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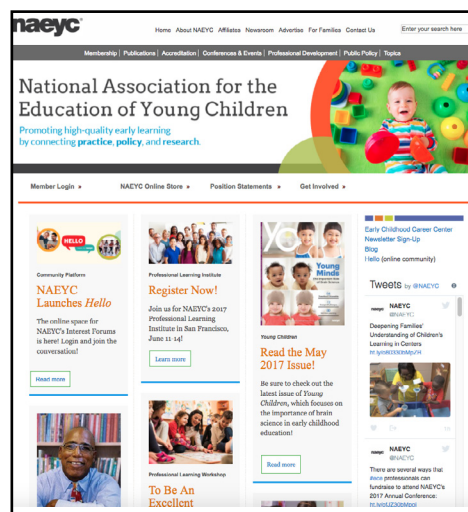
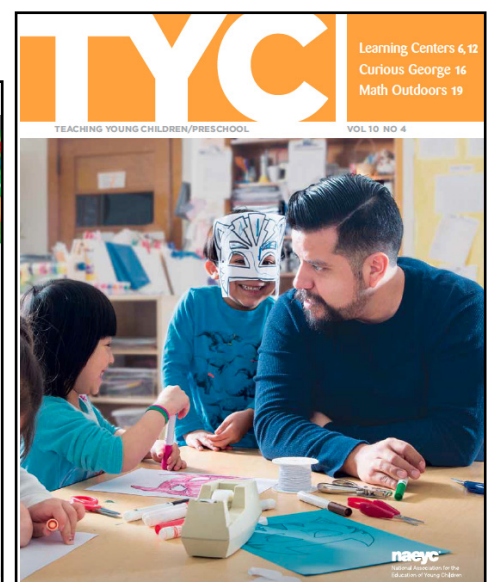
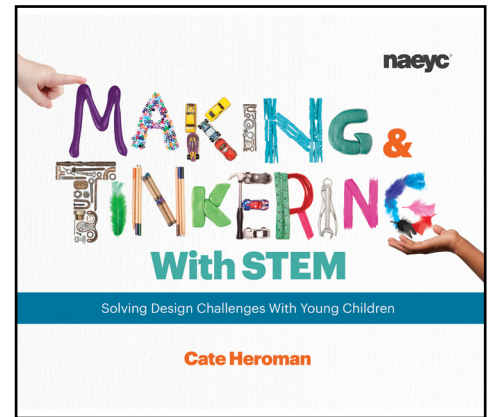
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Submission Guidelines for *Young Children*

The Journal of the National Association
for the Education of Young Children

NAEYC.org/writeYC



About *Young Children*

Young Children is NAEYC's award-winning peer-reviewed journal. Published five times per year, each issue combines a strong research base with practical suggestions for early childhood educators. YC's readers work with or on behalf of children from birth through age 8. Readers include teachers, family child care providers, child development program administrators, resource and referral counselors, early intervention specialists, elementary school principals, teacher educators, students, researchers, policy makers, and others.

The editorial team and peer reviewers look for articles that

- reflect the **current knowledge base** in early childhood education,
- describe real life examples of **developmentally appropriate practice**,
- provide **practical strategies**,
- cite **relevant research findings**, and
- support **inclusion** of children with a range of abilities.

Respect for individual characteristics such as culture, ethnicity, gender, ability, family structure, and home language is expected. Articles selected for publication in *Young Children* are considered a contribution to the profession; authors do not receive fees or royalties.

Types of articles

Young Children articles vary in content, length, and writing style. Many authors write about a particular classroom, school, or teacher they have observed. If your article describes another educator's practice in detail, please acknowledge this contribution or consider including him or her as coauthor.

Young Children does not publish term papers, literature reviews without clear connections to practitioners, content or promotional pieces that focus on and promote one organization's products or services as editorial content, or reports that emphasize research methodology or the findings of an individual study. The journal does not accept articles already published elsewhere in print or electronic format. We expect that articles have not been simultaneously submitted to other publications.

Young Children articles are written in an informal, conversational style. They use active voice (e.g., "The teacher planned..." rather than "Plans were made by the teacher...") and clear language. This makes the text easier and more enjoyable to read.

Cluster-topic Articles

Each issue features a group of articles that address different aspects of a topic. Although cluster topics are decided on many months in advance, in order to respond to topical issues and trends, the editors may change the publication date of a cluster from time to time. To see upcoming cluster topics, visit NAEYC.org/publications/forauthors/writeyc#ClusterTopics.

General Articles

These articles address important early childhood topics and have a variety of styles. General articles typically include innovative, research-based teaching strategies; early childhood theories and research, along with recommended practices; specific issues affecting young children; and personal stories and observations, often intended to enhance understanding of research-based practices.

Viewpoints

These are short opinion pieces, much like op-eds, that address specific issues or practices.

How to submit an article

Young Children receives all submissions electronically through Manuscript Central (<https://mc.manuscriptcentral.com/youngchildren>). After creating an account, authors will find instructions for manuscript submission. Be sure to submit the cover letter, article, and photographs as separate files. Authors can contact Manuscript Central for assistance or e-mail the *Young Children* editorial staff at editorial@naeyc.org.

With the exception of cluster-topic articles, submissions are generally published 6 to 24 months after acceptance. Individuals should submit only one article within a 6-month period. *Young Children's* preferred practice is to publish a particular author only once per 12-month period. On rare occasions, we make exceptions to best meet the needs of our readers.

For more details on writing for *Young Children*, please see www.naeyc.org/publications/forauthors/writeyc.



The heart of a great *Young Children* article is a vignette that paint a picture of research-based practice. Here's an example from the May 2017 issue. To finish reading the article, please go to NAEYC.org/yc/article/case-brain-science-guided-play.

Young Minds: The Important Role of Brain Science



The Case of Brain Science and Guided Play

A Developing Story

Brenna Hassinger-Das, Kathy Hirsh-Pasek, and Roberta Michnick Golinkoff

Ms. Elena's Head Start classroom is filled with eager 3- and 4-year-olds. It's center time, and the children have split into small groups. At one center, Ms. Elena has carefully selected play materials—including a barn, a chicken coop, and animal figurines—that reflect the story lines and specific vocabulary words from books she read aloud related to farm life as part of the class's storybook theme of the week. While Ms. Elena looks on, Sara, Javon, and Ashish arrive at the center and immediately pick up the toys. They each choose a figurine and begin playing. Sara says to Javon, "I'll be the cow!" Javon says, "Okay, then I'll be the chicken. I'm going to go sleep in the coop. The cow should go sleep in the barn." Ashish says, "Then I'll be the horse, and I'll go sleep in the barn too."

Together, the three children move their figurines to the coop and the barn while making mooing, clucking, and neighing sounds. Since coop was one of the week's focus words, Ms. Elena joins in the children's play, making sure that Sara and Ashish understand the word as well as Javon: "Sleeping in the coop sounds like a great idea, Javon! A coop is a house for chickens. Remember when we saw a coop on our field trip to Maple Farm? Javon, Sara, and Ashish, where do you think the chickens would live if we didn't have a coop on the farm?" Ashish says, "I think they live in the barn!" Then Sara says, "Yes, they live in the barn, because it's nice and warm inside there." Ms. Elena says, "That sounds like a really good place for the chickens to live if we didn't have a coop!"

Thank you for your interest in writing for *Teaching Young Children (TYC)*, NAEYC's magazine for preschool teachers. Before submitting your idea:

- Browse the articles and tips on NAEYC.org/tyc.
- Review writing guidelines.
- Learn more about the decision and publication process.
- Submit your idea using our online proposal form. We will acknowledge the receipt of your submission via e-mail. Although we are not able to provide specific feedback on all submissions, we will contact you if your submission is a good match for the current needs of *Teaching Young Children*. Articles selected for publication are considered a contribution to the profession; authors do not receive fees or royalties.

Writing guidelines

Please keep the following in mind when you submit your work:

Audience

The primary audience for *TYC* is preschool teachers, assistant teachers, and family child care providers who work with preschool-aged children.

Writing Guidelines

We are actively looking for the following types of content:

- **Tips.** (10x) Short and to the point. Usually 10 tips but could be 6 to 11.
- **Articles and stories.** Descriptions of research-based best practices and innovative ideas as well as personal essays on life as a preschool teacher. Word count - 500-1200.
- **A picture is worth 1000 words.** (Picturing Good Practice) 10-12 photos. Photo size should be 1 MB or larger.
- **Infographic** [See Social Play and Problem Solving]
- **A great classroom activity.**
- **Now Read This.** 3 - 4 children's books, teacher resources, apps, and/or games on a specific topic. Word count - 400-500.
- **Message in a Backpack™.** Information for families that can be copied and sent home in children's backpacks. Word count - 250-300.

Photos/Video Clips

Photos are an important part of NAEYC print and web content. NAEYC is looking for authentic, high-quality images demonstrating developmentally appropriate practice. Authors can also submit photos that give meaning to their specific submission. Please use the guidelines below to ensure that the photos you submit are contextually and technically high-quality. Visit NAEYC.org/photos for more information. Please do not embed photos in Word documents.

We need videos too!

Do you have short clips that support the content of your article? We welcome submission of those too.

Format and writing tips

- Present information using bullets, subheadings, lists, checklists, and high-resolution photographs, if available.
- Use plain language that is straightforward and easy for readers to understand. It's also okay for content to be funny and to have some personality.
- Provide specific, practical tips and strategies for teachers.
- Content must be research-based, reflect developmentally appropriate practice, and include ideas to support children and families from diverse backgrounds, including dual language learners.

Decision and publication process

Decision 1: Proposal feedback and guidance on the content and format of the article is provided for accepted proposals. Please note that an invitation to submit content does not guarantee publication. This step usually takes between 8-16 weeks.

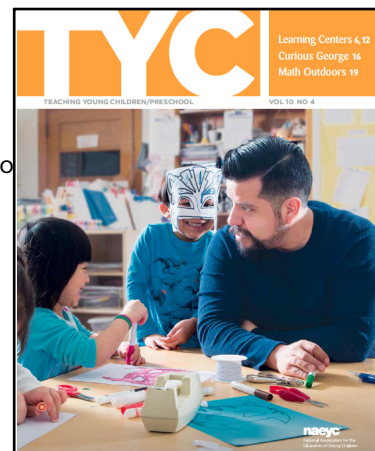
Submittal: If invited, you will be given instructions on how to submit your article for further review. Please make sure to consult the writing guidelines. If submitting video or photographs, include a description of what the images depict. You should also include a brief bio with your submission.

Decision 2: We will let you know if your content is accepted for publication, if a revision is requested, or if we will not be publishing the content at this time.

Editing: Submissions are subject to editorial review and revisions, copy-editing, and design. We will share the edits with you, pose queries, and ask for additional information, as needed.

Copyright and clearance requirements: Before publication, we will provide copyright and clearance forms to ensure that NAEYC has the rights to publish the content. We also require the rights to use all photographs and videos. Photographers must obtain and maintain model releases from the subjects of the photos and videos.

See NAEYC.org/publications/for-authors/photoguidelines for more information.



Social Play and Problem Solving

Carisa Moody

During social play children draw on familiar themes and experiences, such as families, grocery stores, and restaurants, to guide their play. These interactions require more advanced problem-solving skills than teacher-dictated tasks. This may be because children are more engaged and motivated to work with a peer on a goal they initiate and negotiate together. In addition, social play allows children to engage in more flexible thinking than other traditional cognitive tasks.

Children With Peers

Children demonstrate more advanced problem-solving skills when working with a peer than when working alone.

Communication

Social play requires children to communicate with one another as they negotiate the theme and roles each will play.



Shared Goals

When encountering problems during social play, children communicate, offer flexible solutions, and come to agreement about what needs to happen next.

Learning From One Another

Observing and imitating one another allows children to develop skills during social play. Children receive advice from their peers about how to solve problems.

CARISA MOODY is a staff development coordinator at Mid-Cumberland Head Start / Early Head Start in Murfreesboro, Tennessee.

Inspired by Geetha Ramani and Celia Brownell, "Preschoolers' Cooperative Problem Solving: Integrating Play and Problem Solving," *Journal of Early Childhood Research* 12 (2014), 92-108.

Submitting a Book Inquiry or Proposal

For books, but also useful for booklets or brochures

"I have an idea. . . an outline. . . a few changes. . . a complete manuscript. Would NAEYC be interested in publishing it?"

NAEYC.org/writeBooks

NAEYC publishes materials for both beginning and experienced early childhood professionals. Our best materials support good practice from a research base of current knowledge in the early childhood field. We do not publish curricula.

Before you send us anything to review, familiarize yourself with the kinds of projects NAEYC publishes. Determine whether NAEYC, or another early childhood publisher, already has one or more books in print on the same topic that take the same approach. If so, think about how your book would be different or better.

Send us an inquiry first

Send an inquiry to the NAEYC Books Department early in your thinking about the project. Please provide an **outline or table of contents** and a **narrative description** of the project.

Send your inquiry to booksubmit@naeyc.org. If the fit is promising, we will invite you to submit a formal proposal.

Send us a proposal

Proposal Letter

Here's your chance to get us as excited about the project as you are! Tell us:

- What will this book be about? What will readers learn?
- Who are your potential readers (be specific)? How would this book meet their needs?
- How is your book different from or better than other publications similar in topic or approach?
- How will your book address NAEYC's mission and the principles and practices advocated in its position statements?
- What will your book be based on: the research literature? your own experience or direct observation? a combination?
- Have the book's suggestions, activities, or strategies been tested? What evidence do you have of their effectiveness?
- What expertise or credentials do you bring to this project?
- What do you estimate the total word count to be?
- Do you have video or other electronic resources that could support and/or expand on the book?
- Will you submit any illustrations, photographs, or figures?

Also, please provide contact information.

Manuscript Sample

With your Proposal Letter, please provide the following:

- Title you are proposing, and the names of all authors
- Detailed outline or table of contents
- A sample of the manuscript:
 - **For a book**, at least three completed chapters that will give us a picture of the whole book
 - **For a booklet or brochure**, a significant portion, enough for us to get a sense of the content and your writing

Send your Proposal Letter and Manuscript Sample on paper or, preferably, electronically to booksubmit@naeyc.org. Make sure you keep copies of everything.

One publisher at a time

If your project is under consideration by another publisher, please do not submit it to NAEYC. And while your proposal is being reviewed by NAEYC, please don't submit it elsewhere.

Review

Staff in the Books Department will review your proposal, which typically takes several weeks. A proposal that makes it through our initial staff review is sent for blind peer review to experts in the early childhood field. It may take six weeks or longer for NAEYC to receive reviewers' feedback.

Sometimes it's revise and resubmit

After peer review, we may accept or reject your proposal, or encourage you to revise it. Keep in mind that an author who revises and resubmits is not guaranteed an acceptance. Some authors go through several rounds of review and revision before we make a final decision.

A final decision

If we **accept** your proposal, we will invite you to submit a complete **Project Package**. Actual publication is conditional on our (1) obtaining an editable manuscript that we judge to be complete and acceptable in form and content, and (2) receiving a signed **Author Agreement** from each author.

If we **reject** your proposal, we will send you a written confirmation.

If your proposal is accepted

If your proposal is accepted on the basis of a partial manuscript, it's time to finish writing. If your manuscript is already complete, prepare your Project Package for submission to editing and production. For help, see our author guides online:

- **Style Guide: Writing for NAEYC** lists the style rules and preferences we follow during editing.
- **Being Accepted** describes your prerogatives and responsibilities as author, and ours as publisher.
- **Sending Your Project Package** lists the components of a package ready for editing and production.
- **Stages in Editing and Proofing** covers each of the steps required to turn a manuscript into a book.
- **Obtaining Permissions** describes when and how to obtain permission to include material created by someone else.

Questions?

For help in preparing an inquiry or a proposal, please contact booksubmit@naeyc.org.

voices of PRACTITIONERS

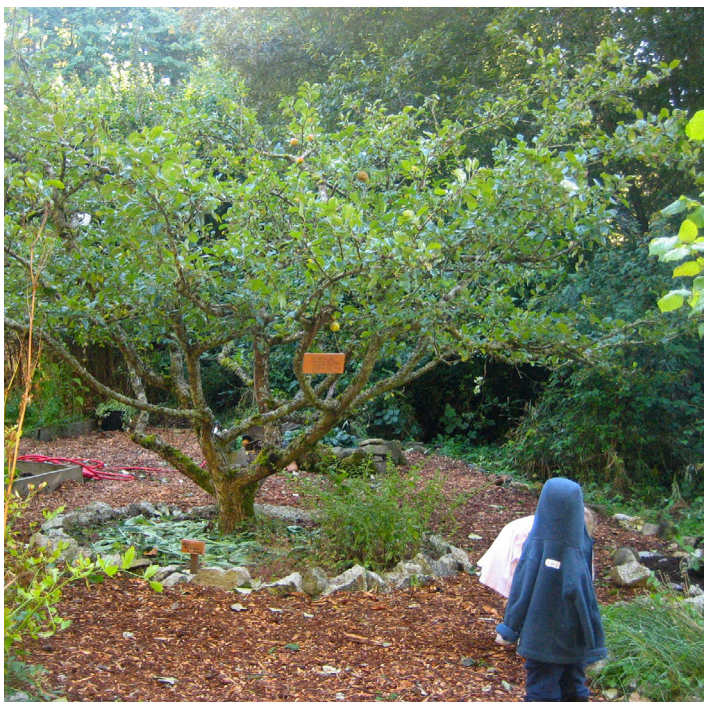
NAEYC.org/writevoices

About *Voices of Practitioners*

Early childhood teachers' work has been underrepresented in the education research literature. Motivated by her "strong belief that teacher research is an invaluable tool for professional development and improved quality," in 2003 the late Gail Perry helped launch the NAEYC online journal *Voices of Practitioners*. To this day, *Voices of Practitioners* is one of the few publications dedicated exclusively to teacher research and the only one focused on early childhood education. Gail's enthusiastic support of teacher research reflected her trust in the wisdom of teachers, the value of systematic research and reflection, and the vast potential of teacher inquiry.

One *Voices of Practitioners* article is published within each issue of *Young Children*. Additional commentary pieces continue to be published online.

Voices of Practitioners is a forum for teachers' examination of challenges in the classroom and exploration of questions arising from their early childhood practice. Through their review of the literature, collection and analysis of data, and discussion of findings, teachers develop new understandings that lead to improved practice. The articles in *Voices of Practitioners* provide the expert insider view of day-to-day practice that informs early childhood educators outside of the classroom.



Types of submissions

Original teacher research

These include articles describing a teacher or teachers' systematic study of their own practice to answer their questions about teaching and learning and to seek practical solutions to real classroom problems. Although collaboration with teacher educators is permitted, the primary author of these submissions must have been a classroom teacher at the time the research was conducted.

Parallel *Voices Commentary*

Parallel Voices Commentary articles are companion manuscripts written by teacher educators. These submissions provide complementary description and interpretation of original teacher research from the perspective of the mentoring teacher educator who has supported the teacher(s) throughout the research process.

These commentary pieces might include description of the contributions of the teacher's research to the early childhood field, discussion of broader theoretical issues raised by the teacher research, connections to other empirical studies, or additional questions raised by the research. Though published simultaneously, each research article and accompanying commentary has a separate title and credited authorship.

Supporting teacher research

Submissions for these articles offer practical information and stimulating discussions aimed at helping early childhood teacher educators incorporate teacher research into their professional preparation programs and support teacher research in early education communities.

See manuscript guidelines for further details at: NAEYC.org/writevoices

Photos/Video clips

Photos are an important part of NAEYC print and web content. NAEYC is looking for authentic, high-quality images demonstrating developmentally appropriate practice. Authors can also submit photos that give meaning to their specific submission. Please use the guidelines below to ensure that the photos you submit are contextually and technically high-quality. Visit NAEYC.org/photos for more information.

We need videos too! Do you have short clips that support the content of your article? We welcome submission of those too.

For additional information, contact editorial@naeyc.org.

Writing for the NAEYC Blog

NAEYC.org/writeblog

Submission guidelines

Thank you for your interest in writing for the naeyc.org blog! Please follow these steps to submit your proposal:

- Browse past blog posts (NAEYC.org/blog)
- Review the writing guidelines & decision and publication process in this document

Submit your proposal or blog draft sharing what you'd like to write about using our online proposal form at NAEYC.org/writeblog.

Writing guidelines

Please keep the following in mind when submitting your work:

Audience

The primary audience for the NAEYC blog is early childhood educators—teachers, center directors, college faculty, and students—who visit the naeyc.org website. Families, policymakers, and researchers may also read the blog, in addition to other individuals who are interested in early childhood topics.

Goals

The blog increases general awareness and engages the public in thought and discussion around topics and themes related to NAEYC's mission. The blog is a way to share NAEYC initiatives and to explore what's new, upcoming, timely, or topical in the field of early childhood.

Topics

Although blog posts can address a wide range of topics related to early childhood education and young children, we are specifically interested in posts that relate to NAEYC initiatives and content.

We also want to focus on topics that generate discussion and engagement. We encourage submissions related to the following broad categories but are open to other ideas as well.

I. Early childhood education topics

Blog submissions can provide thoughtful information on a topic and connect to an NAEYC publication or other initiative and engage readers in thoughtful conversation.

II. Personal reflections, anecdotal stories

Blogs can share personal reflections, memories, anecdotes, or humorous stories related to early childhood education and young children. Blog posts can also connect to NAEYC content and initiatives and to the NAEYC community locally across the US.

Format

Focus on a specific idea to keep the blog post brief. Aim to write 500 words or less. Website visitors can comment on a post and authors can respond in turn. Posts can be text only or can include photos or video clips.



Decision and publication process

1. Acceptance of proposal or draft: We will let you know if your proposal or draft has been accepted to move forward with our editing process.

- Proposal: We will let you know if your proposal has been accepted, provide any feedback, and invite you to submit for further consideration.
- Draft: If your draft has been accepted, we will provide feedback and propose edits before it goes through our internal editing process.

Please note that an invitation to accept your proposal or your first draft does not guarantee publication.

2. Submissions of proposal or 2nd draft:

Proposal: Once you have written your proposed post, you may submit it to the email address we will have provided.

2nd draft: Once you have revised your draft blog in response to our feedback, you may submit it to the email address we will have provided.

3. Publication decision: We will let you know if your content is accepted for publication, if a revision is requested, or if we will not be publishing the content at this time.

4. Editing: Note that all submissions are subject to editorial review and revisions, copy-editing, and design. We will share the edits with you, pose queries, and ask for additional information, as needed.

5. Copyright and clearance requirements: Before publication, we will provide copyright and clearance forms to ensure that NAEYC has the rights to publish the content. We also require the rights to use all photographs and videos. Photographers must obtain and maintain model releases from the subjects of photos or videos. See NAEYC.org/publication/forauthors/photoguidelines for more information.

Writing for the NAEYC For Families Website

NAEYC.org/writefamilies

Submission guidelines

Thank you for your interest in writing for the NAEYC For Families website (families.naeyc.org)! We are actively looking for the following types of content:

- Brief web-friendly articles or other media related to children's learning and development
- Ideas families can try at home related to their child's learning
- Information about choosing quality child care
- *Our Learning Moments* blog posts—personal stories related to children's learning and development

Before submitting your idea, please be sure to

- Browse the articles and blog posts on families.naeyc.org
- Review the writing guidelines and submission process in this document

Submit your idea using the online proposal form at NAEYC.org/writefamilies

We will acknowledge the receipt of your submission via email. Although we are not able to provide specific feedback on all submissions, we will contact you if your submission is a good match for the current needs of the For Families audience. Articles selected for publication are considered a contribution to the profession; authors do not receive fees or royalties.

Writing guidelines

Please keep the following in mind when submitting your work:

Audience

The website offers content directly to families.

Structure your content

- Provide specific, practical, tips and strategies for parents and families.
- Content must be research-based and reflect the principles of developmentally appropriate practice.
- The content should be easy to use and absorb. Both informational ideas and reflective or inspirational stories are welcome.

Focus

Because For Families articles are short, it is important to pick a topic that you can cover thoroughly yet still stay within the word limit. To achieve this:

- First, identify the broad, overarching topic. For example, you may want to write about literacy, dual language learners, or science.
- Once you have identified the broad topic, think about how you can narrow it to focus on specific strategies for families.



Length

Content for the web is brief. Focus on specific ideas to keep articles brief. **500 words or less** is a good length for a web article.

Format

- Present information using bullets, subheadings, lists, checklists, and high-resolution photographs, if available.
- Use plain language that is clear, straightforward, and easy for readers to understand. For more information about writing style, please review NAEYC's Plain Language Tips or go to www.plainlanguage.gov.

Decision and Publication Process

Decision 1: We will let you know if your proposal has been accepted. At this time we will offer feedback and guidance on the content and format of the article. Please note that an invitation to submit content does not guarantee publication.

Submittal: If invited you will be given instructions on how to submit your article for further review. Please make sure to consult the web writing guidelines. If submitting video or photographs, include a description of what the images depict. With your submission you should include a brief bio.

Decision 2: We will let you know if your content is accepted for publication, if a revision is requested, or if we will not be publishing the content at this time.

Editing: Note that all submissions are subject to editorial review and revisions, copy-editing, and design. We will share the edits with you, pose queries, and ask for additional information, as needed.

Copyright and clearance requirements: Before publication, we will provide copyright and clearance forms to ensure that NAEYC has the rights to publish the content. We also require the rights to use all photographs and videos. Photographers must obtain and maintain model releases from the subjects of the photos/videos.

See NAEYC.org/publications/forauthors/ **photoguidelines** for more information.

Photography and Video Guidelines for NAEYC Print and Digital Publications

NAEYC.org/photos



Photos are an important part of NAEYC print and web content. NAEYC is looking for authentic, high-quality images demonstrating developmentally appropriate practice. Photographers can submit photos to support NAEYC content in general. Authors can also submit photos that give meaning to their specific submission. Please use the guidelines below to ensure that the photos you submit are contextually and technically high-quality.

Photos that don't meet both the content and technical guidelines below will not be used.

Photo Content

NAEYC publishes photos that enhance or convey content for early childhood educators and families. We are looking for photos with the following elements.

- Children birth through age 8 engaged in a variety of learning experiences
- Teachers engaged with children
- Children working or playing together (photographed at the children's height, from the front)
- Children working or playing on their own (photographed at the children's height, from the front)
- Adults interacting with each other (e.g. teachers talking to each other, a teacher talking to a parent)

Photographs submitted with manuscripts should include the following:

- Practices or concepts described in the text
- Examples of work samples described in the text when appropriate

We are also looking for:

- Diversity (in terms of staff, children, settings)
- Action (children doing something, not posed)
- Examples of developmentally appropriate practices
- **Captions describing each photo**

Submitting Photographs/Video Clips

Format

NAEYC accepts high-resolution images in JPEG, TIF, or EPS formats. If you have not submitted images to NAEYC before, please keep your submission to fewer than 100 photos.

Sending photos

Send photos and video clips to editorial@naeyc.org. If you are submitting several photos, we suggest using a file sharing

service, such as Dropbox or Google folder.

Model releases

Photographers must have and keep model releases for all recognizable people in each photo (signed by all the adults who appear in the photo and by the parents or legal guardians of all the children photographed). Photographers must provide a sample copy of their model release.

Photo license

Photographers must sign a Photograph License Agreement. This agreement verifies that you own the photos and that you have the proper model releases for everyone appearing in the photos. It allows NAEYC to use your photos in print and digital formats, and it verifies that we will pay you. A new agreement must be completed and submitted with each batch of photos you submit to NAEYC.

For information on use of published photographs, please visit NAEYC.org/photos or email editorial@naeyc.org.

Please email NAEYC at editorial@naeyc.org or visit **NAEYC.org/photos** for further information.

Shooting Photos/Videos with Your Smart Phone

- Most smart phones can take high resolution photos. When sending, do not reduce the file size. Choose "actual size" or the highest setting available. Photos over 1 MB are suitable for print.
- Use natural light. Raise shades or open curtains as necessary. Do not use a flash.
- Try to be unobtrusive and allow the children and adults to forget that you are there.
- Take photos at the children's level.
- Catch the children and adults in action, not posing.
- Focus on the people in the foreground.
- Take many photos but expect only a few to be just right.
- Clothing should not feature logos, cartoons or video characters, inappropriate sayings, or designs that