

# ***ReThinking Behavior Complete Author Guidelines***

Version 8.27.18

This document contains information for potential authors of articles to be submitted to *ReThinking Behavior*. It provides information intended to be helpful to those who would like to consider writing an article or contributing to Rethinking Behavior. It includes information about:

- Goals, Audience and Content Structure
- Magazine v. Journal
- Submitting ideas or concepts for articles
- Submitting articles
- A style guide

Please review previously published issues of the magazine to learn about the types of materials we publish. Copies of previously published issues of the magazine are available at:

<https://mslbd.org/what-we-do/rethinking-behavior.html>.

## Goals, Audience and Content

### Goals

*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.

### Audience

Important audiences will include educators who work with students with emotional/behavioral needs (including autism), and/or mental health needs of Pk- 12 grade students. This includes educators who work in special, general, and alternative education settings (such as residential or juvenile justice programs). Support staff for these settings are also potential readers including para-educators, school administrators, school and clinical psychologists and other mental health professionals. Families, and community members, may also find *ReThinking Behavior* of interest. Currently the magazine is sent electronically to about 5000 individuals across the U.S.

### Content

*ReThinking Behavior* will follow a magazine format, rather than a journal format. Successful manuscripts are written in a tone and style appropriate to a magazine; are well-organized; clearly establish the purpose of the article; use specific examples, and try to “show”, not “tell”. As appropriate, articles may summarize relevant research succinctly with minimal but crucial references. Increase readability by being succinct, and direct, with minimal use of technical or discipline specific language. For some articles writing in first person is appropriate. All content will be focused on people, information, situations and perspectives relating to working with children and youth with emotional, behavioral, and/or mental health needs, and should be accessible by a variety of our audiences (see audience section below).

Articles may do any of these:

- Tell a story about a student or class or situation
- Tell a story about an educator- what they do and why- or the skills that they apply in their work
- Explain new topic, idea or procedure which might be of interest to those working in this field
- Provide tips, advice resources and examples for those who work in this field
- Explain how educators mesh their work with their lives outside of school
- Provide your opinion about an important issue.
- We would also like to include art work, poetry, and fiction by students or educators.

***ReThinking Behavior* magazine structure- Types of articles needed!**

## Structure

While not all departments will appear in each issue, the structure of *ReThinking Behavior* will consist of the following departments: Notes, Thoughts, Personals, Features, Results, Policies, Books, After Hours, and Events. A description of each of these with a word length guideline for each follows. In writing an article you might wish to write specifically for one of these sections.

### Notes (Editor's Page)

*Notes* will present the editor's/s' or guest editor's/s' viewpoints related to magazine content which will not necessarily reflect the position of the MSLBD or *ReThinking Behavior*. Editors 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. *Notes* does not have to be tied to any particular article nor written in any particular voice. It will be concise and brief, one-half to one magazine page, up to 700 words. *Notes* will be published in every issue.

### Thoughts (From Our Readers)

Periodically *ReThinking Behavior* will solicit feedback from and promote discussion among its readers through online polling and emails which will be published in *Thoughts* in some issues.

### Voices

The *Voices* section will present personal perspectives through a wide range of articles.

- Professional Profiles/Interviews with individuals currently working in the field
- Most memorable students first-person accounts by teachers and support staff of their most memorable students. 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.
- Personal Accounts written by individuals about issues, experiences, reactions, or opinions will be accepted. 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.

*Voices* articles will range from one to five magazine pages, approximately 600 to 2,000 words.

Two or more *Voices* articles will be published in every issue.

### Features

As the name implies, *Features* will include two or three longer articles. These feature articles can include several writing styles:

- Journalistic, involving a number of sources to capture a single or multiple aspects of a subject;
- Essays incorporating personal observations or experiences with research;
- Interviews with an individual or individuals in the field;
- Reviews of literature; and
- Best practices articles, presenting effective strategies for working with students with emotional, behavioral, and/or mental health needs.

*Features* articles should range from four to eight magazine pages, approximately 1,500 to 4,000 words. Two or more *Features* articles will be published in every issue.

## Strategies

The major purpose of *Strategies* will be to present effective strategies, interventions, practices for students, teachers, schools, support staff, and parents related to the behavior of students.

Articles can include:

- Best practices articles, presenting effective strategies for working with students with emotional, behavioral, and/or mental health needs;
- Summaries of lines of research, effective classroom practices, curricular materials or other media and/or behavioral interventions;
- Excerpts of keynote presentations from past MSLBD; and
- Reviews of resources, materials, or strategies related to behavior.

*Strategies* may include one or two longer articles or several shorter articles. Articles published will be reader-friendly with minimal use of technical or discipline specific language. *Strategies* articles should range from three to nine magazine pages, approximately 1,000 to 4,000 words. One or more *Strategies* articles 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 one or three magazine pages, approximately 600 to 1,300 words. One or more *Policies* articles will be published in every issue.

## Media

This section will focus on several types of media initially including podcasts, books, film/documentary, television, news, and the Internet. *Media* articles can present media related 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 600 to 1,400 words. Two or more *Media* articles will be published in every issue.

## After Hours

*After Hours* will explore the lives of students and professionals 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 related to behavior beyond and supporting the goals of *ReThinking Behavior*. Original material, in addition to excerpts from classic works or literature can included. While most submissions will come from individuals interested in children and youth with emotional, behavioral, and mental health needs, student writings will also be considered for *After Hours*. These articles will range from one or three magazine pages, approximately 300 to 2,000 words. One or more *After Hours* articles will be published in every issue.

## Events

This section will list events including the MSLBD, PBIS, CCBBD, and other key conferences and events in the field.

## How is a magazine different from a professional Journal?

### 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. 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 difference between *ReThinking Behavior* and research journals.

	<b><i>ReThinking Behavior</i></b>	<b>Research Journal</b>
Description and Audience	A practitioner-focused 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 and 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, strategy application, book, film, and podcast 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, second, or third person point of view. APA style is followed as needed in citations, references, and language use. Refer to the <i>ReThinking Behavior</i> Style Sheet attached to this document.	Articles are written in technical and discipline specific language. Research articles are written in the third person point-of-view. APA style is followed in all respects.
Graphics	Photographs, graphs, tables, 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.

### **Submitting Manuscripts and Other Materials**

Both concept proposals for articles, as well as draft articles are welcomed! Please consider submitting!

Editor approval of a concept proposal in advance of submitting a manuscript is encouraged, but not required.

Individuals who wish to submit manuscripts should be prepared to work with the editors on editing their manuscripts to meet style, layout, and length requirements. See the Concept Proposal and Article Submission Forms attached to this document. Previously published work may also be considered for reprinting with permission

### **Photos and Graphics**

All articles published in ReThinking Behavior require photos or graphics. If you have photos, graphics or ideas about possible photos or graphics please include those with you concept or manuscript submission.

### **Permissions**

If you use an extended quotation (including charts, graphs, and tables) from another publication, you must obtain written permission from that publisher before it can be used in *ReThinking Behavior*.

### **Copyright**

As publisher, MSLBD protects its rights and those of its authors from copyright infringement. An author who requests permission to republish his or her submission generally receives it, with the understanding that the author will cite MSLBD as the original publisher. Each author is responsible for the accuracy of references, quotations, tables, and photo releases and should inform MSLBD if the article has been published elsewhere. In accepting a manuscript, we ask the author to sign a statement that:

- The submission is original
- MSLBD has permission to edit, publish, and copyright the submission
- MSLBD may grant the right to reprint the submission in whole or in part.
- MSLBD will work with authors to allow them access to their work which is published.

### **Editorial and Peer-Review**

All concept proposals and 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 author 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, and practitioner-friendliness and relevance.

## Have an Idea or concept for an Article?

### Submitting an Article Idea

If you have an idea for an article and would like to submit the idea before you actually draft an article, please do so. There is a “Concept Proposal Form” which will assist you in doing that. When you do that, the Editorial Team will give feedback on your idea, and if they and you want to continue to create an article, an Article Editor from the team will be assigned to assist and offer support while you create the article. Provide as much information about your idea as possible, including any potential co-authors and a possible time frame for creating the article. Use the fillable form below.

### **ReThinking Behavior Concept Proposal**

*ReThinking Behavior* is interested in ideas or concepts for future articles. If you have an idea for an article, please take a moment to describe it.

Your name:

Date:

Your email address:

What is the topic or subject of the possible article?

What would be the working title?

Please provide a brief summary of the content including sufficient detail to allow the editorial team to understand the nature of the proposed article. Include in your description any website, online resources, audio, or video links you might have at this time.

If you know at this time which one or more departments your article idea might fit check those.

Descriptions of each are included in the Author Guidelines (6.1.18). This can be determined later.

Voices    Features    Strategies    Policies    Media    After Hours    Unsure

Would you be willing to create a first draft of this item?    Yes    No    Uncertain

If Yes, do you have someone you would like to collaborate with to prepare this article?

Collaborator:

Email:

Don't know

If No, who would you recommend to write this article?

Name:

Email:

Don't know

All articles published in *ReThinking Behavior* require photos or graphics. If you have suggestions at this stage, please attach them.

**What to Expect.** This concept proposal will be reviewed by the editorial team. If they believe your idea is promising and suitable for *ReThinking Behavior*, one editor will be assigned to work with you and/or the author and they will contact you. This editor will assist you or the author through the development of a draft that is ready for review. This process typically involves input and suggestions from other editors and required revisions. The editor assigned to work with you will continue to do so through the review, revision, and publication processes. When ready, all article drafts are blind-reviewed by at least three reviewers.

Email your completed form to Reesha Adamson at [RAdamson@MissouriState.edu](mailto:RAdamson@MissouriState.edu)

## Do you want to submit an article you have drafted?

### What should you do?

Manuscript submissions are welcomed! If you have a draft of a manuscript you would like considered, please submit it using the format below. Editor approval of a concept proposal in advance of submitting a manuscript is encouraged but not required.

### What to expect if you submit

Authors who wish to submit material should be prepared to work with the editors on editing 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 author 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, and practitioner-friendliness and relevance. This will occur once the authors and article editor indicate the manuscript is ready for review. Often this process can take time- be patient! Please include the material requested here along with a file with your manuscript as noted below.

### ***ReThinking Behavior* Article Submission Form**

If you have a draft of an article you wish to submit to *ReThinking Behavior* please complete this form and attach your article draft.

Your name:

Date:

Your email address:

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

If you know which one or more departments your article might fit, please check. Descriptions of each are included in the Author Guidelines (6.1.18).

Voices    Features    Strategies    Policies    Media    After Hours    Unsure

All articles published in *ReThinking Behavior* require photos or graphics. If you have suggestions at this stage, please include or attach them. Refer to the *ReThinking Behavior* Style Sheet for additional information on photos and graphics.

**What to Expect.** Your submission will be reviewed by the editorial team. If they believe your article is suitable for *ReThinking Behavior*, one editor will be assigned to work with you (and co-authors) and they will contact you. This editor will assist you (and co-authors) to prepare your draft for review. This process typically involves input and suggestions from other editors and required revision. The editor assigned to work with you will continue to do so through the review, revision, and publication processes. All drafts are blind-reviewed by at least three reviewers.

Email your completed form and article submission to Sharon Maroney at [sa-maroney1@wiu.edu](mailto:sa-maroney1@wiu.edu)

## **ReThinking Behavior Style Guide**

Adopted 6/1/18

In our efforts to establish consistency and provide guidance to the editors, reviewers, and authors, ReThinking Behavior has adopted a Style Guidet. Editors will assist authors in implementing these in manuscripts.

### **ABBREVIATIONS**

- Abbreviations without periods are acceptable with the full spelling included in the first use.  
The Midwest Symposium for Leadership in Behavior Disorder (MSLBD)

### **APA**

- *ReThinking Behavior* will primarily follow APA style with the exceptions stated in this document.

### **APOSTROPHES**

- Singular: one teacher's lesson
- Plural: three teachers' lessons
- For names ending in s use Jones's

### **AUTHOR INFO**

- Author info will be stated at the end of each article, following the references in this format.
  - Name, Affiliation, City, State, email address.
- Or as agreed upon with the author.
- Titles, credentials, and degrees will not be included.

### **BOLDFACE and UNDERLINING**

- APA uses boldface for certain levels of headings but not within the text.
- Bold type can be used for emphasis, but very sparingly in magazine writing.
- Do not use underlining.

### **CAPITALIZATION**

- Capitalize proper nouns.
  - Superintendent Williams versus the superintendent of our school district
  - The National Education Association versus the education association
- Capitalize the name of a strategy only if it is a proper noun.
  - Aggression Replacement Training versus applied behavior analysis

### **COMMAS**

- APA requires the use of the serial comma in lists of three or more items.
  - Groucho, Harpo, and Zeppo
- Use commas to set off nonessential clauses.
  - Walden University, established in 1970, offers many degree programs.
- Use commas to separate two independent clauses.
  - Smith (2011) conducted the research, and Heller (2018) commented on the results.
  - Jessica and I went to the movies, we had a good time.
- But NOT here.
  - Smith (2001) found that results were consistent but also suggested further investigation.
- Use commas after an introductory clause, phrase, or word.
  - If you are using this sentence structure, place a comma after the dependent clause.

- Before completing the interviews, I must obtain Walden University approval.
- Therefore, I created three research questions.
- However, further research is needed.
- With such as use commas with nonrestrictive clauses only.
  - Trees such as oaks and elms don't grow at this altitude.
  - In this forest, you'll see many types of coniferous trees, such as pine and spruce.
- Use commas to introduce a quotation.
  - Freud (1900) claimed, "the dreamer...assumes that the dream has at all events transported the dreamer into another world" (p. 5).
- But NOT here.
  - Freud (1900) claimed that "the dreamer...assumes that the dream has at all events transported the dreamer into another world" (p. 5).
- Commas are usually not needed with as well as.

### CONTRACTIONS

- Commonly used contractions are acceptable.

### DATES & TIMES

- Use the following formats: August 24<sup>th</sup>; August 24–30, 2018; 1960s; '30s; and 8 pm.

### FOOTNOTES

- Footnotes will not be used unless requested by an Editor.

### HYPHENS + DASHES

- Use hyphens-
  - To link some compound words (*mind-set, self-respect, light-year, X-axis, United States-Mexico border*)
  - With some prefixes (*anti-inflammatory, Pre-Civil War*) and numbers (*twenty-four, thirty-day increments*)
  - To link adjectives before a noun (*short-term investment, off-the-cuff remark, best-kept secret*)
- Dashes can be used in place of commas, parentheses, or colons.
  - Look—a squirrel!
  - What I meant to say is—hey, are you paying attention?
  - You have three options—fight, flight, or surrender.
  - The original version of the document—the one I hold here—is worded differently.

### IN-TEXT CITATIONS + REFERENCES

- Limit the number of in-text citations and references.
- Use the one or two most relevant references to cite. Avoid disrupting the flow of the text with several citations.
- Use APA format for in-text citations and reference lists with this exception—
  - For references with three or more authors, include the first author and et al. in all in-text citations and include all authors in the reference list.

### INTERNET TERMS

- Always capitalize Internet.
- Use website and email, not site and e-mail.
- When an URL comes at the end of a sentence, put a period after it.
- Provide complete urls for as many relevant links as possible.

- Hyperlink the first mention then use regular text from that point on.

### ITALICS

- Use italics with the following.
  - Titles of books, journals and periodicals, films, podcasts, television shows, longer poems, magazines, videos, paintings, sculptures, and speeches
  - Foreign words not yet assimilated into American English
  - Legal citations
  - Letters of the alphabet when you're referring to them as letters— The letter *G*
  - Scientific names
  - Words, phrases, or letters presented as linguistic examples - Kids learn words such as *play* and *game* when...
  - Some statistical info ( $n = 5$ )
  - The anchors of scale: Scores ranged from 0 (*never*) to 5 (*continuously*)
  - To introduce a new key technical term or label
- Do not use italics for: Foreign phrases common in English (et al., a posteriori, ex post facto) and names of long sacred works such as the Bible or the Koran.
- Article titles, chapters, and episodes take quotation marks, not italics.
- In the *New York Times*, the word "the" would be in regular type.
- Use italics very sparingly to emphasize something— otherwise emphasis is lost.

### LISTS

- When listing items that must appear in a certain order within a paragraph, avoid using (a), (b), and (c) or (1), (2), and (3). Instead
  - The teacher followed this sequence; I do, we do, and you do.
  - The strategy includes information gathering, peer sharing, and assignment completion in that order.
- Use vertical and/or bulleted lists for lists of five or more items.

### NAMES

- In most cases use a person's last name. Do not include titles or credentials.

### NUMBERS

- The numbers 1 – 9 should be written out while numbers above nine should be numbers.
- Numbers in a series should be written as follows.
  - Competitors 1- 8 will be first; competitors 152 - 160 will be next.
  - Numbers starting a sentence are always spelled out.
  - State awards as the first-place winner or the 14th place rider.

### PERSON-FIRST LANGUAGE

- Use students with behavioral disorders, not BD students.
- Use teacher of students with autism, not autism teacher.
- Use program for students with special needs, not special needs program.

### PHOTOS + GRAPHICS

- Include photographer/artist name and source for all photos and graphics.
- Use royalty-free/public domain/copyright-free photos or obtain permission from the photographer to use photo.

- Take or obtain high resolution photos, 300 DPI, if possible. Save and send photos in highest quality available.
- [101 Places to find amazing, royalty-free images](#)

#### **QUOTATION MARKS, EXCLAMATION POINTS, and QUESTION MARKS**

- Use quotations marks with titles of articles, chapters, episodes, song titles, and short poems.
- In American English *always* put periods and commas inside quotation marks.
  - “Don’t underestimate me,” she said with a disarmingly friendly smile.
  - I can never remember how to spell “bureaucracy.”
- Semicolons, colons, and dashes always go outside quotation marks.
  - Her favorite song was “Gangnam Style”; she spent weeks trying to learn the dance.
- Put question marks and exclamation points inside quotation marks unless they apply to the sentence as a whole.
  - Reynold asked, “Can we have ice cream for dinner?”
  - Do you actually like “Gangnam Style”?

#### **SPACES**

- Use one space between sentences in a paragraph and after a comma, semi-colon, or colon.

#### **TITLES**

- Use *ReThinking Behavior* as the title of our magazine.
- In titles of articles consider using a dash or a colon, although not all titles should have colons.
- Titles of articles should be engaging and conversational. Consider, “It’s about time,” rather than “Organizational strategies to increase instructional time.”
- Try these resources
  - <https://goinswriter.com/catchy-headlines/>
  - <https://www.enchantingmarketing.com/headline-formulas/>

#### **WEB ADDRESSES**

- Omit the http:// except where the remaining URL would not begin with www.

#### **For additional information contact**

- Sharon Maroney at [sa-maroney1@wiu.edu](mailto:sa-maroney1@wiu.edu)
- Jacqueline Huscroft-D’Angelo at [jndangelo@unl.edu](mailto:jndangelo@unl.edu)
- *ReThinking Behavior*, Midwest Symposium for Leadership in Behavior Disorders, PO Box 202, Hickman, NE 68372, [ReThinkingbehavior@mslbd.org](mailto:ReThinkingbehavior@mslbd.org), [www.mslbd.org](http://www.mslbd.org)