

**Journal of Social Issues: call for abstracts for contributions to a special issue on
*Self-affirmation Theory in Educational Contexts***

Self-affirmation theory is a social psychological approach to understanding how people adapt to threatening events and information. Psychological interventions derived from self-affirmation theory have been applied in field studies in educational contexts and have been found, in some studies, to have long-lasting effects. Yet, in recent years, other studies have found null effects, or found the interventions to be effective only for some individuals and/or groups, or only in certain contexts. This highlights several important and pressing questions for researchers, policy makers and educational practitioners considering using self-affirmation approaches in educational contexts: Under what conditions do self-affirmation interventions prove most effective? What characteristics of the individual, group, and context moderate their effectiveness? Which procedural aspects of the intervention are vital to its successful implementation, and which are more peripheral? At what point in the education-system and/or individual development is self-affirmation most impactful? What are the mechanisms through which the interventions operate? What considerations are there when attempting to scale-up self-affirmation interventions?

Building on a recent joint EASP-SPSSI meeting on self-affirmation in education, we are seeking contributions that investigate self-affirmation theory in educational contexts, and help to answer the above and other relevant questions.

If you are interested in contributing to this special issue, please note the following deadlines:

- **18th October:** Author(s) information, article title, and 150 word abstract of your proposed submission.
- **31st December:** A 3-6-page extended abstract of the article, which we must submit as part of our formal proposal for a special issue to JSI.
- **30th April:** Full papers for peer review.

We ask authors who are interested in contributing to the special issue to submit a short (150-word) abstract of their contribution by the 18th October 2019. The editorial team will then review the abstracts and send out invitations to submit extended abstracts to the authors' whose work we would like to include in the special issue. We will then ask for an extended abstract of 3-6-pages for each contribution, followed by full papers by the end of April 2020. Please submit initial short abstracts, along with a title and author information, to m.j.easterbrook@sussex.ac.uk, and include "JSI abstract" in the subject line.

More information about the journal, including the author guidelines, can be found here: <https://www.spssi.org/index.cfm?fuseaction=Page.ViewPage&pageId=1995>

Matt Easterbrook, University of Sussex, UK

Also on behalf of the Issue Editors:

David Sherman, University of California, Santa Barbra, USA

Peter Harris, University of Sussex, UK

Valerie Purdie-Greenaway, Columbia University, USA