

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

Updated March 2017

Introduction

The Children's Research Digest accepts short articles 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 research summaries of 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 Committee.

This Style Guide is presented under the following headings: **Presentation Instructions for Submissions; Levels of Headings in Text; Plagiarism; Quotations; Short Quotations; Long Quotations; Citing References in Text; Reference List; Numbering Figures and Tables in Text and Biographical Information.**

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 consistently and systematically will be returned to the author for further review. A summary of the most frequently used conventions is provided below.

- The title of the submission should be left-justified
- Use 1.5 spacing for the submission **excluding** long quotations and references, which should be single-spaced.
- Insert the number of each page in the bottom right-hand corner.
- Always write the word 'and' instead of the symbol '&' 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 per cent' 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

- The following convention in relation to levels of headings in the submission should be used:

Quality Educational Experiences for Children with Autistic Spectrum Differences: Perspectives for the Classroom in the 21st Century – An Irish Experience

Introduction

(Second-level headings should be centred – bold)

Understanding Autistic Spectrum Disorder

(Third-level headings should be left-justified – bold)

Plagiarism

- 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

- All quotations from other’s 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

Place short quotations (three lines or less) in text and enclose the quotation with double quotations marks e.g.

“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).

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 free-standing block and do not use quotations marks. Begin a long quotation on a new line and indent it one tab-key pace from the left margin e.g.

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. In subsequent citations include only the surname of the first author followed by “et al.” and the year e.g. Charlop-Christy et al. (2002).
- 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 (2011) published the Literacy and Numeracy Strategy to address concerns, which had emerged from a range of national and international findings. The DES etc.

- 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 etc...
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. Indent the second and succeeding line of the reference by the tab-key space e.g.
Allen, S., Gordon, P. and Hughes, C. (2011) *How Children Learn 4: Thinking On Special Needs and Inclusion*, London: Practical Pre-School Books.
- Edited books should be referenced as:
Florian, L. (ed.) (2014) *The SAGE Handbook of Special Education*, (2nd ed), London: SAGE.

Edwards, C., Gandini, L., and Forman, G., (eds) (2011) *The Hundred Languages of Children: The Reggio Emilia Approach*, (3rd ed), London: ABLEX Publishing.
- Revised editions should be referenced as:
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 up to five 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.

Biographical Information

Biographical details for each author should be provided under the following headings:

Title (where relevant): Dr.
Initial Name: Kate
Surname: Murphy
Institution (where relevant):
Short Biography [max 100 words]

Please note: Draft papers submitted without biographical information will not be sent for review until the biographical information for **each** author is submitted.

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 paid up member of the Children's Research Network in order to submit a paper. Please contact Marian O'Dea on administrator@childrensresearchnetwork.org if you would like to check the status of your membership.

Common Pitfalls

The editors of the Digest have noticed some minor discrepancies that have been relatively common in submissions to date. We would like to draw your attention to the most common ones:

- Ensure that in text citations use the word 'and' instead of '&' e.g. (Dunlop and O'Shea, 2014).
- Ensure that commas are inserted in the correct places, including before the year in in text citations (Murphy, Smith and Jones, 2015).

- 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.).
- Ensure a page number is given in the in-text citation for direct quotations from another author's work.
- Ensure correct use of italics and punctuation in the references list.

CHECKLIST

- | | |
|---|--------------------------|
| State whether your paper is an article or research summary | <input type="checkbox"/> |
| All authors who have contributed directly are listed | <input type="checkbox"/> |
| Paper meets criteria of call for submissions and style guide | <input type="checkbox"/> |
| Full and accurate reference list provided | <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 for Ireland and Northern Ireland | <input type="checkbox"/> |
| Ensure you complete the submission form | <input type="checkbox"/> |