
**Abstract.** This article reports on a content analysis of six school psychology journals spanning the years 2005–2009, with a particular focus on published intervention research. The analysis showed that (a) research articles were the most frequently published, with the largest category being descriptive research; (b) the percentage of intervention studies was higher (9.3%) than previously reported but lower than reported in special education journals (15.9%); (c) of the published interventions, the most frequent design was quasi-experimental, followed by single-subject research; (d) most intervention studies were conducted in school settings utilizing children in kindergarten through Grade 5, followed as a distant second by middle school settings; (e) the preponderance of intervention studies were academic or social/behavioral, with emotional interventions being the least represented; and (f) of the academic interventions, the most widely studied dimension was reading, followed as a distant second by math. The findings are discussed in terms of their relevance for addressing the research-to-practice gap as well as their implications for school psychology research and practice.