

Open Call for Papers for Special Issue
Journal of Educational and Psychological Consultation

**Early Childhood Focused Consultation: Examining Current Practices, Identifying
Future Opportunities**

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About the Special Issue

Enrollment in early childhood education has significantly increased over time, with estimates suggesting that 50% of young children spend time in early education and care settings (Laughlin, 2013). Early childhood defined herein as ages birth to five years (Zero to Three, 2016), is a critical learning period for children. School-based consultants play an important role in supporting young children. School psychologists can contribute to positive outcomes for young children through “innovative approaches to collaboration, assessment and evaluation, and instruction and intervention...” (NASP, 2015, p. 1). School-based consultants, such as social workers and school counselors, also can utilize consultative approaches to support children’s social-emotional development. Indeed, working with young children often means working with the adults in their care network (e.g., parent, guardian, teacher), necessitating a consultative mechanism for effective change.

Overall, there exists a dearth of research illuminating the current state of early childhood consultation, or its potential for school-based consultants (e.g., school psychologists, school social workers, school counselors). For example, in the field of school psychology, the last compilation of articles that focused on early childhood work was a Special Series in *School Psychology Review* well over a decade ago (Power, 2006). Recent issues of *Journal of Educational and Psychological Consultation (JEPC)* have examined consultation-based issues impacting early childhood populations (e.g., Albritton et al., 2018; Donovan et al., 2014; Friesen et al., 2014); however, additional focus is needed in an effort to emphasize the critical role of consultative services when working with young children. **Accordingly, the purpose of this Special Issue is to create a compendium of scholarly work considering the contemporary role for school-based consultants to provide a broad range of supports in early childhood.**

Submissions for this Special Issue should focus on one or both of the following two topic strands:

- (1) Current and future opportunities involving the use of consultative mechanisms to support early childhood professionals as they improve young children’s acquisition of academic and/or social-emotional skills,
- (2) current and future opportunities for consultative mechanisms for graduate training when working in early childhood environments.

The first topic area includes manuscripts focused on current consultative practices in early childhood. The topic strand includes consultation? work examining relevant policies impacting early childhood school psychology practice, for example suspensions and expulsions in early childhood education and the need for integrated policies to promote school psychologists' roles in addressing mental health and behavioral needs in early childhood settings. The second topic strand is concentrated on future areas of growth and work for school-based consultants in early childhood. Through this Special Issue, the empirical and conceptual research in these important yet underexplored areas can be expanded, and future research can be stimulated through clearly indicated future research directions.

Interested contributors are encouraged to submit a 500-word ABSTRACT summarizing the proposed article by May 1st, 2020 to Dr. Kizzy Albritton (kalbritt@kent.edu). Invitations for full-length manuscripts will be sent out by June 15, 2020 for selected abstracts. As per the standard *JEPC* policy, all submitted manuscripts will undergo blind peer review prior to final decisions regarding publication. Inquiries regarding the special issue may be directed to Dr. Kizzy Albritton.

References

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