

## CALL FOR PAPERS for School Psychology International

*Special Issue: Resilience to COVID-19 challenges: Lessons for school psychologists serving school-attending youth with experiences of marginalisation*

*Guest editors: Dr Anastassios Matsopoulos* (University of Crete, Greece) and *Dr Linda Theron* (University of Pretoria, South Africa)

Natural and other disasters have shown researchers and practitioners how important it is to understand child and adolescent capacity for resilience from a systemic or social-ecological perspective. From this perspective, resilience is facilitated by resources within individual young people *and* their social and physical ecologies (Masten et al., 2021; Ungar & Theron, 2019). Put differently, whilst individual resources will always matter for resilience, they do not fully account for young people's positive outcomes when their exposure to stress is high. The COVID-19 pandemic, and its skewed impacts on people whom society typically marginalises, is no exception: positive outcomes are more likely when young people have access to social and ecological resources (Masten & Motti-Stefanidi, 2020). To that end, there have been calls for greater attention to the resilience-enabling contributions of families, peer groups, schools and other community-based organisations, mental health practitioners and other service providers, legislation and other government-facilitated, cultural beliefs, and the physical environment (Fouché et al., 2020; Holmes et al., 2020). In the absence of more systemic accounts of what supports positive outcomes for children and adolescents who are vulnerable to marginalisation and COVID-19, school psychologists and other service providers will struggle to optimally champion child and adolescent resilience.

Accordingly, this special issue focuses on the social and ecological resources that matter for the resilience of marginalised children and adolescents to COVID-19 challenges. It invites empirical papers that (i) identify the social and/or ecological resources and/or interventions that supported positive learning/other school-related outcomes for children and adolescents who are vulnerable to marginalisation and COVID-19 challenges (e.g., disruptions to schooling; inequitable access to online schooling; suspension of school-based feeding schemes; etc), and (ii) explain how these resources/interventions were protective. Whilst the special issue welcomes studies from any country in the world, it is important to account for the resilience of school-attending children in Majority World countries as their resilience is traditionally under-represented in the resilience and school psychology literature. Majority World countries – also referred to as developing countries or the Global South – are typically those in which most of the world's population lives (i.e., countries in Africa, Asia, South and Central America, and the Caribbean).

Potential topics of interest include (but are not limited to):

- Resilience to COVID-19 challenges: Lessons for school psychologists serving school-attending youth from resource-constrained households/communities
- Resilience to COVID-19 challenges: Lessons for school psychologists serving school-attending refugee youth
- Resilience to COVID-19 challenges : Lessons for school psychologists serving school-attending youth with special learning needs
- Resilience to COVID-19 challenges : Lessons for school psychologists serving school-attending youth from visible minority groups

Potential contributors are invited to submit a **500-word, structured abstract by 30 May 2021** (i.e., purpose, methods, results, conclusions) to the guest editors at [matsopoulos@uoc.gr](mailto:matsopoulos@uoc.gr) with a CC to [Linda.theron@up.ac.za](mailto:Linda.theron@up.ac.za). Invitations for full-length manuscripts will be sent out by 1 July 2021. Invited manuscripts should be submitted via the SPI website no later than 10 January 2022. As per standard journal policy, all submitted manuscripts will undergo blind peer review prior to a final decision. The anticipated publication date is October 2022 (manuscripts that are finalised sooner will be advanced published on-line). Inquiries regarding the special issue may be directed to the Co-Guest Editors.

## References

- Fouché, A., Fouché, F.D., & Theron, L.C. (2020). Child protection and resilience in the face of COVID-19 in South Africa: A rapid review of C-19 legislation. *Child Abuse & Neglect*, <https://doi.org/10.1016/j.chiabu.2020.104710>
- Holmes, E. A., O'Connor, R. C., Perry, V. H., Tracey, I., Wessely, S., Arseneault, L., Ballard, C., Christensen, H., Silver, R. C., Everall, I., Ford, John, A., T., Kabir, T., King, K., Madan, I., Michie, S., Przybylski, A., Shafran, R., Sweeny, A., ... & Bullmore, E. (2020). Multidisciplinary research priorities for the COVID-19 pandemic: A call for action for mental health science. *The Lancet Psychiatry*, 7, 547–560. [https://doi.org/10.1016/S2215-0366\(20\)30168-1](https://doi.org/10.1016/S2215-0366(20)30168-1)
- Masten, A. S., Lucke, C. M., Nelson, K. M., & Stallworthy, I. C. (2021). Resilience in development and psychopathology: Multisystem perspectives. *Annual Review of Clinical Psychology*, 17(1). <https://doi.org/10.1146/annurev-clinpsy-081219-120307>
- Masten, A. S., & Motti-Stefanidi, F. (2020). Multisystem resilience for children and youth in disaster: Reflections in the context of COVID-19. *Adversity and Resilience Science*, 1(2), 1–12. <https://doi.org/10.1007/s42844-020-00010-w>
- Ungar, M., & Theron, L. (2019). Resilience and mental health: How multisystemic processes contribute to positive outcomes. *Lancet Psychiatry*, 7(5), 441–448. [https://doi.org/10.1016/S2215-0366\(19\)30434-1](https://doi.org/10.1016/S2215-0366(19)30434-1)