



Middle School Journal

Call for Manuscripts for *Equity-Based Social-Emotional Learning (SEL)*

Research has shown that implementing SEL programs in preK-12 classrooms can be fruitful. A meta-analysis concluded that such programs have improved not only social and emotional skills, also “attitudes, behavior, and academic performance” (Durlak et al., 2011), and positive effects have since been traced into adulthood (Taylor et al., 2017). Many states have adopted standards for SEL and schools are already implementing various programs to promote SEL. For this special issue, authors are invited to submit manuscripts that consider the Association for Middle Level Education’s call for middle schools to choose “educators who value young adolescents and are prepared to teach them” and create a culture and community in which “the school environment is inviting, safe, inclusive, and supportive of all; and health and wellness are supported in curricula, school-wide programs and related policies” (National Middle School Association, 2010 p. 14). As the attention to SEL continues to increase, there is an important opportunity to view these efforts through an equity lens (National Equity Project, n.d.). Social and emotional skills are culturally rooted, and therefore we should examine how SEL programs can be culturally sustaining (or not).

Submitted manuscripts should discuss ways that schools can support social and emotional competence for students and teachers, and examine SEL related standards and pedagogical practices from a critical lens through:

- a. Analysis of SEL standards and/or practices through an equity lens (inclusive of culturally responsive or culturally sustaining pedagogy, etc.)
- b. Implementation of high quality, evidence based SEL programs in the middle school context that prioritize educational equity in traditional and/or alternative educational settings
- c. Examination of equity-based outcomes for students immersed in SEL programs
- d. Exploration of the potential for SEL to allow individuals and groups to acknowledge, address, and heal from the ways they have been impacted by systemic oppression such as racism
- e. Examples of school responses to support students’ SEL during general crises (e.g., COVID-19 pandemic, natural disasters, or traumatic events)
- f. Descriptions of successful partnerships between middle schools and community-based organizations that foster or enhance opportunities for SEL
- g. Professional development for teachers focused on avoiding equity pitfalls in their implementation of SEL work with students

Submit by September 1, 2020

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf>

National Equity Project. (n.d.). *Social emotional learning and equity*. <https://nationalequityproject.org/about/social-emotional-learning-equity>

National Middle School Association. (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: Author.

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child development, 88*(4), 1156-1171.

If you are submitting a manuscript for a themed issue, please specify the theme in your cover letter. As you prepare your manuscript, please 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.

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

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>

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.



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