

Style Guide for Submission of Articles to Children's Research Digest

Updated March 2020

Introduction

The Children's Research Digest accepts short articles and summaries relevant to the theme of the particular issue. Submissions should only be sent following a call for submissions.

The Digest will accept **short articles of up to 1,800 words** or **summaries of approx. 600 words**. This is exclusive of graphics, tables and references. It is the responsibility of authors to ensure that relevant permission/consent has been obtained in relation to the use of photos. Evidence of having obtained this permission/consent will be required by the Editorial Panel.

Presentation Instructions for Submissions

The Children's Research Journal will be presented with reference to the **Harvard Referencing System**. It is important that this system is used consistently throughout the submission. Submissions which do not adhere to the Style Guide will be returned to the author for further review.

See sample article for examples of the main instructions

NOTE:

- Always write the word 'and' instead of '&' throughout the submission and in the references
- Write numerals in the text using words from one to a hundred and figures thereafter, e.g. 'twenty children' and '102 children'. References to percentages in the text should be written in words e.g. 'nine percent' and in the tables/figures/graphs as 9%.
- Use numbers for "in the 1990s".
- Footnotes should not be used unless absolutely necessary and references should be cited in both the text and the reference list at the end of the article.
- Ensure ALL commas, full stops, semi-colons, brackets, spacing and italics are correct when inserting references.

Levels of Headings
<ul style="list-style-type: none"> The following convention in relation to levels of headings in the submission should be used: <p>Quality Educational Experiences for Children with Autistic Spectrum Differences: Perspectives for the Classroom in the 21st Century – An Irish Experience Title: Calibri – 14pt – left-aligned – bold</p> <p style="text-align: center;">Introduction (Second-level headings - introduction, methods, results, discussion, etc. - Calibri – 12pt – centred – bold)</p> <p>Understanding Autistic Spectrum Disorder (Third-level headings: Calibri – 12pt – left-aligned – bold)</p> <p>This paragraph is really interesting (Paragraph text: Calibri – 12pt – left-aligned – 1.5 – 12pt space before + after paragraph)</p>
Plagiarism
<ul style="list-style-type: none"> In order to ensure that allegations of plagiarism are avoided, ALL sources used, including text / charts / graphs / figures / diagrams / illustrations / photographs, which are not those of the author must be acknowledged appropriately. Where a graphic/chart is reproduced in its entirety, permission must be obtained from the original author.
Quotations
<ul style="list-style-type: none"> All quotations from others’ work should be reproduced accurately and the name of the author, year and specific page citation included in the text. A complete reference should also be provided in the reference list.
Short Quotations
<p>Place short quotations (three lines or less) in text and enclose the quotation with double quotations marks. Ensure a page number is given e.g.</p> <p>In his seminal paper entitled “Autistic Disturbances of Affective Contact”, Kanner stated that, “since 1938, there has come to our attention a number of children whose conditions differ so markedly and uniquely from anything reported so far ...” (Kanner, 1943, p.217).</p>

Use three dots where text has been omitted in a short or long direct quotation as in Kanner reference previously.

Long Quotations

Place long quotations of more than three lines in a freestanding block with single spacing and do not use quotations marks. Ensure a page number is given. Begin a long quotation on a new line and indent it one tab-key pace from the left margin e.g.

I'm going to quote something really interesting now:

While the relative effectiveness of different treatments for children with autism has generated much empirical research, there have been few investigations of the long-term benefits of early intervention per se. It is widely accepted that early intervention is vital in helping children with autism to develop essential skills in the earliest years, and in preventing the escalation of later behavioural difficulties (Howlin, 2004, p. 62).

Citing References in Text

- Insert name of author/s in the text
e.g. Porter and Ashdown (2002) suggest that for children with complex needs, the development of language, as a basis for organising, analysing and storing information is less advanced.
- Where a publication has more than two authors and less than six, cite all authors the first time the reference appears in the text,
e.g. Barr, Lauricella, Zack and Calvert (2010) discuss...
OR
This is a sentence (Barr, Lauricella, Zack and Calvert, 2010).

In subsequent citations include only the surname of the first author followed by "et al."
and the year
e.g. Barr et al. (2010)...
OR
...(Barr et al., 2010)
- Where there are multiple citations in the text, these should be ordered by date and separated by a semi-colon
e.g. Communication is one of the key challenges for children with autism (Charlop-Christy et al., 2002; Howlin, 2004).

- The names of composite authors such as the Department of Education and Skills are spelled out in the first citation and abbreviated thereafter in the text
e.g. The Department of Education and Skills (DES) (2018) published the Literacy and Numeracy Strategy to address concerns, which had emerged from a range of national and international findings. The DES also highlights the importance of...
- When citing work from a secondary source, cite the original work with the secondary source in the text and include the secondary source only in the reference list
e.g. Bonday and Frost (1994) cited in Charlop-Christy et al. (2002) point out that... Only include Charlop-Christy et al. in the reference list.

Reference List

Only include publications in the reference list that have been cited in the text. All references should be in alphabetical order by the first author's surname and in single-spacing.

Use capital letters at the beginning of all words (except non-significant words such as prepositions, articles etc.) in the headings of both the article and the titles of all the references (journal articles, books etc.).

e.g.

Florian , L. (ed.) (2014) *The SAGE Handbook of Special Education*, (2nd ed), London: SAGE.

- Edited books & Revised editions should be referenced as:

Edwards, C., Gandini, L., and Forman, G., (eds) (2011) *The Hundred Languages of Children: The Reggio Emilia Approach*, London: ABLEX Publishing.

Roffet, S. and Parry, J. (2014) *Special Needs in the Early Years: Supporting Collaboration, Communication and Co-Ordination*, (3rd ed), Abingdon: Routledge.

- An article or chapter in an edited book should be referenced as:

Jenkins, R. (1999) Culture, Classification and (In) Competence. In Jenkins, R. *Questions of Competence: Culture, Classification and Intellectual Disability*, Cambridge: Cambridge University Press, pp. 1-24.

- Journal Articles should be referenced as:

White, A. and Worth, S. (2006) Don't Tell Me, Show Me. Literacy Issues and the Need for Visual Support in Autistic Spectrum Disorder, *Good Autism Practice*, Vol. 7 (1), pp. 45-53.

- Online sources should be referenced as:

Kogan, M., Blumberg, S., Schieve, L., Boyle, C., Perrin, J., Ghandour, R, Singh, G., Strickland, B., Trevathan, E., Van Dyck, P. (2009) *Prevalence of Parent-Reported Diagnosis of Autism Spectrum Disorder Among Children in the US, 2007*. Available online at <http://pediatrics.aappublications.org/cgi/content/abstract/peds.2009-1522v1>

- Legislation is referenced as:
Ireland (1998) *Education Act, 1998*, Dublin: The Stationery Office.

- Court Cases are referenced as:
O'Donoghue v. The Minister for Health, Minister for Education, Ireland and the Attorney General, Judgement Delivered by Mr. Justice O'Hanlon on the 27th May, 1993.

Numbering Figures and Tables in Text

All Tables and Figures in text should be numbered and labeled with two spaces between the Table/Figure number and label

e.g.

Table 1. Autism-Specific Teaching Approaches used by Participants

Figure 1. Key Elements of Early Intervention Strategies Identified.

Authorship

Each author listed is required to have made a contribution to the paper in order to qualify as an author. At least one author must be a current member of the Children's Research Network in order to submit a paper. Please contact childrensresearchnetwork@tcd.ie if you would like to check the status of your membership.

CHECKLIST

- | | |
|--|--------------------------|
| Paper meets criteria of call for submissions | <input type="checkbox"/> |
| In-text citations and full reference list provided (in Harvard style) | <input type="checkbox"/> |
| All authors who have contributed directly are listed | <input type="checkbox"/> |
| Biographical information for each author provided | <input type="checkbox"/> |
| At least one author is a paid up member of the Children's Research Network | <input type="checkbox"/> |
| A submission form has been completed and included with article | <input type="checkbox"/> |