

Call for Abstracts: Perspectives in Early Childhood Psychology and Education

Special Issue (Working Title): Promoting Mental Health and Positive Well-Being in Early Childhood: Delineating the Critical Role of the School

The health and well-being of children and youth in the United States continues to be of significant and pressing concern among professionals within the public health as well as educational sectors, with some findings suggesting notable population-level declines over the past several decades on a number of important childhood indexes including health, well-being, and social relationships (Dodge, 2018; Land, 2017). Furthermore, recent estimates suggest that as many as one in five pre-school aged children meets criteria for a psychiatric disorder (e.g., Dougherty et al., 2015). Additionally, children from lower income or culturally/linguistically diverse families have inequitable access to vitally needed, appropriate services that promote health and well-being (e.g., Jain et al., 2019). Given their ready accessibility to many children and youth, schools are well-positioned to play a critical role in promoting young children's mental health and positive well-being, provided the necessary preparation, planning, infrastructure, and supports are in place.

With these broad ideas in mind, we are seeking manuscripts for a special issue of *Perspectives in Early Childhood Psychology and Education* that address an array of salient topics related to the general theme of promoting mental health and well-being in early childhood. In particular, we are interested in manuscripts that focus on the role(s) of schools in addressing these important issues, although manuscripts that address collaboration and/or intersectionality between "external" entities (e.g., families, community agencies, public health initiatives or policies) and schools are certainly welcomed. Other potential topics for the special issue include but are not necessarily limited to: the development and/or review of tier 1 programs (e.g., Social-Emotional Learning curricula) for early childhood populations; the role of early childhood educational programming in cultivating and/or bolstering resilience and/or protective factors; culturally-responsive service provision with younger populations and their families, as applicable; ACE and/or trauma manifestation in early childhood, and the school's (or school personnel's) role in early detection, intervention, and monitoring; and training needs as they pertain to graduate preparation and/or professional development to equip school personnel to appropriately address students' needs.

Manuscripts that feature either empirically-based findings or important theoretical/conceptual underpinnings to promote effective, applied practices are welcomed. Anyone who is interested in submitting a manuscript is encouraged to send a brief abstract (no more than 500-words) by **April 16, 2021** to either/both of the co-editors: Tim Hanchon (hanchont1@citadel.edu), Kristin Scardamalia (KScardamalia@som.umaryland.edu). Full manuscripts will be invited by **April 30, 2021 with initial submissions due August 1st, 2021**. As per journal policy, all manuscripts will go through a double-blind peer review process prior to a final decision regarding acceptance. Please send any questions to either/both of the co-editors.

References

- Dodge, K. A. (2018). Toward population impact from early childhood psychological interventions. *American Psychologist, 73*(9), 1117–1129. doi.org/10.1037/amp0000393
- Dougherty, L. R., Leppert, K.A., Merwin, S.M., Smith, V.C., Bufferd, S.J., & Kushner, M.R. (2015). Advances and directions in preschool mental health research. *Child Development Perspectives, 9*(1), 14-19. doi.org/10.1111/cdep.12099
- Jain, S., Reno, R., Cohen, A. K., Basse, H., & Master, M. (2019). Building a culturally responsive, family-driven early childhood system of care: Understanding the needs and strengths of ethnically diverse families of children with social-emotional and behavioral concerns. *Children and Youth Services Review, 100*, 31-38. doi.org/10.1016/j.chilyouth.2019.02.034
- Land, K. (2017). *The Duke Child and Youth Well Being Index (CWI) report, 2016*. Durham, NC: Duke University Center for Child and Family Policy.