psychologists. In 2022 there was the greatest number of articles across all
the publishing years. *Journal of School Psychology* had the most publications across all seven
journals. See Figure 2 for the frequency of publications related to all keywords per year. Please
note that Figure 2 only includes years during which an article was published, not every possible
year of publication. For a full table of all article titles published and the keyword(s) included, see
Appendix A.

Figure 2

Frequency of Publications Related to All Keywords Per Year
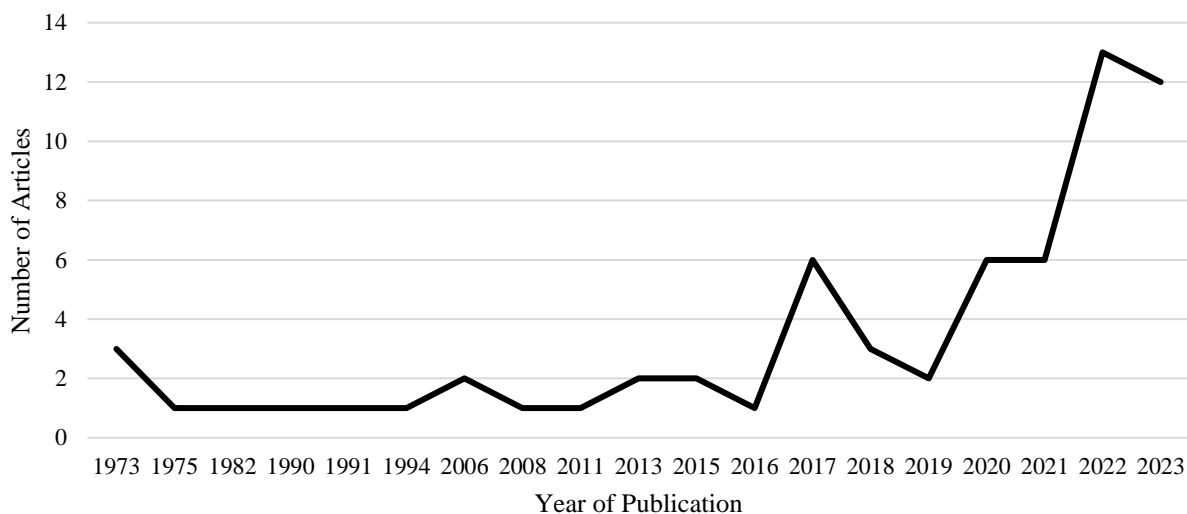
The first question addresses the frequent topics that are published in relation to the overall broad topic of racism across the years, outside of the Black Lives Matter movement and policing in the schools. The keywords were used throughout all seven journals. Exclusion criteria were used to exclude duplicates of articles across journals. In total there were 67 articles left that fell into six categories: COVID-19, academics, job role, mental health, discipline, and cognitive assessment. Of all the six topics that were found, the topic of mental health had the most articles, resulting in 27. Academics was the second most popular topic resulting in 11 articles. The academics category was defined as topics that involved student's academics as well as teacher perceptions within the schools. Cognitive assessment was the third most popular topic discussed with most of these articles occurring in the early 70s.This is most likely due to the Larry P. vs. Riles (1979) with the increase of articles during the time frame. Job role was the fourth category

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with a total of seven articles related to racism. Most of these articles specifically focus on school psychologists and the racial microaggressions that occur within graduate school and well on into the field. The fourth topic related to discipline had articles related to different types of punishment within schools. *Journal of School Psychology* had the most articles related to racism when compared to the other six journals. Table 2 shows the number of articles represented in each topic.

Table 2

Frequency of Topics Related to Racism

Journal	Topic						
	COVID-19	Academics	Job Role	Mental Health	Discipline	Assessment	Total N per Journal
School Psychology/ School Psychology Quarterly	5	2	1	4	4	0	16
Journal of School Psychology	0	6	1	2	1	6	16
School Psychology International	0	1	0	7	0	0	8
Contemporary School Psychology	0	0	3	3	1	2	9
School Psychology Review	0	2	0	2	2	0	6
Psychology in the Schools	0	0	1	9	0	2	12
Total N per Category	5	11	6	27	8	10	67

The second research question addresses the number of articles related to the Black Lives Matter Movement and school resource officers. The search terms "Black Lives Matter" and "school resource officers" were used to code through the seven journals. Table 3 is provided below with the results. Five articles from the seven journals were included in this review. Articles range from 2011-2022. *School Psychology International* had the most articles related to the search terms resulting in three articles. *School Psychology Review* and *Contemporary School Psychology* only had 1 article each related to the terms. *School Psychology, School Psychology Quarterly, Journal of School Psychology*, and *Psychology in the Schools* did not have any articles that referenced the two topics.

Nickerson and Martens (2008) examined the three approaches to address violence within the schools. Overall, results indicated that demographic variables (SES, school size, neighborhood crime) account for a lot of crime within schools. It was found that security/enforcement strategies (e.g. security guards, suspensions of students) were associated with more incidents of disruption within schools.

James and colleagues (2011) discuss the role of school-resource officers within schools. It reflects the need for school resource officers in terms of school violence and shootings within schools. They explain the benefits of the Crisis Intervention Team (CIT) and how it could potentially have benefits for school resource officers within schools. The goal is to de-escalate situations by using verbal language instead of immediately resulting to physical restraint of individuals. National Association of School Resource Officers was also used within the journal to discuss the overall training that is provided to school resource officers. Scenarios were then provided to support the use of CIT with school resource officers. It is the recommendation of the authors that School Psychologists seek this specific type of training CIT to for their school

resource officers, so they can better support students when crises arise. Whether this is a student with a mental health issue or a specific disability.

Proctor and colleagues' (2020) purpose was to address the knowledge of school psychology students and school psychologists' knowledge of police violence. The four questions addressed the knowledge of police violence against black individuals, experiences within graduate programs of racial topics, graduate training support for individuals who have experienced violence from police officers, and lastly training areas that need improvement. The study was conducted with 14 individuals with a mix of School Psychologists as well as students across multiple races. Results indicated that most individuals learn about police violence through local current events. The second question addressed the type of racial topics which were broader in terms rather than focusing specifically on BLM. The third question addresses the formal training that has been given within graduate programs to support individuals of police violence. There is currently no formal training in this area. The last question looked at the type of training that needs to occur within graduate programs. Most of the participants recommend multicultural training as a need of improvement within training.

Proctor (2022) focused on one of the first Black school psychologists known as Albert Sidney Beckham and his contributions to the field of school psychology. Proctor then went through the article and discussed the Black influence has on when it comes to literature, National Association of School Psychologist (NASP) roles, and increase of membership. Results indicate that recruitment needs to be fostered within Historically Black Colleges and Universities (HBCUs). They discussed the need of more programs within HBCUs as well as expressing the knowledge of school psychology amongst campuses. For retention purpose there is a discussion of an increased need of school psychology faculty of color, due to the racial topics that are

discussed in graduate programs. There is a need of increase support within these programs. Therefore, promoting more mentoring opportunities for these student as well as increasing multicultural topic conversations. Lastly it discussed the job satisfaction of school psychologists with dealing with microaggressions from students, teachers, parents, and faculty. As well as questioning their competencies and knowledge of the field.

Heidelburg and colleagues (2022) discuss Black students physical and emotional safety within schools. The comparison between Black and White students and their safety is first discussed. Black students often time do not feel safe due to the racial trauma that occurred over the years. The article addresses areas of disproportionality over the years when it comes to special education services (e.g. Emotional Disturbance) as well as discipline. They also discussed the presence of school resource officers in schools and their role within schools. School resource officers are often found to contribute to more crime in schools and lowers the chance of Black students' safety. This is contributed to the fact of the role of police officers and the trauma that has been related to them over the years with the Black population. The goal of this article was to provide solutions that best support students' safety. The authors' recommended multi-tier systems of support (MTSS), mindfulness training, mentoring, restorative practices, and conflict resolution interventions.

Table 3

Articles Related to the Black Lives Matter Movement and School Resource Officers

Author	Journal	Empirical/ Non-empirical
Nickerson and Martens (2008)	*School Psychology Review*	Empirical
James et.al (2011)	*School Psychology International*	Non-Empirical
Proctor et. al (2020)	*Contemporary School Psychology*	Empirical
Proctor S. (2022)	*School Psychology International*	Non-Empirical
Heidelburg et. al (2022)	*School Psychology International*	Non-Empirical

Discussion

The current study explored the frequency of journal articles published in school psychology that relate broadly to issues of race and racism, and more specifically the Black Lives Matter Movement and school resource officers. The first question addresses the results of the number of publications over the years related to the keywords. Across the years of publication there were variances within the years with clusters such as the early 70s, and early 90s. In 2015 there starts to become a consistency of at least one journal per year to present day. In 2020 we start to see an increase in articles related specifically to COVID-19 and the health disparities that occurring amongst races. We also see more frequent articles related to more publishing of COVID-19 as well as anti-racism articles. During 2020 with COVID-19 occurring as well as the racial reckoning within our country. Of the 67 articles that were found related to the keywords, most of these articles were published in the year of 2022. Overall, there has been an increase of topics related to racism over the last decade.

Findings were consistent with the topics related to special education along with discipline. There were numerous articles in the early 70s discussing cognitive assessment along with African American children. One of the articles that was reviewed James et. al (2011), discussed the impact of the special education label (e.g. emotional disturbance) and how it can have an impact on Black male students. Teacher perceptions of students was also a common issue when reviewing the terms and how teachers perceive their students and how that effects academic grading as well as discipline referrals. The topic of racism is also starting to expand to focus more on Asian-Americans, Native Americans, Latinos as well as the LGTBQ community. These articles are starting to focus on topics such as cognitive assessment, discipline in schools, as well as mental health.

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The second question asks how many articles are related to "Black Lives Matter" and "school resource officers." There were only five articles identified. This discovery highlights the fact that this is not a topic that is being discussed frequently in the field of school psychology. There is minimal research in these areas with some articles coming from the same authors. The lack of articles is surprising due to the Black Lives Matter Movement being such a turning point in our history like the Civil Rights Movements. Articles focused predominantly on the role of school psychologists to further support and maintain black thought in school psychology. Proctor (2022) wrote an article that referred to the maintaining of Black thoughts when it comes to publishing within journals. As well as retaining school psychologists within the field by recruitment within Historically Black Colleges and Universities (HBCUs). A study was also completed by Proctor et. al (2020) to discuss the relevance of racial topics (Black Lives Matter) within school psychology graduate programs. Publications that were relevant to the nature of the topic are far and few between.

In response to my second research question, the number of articles related to other racism topics was found to be 67. Terms that were used regarding racism were based more on topics related to COVID-19, academics, mental health, job role, discipline, and cognitive assessment. Mental health was by far the highest subtopic related to racism in terms of microaggression in school against students. It is surprising that there are not more articles included about COVID-19 in terms of the racial issues regarding health care disparities. As well as the increase gap on education on education with students missing out on at least a year to two of school. It should be noted that most of these articles came specifically from the *Journal of School Psychology*.

Implications

Overall, there were 67 articles related to all the keywords: "Black Lives Matter," "police," "racism," "anti-racism," and "school resource officers". There were only five articles that were related specifically to "Black Lives Matter" and "school resource officers". Of the 67 articles being related to various topics such as the topic of mental health are increasing within publishing in terms of discussion within our field. It is important that the topic of mental health is being discussed, so school psychologists can best support students that are dealing with low self-esteem, depression, and self-harm. Especially, our students of color due to the negative connotation of mental health. There was a lack of empirical studies related to school resource officers in their roles within the building. Articles that were related to "school resource officers" focused more of safety concerns within schools as well as their job role within schools. These articles were important, because it highlights the significance of school resource officers in schools and the benefits of having them within the building. The literature that has been provided with the Black Lives Matter movement has not had much discussion within school psychology journals. Most of the articles regarding BLM within school psychology are looking to promote the thoughts of black school psychologists within publishing as well as retention within the field. Articles also discussed the need for school psychologists to be more aware of racial topic conversations within our communities. Especially, within graduate school programs increasing these topics to support future school psychologists. Articles focused heavily on microaggressions that these psychologists face daily, as well as the need for recruitment and retention within the field. These articles highlighted the importance of recruitment from Historically Black Colleges Universities (HBCUs) as well as the need for black mentors within this field. The information is important to gain and retain Black school psychologists within our field.

Limitations and Future Directions

This systematic review has several limitations due to the nature of the topic that was being presented. The lack of literature regarding the Black Lives Matter Movement is most likely due to the sensitive nature of the topic. As discussed earlier in the literature review #BlackLivesMatter is often seen as a political standpoint. Publishers of these journals may not want to publish articles that seem politically motivated. The search terms that could have encompassed more key terms such as "Disproportionality" or "Blue Lives Matter". The attention of this topic seems to come into waves over the years in relation to police brutality and has grown over the years especially with the murders of George Floyd and Breonna Taylor. The National Association of School Psychology website has released statements in terms of supporting the #BLM movement, but it is interesting that there was not an increase of research in this topic area. The journals that were reviewed do not support the seriousness that occurred with the movement.

Another limitation is the relevance of journals that were used in this systematic review. If journals were used outside of the school psychology field, there would have been potentially more articles to review in terms of 'Black Lives Matter" and "school resource officers. Other journals related to criminology or political science probably would have focused more on the political standpoints of the issues. It probably would have given more weight to the concerns of the movement that has occurred. Research could also have been carried out using the National Association of School Resource Officers to help determine the role of school resource officers within schools.

An increase in articles of different school psychologists' graduate training in terms of racial topics, would also better support school psychologists during this time. As there should be

an increase of knowledge amongst our community about topics such as BLM. As well as promoting more collaboration between the school psychologists, counselors, and school resource officers in the building to foster better relationships with students when dealing with de-escalation situations. District in-services could be held to support more in de-escalation techniques, such as the ones that we use for Crisis Prevention Institute (CPI) training. An increase in articles is needed to provide the best support to school psychologists to help navigate situations when it comes to dealing with police. Information is especially needed for students who have been traumatized by experiences with the police and how to best support students when they may have interactions with SROs within the building. There needs to be guidance to support school resource officers in their roles at school when dealing with students with various disabilities and situations.

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Appendix A

All Articles Found Using Keywords

Articles	Keywords
School Psychology Reflections on COVID-19. Antic-racism, and Gender and Racial Disparities in Publishing	Police, racism, anti-racism
Examining the Effectiveness of a culturally Adapted – Social Emotional Intervention for African American Males in an Urban Setting	Police, racism
The Relative Contribution of Subjective Office Referral to Racial Disproportionality in School Discipline	Racism
Addressing violence against educators: What do teachers say works?	Police
The Dual Pandemics of COVID-19 and Systematic Racism: Navigating Our Path Forward	Racism
Online Racial Discrimination, Centrality, and Academic Outcomes Among Black Youth	Racism
The Invisible Work of Persisting: BIWOC Students in School Psychology Doctoral Programs	Racism
Universal Screening for social-Emotional and Behavioral Risk: Differential Item Functioning on the SAEBRS	Racism
School Psychology Annual Journal Update	Racism, anti-racism
The Role of Colorism in Explaining African American Female's Suspension Risk	Racism
Commentary: Teaching Expertise is the Best Antidote for Educational Equities	Racism
Guidelines toward more socially just mental health screening in schools	Racism
A call to Action for School Psychology to Address COVID-19 Health Disparities and Advance Social Justice	Racism, anti-racism
Context Matters for preschool: Discipline: Effects of Distance Learning and Pandemic Fears	Racism
Experiences and Perceptions of School Staff Regarding the COVID-19 Pandemic and Racial Equity: The Role of Color Blindness	Racism
School Experience of Early Adolescent Latinos/as at Risk for Emotional and Behavioral Disorders	Racism
Early Career Black Women in school-based mental health fields: Understanding their experience of workplace discrimination	Racism
Academic achievement and relations to externalizing behavior: Much ado about nothing	Racism
White Privilege and Teacher Perceptions of teacher-child relationship quality	Racism
Are school psychologists' special education eligibility decisions reliable and unbiased?: A multi-study experimental investigation	Racism
Adding to the Education Dent: Depressive Symptoms mediate the association between racial discrimination and academic performance in African Americans	Racism
Enhancing or reducing interethnic hierarchies? Teacher diversity approaches and ethnic majority and minority students' ethnic attitudes and discrimination experiences	Racism
Parenting Profiles of Academic and racial socialization: associations with academic engagement and academic social beliefs of African American Adolescents	Racism
Ethnicity as a social context for the development of African-American Adolescent	Racism
Examining school ethnic-racial socialization in the link between race-related stress and academic well-being among African American and Latinx adolescents	Racism

Articles	Keywords
National ethnic and racial disparities in disciplinary practise: A contextual analysis in American secondary school	Racism
A roadmap to equitable school mental health screening	Racism
Racism and Psychiatry	Racism
Relationships of race and socioeconomic status to classroom behavior, academic achievement, and referral for special education	Racism
The NEA Testing Moratorium	Racism
Cultural Myopia: The Need for a corrective lens 1	Racism
Assessing minority group children: Challenges for School Psychologists	Racism
From Beckham until now: Recruiting, retaining, and including Black people and Black thought in school psychology	Black Lives Matter, Racism,
Including School Resource Officers in school-based crisis intervention: Strengthening student support	Police, school resource officers
Reconceptualizing school safety for Black students	Police, school resource officers
Ideal standards for policy on student self-harm: What research and practice tells us	Police
Centering the Contributions, perspectives, and experiences of Black School Psychologists: Commentary on Proctor 2022	Racism
Scholastic Integration of Gypsies in Italy: Teachers' Attitudes and Experience	Racism
Working together towards social justice, anti-racism, and equity: a joint commitment from school psychology international and journal of education and psychological consultation	Racism, anti-racism
Preparation of School Psychologists to Support Black Students exposed to Police Violence: Insight and Guidance for Critical Training Areas	Black Lives Matter, Police
The Role of Microaggressions on School Psychologists' Satisfactions with the Field	Racism
Examining Implicit Biases of Pre-Service Educators Within a professional Development Context	Racism
School bullying, Perpetration, and Cyberhate: Overlapping Issues	Racism
It Offends Us too! An Exploratory Analysis of High School-Based Microaggressions	Racism
The Fortieth Anniversary of Larry P. V. Riles: Cognitive Assessment and Black Children	Racism
The role of Larry P. v. Riles Case in California due Process Complaint	Racism
Restorative Approaches to Discipline and Implicit Bias: Looking for Ways Forward	Racism
Examining Racial Microaggressions, Race/ethnicity, gender and Bilingual Status with School Psychology Students: The Role of Intersectionality	Racism
Culturally Responsive Adaptions in Evidence- based Treatment: The Impact on Client Satisfaction	Racism
Nudging the Gap: Introduction to the Special Issue "Closing in on Disproportionality"	Racism
An unwelcomed digital visitor in the Classroom: The Longitudinal Impact of online Racial Discrimination on Academic Motivation	Racism
Bullying and Discrimination between schools: Exploring variation across student subgroups	Racism
School Violence among culturally diverse populations: sociocultural and institutional considerations	Racism

Articles	Keywords
Race and gender bias in the Administration of Corporal punishment	Racism
Are Teachers' Perceptions of difficult to Teach Students Racially Biased?	Racism
School Violence: Associations with control, Security/Enforcement, Educational/Therapeutic Approaches, and Demographic Factors	School resource officers
The Successful resolution of armed hostages/barricade events in school: A qualitative analysis	Racism
Applying a MTSS framework to address racism and promote mental health for racial/ethnic minoritized youth	Racism
The impact of the COVID-19 pandemic on school psychology internship outcomes	Racism
School-based racial micro aggressions and depression among Indigenous young adults	Racism
Applying an ecosocial framework to address racial disparities suicide risk among black youth	Racism
Equitable practices in school mental health	Racism
Cultural considerations for conducting autism assessment with Asian American and Pacific Islander students	Racism
Adult and student perspectives on racial and ethnic equity informed school-based strategies	Racism
Changing the narrative in schools: Addressing systemic barriers and stereotypes that prevent gender and sexual diverse youth from thriving	Racism
Facilitators and barriers to African American high school students' self-determination skill expression	Racism
Psychological assessment with Chinese Americans: Concerns and recommendations	Racism
"Everyone has their story": Intergroup dialogue's potential to cultivate connection through the sharing of migration narratives	Racism

Keywords Searched: "Black Lives Matter," "police," "racism," "anti-racism," and "school resource officers"

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Type of document: ['Specialist Project']

Title: A REVIEW OF TERMS RELATED TO RACE IN SCHOOL PSYCHOLOGY JOURNALS

Keywords (3-5 keywords not included in the title that uniquely describe content): Black Lives Matter, school resource officers, police, racism, anti-racism

Committee Chair: Dr. Sarah Bonis

Additional Committee Members: Dr. Carl Myers Shawna Gilbert Ed.S.

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