

SPECIAL ISSUE: Call for Papers

Peer Relationships and Academic Adjustment during Early Adolescence



Guest Editors:

Allison Ryan, Ph.D.
University of Illinois at
Urbana-Champaign

Scott D. Gest, Ph.D.
Penn State University

2007 Impact Factor: 1.154

2007 Ranking:

15/30 in Family Studies

31/52 in Psychology/

Development

Alexander T. Vazsonyi, Editor
Auburn University

For manuscript submission, visit:

<http://mc.manuscriptcentral.com/earlyadolescence>

The Journal of Early Adolescence is currently seeking papers on the topic of peer relations for a **Special Issue**.

For over 28 years, the **JEA** has provided demanding researchers and practitioners in criminology, developmental psychology, education, human development and family studies, psychology, psychiatry, public health, and sociology with the latest work concerning original theories, empirical research, literature reviews, and science-based practices regarding the early adolescent developmental period (10 through 14 years).

For more information and to view articles, visit <http://jea.sagepub.com>.

All papers must include an explicit link to and discussion of educational implications of the study findings. Research involving ethnically diverse samples is especially welcome.

We are interested in studies that:

- consider different facets of peer relationships (e.g., social motivation, friendships, peer groups, sociometric status, bullying and victimization)
- explore processes that explain how and why peer relationships are related to academic adjustment
- use an array of methodological approaches (e.g., observation, interviews, social network analyses, peer nominations, surveys)
- examine contextual factors (e.g., networks, classroom settings, school features)

A variety of conceptualizations of academic adjustment are welcome, including, but not limited to: achievement motivation, cognitive, behavioral or emotional engagement in school, or achievement indicators.

Submission deadline: August 1, 2009

