

ReThinking Behavior Author Guidelines

3.21.23 Revision

ReThinking Behavior is an online publication of the Midwest Symposium for Leadership in Behavior Disorders for professionals serving children and youth with behavioral needs publishing material presenting diverse perspectives on behavior in schools and other settings. The goals of *ReThinking Behavior* are to:

- Lend support and affirmation to and develop a sense of collegiality among those who work with students with emotional, behavioral, and/or mental health needs;
- Provide thoughtful and stimulating discussion across disciplinary boundaries;
- Provide a source of analysis and commentary on issues and new directions and ways of thinking about behavior in our schools and other settings;
- Provide current news and information about practice, policy, and research;
- Present personal stories and perspectives of children and youth, their families, service providers, educators, and other interested individuals; and
- Provide a unique online publication presenting edgy and provocative information that may challenge typical viewpoints, including the addition of humor, parody, and fiction.

Content

ReThinking Behavior will follow a magazine format, rather than a journal format, publishing articles of interest to a variety of readers and increasing readability through minimal use of technical or discipline specific language. All content will be focused on information and perspectives relating to working with children and youth with emotional, behavioral, and/or mental health needs. *ReThinking Behavior* will include the following departments: Editorial, Thoughts from the Field, Innovators, Voices, Features, Strategies, Policies, Media, and After Hours. Further descriptions of expected content can be found in the Structure section below.

Audience

Important audiences will include educators who work with students with emotional, behavioral, and/or mental health needs including special, general, and alternative education teachers and support staff, paraeducators, school administrators, and mental health professionals. Families, community members, juvenile justice personnel, and individuals in the general public may also find *ReThinking Behavior* of interest.

Structure

While not all departments will appear in each issue, the structure of *ReThinking Behavior* will consist of the following departments: Editorial, Innovators, Voices, Features, Strategies, Policies, Media, and After Hours. Thoughts from the Field will be included as received.

Editorial

Each issue will contain an *Editorial* presenting the issue editor's/s' or guest editor's/s' viewpoints related to magazine content or other topic. Editorials may explain or clarify content within the particular issue, make note of new ways of thinking that are presented, and/or point out topics for

discussion across articles. Editorials can also present a topic or issue of importance to the field of emotional, behavioral, and mental health needs to engage readers in discussion. Editorials do not have to be written in any particular voice and will not necessarily reflect the position of the MSLBD or *ReThinking Behavior*. They will be concise, one to two magazine pages, up to 950 words. *Editorial* will be published in every issue.

Thoughts from the Field

ReThinking Behavior welcomes responses to its editorials and reactions to its articles in the form of letters to the editor, and may publish such responses. *ReThinking Behavior* will also solicit feedback from and promote discussion among its readers through online polling and emails which will be published in *Thoughts from the Field* in some issues.

Innovators

This column will include articles presenting the careers and contributions of several individuals who have been acknowledged as innovators in the field of the education of students with emotional or behavioral disorders, autism, or mental health needs. Articles, developed by individual authors, may be solicited or submitted. Each Innovator article will range from 2 to 3 pages, approximately 800 to 1,400 words.

Voices

Voices will present varied and diverse personal perspectives through a wide range of articles including but not limited to -

- Personal Accounts written by individuals about issues, experiences, reactions, or opinions. Educators, administrators, paraeducators, support staff, students, families, mental health professionals, community members, and others interested in children and youth with emotional, behavioral, and/or mental health needs are invited to submit articles written in a first-person point of view.
- Professional Profiles/Interviews with individuals currently or previously working in the field
- Most memorable student accounts by teachers and support staff. This content may come from the approximately 75 accounts currently available on the MSLBD website.
- Interviews with leaders in the field as collected through the JANUS Project as taken from the 60+ video interviews available on the MSLBD website.

Voices articles will range from two to five magazine pages, approximately 1,000 to 2,500 words. Typically, two *Voices* articles are published in each issue.

Features

Features will include noteworthy and/or longer articles which can include several writing styles -

- Discussions of new or newly applied research
- Journalistic, involving a number of sources to capture single or multiple aspects of a subject
- Essays incorporating personal observations or experiences with research
- Interviews with an individual/s in the field
- Reviews of literature

- Best practice articles, presenting effective strategies for working with students with emotional, behavioral, and/or mental health needs

Features articles should range from four to nine magazine pages, approximately 2,000 to 4,000 words. One or two *Features* articles will be published in every issue.

Strategies

Strategies will present effective strategies, interventions, practices for students, teachers, schools, support staff, parents, communities, and systems related to the behavior and academic skills of students. Articles can include -

- Best practice articles, presenting effective strategies for working with students with emotional, behavioral, social, and/or mental health needs
- Summaries of lines of research, effective classroom practices, curricular/instructional materials, and/or behavioral interventions
- Reviews of resources, materials, or strategies related to the instruction of behavior and/or academic skills

Strategies published will be supported by evidence or best practice, written in a practitioner-friendly style, and focused on enhancing the skills of experienced educators. *Strategies* articles should range from three to eight magazine pages, approximately 1,000 to 3,500 words. At least one *Strategies* article will be published in every issue.

Policies

Policies will present legal updates, highlighting current key policy issues. Topics might include court cases, letters to colleagues, state or federal laws, and related legal issues. *Policies* articles will range from two or five magazine pages, approximately 1,500 to 3,000 words. Typically, one *Policies* article will be published in every issue.

Media

Media will focus on several types of media initially including podcasts, books, film/documentary, television, news, and the Internet. *Media* articles can relate to children and youth with emotional, behavioral, and mental health needs, their educators, families, service providers, and communities, discuss new and/or classic works, and engage readers in discussion. *Media* articles will range from one or three magazine pages, approximately 500 to 1,500 words. Typically, two or more *Media* articles will be published in every issue.

After Hours

After Hours will explore the lives of students, professionals, and family members within and beyond the school day. *After Hours* can include fiction, poetry, humor, art, and narrative. Selections will range from light and whimsical to emotional and tragic. Original material, in addition to excerpts from classic works or literature can included. While most submissions will come from adult authors, student writings will also be considered for *After Hours*. These articles will range from one or three magazine pages, approximately 300 to 1,500 words. One or more *After Hours* articles will be published in every issue.

Submitting Manuscripts and Other Materials

Article submissions are welcomed if they fit the style, length, content, and goals of *ReThinking Behavior*. Previously published work may also be considered for reprinting with permission. Individuals who wish to submit material should be prepared to work with the editors on editing and revising their manuscripts to meet style, layout, and length requirements. See the Article Submission Form and Reviewer Guide attached to this document.

Editorial and Peer-Review

All article submissions are reviewed by the editorial team to determine suitability for *ReThinking Behavior*. If determined suitable, an article editor will be assigned to work with the author during the draft development, review, revision, and publication phases. All draft articles will undergo blind peer review by at least three reviewers. See the Reviewer Guide attached to this document.

Magazine versus Research Journal

ReThinking Behavior is a magazine and not a research journal. Past issues of *ReThinking Behavior* provide examples of the language, layout, and content of the articles that have been published ([ReThinking Behavior](#)). The goal is to present high quality educationally-sound articles in an engaging and accessible format to a wide range of readers. The following table illustrates some of the major differences between *ReThinking Behavior* and research journals.

	<i>ReThinking Behavior</i>	Research Journal
Description and Audience	A magazine for the wide range of professionals serving children and youth with emotional, behavioral, and mental health needs.	A publication of academic research articles, information, and discussion primarily for scholars and researchers.
Goal	The ultimate goal of <i>ReThinking Behavior</i> is to present an engaging, thoughtful, useful, and educationally-sound magazine that readers will want to read cover-to-cover that informs and improves their work.	The goal of most research journals is to publish evidence-based research that informs practice and improves outcomes.
Content	Articles are written to inform practitioners, present effective strategies, share viewpoints or experiences, and/or entertain covering a broad range topics and article formats. Examples include personal narratives, interviews, research summaries, strategy application, media reviews, litigation, fiction, and humor.	Articles are focused on the presentation and discussion of research and data analysis.
Review	All articles are evaluated by the editorial team and peer-reviewed by three or more reviewers.	All articles are peer-reviewed.
Language and Style	Technical or discipline-specific language is used but limited in attempts to increase readability across readers. Articles can be written in the first,	Articles are written in technical and discipline-specific language. Research articles are written in the

	second, or third person point of view. APA style is followed as needed in citations, references, and language use. See the <i>ReThinking Behavior</i> Style Sheet attached to this document.	third person point-of-view. APA style is followed in all respects.
Graphics	Photographs, graphics, tables, graphs, call-outs, side bars, bulleted lists, design elements, and color are used to present or highlight information and add visual appeal.	Charts, graphs, and tables are used to present research findings. Color is seldom used.
Layout	Variations in layout and formatting are used to increase visual appeal and reader engagement.	Most articles follow a standard format and layout.
References	Limited references are included. Authors are encouraged to include the most important and relevant references. Suggested readings and additional resources may also be listed.	Extensive references are included.

Style Sheet

In our efforts to establish consistency and provide guidance to the editors, reviewers, and authors, *ReThinking Behavior* has developed and adopted a Style Sheet. This document is available on the MSLBD website at this link. [ReThinking Behavior](#) or from any *ReThinking Behavior* editorial team member.

For additional information contact

- *ReThinking Behavior*, Midwest Symposium for Leadership in Behavior Disorders, PO Box 202, Hickman, NE 68372, rethinkingbehavior@mslbd.org, www.mslbd.org

ReThinking Behavior Article Submission Form

Updated 3.15.23

To submit an article to *ReThinking Behavior* please complete this form.

What to Expect. Authors who wish to submit material should be prepared to work with the editors on revising their manuscripts to meet style, layout, and length requirements. All article submissions are reviewed by the editorial team to determine suitability for *ReThinking Behavior*. If determined suitable, an editor will be assigned to work with the authors during the draft development, review, revision, and publication phases. All draft articles will undergo a blind peer review by three reviewers in the areas of content, style, mechanics, practitioner-friendliness and relevance. This will occur once the authors and article editor indicate the manuscript is ready for review. This process can take time- be patient!

Email your completed form and article submission (Word doc) to: rethinkingbehavior@mslbd.org

Your name:

Date:

Your email address:

If you have co-authors, please list their names and email addresses.

Which type of article are you submitting? If you haven't already, please review our [Author's Guide](#).

- Voices** - Personal perspectives on issues, experiences, reactions, or opinions; most memorable student stories, interviews, etc. - written in a first-person point of view - 1,000 to 2,500 words.
- Features** - Longer articles on an important topic, advancement, practice, and/or issue, evidence-based and best practice articles, reviews of literature/research, etc.- 2,000 to 4,000 words.
- Strategies** - Effective strategies, interventions, practices for students, teachers, schools, support staff, and parents related to the behavior of students; research summaries and application, curricular materials, etc. - 1,500 to 3,500 words.
- Policies** - Legal updates, policy issues, court cases, legal implications of school practices, etc. - 1,500 to 3,000 words.
- Media**- Reviews of podcasts, books, films/documentaries, television, news, websites, etc. - 500 to 1,500 words.
- After Hours** - Fiction, poetry, humor, art, and narrative exploring the lives of students and educators within and beyond the school day - 300 to 1,500 words.
- Unsure**

Is there a member of the *ReThinking Behavior* Editorial Team you would like to request as your article editor?

All articles published in *ReThinking Behavior* require photos or graphics. If you have suggestions at this stage, please include them within your draft or as attachments.

Thank You. If you have any questions contact any member of the *ReThinking Behavior* Editorial Team or rethinkingbehavior@mslbd.org

ReThinking Behavior Reviewer Guide

4.13.21 Revision

Please return your completed review in ten days. Be sure you have read our Author Guidelines and Style Sheet before completing your review and thank you in advance for your work.

Title of Draft

Article Type

Reviewing and Editing the Draft with Track Changes

1. Read the draft. Use track changes to make your comments and edits directly on the draft document. This will be a blind review, so please do not include your own name in track changes.
2. Provide as much advice to the author as possible. For example, rather than stating “Awkward,” tell the author what is awkward or show them how to fix the sentence or paragraph. More advice is better.
3. When you’ve finished your track changes, save the document with the current date. The draft will be titled something like TeacherStress.BlindReview.4.13.21. Just change it to TeacherStress.Blind.Review.4.18.21.

Please Respond to the Following Questions

In many cases you’ve already used track changes to make your edits, comments, and suggestions directly on the draft. If so, just comment “See draft.” To select your response (Yes, No, N/A) then right click to check the box OR highlight your response. If a question does not apply select N/A.

<p>Content? Is this content of high quality, informative, and current?</p> <p>Is this content important and relevant to the readers of <i>ReThinking Behavior</i>?</p> <p>Is this content as presented not readily available elsewhere? Will this be new info for our readers?</p> <p>Has similar content been previously published in <i>ReThinking Behavior</i>?</p> <p>Should <i>ReThinking Behavior</i> publish this content?</p> <p>Type your quick comments and suggestions here</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Organization and Clarity? Is the draft well organized? Are topics presented in a logical manner, are ideas presented sequentially, and is the info organized so that it is easily understood from start to conclusion?</p> <p>Is the information written and presented clearly? Is there a clear purpose to the article?</p> <p>Type your quick comments and suggestions here</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>Completeness of content? Does the draft provide enough info and detail to enable readers to relate to and apply the concepts presented? Are the ideas presented complete?</p> <p>Type your quick comments and suggestions here</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<p>Readability? Is the writing style appropriate for the material and our magazine? Is the use of active or passive voice and 1st, 2nd, or 3rd person appropriate for the draft? Is it a good length for its intended purpose? Are potentially unfamiliar or confusing explained or illustrated for the reader? Type your quick comments and suggestions here</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>Attention to Diversity? Does the draft present diverse perspectives or recognize diverse populations within students, staff, families, and communities? Are racial, gender, socio-economic, and other stereotypes avoided or challenged? Type your quick comments and suggestions here</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>Engaging? Are the topic and writing style engaging? Will a thoughtful person enjoy reading this article? Will they read it to the end? Type your quick comments and suggestions here</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>Best Practice? To the best of your knowledge is the content presented based on educational or behavioral research and/or best practice? Type your quick comments and suggestions here</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>Grammar and punctuation? Are the grammar and punctuation acceptable with editing? Type your quick comments and suggestions here</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>References? Are key concepts referenced appropriately (APA 7th Edition)? Are the references cited in APA format on a reference page? Is there a limited number of essential, current, and relevant sources as appropriate for our magazine style? Type your quick comments and suggestions here</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>Strengths? What are the strengths of this draft? Type your quick comments and suggestions here</p>	
<p>Weaknesses? What are the weaknesses or deficits of this draft? Type your quick comments and suggestions here</p>	
<p>Additional Suggestions to improve this article or material? Type your quick comments and suggestions here</p>	
<p>Recommendation <input type="checkbox"/> Accept with minor revision made with assistance of an Article Editor <input type="checkbox"/> Accept with substantive revision made with assistance of an Article Editor <input type="checkbox"/> Revise and Resubmit <input type="checkbox"/> Not Acceptable at This Time <input type="checkbox"/> Not Suitable for <i>ReThinking Behavior</i></p>	