

Introduction

Child and adolescent development, health, and behavior are impacted by multiple systems and relationships within them. Consequently, those who work with children and adolescents must remain abreast of the constant temporal, socio-economic, political, technological, and medical changes to these systems. Ecological perspectives have long provided an important framework for exploring the different types of transactions that occur between children and their environment, and as a lens for analyzing the outcomes of these transactions on their well-being and development. We propose a new and engaging book that addresses developments in essential topics across the child and adolescent ecological system. These include advancements in cognitive development and transitions, family and neighborhood interactions, race and culture, and health and mental health, but also emerging discourse in areas such as transnational experiences, the impact of social media, sexual exploitation, generational effects of mass incarceration, and outcomes from influential policies such as the Affordable Care Act and No Child Left Behind.

Objective:

Other approaches fail to represent dynamic, comprehensive change. Similarly-themed books have presented ecological approaches or have adopted interdisciplinary perspectives to child and adolescent issues, but contemporary and emerging issues in this field warrant continuous and updated examination. Furthermore, prior contributions to the theme of child and adolescent development and welfare have employed traditional positivist, objectivist, and structuralist approaches that while valuable, tend to abstract, explain, and reinforce static approaches to knowledge representation and building. Conversely, narrative approaches have gained traction with postmodernists for providing diverse-at times marginal- compelling accounts of the relationship between the self and the social-environment. These approaches consider the positionality of the author within the context of the experiences he or she is representing, and how both the context and the writer are changed by the interaction!

. Using the personal to investigate the social, 'told' stories show meaningful experiences, develop relationships with the reader as they derive meaning, empathy, and identification in a manner often absent from traditional research writing. Moreover, reflecting the underlying framework of ecological perspectives, narrative meaning is created through connecting events to a broader context, identifying different levels of causality, and emphasizing how events are linked and connected.

In this light, *Narrating Perspectives in Childhood and Adolescence* will adopt narrative approaches to engage and inform the reader through the contextualized stories of those involved in the practice, research, and discourse in child and adolescent issues. These narratives or "stories" will offer unique and insightful points of view and offer several voices from the field to develop a culturally competent account of child and adolescent experiences and of those who work with them at all systems levels of interaction. Narratives will cover contemporary influential factors in the social, psychological, physical and environmental spheres. Yet, rather than emphasizing deficits, each chapter considers strengths and protective factors that are involved in negotiating their environment and the intersections of childhood. A resulting ecological tapestry of stories will emerge that represents the current experiences and challenges at these critical points in the life course. Along the way, readers will be

enveloped in the interdisciplinary discourse through reflection and participation.

Target audience: academics, practitioners, undergraduate and graduate level students

Submission Guidelines:

Scholars and practitioners are invited to submit chapter proposals of 250-350 words, on or before October 10th, 2016. We are interested in submissions that make use of narrative approaches, and from the perspective of diverse disciplines and settings (social workers, educators, researchers, health and nurse practitioners, sociologists, activists, mental health workers, public policy workers, and law advocates, among others). Authors should reflect on their work and examine issues that affect youth, as well as the transactions and interactions between the multiple actors and factors that impact their well-being. Authors should provide accounts and stories from their fields of practice, should situate the reader in current literature including topic overview, reflect current knowledge, provide historical perspectives, contribute discourse on evidenced-based practices, discuss policy analysis, critiques, assess models of prevention and intervention, and overall practice challenges. Chapters should generate critical analysis, discussion, and reflection from readers.

The narratives can draw from and integrate one particular narrative style or mix genres: auto-ethnography; narrative inquiry; narrative discourse analysis: case studies; testimonios; original quantitative and qualitative research; vignettes; program models & intervention descriptions; and policy issues and analysis; creative (ethnographic fiction/poetry). We are especially interested in life stories that give voice to marginalized youth, and that build on the work of the authors to highlight the stories of clients and their life stories as a way to highlight a critical area of practice. The life story, if it is done well, will give us the details of that process whose character we would otherwise only be able to speculate about. It will describe those crucial interactive episodes in which new lines of individual and collective activity are forged, in which new aspects of the self are brought into being.

You are invited to contribute an abstract that address the following :

Advances in Neuroscience and Brain Development

Participatory Action Research

Chemical Dependency and Harm Reduction

Sexually Transmitted Diseases and Reproductive Health

Issues Impacting Rural Youth

Spirituality

Timeline

Proposals Submission Deadline: October 15th, 2016

Decision: November 11th, 2016

Full Chapter: January 30th, 2016

Submission Date: May 12, 2017

Submit Abstracts to: Mery Diaz at mdiaz@citytech.cuny.edu