

Middle School Journal

Call for Manuscripts for *Middle School Journal*

Trauma-Informed Practices *Submission Due Date: November 15, 2018*

Research points to a correlation between trauma and persistent academic and social issues in adolescence (Craig, 2017). For this special issue, authors are invited to submit manuscripts that consider ways that trauma-informed practices connect with AMLE's *This We Believe: Keys to Educating Young Adolescents* and call for middle schools to promote a culture and community where, "The school environment is inviting, safe, inclusive, and supportive of all; comprehensive guidance and support services meet the needs of young adolescents; and health and wellness are supported in curricula, school-wide programs, and related policies." Submitted manuscripts should discuss ways middle schools can mitigate the negative consequences of trauma exposure on young adolescent learners, explaining how educators and youth themselves might advocate for and implement trauma-informed practices to:

- a. Frame teaching methods and assessment practices and help educators make curricular choices
- b. Re-consider school-wide policies and practices
- c. Critically examine how middle grades practices might affect young adolescents affected by trauma.

Student Activism *Submission Due Date: February 15, 2019*

Student demonstrations, activism, and town hall meetings such as those seen in Chicago Public Schools, Highland Park, Minnesota, Parkland, Florida, and other locations, show how the efforts of student activism can and should extend far beyond holding fundraisers. AMLE's *This We Believe: Keys to Educating Young Adolescents* calls for educators to empower youth in the middle grades, specifically by, "Providing all students with the knowledge and skills they need to take responsibility for their lives, to address life's challenges, to function successfully at all levels of society, and to be creators of knowledge." For this special issue, authors are invited to submit articles that discuss young adolescents engaged in authentic student activism, exploring how youth use their voices to speak out against societal issues. Articles should call attention to examples of pedagogical practice that lead to student led-activism, focusing on middle level practices arising out of these three important designations:

- a. Empowerment of/for youth and youth agency (positionality and curriculum)
- b. Authentic student activism for school- and community-based change (engagement)
- c. Critical discussion of school/classroom activism procedures/policy (or the lack thereof) and connections to *This We Believe*.

If you are submitting a manuscript for a themed issue, please specify the theme in your cover letter. As you prepare your manuscript, consult our Editorial Policy & Guidelines for Authors located at: <http://www.amle.org/MSJguidelines>. Address inquiries to Editors Kathleen Brinegar, Lisa Harrison, and Ellis Hurd at msjeditors@gmail.com. The Middle School Journal's submission guidelines help guide authors in manuscript preparation and can be accessed using the following link: <https://www.amle.org/ServicesEvents/MiddleSchoolJournal/tabid/175/Default.aspx>

All manuscripts must be submitted online at: <http://www.editorialmanager.com/msj>

Middle School Journal, a refereed journal, is an official publication and a Professional Membership benefit of the Association for Middle Level Education (AMLE). Published five times per year, the journal offers articles that promote quality middle level education and contribute to an understanding of the educational and developmental needs of youth between the ages of 10 and 15.