**Journal Writing Resources**

The following packet will help early childhood PhD students get acquainted with scholarly publishing standards and procedures. Within the packet you will find a table of journals related to early childhood and associated fields. Also, one can find resources for writing articles for these journals. The American Psychological Association (APA) guidelines are used to write articles. However, each journal should be referenced for specific writing requests. APA website link: [American Psychological Association](http://www.apa.org/).

**Early Childhood Development and Care Education Journals**

|  |  |
| --- | --- |
| **Title** | **Aims and Scope** |
| *Child Development* | ***Child Development*** has been devoted to original contributions on topics in child development from the fetal period through adolescence  Empirical articles must be judged as being high in scientific quality, contributing to the empirical base of child development, and having important theoretical, practical, or interdisciplinary implications. These papers should review the major definitions, methods, and findings of the concept or specialty and discuss past or potential links to child development. Submissions undergo peer review.  *Child Development* is published on a bimonthly basis.  *Child Development* is published by the SRCD, Society for Research in Child Development.  Primary audience:   * Researchers * Child Psychiatrists * Clinical and Educational Psychologists * Social Workers * Teachers   **Website link:** [Child Development](http://www.srcd.org/cd.html) |
| *Child Development Perspectives* | *Child Development Perspectives (CDP)* emphasizes brief, well synthesized reviews of research, typically focused on emerging lines of inquiry in developmental science. The journal publishes essays on policy, statistics and methods, and on other topics suitable for the readership. Papers are welcome from all fields that inform modern developmental science.  Because of the international nature of the readership, authors should avoid writing that assumes the reader is a citizen of or is intimately familiar with the author’s country.  Manuscripts reporting new empirical findings are not appropriate for *CDP*.  Primary audience:   * Researchers * Administrators * University faculty * Child care workers * Early childhood teachers * Related services professionals   Website link: <http://www.srcd.org/index.php?option=com_content&task=view&id=193&Itemid=533> |
| *Contemporary Issues in Early Childhood* | ***Contemporary Issues in Early Childhood*** *(CIEC)* is a peer-reviewed international research journal. The journal provides a forum for researchers and professionals who are exploring new and alternative perspectives in their work with young children (from birth to eight years of age) and their families.  ***CIEC*** incorporates interdisciplinary, cutting edge work which may include the following areas of interest: poststructuralist, postmodern and postcolonial approaches, sociology of childhood, alternative viewpoints of child development that deal with issues such as language and identity, the discourse of difference, new information technologies, stories and voices, curriculum, culture and pedagogy, or any combination of such ideas.  ***Contemporary Issues in Early Childhood*** is an online-only journal published at **www.wwwords.co.uk/CIEC** four times a year.  Primary audience:   * Researchers * Administrators * University faculty * Teachers   Website link: [*Contemporary Issues in Early Childhood*](http://www.wwwords.co.uk/ciec/) |
| Developmental Psychology® | Developmental Psychology® publishes articles that advance knowledge and theory about development across the life span. The journal includes significant empirical contributions as well as scholarly reviews and theoretical or methodological articles. Studies of any aspect of psychological development are appropriate, as are studies of the biological, social, and cultural factors that affect development  Developmental Psychology® welcomes not only laboratory-based experimental studies but studies employing other rigorous methodologies, such as ethnographies, field research, and secondary analyses of large data sets. It especially seeks submissions in new areas of inquiry and submissions that will address contradictory findings or controversies in the field as well as the generalizability of extant findings in new populations.  This journal uses masked review for all submissions.  Primary audience:   * Researchers * Administrators * University faculty * Teachers   Website link:[*Developmental Psychologist*](http://www.apa.org/journals/dev/) |
| *Early Childhood Education Journal* | *Early Childhood Education Journal* publishes peer-reviewed articles covering curriculum, child care programs, administration, staff development, family-school relationships, equity issues, multicultural units, health nutrition, facilities, special needs, employer-sponsored care, infant/toddler programs, child development, advocacy, and more.  *Early Childhood Education Journal* articles analyze issues, trends, policies, and practices, as well as offer well-documented points-of-view and practical recommendations.  Areas of emphasis:   * International studies * Educational programs in diverse settings * Projects demonstrating inter-professional collaboration * Qualitative and quantitative research and case studies * Theory, research, and practice relating to professional development * Family support and community action programs   Primary audience:   * University faculty * Early childhood teachers * Related services professionals   Website link: *Early Childhood Education Journal* |
| *Early Childhood Research & Practice (ECRP)* | Early Childhood Research & Practice (ECRP) is the first scholarly, peer-reviewed, bilingual (English-Spanish) open-access electronic journal in the field of early care and education.  *Early Childhood Research & Practice* (*ECRP*), an Internet-only journal, which features articles related to the development, care, and education of children from birth to approximately age 8.  ECRP is sponsored by the [Early Childhood and Parenting (ECAP) Collaborative](http://ecap.crc.uiuc.edu/) at the [University of Illinois at Urbana-Champaign](http://illinois.edu/). The journal publishes research reports, literature reviews, essays, interviews, reflections, and commentary on emerging trends and issues by scholars and practitioners from around the world. The focus is on applied research, or on research with practical implications; each issue typically contains at least one article by an early childhood practitioner. The focus of the journal is on the nature and improvement of practice  Dr. Lilian G. Katz is the Editor  *ECRP* emphasizes articles on:   * Practice-related research and development * Issues related to practice, parent participation, and policy * Emerging practices and issues   Primary audience:   * Administrators * Researchers * Teachers * Educators program planners * Policy makers * Decision makers * Parents   Website link: [*Early Childhood Research & Practice (ECRP)*](http://ecrp.uiuc.edu/) |
| *Early Childhood Research Quarterly* | *Early Childhood Research Quarterly* publishes predominantly empirical research (quantitative or qualitative methods) on issues of interest to early childhood theory and practice (Birth through 8 years of age).  *Early Childhood Research Quarterly* is the scholarly journal of the National Association for the Education of Young Children [(NAEYC)](http://www.naeyc.org).  Its articles challenge readers to change the way they think about some of the most critical issues of our time:   * Childcare, program quality, and children's transition to school * The efficacy of early intervention and prevention programs * Public policy, early childhood education, and child development * Best classroom practices and effective early childhood curricula * Professional development and training for early childhood practitioners * Multicultural and inclusive early care and education * Children's social, emotional, cognitive, behavioral, language, and motor development applied to early childhood settings   Primary audience:   * Researchers * Administrators * University faculty * Early childhood teachers * Related services professionals   Website link: [*Early Childhood Research Quarterly*](http://www.sciencedirect.com/science/journal/08852006) |
| *Educational Leadership* | *Educational Leadership* is intended for everyone interested in preK–12 education issues, including curriculum, instruction, supervision, and leadership. Each issue contains articles written by educators for educators. They look for articles that inspire improved teaching and learning.  *Educational Leadership* is known for its [theme](http://www.ascd.org/Publications/Educational_Leadership/Upcoming_Themes/Upcoming_Educational_Leadership_Themes.aspx) issues. The more appropriate an article is for a theme issue, the more likely they will be able to publish it.  Areas of emphasis:   * Articles describing research-based solutions to current problems in education. * Reasoned debate on controversial subjects. * Opinion pieces that interweave experiences and ideas. * Program descriptions (school, district, or state). * Practical examples that illustrate key points. * An emphasis on explaining and interpreting research results rather than on methodology. * International contributions.   Primary audience:   * Administrators * Teachers K-12 * Related services professionals   Website link: [*Educational Leadership*](http://www.ascd.org) |
| *Instructor* | *Instructor* publishes more teachers' bylines each issue than any other educational magazine.  *Instructor* is part of Scholastic which publishes six issues per year filled with practical, fun, teacher-tested ideas for your classroom. They write about classroom trends, give expert teaching tips, and list dozens of resources in every issue. *Instructor* focuses on grades K-8.  Types of articles:   * Feature stories * Articles * **Activities & Classroom Tips** * **Theme Units** * **End of the Day** personal essays   Primary audience:   * Child care workers * Teachers * Related service professionals   Website link: <http://www.scholastic.com/teachers/article/instructor-magazine-writerx2019s-guidelines-teachers-grades-kx20138> |
| *Journal of Early Childhood Teacher Education* | The *Journal of Early Childhood Teacher Education (JECTE)* isthe official journal of the National Association of Early Childhood Teacher Educators. It publishes original manuscripts, reviews, and information about association activities. Its purpose is to provide a forum for consideration of issues and for exchange of information and ideas about research and practice in early childhood teacher education.  *JECTE* welcomes research reports, position papers, and essays on current issues, reflective reports on innovative teacher education practices, letters to the editor, and book reviews.  The *Journal of Early Childhood Teacher Education* is a refereed journal. The review process may take from three to four months.  Primary audience:   * Researchers * Administrators * University faculty * Early childhood teachers   Website link: <http://www.naecte.org/docs/Manuscript_Submission_JECTE.pdf> |
| *Journal of Research in Early Childhood Education* | The Journal of Early Childhood Research welcomes high-quality, international early childhood research findings from the forefront of current theory and practice.  Submissions to the Journal of Early Childhood Research will be refereed anonymously by at least two referees and aims to inform authors of the editorial decision within sixteen weeks of submission.  The Journal of Early Childhood Research publishes original research and review articles concerned with childhood research. It draws from psychology, sociology, philosophy, and the history and law of education. The journal also draws upon a number of related fields in early childhood: anthropology; child health; cognitive, clinical, developmental, neuro- and social psychology; curriculum studies; critical theory; feminist perspectives; paediatrics; philosophy; phemonenology; research methodology; social policy studies; social work; sociology and pedagogy.  Primary audience:   * Researchers * Administrators * University faculty * Teachers * Related service professionals   Website link: [*Journal of Research in Early Childhood Education*](http://ecr.sagepub.com/) |
| *Monographs of the Society for Research in Child Development* | Since 1935 *Monographs of the Society for Research in Child Development* has presented in-depth research studies and significant findings in child development and its related disciplines. Each issue consists of a single large-scale study or a group of papers on a common theme, accompanied by discussion and in many cases, outside commentary.  Like all *Society for Research in Child Development (SRCD)* publications, the *Monographs* enable development specialists from many disciplines to share their data, techniques, research methods, and conclusions.  Primary audience:   * Researchers * Administrators * University faculty * Teachers * Related service professionals   Website link: <http://www.srcd.org/index.php?option=com_content&task=view&id=194&Itemid=554> |
| National Head Start Association Dialog: A Research-to-Practice Journal for the Early Childhood Field | *NHSA Dialog:* *A Research-to-Practice Journal for the Early Childhood Field* is specifically interested in research papers that highlight innovative and/or evidence-based practices of early childhood programs to improve the well-being of young children and their low-income families  *NHSA Dialog:* *A Research-to-Practice Journal for the Early Childhood Field* provides a forum for two-way communication between researchers and practitioners. It ensures that research results are effectively translated for practice and policy, and provides ongoing reporting of the results to the broader community in order to obtain continuing feedback.  *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field* is published on a quarterly basis.  Areas of emphasis:   * child health and mental health * normative child development * community issues such as neighborhood violence and homelessness * family support and self-sufficiency * multicultural issues * new measures, methods, and analytic strategies; parenting and parent involvement and engagement * quality issues in early childhood education * transitions from home to school * and programmatic and policy issues related to service delivery   Primary audience:   * Researchers * Administrators * University faculty * Early childhood teachers * Related service professionals   Website link: <http://www.nhsa.org/research/nhsa_dialog_a_researchtopractice_journal> |
| Review of Educational Researcher | *Educational Researcher* (*ER*) publishes scholarly articles that are of general significance to the education research community and that come from a wide range of areas of education research and related disciplines. *ER* aims to make major programmatic research and new findings of broad importance widely accessible.  *ER* encourages submissions of three types of research articles—feature articles, reviews/essays, and briefs.  Feature Articles present important new research results of broad significance.  Reviews/Essays describe new developments of broad significance and highlight unresolved questions and future directions  Briefs are brief analyses focusing on a specific topic or question using new data or existing databases.  Primary audience:   * Researchers * Administrators * University faculty * Early childhood teachers * Related service professionals   Website link: [Review of Educational Research](http://www.aera.net/publications/?id=319) |
| SAGE Open | *SAGE's* groundbreaking, open-access publication of peer-reviewed, original research and review articles, span the full spectrum of the social and behavioral sciences and the humanities.  *SAGE* evaluates the scientific and research methods of each article for validity and accepts articles solely on the basis of the research.  *SAGE* which does not restrict papers to a narrow discipline, facilitates the discovery of the connections between papers, whether within or between disciplines.  Primary audience:   * Researchers * Administrators * University faculty * Early childhood teachers   Website link: <http://www.sagepublications.com/promos/1125051.htm?utm_source=email&utm_medium=webversion&utm_content=viewonline&utm_campaign=1125051&priorityCode=1125051> |
| *Young Children* | *Young Children* is the peer reviewed journal of the National Association for the Education of Young Children (NAEYC).  *Young Children* is published 5 times a year.  The readers include those who work with or on behalf of young children from birth through age eight.  *Young Children* looks for articles that:   * Reflect the current knowledge based in early childhood education * Share numerous positive examples and vignettes from the author’s experience * Provide practical strategies for practitioners * Support inclusion of children with a range of abilities   Primary audience:   * Administrators * University faculty * Parents * Early childhood teachers   Website link: [*Young Children*](http://www.naeyc.org/yc/) |
| *Zero to Three* | Zero to Three Journal is a bi-monthly (6 issues per year) publication ideal for professionals who work with and care about very young children and their families.  Zero To Three has been at the forefront of research, practice, and policy concerning the healthy development of infants, toddlers, and their families.  Zero to Three provides a forum for the exchange of information and reaches across disciplines to offer rich and diverse perspectives on the complex nature of early development  The articles published in *Zero to Three* are generally by invitation due to the fact that each issue is built around a particular theme. It does not follow a formal peer review process but does maintain a rigorous editorial process to ensure each article meets a high standard of quality.  Primary audience:   * Administrators * University faculty * Parents * Early childhood teachers   *Website link:* [*Zero to Three*](http://www.zerotothree.org/about-us/areas-of-expertise/zero-to-three-journal/) |
|  |  |
|  | **Early Childhood Special Education and Intervention Journals** |
| **Title** | **Aims and Scope** |
| *Autism: The International Journal of Research and Practice* | *Autism* provides a major international forum for research of direct and practical relevance to improving the quality of life for individuals with autism or autism-related disorders. *Autism* has an anonymous peer review process by at least two referees.  Areas of emphasis:   * Research reports describing new experimental findings * Short reports * Review articles   Primary audience:   * Researchers * Administrators * University faculty * Child care workers * Early childhood teachers * Related services professionals: counseling and psychotherapy   Website link: <http://www.uk.sagepub.com/msg/aut.htm> |
| *Exceptional Children* | Exceptional Children articles must have implications for research, practice, or policy in special or gifted education.  Exceptional Children publishes quantitative, qualitative, and single-subject design studies.  Exceptional Children publishes research studies that examine the effectiveness of specific interventions, it does not publish descriptions of instructional procedures except as a part of an intervention study or classroom materials, accounts of personal experiences, letters to the editor, book or test reviews, and anecdotal single case studies. Non-data-based reports on innovative techniques, programs, policies, or models as well as studies involving a pretest-posttest only design with no comparison condition are also not published in Exceptional Children. Investigations involving questionnaires and survey are generally not published unless the sample is reasonably representative of the population being studied.  Types of articles:   * Research studies * Research reviews * Methodological reviews of the literature * Data-based position papers * Policy analyses   Website link: [Exceptional Children](http://journals.cec.sped.org/) |
| *Exceptional Parents* | *Exceptional Parents* publishes articles on a broad variety of social, psychological, legal, political, technological, financial, and education concerns faced by individuals with disabilities and special needs and those who care for them.  *Exceptional Parents* articles have broadened to include issues across the lifespan from infants to seniors.  Primary audience:   * Parents * Child care workers * Teachers * Related services professionals * People with individuals with developmental disabilities   Website link: <http://eparent.com/> |
| *Focus on Autism and Other Developmental Disabilities* | *Focus* addresses issues concerning individuals with developmental disabilities, such as autism, mental retardation, and cerebral palsy.  Manuscripts appropriate for *Focus* reflect a wide range of disciplines (education, speech related areas, OT, SP, PT, and social work)  *Focus* is published with the intent of improving the lives of individuals with developmental disabilities. *Focus* seeks manuscripts that disseminate the results of empirical research and strive to provide a forum for professional discussions from diverse philosophical and theoretical perspectives. *Focus* is published quarterly.  Types of Articles:  *Focus* publishes three types of full-length manuscripts:   * original research reports * reviews and interpretations of professional literature; and theoretical papers, conceptual statements * position papers that include empirical substantiation.   The journal also publishes two types of short manuscripts:   * replication of prior research findings and controlled data-based case studies, and * book reviews   Primary audience:   * Administrators * Parents * Child care workers * Teachers * Related services professionals * People with individuals with developmental disabilities   Website link: <http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201875#tabview=manuscriptSubmission> |
| *Journal of Early Intervention* | *Journal of Early Intervention* seeks to publish articles related to research and practice in early intervention for infants and young children with developmental disabilities, delays, or at risk for developmental delays; their families and individuals who provide service for these children and families  Early intervention is defined broadly as procedures that facilitate the development of infants and young children who have developmental delays or disabilities or who are at risk for developmental delays and or/school failure  It is the goal of *Journal of Early Intervention* to publish reports of original research, literature reviews and meta-analyses, conceptual analyses of problems and issues the field faces, and advances in research methods.  Primary audience:   * Researchers * Administrators * University faculty * Teachers * Related service professionals   Website link: [*Journal of Early Intervention*](http://jei.sagepub.com/) |
| *Topics in Early Childhood Special Education* | *Topics in Early Childhood Special Education* offer information about early intervention (EI), which is defined broadly and includes services provided to (infants, toddlers, and preschoolers who are at risk for a display developmental delays and disabilities and their families.  *Topics in Early Childhood Special Education* include articles on personnel preparation, policy issues, and operation of intervention programs.  *Topics in Early Childhood Special Education* journal aim to publish information that will improve the lives of young children and their families.  *Topics in Early Childhood Special Education* published 3 topical issues and 1 non-topical issue per volume year.  Primary audience:   * Researchers * Administrators * University faculty * Early childhood teachers   Website link: [*Topics in Early Childhood Special Education*](http://tec.sagepub.com/) |

**Resources for Academic Writing**

Suggested Readings:

Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks: SAGE

Chapters of the book:

* Designing your plan for writing
* Starting your article
* Advancing your argument
* Selecting a journal
* Reviewing the related literature
* Strengthening your structure
* Presenting your evidence
* Opening and concluding your article
* Giving, getting, and using others’ feedback
* Editing your sentences
* Wrapping up your article
* Sending your article
* Responding to Journal decisions

(Belcher, 2009, *Contents* section)

**Tips for Writing Journal Articles**

Hiemstra, R. (2007). *Tips for greater success in writing journal articles.* Retrieved from

<http://www-distance.syr.edu/writingtips.html>

1. In order to get an article published you first must write one (the biggest stumbling block for many prospective authors).

2. Study the most timely topics in the field – uniqueness, future minded­ness, and current interests are usually the best bet.

3. Study the periodicals. All provide clues to the type of content areas or topics being accepted. **Main point**: Select the one seemingly best suited for your manuscript.

4. Use a **short**, dynamic cover letter – point out the value of the article to readers of that journal, but do it professionally, and ­mention adherence to their stylistic guidelines.

5. Study the techniques of writing and the writing techniques ex­pected for a specific journal. Note, too, that wordiness is not appreciated in this day of rising printing and postage costs.

6. Get it written! My suggestion is to write a first draft without worry about correctness and exact wording, let it rest for a few days, ­then rewrite and polish it. Also remember to ask others to read it – seek feedback, especially at first.

7. The lead to an article is very important – it needs to grab a reader’s attention, ­so spend lots of time in the development process.

8. Submit a perfect copy to the journal; it should be word-processed, clean, appropriate stylistically, etc.

9. Never submit a manuscript to more than one publisher at a time; however, remember my 3x3 rule – three articles or more are possible on each major idea and if you receive a rejection, submit each manuscript to at least two more journals before abandoning that particular idea.

10. Keep writing, keep trying!

(Hiemstra, 2007, *Tips for Writing Journal Articles* section)

**Four Stages of Good Writing**

Hiemstra, R. (2007). *Tips for greater success in writing journal articles.* Retrieved from

<http://www-distance.syr.edu/writingtips.html>

1. **Prewriting**

        Find ideas, reviewing appropriate literature, brainstorming with colleagues,

and thinking about your daily work problems

        Analyze prospective periodicals and understanding their stylistic requirements

and expectations

        Determine who is your audience

        Establish your purpose in writing

        Make good use of information or data

        Commit to carrying out appropriate planning activities.

2. **Text Development**

        Determine a good introduction or lead

        Work on the body (heart) of the article

        Write in paragraphs and sections and including good transitions between

sections

        Develop convincing conclusions, making appropriate recommendations, and

creating a stimulating ending

3. **Revising as Appropriate**

        Revise as needed

        Seek critiques from at least two colleagues

        Reread and rework your own writing

        Always think about communicating with your reader clearly and precisely

4. **Final Editing**

        Carry out appropriate editing and proofing (see the section on careful

proofing)

        Ensure there is technical correctness

        Use your spell checking and grammar checking software (some software

possibilities are listed the “Reading Suggestions” section, although most word

processing software provides some related help here)

        Look for consistency throughout

(Hiemstra, 2007, *Four Stages of Good Writing* section)

**ON THE IMPORTANCE OF PERSEVERING**

In the 1960’s a first-year assistant professor wrote an article based on some techniques in his dissertation. He spent my many evenings talking over the ideas in his article with a colleague, then worked to make the article readable, gave it a fun title, and sent it off to the big journal in his field. The editors rejected it, responding that the article was interested but “trivial,” according to the scholar’s own report. The scholar then sent the article back out to a second-tier journal, whose editors rejected it for the opposite reason, stating that the article was too “general” to be published. The scholar began to think that his entire line of research was problematic. Still, he sent the article back out to a third-tier journal, whose editors also rejected it, saying that it was too “trivial” again. By now, the scholar was feeling quite discouraged, and he let the article sit around on his desk for some time.

After a trip to India that resparked his interest, he finally managed to revise the article and sent it off to a fourth journal, quite small and, to his amazement; they accepted it, four years after he first sent the article out. Since he felt “lucky” that he had gotten the article published anywhere, he moved on to other research interests. By then, his department was concerned about his productivity and refused to promote him because he had not published enough. Soon, after he fell sick and was diagnosed with clinical depression. So, it was a surprise to the professor when, not long after his thrice-rejected article was published, strangers started to approach him at conferences to say that they found his article fascinating.

Thirty years later, Berkeley professor George Akerlof won the Nobel Prize in economics for the research in that landmark article. It is one of the most highly cited articles ever to be published in any field, and the thoughts that he first articulated there have profoundly changed the real worlds of insurance, markets, and law.

Lessons to be learned from Akerlof’s Story:

1. Just because an article is rejected does not mean that it is a bad article
2. It may take thirty years for the Nobel Prize committee to recognize your genius..so hang in there!
3. You may have to go through hell to get a good article published. Fortunately, you will be in good company.

Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic*

*publishing success*. Thousand Oaks: SAGE