



# Call for Manuscripts

## Resources for Effective Health and Well-Being Practices in the Middle Grades

Edited by **Katherine Main** and **Susan Whatman**

A volume in **The Handbook of Resources in Middle Level Education** series

*Micki M. Caskey* and *Steven B. Mertens*, Series Editors

Educators and researchers confirm that young adolescents' health and well-being directly impacts their academic progress (Main & Whatman, 2023). Yet, those with a vested interest in educating young adolescent learners have few explicit resources to guide them through the implementation of programs or practices that support the health and well-being of young adolescent learners, their teachers, or school. The purpose of this volume is to provide school leaders, teachers, academics, and teacher candidates with evidence-based examples of the successful implementation of health and well-being programs or practices—ones that focus explicitly on the needs of young adolescent learners and/or their teachers or school leaders. Specifically, this volume aims to provide a collection of examples from the field that describe 'how' to implement a range of individual, class, whole school, or teacher focused programs. Each chapter will include the following sections: (a) health and well-being focus, (b) context, (c) implementation process, and (d) outcomes of the program or practice.

Potential authors need to submit a 500 word abstract and a 150-word bio for each author. Abstracts should clearly address the four noted areas (i.e., health and well-being focus, context, implementation process, and outcomes). Author(s) should draw on empirical evidence and a strong literature base for their chapters. They can also include vignettes or anecdotal evidence. Note: Final manuscripts for this handbook need to report on current or effective programs, not speculated programs or programs in development.

Potential chapter topics may include but are not limited to:

- Well-being programs (e.g., mindfulness programs, physical activity programs, programs that target particular health and well-being concerns within schools such as sexual health, social media use, bullying, drug use—including tobacco, alcohol, and vaping)
- School-wide adoption and implementation of health and well-being programs including social and emotional programs
- Well-being programs (critical analysis, implementation, evidence, sustainability)
- Leading and promoting young adolescent well-being
- Well-being for all students (what is it, benefits, programs)
- Well-being for teachers (what is it, self-care, programs)
- Well-being for leaders (what is it, self-care, supports)
- Emotional intelligence/social & emotional learning/risk-taking & health
- Measuring well-being

The audience for this volume includes teachers, teacher educators, educational researchers, and others supporting health and well-being of young adolescents. Submission of a manuscript implies commitment to publish in this handbook series, so authors should not simultaneously submit their manuscript to another journal or book for publication consideration. All manuscripts will undergo a review/revision process.

**Intent to submit due May 3, 2024;** Decisions on proposals by **June 21, 2024;** Final manuscripts due **November 15, 2024.**

**Inquiries & Submissions:** Submit inquiries and intent to submit proposals to the editor/s at [k.main@griffith.edu.au](mailto:k.main@griffith.edu.au) or [s.whatman@griffith.edu.au](mailto:s.whatman@griffith.edu.au).

**Guidelines for proposals:** Authors who would like to contribute to this volume should include the following in their letter of intent:

- Author(s), affiliation(s), and contact information for lead author
- Working title of the proposed chapter

**Manuscripts:** Manuscripts should not exceed 6000 words (inclusive of all references and appendices) and follow the *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed). Include an abstract of approximately 150 words. Insert page numbers in upper right hand corner and insert tables and figures in the text. Do not insert headers or footers into the manuscript. On a separate page, include the author(s) name, institutional affiliation, and contact information (phone, mailing address, email).

*The Handbook of Resources in Middle Level Education* and *The Handbook of Research in Middle Level Education* are endorsed by the Middle Level Education Research Special Interest Group, an affiliate of the American Educational Research Association. As stated in the organization's Bylaws, the purpose of MLER is to improve, promote, and disseminate educational research reflecting early adolescence and middle-level education.

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