

Open Call for Submissions

Advances in School Mental Health Promotion

Special Issue on School Mental Health and Teacher Education

Guest Editors: Karen J. Weston, Ph.D., Betsy Levine Brown, Ph. D., Kate Phillippo, Ph.D., & Susan Rodger, Ph.D.

About the Special Issue

With student learning frequently conceptualized as achieving at high levels on standardized tests, and effective teaching measured by student performance on these tests, teacher education programs narrowly focus on curriculum and instruction. However, current research speaks to the importance of preparing teacher candidates to address a broader range of students' needs, including those needs stemming from mental health problems (Phillippo, 2013). When teachers navigate these student needs in the classroom, they often feel unprepared to handle the mental health concerns of their students (Hoagwood et al., 2007; Koller & Bertel, 2006; Reinke et al., 2011). Given that as many as 20% of students face mental health issues that impede classroom functioning (National Academy of Sciences, 2009), teachers increasingly express the desire for a better understanding of their students' social-emotional development. For example, middle school teachers reported that the social and emotional needs of students served as a barrier to implementation of an instructional reform initiative (Raphael & Burke, 2012). Other studies show that teachers believe that learning activities for students should be designed in ways that promote students' social and emotional growth and help them persist when learning is challenging (Hamre & Pianta, 2005; Joint Commission on School Health, 2010; Rothi, Leavey, & Best, 2008). Teachers are cognizant of the strong relationship between students' social-emotional functioning and academic success (Hoagwood et al., 2007), and, although research in the area of teacher involvement in mental health interventions is in its infancy (Franklin et al., 2012), seem willing to participate in the delivery of mental health promotion activities at the universal level (Franklin et al., 2012; Reinke et al., 2011). Overwhelmingly, however, teachers feel that they lack the capacity to promote social-emotional well-being and provide the social and emotional supports required for the healthy school functioning of many students in today's classrooms (Hoagwood et al., 2007; Kidger et al., 2010; Koller et al., 2004; Martinussen et al., 2011; Reinke et al., 2011; Stoiber, 2011).

Clearly, if teachers are to be a part of developing the social-emotional competences of their students in a manner that increases academic achievement and ameliorates risk for academic failure, they must have access to quality professional learning in this area. Moreover, teacher preparation programs are positioned to develop teachers' mental health knowledge and supportive skills prior to entering the profession. Such endeavors will require a focused and sustained collaboration among policy makers, educators, and institutions of higher learning.

The aim of this special issue is to feature research that illuminates the ongoing work of professionals to build capacity across the teaching workforce in areas of School Mental Health. Specifically, we are seeking original, empirical research that will bring new understanding to the status of mental health capacity-building efforts in one or more of the following areas:

1. Pre-service teacher preparation
2. In-service teacher professional learning
3. Local and federal teacher preparation or teacher education policy
4. Teacher and mental health practitioner collaboration

Authors who plan to submit a manuscript for the special issue must submit a letter of intent by December 15, 2015, that includes: 1) a tentative title; 2) contact information and corresponding author; and 3) a brief description of the study (500 words or less). Letters of intent should be sent electronically as PDF documents to Karen Weston (westonkj@ccis.edu). Letters of intent will be reviewed for fit with the special issue and, within one month of submission, potential contributors will be contacted to submit full manuscripts by the final deadline of **March 1, 2016**. Manuscripts will be subjected to full peer review. Additional information about the journal, guidance for authors, and links to the electronic submissions webpage are available at <http://www.tandfonline.com/loi/RASM#.VaLKcu1Viko>.

Please direct all inquiries for submission to one of the following individuals: Karen Weston, Ph.D. at westonkj@ccis.edu, Betsy Levine Brown, Ph. D., at ebrown11@gmu.edu, Kate Phillippo, Ph.D. at kphillippo@luc.edu, or Susan Rodger, Ph.D. at srodger2@uwo.ca.

About the Journal

Advances in School Mental Health Promotion (ASMHP) is edited by Dr. Sharon Hoover Stephan and is published by Routledge, Taylor & Francis Group. *Advances in School Mental Health Promotion* was launched in October 2007 as a collaboration between the Clifford Beers Foundation and the University of Maryland School of Medicine with Editors from both institutions supported by a distinguished international editorial board. *Advances in School Mental Health Promotion* is essential reading for those with a clinical, professional, academic or personal interest in promoting mental health in schools, and serves to emphasize the interconnected nature of research, policy, training and practice and the opportunities to make progress in all these areas through global dialogue, collaboration and action. This peer-reviewed international journal publishes research by, and of relevance to all, those working in this field including administrators, advocates, counselors, health care providers, policy makers, psychiatrists, psychologists, social workers, school principals, sociologists, teachers, youth and families.

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a manuscript to the Journal please visit <http://mc.manuscriptcentral.com/rasm>. For any additional questions or concerns, please email the Editorial Office at asmhp@psych.umaryland.edu. If you would like to propose a special topic section to be featured in Advances in School Mental Health Promotion, please e-mail Dr. Sharon Hoover Stephan (sstephan@psych.umaryland.edu).

Center for School Mental Health
737 West Lombard Street, 4th Floor
Baltimore, MD 21201
PH: (410) 706-0980
Fax - (410) 706-0984
<http://csmh.umaryland.edu>

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