



Dear BRNET Members:

Thank you for being a part of the Bullying Research Network! Below you will find updates from our network. Be sure to check our website at <http://brnet.unl.edu> for more information as well.

2014 BRNET-PREVNet Think Tank

PLEASE SEE THE THINK TANK FLYER IN THE APPENDIX

We are very excited for the upcoming BRNET Think Tank on **June 24 and 25, 2014**. The Think Tank will be held at the University of British Columbia in Vancouver, BC, and is hosted by BRNET and PREVNet (www.prevnet.ca), a Canadian national organization that addresses bullying. Scholars who have registered for the Think Tank may contact 2014thinktank@gmail.com with any questions regarding this event.

TRAVEL FROM AIRPORT: Please note that taxi is the best form of transportation from the airport to UBC. The “Canada Line” (a commuter train) and other shuttles are available to take passengers from the airport to downtown; however, these options DO NOT provide transportation directly to UBC. Here is a link that outlines the transportation options to and from the airport.

<http://www.yvr.ca/en/getting-to-from-yvr/public-transportation.aspx>

Professor Philip Rodkin: Rest in Peace

It is with great sadness that we inform you of Professor Philip Rodkin’s (Department of Education Psychology) untimely death. His passion for scholarship and commitment to his students was unsurpassed. His passing is a dreadful and cruel loss given how young he was and how much he still had to offer to his family, field of endeavor, community and all who worked with him.

The Funeral was held Wednesday, May 7th at 9 AM at the Chabad Center for Jewish Life, 509 S Fourth St, Champaign, with burial at Mount Hope Cemetery.



The family requested in lieu of flowers or gifts that Phil be remembered through the support of the work he was committed to and his students, consequently the UIUC Department of Educational Psychology has established the *Phil Rodkin Scholarship in Child Development Fund*

Checks should be made out to “U of I Foundation” with a note on the check or accompanying the check, stating that it is for the Phil Rodkin Scholarship in Child Development Fund.

Checks can be mailed to: U of I Foundation, Harker Hall, MC-386, 1305 West Green, Urbana, IL 61801

Donations can also be made online at <https://www.uif.uillinois.edu/Gifts/StartGiving.aspx> On this page, they will need to enter the amount of the gift and ‘Phil Rodkin Scholarship in Child Development Fund’ on the line where it says “Other – Indicate where to direct donation here.” That is because the fund won’t be listed in the drop-down menu under Urbana-Champaign Campus Funds.

Phil’s colleagues are also planning a tribute to celebrate his life and achievements— details will be sent out soon.

Our College extends our deepest sympathy to his wife Karla and son Noah.

With an unbearably heavy heart,
Mary

Dean Mary Kalantzis
College of Education
University of Illinois

Researcher Spotlight – Dr. David Smith

Dr. David Smith is Professor of Educational Counselling at the Faculty of Education, University of Ottawa. He received his PhD in counselling psychology from McGill University in 1998. He conducts research on school-based bullying prevention programs, with a particular emphasis on understanding how they can be made to be more effective. His current research in particular explores the links between school climate and bullying. Most recently, he completed work by on a national randomized controlled trial of the bullying prevention program for elementary schools called WITS (www.witsprograms.ca). The project was led by Dr. Bonnie Leadbeater from the University of Victoria, who has led the development and evaluation of the WITS program for nearly 20 years. WITS is a reading-based program that addresses issues related to bullying, prosocial conflict resolution, and other related themes for a variety of language and cultural groups in Canada (Anglophone, Francophone, and Aboriginal children). It is a program particularly well suited for schools in rural and remote locales, as all program resources, manuals, and training modules are available free of charge and completely online.

Dr. Smith is a founding member of PREVNet (www.prevnet.ca), a Canadian network of researchers, graduate students, and community-based organizations committed to the prevention of bullying and promotion of healthy relationships among children. The network is co-led by Drs. Debra Pepler and Wendy Craig and is funded by the Networks of Centres of Excellence of Canada, a federal research funding agency, for 10 signature knowledge mobilization projects. Dr. Smith leads one signature project dedicated to disseminating evidence-based bullying- and violence-prevention programs through the Canadian Best Practices Portal of the Public Health Agency of Canada (<http://cbpp-pcpe.phac-aspc.gc.ca>). This is the only such site that promotes evidence-based practice in bullying prevention in Canada.

Dr. Smith speaks frequently to educators, school board officials, and the media about bullying prevention and school climate in the Canadian context.

BRNET New Members!

BRNET has a current total of 155 members! One new member has joined this past month. Welcome to BRNET, Dr. Grace Skrzypiec! Please see below for her brief biography.

Dr. Grace Skrzypiec is in the early stages of her academic career and is receiving mentoring research from Professor Phillip Slee. She completed her PhD in criminology/psychology in 2012 at Flinders University. Grace has been working with Professor Slee on various anti-bullying projects including the “coping with bullying” intervention, which has been successfully implemented in several schools in South Australia and Greece. Currently she is working with Professor Slee on a project exploring the nature of bullying in India.

ANNOUNCEMENT:

Dr. Skrzypiec will be in Atlanta from July 14-19th and at the University of Virginia in Charlottesville from July 20-25th. She is interested in connecting with BRNET members/bullying researchers in these locations on the aforementioned dates. If you are interested, please contact Dr. Skrzypiec at grace.skrzypiec@flinders.edu.au.

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Dr. Shelley Hymel, Dr. Susan Swearer, or to bullyresearchnet@gmail.com.

If you have recently joined BRNET and have not yet provided your information, please send the following to bullyresearchnet@gmail.com.

- 1) contact information that can be posted on the website,
- 2) a brief biography of you and your work,
- 3) a list of current/ongoing projects in this area,
- 4) an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work), and,
- 5) relevant web-based links you would like to share.

Friends of BRNET

Friends of BRNET is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Friends of BRNET receive our monthly e-newsletter. If you are interested in becoming a Friend of BRNET, please click on this link:

<http://cehs15.unl.edu/cms/index.php?s=2&p=711>

BRNET Member Grant/Funding Announcements

Receipt of funding facilitates the BRNET mission to conduct interdisciplinary research related to bullying and aggression, with particular attention being paid to the link between basic and applied research. Thus, the BRNET directors are excited to offer members a new opportunity to share grants (and other sources of funding) they have received for their research projects.

Funding varies across countries and is not limited to federal grants. If you are interested in sharing your grants or funding with other BRNET members, please send an abstract of the research funding along with the funding source to bullyresearchnet@gmail.com.

***School Psychology Quarterly* Call for Papers**

Below (and attached in the Appendix) is a CALL FOR PAPERS for an upcoming special section of the *School Psychology Quarterly* journal - focused on Assessing, Understanding, and Supporting Students with ADHD at School - the submission deadline is **July 1st 2014** (see attached / below).

In addition to this special section, we welcome manuscripts featuring empirical research advancing science, practice, and policy relevant to school psychology. <http://www.apa.org/pubs/journals/spq/>

SPQ is committed to providing HIGH QUALITY and TIMELY reviews of all submissions, the average duration from submission to high feedback/decision correspondence is currently 22 days, thus, your scholarship will be promptly and carefully reviewed.

Please forward to any individuals or groups (across the nation and internationally) you believe may be interested in submitting manuscripts.

For those who are interested, you may subscribe to the SPQ RSS feed at <http://content.apa.org/journals/spq.rss> and contents of all previous volumes are always available at <http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=spq>

Best Regards,
Shane R. Jimerson
Editor, *School Psychology Quarterly*

School Psychology Quarterly
<http://www.apa.org/pubs/journals/spq/>

Open Call for Papers for Special Section:
Assessing, Understanding, and Supporting
Students with ADHD at School

Submission deadline July 1st, 2014

About the Special Section

The goal of this special topic section is to feature science that advances understanding the school experiences and effective support services at school for students with Attention-Deficit Hyperactivity Disorder, with an emphasis on contemporary methodological and analytical strategies. Authors are encouraged to submit papers that will make contributions to advance science, practice, and/or policy relevant to school psychology. Papers focused on diverse populations of students with ADHD, empirical investigations of specific strategies to support students with ADHD within the school context, and research addressing optimal assessment strategies are encouraged. As with all articles featured in *School Psychology Quarterly*, it is essential to clearly articulate the methods, analyses, results, and implications for science, practice, and/or policy.

Attention-deficit/Hyperactivity Disorder (ADHD) is the diagnostic category currently used to describe individuals with clinically significant problems with inattention, and/or hyperactivity and impulsivity (American Psychiatric Association [APA], 2013). Data provided by the 2003 National Survey of Children's Health (Visser & Lesense, 2005) estimated that approximately 8 percent of children age 4- to 17-years (or about 2 students in every kindergarten through 12th grade classroom) have at some point in

their lives been diagnosed with ADHD. Considering this high prevalence and the with the fact that ADHD is typically associated with school adjustment difficulties, it is not surprising to find that school psychologists annually receive an average of 17 referrals for ADHD assessment (Demaray, Schaefer, & Delong, 2003). Moreover, 27 percent of children receiving special education assistance are reported by their parents to have ADHD (U.S. Department of Education, 2003; Wagner & Blackorby, 2004). Thus, it is clear that school professionals need to be prepared to identify and support students with ADHD as school.

Submission deadline is July 1, 2014. All manuscripts submitted to *School Psychology Quarterly* will be subject to the typical peer-review process. Please specify in the cover letter that you are submitting your manuscript for consideration for publication in this special topic section. Additional information about the journal, guidance for authors, and links to the electronic submissions webpage are available at <http://www.apa.org/pubs/journals/spq/>

About the Journal

School Psychology Quarterly is edited by Dr. Shane Jimerson and is published by the American Psychological Association and is the official journal of the APA Division 16 (School Psychology). *School Psychology Quarterly* is part of Thomson Reuters' Web of Science and has an ISI impact factor of 1.209, ranking 21st out of 50 journals in "Psychology—Education" category. Every article published in SPQ is included in PsycINFO, PsycARTICLES, and MEDLINE, the world's most comprehensive and widely used psychological databases.

School Psychology Quarterly publishes empirical studies and literature reviews of the psychology of education and services for children in school settings, encompassing a full range of methodologies and orientations, including educational, cognitive, social, cognitive behavioral, preventive, cross-cultural, and developmental perspectives. Focusing primarily on children, youth, and the adults who serve them, *School Psychology Quarterly* publishes international research advancing science, practice, and policy pertaining to the education of populations across the life span. (see recent brief article about SPQ in APA Monitor <http://www.apa.org/monitor/2012/01/journal-spq.aspx> and brief articles describing the contemporary emphases of SPQ <http://www.apa.org/pubs/journals/features/spq-28-1-1.pdf> and contemporary contents of SPQ <http://www.apa.org/pubs/journals/features/spq-000066.pdf>). If you would like to propose a special topic section to be featured in *School Psychology Quarterly* please e-mail Dr. Jimerson (Jimerson@education.ucsb.edu).

New Publications on Social Networks and Bullying and Request for Related Manuscripts

Please find below citations for two new papers on social networks and bullying:

Huitsing, G., Snijders, T.A.B., Van Duijn, M.A.J., & Veenstra, R. (2014). Victims, bullies, and their defenders: A longitudinal study of the co-evolution of positive and negative networks. *Development and Psychopathology*, 26, 645-659, DOI: 10.1017/S0954579414000297. *This study can be seen as a starting point in unraveling the relationship dynamics between bullying, victimization, and defending networks in schools using the Dutch KiVa data.*

Sentse, M., Kiuru, N., Veenstra, R., & Salmivalli, C. (2014). A social network approach to the interplay between adolescents' bullying and likeability over time. *Journal of Youth and Adolescence*, DOI: 10.1007/s10964-014-0129-4. *This study shows that both selection and influence processes are relevant for studying changes in adolescents' bullying and network relationships.*

If you have related manuscripts (in press or submitted), please let us know. We would be glad to receive them.

Best wishes,

René Veenstra, Gijs Huitsing, and Miranda Sentse

<http://www.gmw.rug.nl/~veenstra>

OTHER RECENT PAPERS FROM OUR RESEARCH LINE

Dijkstra, J.K. & Gest, S.D. (2014). Peer Norm Salience for Academic Achievement, Prosocial Behavior, and Bullying: Implications for Adolescent School Experiences, *Journal of Early Adolescence*. doi: 10.1177/0272431614524303.

Dijkstra, J.K., Kretschmer, T., Lindenberg, S., & Veenstra, R. (2014). Hedonic, instrumental and normative motives: Differentiating patterns for popular, accepted, and rejected adolescents. *Journal of Early Adolescence*, in press.

Kretschmer, T., Sentse, M., Dijkstra, J.K., & Veenstra, R. (2014). The interplay between peer rejection in pre-and early adolescence, serotonin transporter gene, and antisocial behavior in late adolescence: The TRAILS study. *Merrill-Palmer Quarterly*, in press.

Oldenburg, B., Sentse, M., Van Duijn, M.A.J., Huitsing, G., Van der Ploeg, R., Salmivalli, C., & Veenstra, R. (2014). Teacher characteristics and peer victimization in elementary schools: A class-level perspective. *Journal of Abnormal Child Psychology*. doi: 10.1007/s10802-013-9847-4.

Ruschoff, B., Kretschmer, T., Dijkstra, J.K., & Veenstra, R. (2014). The development of delinquency in adolescence: Employment, gender, SES, and ethnicity. In F. Weerman & C. Bijleveld (eds.), *Criminal behaviour from school to the workplace: Untangling the complex relations between employment, education, and crime* (pp. 23-43). London: Routledge (Studies in Criminal Behaviour).

Sijtsema, J.J., Oldehinkel, A.J., Veenstra, R., Verhulst, F.C., & Ormel, J. (2014). Effects of Structural and Dynamic Family Characteristics on the Development of Depressive and Aggressive Problems during Adolescence. The TRAILS Study. *European Child & Adolescent Psychiatry*. doi: 10.1007/s00787-013-0474-y.

Ivanova, K., Mills, M., & Veenstra, R. (2014). Parental residential and partnering transitions and the initiation of adolescent romantic relationships. *Journal of Marriage and Family*, 76, 465-475.

Veenstra, R., Lindenberg, S., Huitsing, G., Sainio, M., & Salmivalli, C. (2014). The role of teachers in bullying: The relation between antibullying attitudes, efficacy, and efforts to reduce bullying. *Journal of Educational Psychology*. doi: 10.1037/a0036110.

Veldhuis, T.M., Gordijn, E.H., Veenstra, R., & Lindenberg, S. (2014). Vicarious group-based rejection: Creating a potentially dangerous mix of humiliation, powerlessness, and anger. *PLoS ONE*, 9, e95421.

Verlinden, M., Tiemeier, H., Veenstra, R., Mieloo, C.L., Jansen, W., Jaddoe, V.W.V, Raat, H., Hofman, A., Verhulst, F.C., & Jansen, P.W. (2014). Television viewing through ages 2-5 years and bullying

involvement in early elementary school. *BMC Public Health*, 14, 157. doi:10.1186/1471-2458-14-157.

Verlinden, M., Veenstra, R., Ghassabian, A., Jansen, P.W., Hofman, A., Jaddoe, V.W.V., Verhulst, F.C., & Tiemeier, H. (2014). Executive functioning and non-verbal intelligence as predictors of bullying in early elementary school. *Journal of Abnormal Child Psychology*. doi: 10.1007/s10802-013-9832-y.

Verlinden, M., Veenstra, R., Ringoot, A.P., Jansen, P.W., Raat, H., Hofman, A., Jaddoe, V.W.V., Verhulst, F.C., & Tiemeier, H. (2014). Detecting bullying in early elementary school with a computerized peer-nomination instrument. *Psychological Assessment*. doi: 10.1037/a0035571.

The University at Buffalo Alberti Center Early Career Award Opportunity

The University at Buffalo Alberti Center Early Career Award for Distinguished Scholarly Contributions to Bullying Abuse Prevention applications are due **July 18, 2014**. Details about eligibility, application, and selection procedures for this \$1,000 award can be found at <http://gse.buffalo.edu/alberticenter/awards>. Please circulate this announcement widely to relevant distribution lists and eligible colleagues.

The University at Buffalo Alberti Center for Bullying Abuse Prevention Conference

The University at Buffalo Alberti Center for Bullying Abuse Prevention will hold its annual conference, on **Thursday, October 2, 2014** from 8:00 a.m. to 3:00 p.m. at the Millennium Hotel in Buffalo, NY. The morning sessions will feature Dr. Douglas Gentile speaking on *It Isn't IS Brain Science: Media Violence as a Risk Factor for Aggression*. A request for proposals for breakout sessions and posters is now available at <http://gse.buffalo.edu/alberticenter/events/conference/proposals>. Please consider submitting a proposal and spreading the word to others! Proposals are due **June 20, 2014**.

Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at bullyresearchnet@gmail.com

Most sincerely,



Dr. Shelley Hymel
University of British Columbia
BRNET Co-Director



Dr. Susan Swearer
University of Nebraska - Lincoln
BRNET Co-Director

T H E 4^{T H} A N N U A L

Think Tank 2014

We are pleased to invite you to join us on the beautiful West Coast for the 4th Annual Think Tank on Bullying. This event is co-sponsored by the Bullying Research Network (BRNet) and the Promoting Relationships and Eliminating Violence Network (PREVNet). BRNet promotes and assists international collaboration among bullying and peer victimization researchers. PREVNet is a national network of researchers and organizations who work together to stop bullying in Canada. Please join us for this opportunity to collaborate, discuss new ideas and challenge one another.

Scholars interested in participating in the Think Tank will need to register (via email) to 2014thinktank@gmail.com by **May 10**. Participants are expected to cover their own travel and accommodation costs, but participation in the event is free (including food and dinner cruise). In this package, you will find information about the Think Tank schedule, directions, things to do at UBC, attractions in Vancouver and accommodations. The 4th Annual Think Tank event will bring researchers from across North America and beyond to engage in discussions about bullying, with a focus on two areas: Bullying and mental health and Bullying across the lifespan.

Think Tank Schedule

History

In previous years, the following topics have been the focus of the Think Tank conference:

- **2011:** Bullying Online & at School
- **2012:** New Directions for Positive Youth Development
- **2013:** International Insights to Address Bullying
- **2014:** Bullying and Mental Health & Bullying Across the Lifespan



Prepared by Sarah Joose & Lindsay Starosta

Day 1: June 24th

8:30-9:30am	<ul style="list-style-type: none">• Welcome!• Registration• Full catered breakfast
9:30-10:45am	<ul style="list-style-type: none">• Introductions• Discussion
10:45-11:00am	<ul style="list-style-type: none">• Morning snack break
11:00-12:30pm	<ul style="list-style-type: none">• Discussion
12:30-1:30pm	<ul style="list-style-type: none">• Catered lunch
3:00-3:15pm	<ul style="list-style-type: none">• Afternoon refreshments
3:15-4:00pm	<ul style="list-style-type: none">• Discussion
5:00-9:30pm	<ul style="list-style-type: none">• Sunset dinner cruise around the Vancouver Harbour

Day 2: June 25th

8:30-9:30am	<ul style="list-style-type: none">• Welcome!• Sign in• Full catered breakfast
9:30-10:45am	<ul style="list-style-type: none">• Discussion
10:45-11:00am	<ul style="list-style-type: none">• Morning snack break
11:00-12:30pm	<ul style="list-style-type: none">• Discussion
12:30-1:30pm	<ul style="list-style-type: none">• Catered lunch
3:00-3:15pm	<ul style="list-style-type: none">• Afternoon refreshments
3:15-4:00pm	<ul style="list-style-type: none">• Wrap up

The Venue

Cecil Green Park House

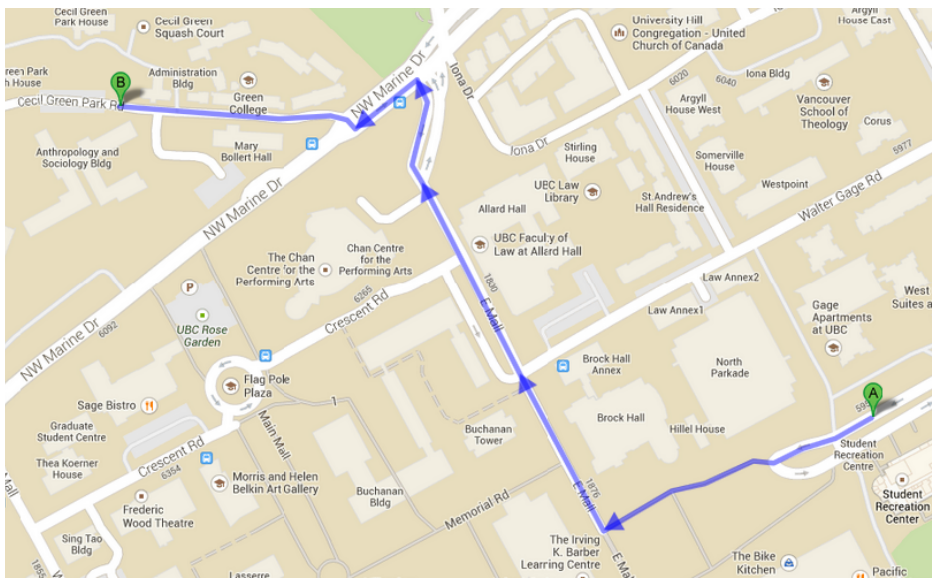
University of British Columbia
6251 Cecil Green Park Road

“Situated on the northwest corner of the University of British Columbia, Cecil Green Park House is an elegant mansion boasting scenic views of the mountains and seas that spectacularly frame Vancouver.”



Walking Directions: Gage One Bedroom Suites to Cecil Green Park House

- A** Gage One Bedroom Suites
- 1. Head **northwest** toward **Walter Gage Rd** 98m
- 2. Turn left onto **Walter Gage Rd** 200m
- 3. Turn right onto **E Mall N** 160m
- 4. Slight right onto **E Mall S** 83m
- 5. Turn left onto **NW Marine Dr** 60m
- 6. Turn right onto **Cecil Green Park Rd** 140m
- 7. Turn right
Destination will be on the right 100m
- B** Cecil Green Park House



Attractions at UBC

Museum of Anthropology

Visit the world-renowned Museum of Anthropology (MOA), which is situated very close to Cecil Green Park House. Known for its collections, research, teaching, public programs and community connections, it is worth the visit. Admire the Great Hall with totem poles, house posts and carved figures from Northwest Coast nations.



UBC Botanical Garden and Nitobe Memorial Garden

Spend some time in nature at one of UBC's spectacular gardens featuring unique plant displays from around the world. If you are feeling adventurous, try the Greenheart Canopy Walkway eco-adventure at the botanical gardens and walk high above the ground from tree to tree.

Beaty Biodiversity Museum

View over 500 exhibits and admire the 26-metre-long blue whale skeleton suspended in the atrium, the third-largest fish collection in Canada, along with endless other fascinating biological collections.



Morris and Helen Belkin Art Gallery

Visit the art gallery that is international recognized for its exhibitions and programs on contemporary art. Known for its Canadian avant-garde art of the 1960s and 1970s especially. Admission is free and tours are available.

Irving K. Barber Learning Centre

The Learning Centre features contemporary artworks, a dazzling chandelier by John Nutter, and the Chung Collection. If you're looking for a place to read and relax, you may want to check out Ike's Café.



Attractions In and Around Vancouver

- Stanley Park: <http://vancouver.ca/parks-recreation-culture/stanley-park.aspx>
- Vancouver Aquarium: <http://www.vanaqua.org/>
- Capilano Suspension Bridge: <http://www.capbridge.com/>
- Vancouver Lookout: <http://www.capbridge.com/>
- Science World: <http://www.scienceworld.ca/>
- VanDusen Botanical Gardens: <http://vandusengarden.org/>
- Granville Island: <http://granvilleisland.com/>
- Vancouver Art Gallery: <http://www.vanartgallery.bc.ca/>
- Grouse Mountain: <http://www.grousemountain.com/>
- Deep Cove: <http://www.deepcovebc.com/>



Accommodations

Walter Gage One Bedroom Suites

5959 Student Union Boulevard, Vancouver, BC V6T 1K2



- Located on UBC campus
- 15 minute walk to Cecil Park Green House
- A contemporary, beautifully appointed one-bedroom hotel suite featuring: a queen bed in bedroom, pull-out Queen sofa bed in living room, telephone, flat screen TV, private washroom and fully-equipped kitchen



Cost: \$149/ night

Check-in time: 3pm

Check-out time: 11am

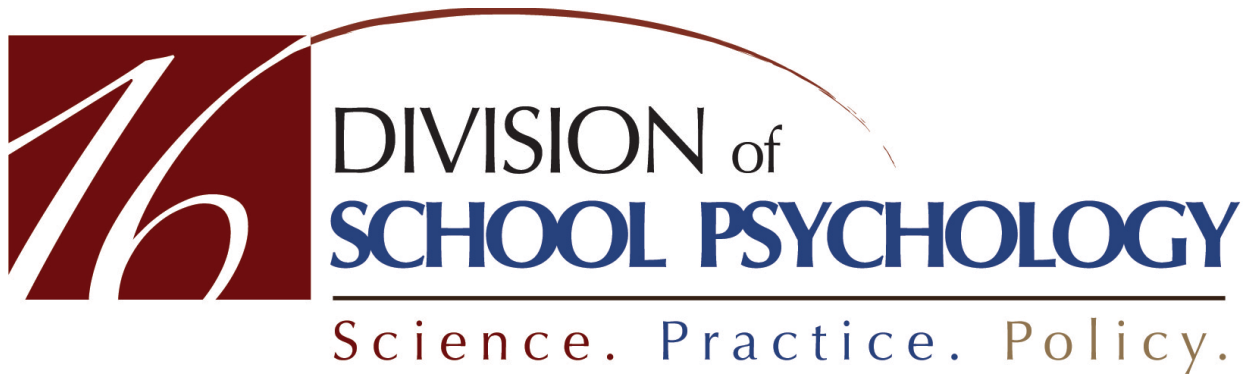
To book a room follow this booking link:

<https://reserve.ubcconferences.com/GROUP/availability.asp?hotelCode=UBC&sd1=Check+In&startDate=06%2F23%2F2014&ed1=Check+Out&endDate=06%2F25%2F2014&adults=1&children=&rooms=1&requesttype=invBlockCode&code=G140623A>

Or call: [1 888 822 1030](tel:18888221030) and inform the staff that you are guests of BRNet - PREVNet Think Tank 2014

We look forward to seeing you in Vancouver for the 4th Annual Think Tank!

Should you have any questions, please feel free to contact us at 2014thinktank@gmail.com



School Psychology Quarterly

<http://www.apa.org/pubs/journals/spq/>

Open Call for Papers for Special Section:

Assessing, Understanding, and Supporting Students with ADHD at School

Submission deadline July 1st, 2014

About the Special Section

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Attention-deficit/Hyperactivity Disorder (ADHD) is the diagnostic category currently used to describe individuals with clinically significant problems with inattention, and/or hyperactivity and impulsivity (American Psychiatric Association [APA], 2013). Data provided by the 2003 National Survey of Children's Health (Visser & Lesense, 2005) estimated that approximately 8 percent of children age 4- to 17-years (or about 2 students in every kindergarten through 12th grade classroom) have at some point in their lives been diagnosed with ADHD. Considering this high prevalence and the with the fact that ADHD is typically associated with school adjustment difficulties, it is not surprising to find that school psychologists annually receive an average of 17 referrals for ADHD assessment (Demaray, Schaefer, & Delong, 2003). Moreover, 27 percent of children receiving special education assistance are reported by their parents to have ADHD (U.S. Department of Education, 2003; Wagner & Blackorby, 2004). Thus, it is clear that school professionals need to be prepared to identify and support students with ADHD as school.

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