Contemporary School Psychology
The Official Journal of the California Association of School Psychologists

School-Based Approaches to Cultivating Mindfulness

School psychologists using mindfulness-based interventions to promote positive behavior change

This special issue invites manuscripts that address how school psychologists are working to cultivate mindfulness in students for the purposes of decreasing problem behaviors and improving well-being behaviors. In keeping with Contemporary School Psychology’s mission, we invite scholarly articles that link theory, research, and science to the practical task of improving mindfulness as a means for enhancing outcomes for all students. We are interested in articles that describe how school psychologists are engaged in mindfulness-based interventions to promote positive behavior change. These practices may include stand-alone mindfulness exercises (e.g., mindful breathing or mindful yoga), mindfulness-based curricula (e.g., MindUp or Learning to Breath), therapeutic approaches grounded in mindfulness (e.g., mindfulness-based stress reduction, mindfulness-based cognitive therapy), as well as intervention protocols with core mindfulness components (e.g., dialectical behavioral therapy, acceptance and commitment therapy).

This special issue will be guest-edited by Drs. Tyler Renshaw (Louisiana State University), David Klingbeil (University of Wisconsin, Milwaukee), and Aaron Fischer (University of Utah). Please contact the lead guest-editor, Tyler Renshaw (trenshaw@lsu.edu), with any questions regarding submissions. If you are interested in serving as a manuscript reviewer for this special issue, please contact Editor-in-Chief Michael Hass (mhass@chapman.edu). All manuscripts will be submitted to a blinded peer review process. This issue is tentatively scheduled to publish during the spring of 2017.

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In cover letter, please indicate that the submission is for the “Cultivating Mindfulness Special Issue”

Please send a preliminary title and brief summary to the guest-editors
To be considered for this special issue, manuscripts must be submitted online by January 2017.
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