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Editorial

We are pleased to announce the launch of the Journal of Child and Youth Development (JCYD), an international, online, open access, peer reviewed journal that will encompass all aspects of personal and social development in childhood and adolescence. While the focus will be on peer-review articles, the journal will consider additional contributions that are scientifically sound and within its scope.

The JCYD is a journal for the study of personal and social development in childhood and adolescence. Its perspectives are multi-disciplinary, coming from educational sciences, psychology, sociology, and youth care. The journal aims at a better understanding of contemporary socialization processes, focusing on the link between the individual and the society, presenting current and comparative studies using both qualitative and quantitative methodologies. The journal's co-editors are Prof. Dr. Beate Wischer und Prof. Dr. Wassilis Kassis of the University of Osnabrück in Germany.

A special concern of the JCYD is the aim to identify appropriate socialization practices and to promote the development, advancement and dissemination of knowledge about challenging issues. The JCYD publishes theoretically informed and original research from a multitude of perspectives and covering a broad band of aspects of children's and adolescents' life affecting wider society.

We wish to express our gratitude to the many colleagues who have agreed to serve as section editors in their areas of expertise. To a considerable extent, the quality of the journal will depend on their commitment. The journal's editorial office is based at the School of Educational Sciences at the University of Osnabrück/Germany.

The Journal of Child and Youth Development's open access policy contributes, with other journals all over the world, in changing the way in which articles are published. Thus all articles become free and can be read by anyone at no cost (and not just those with access to a library with a subscription). Still, the authors hold copyright for their work and grant anyone the right to reproduce the article provided that it is correctly cited.

The JCYD's first issue mainly focuses on "Resilience from an ecological view". The paper "Contextual Factors Related to School Engagement and Resilience: A Study of Canadian Youth with Complex Needs" by Michael Ungar and Linda Liebenberg (Resilience Research Centre, Dalhousie University, Canada) assesses risk, resilience and service use factors, including school engagement, among 13-21 year olds who were users of multiple services

such as child welfare, mental health, youth corrections, outreach services for homeless youth, and, when in school, special educational services available outside the classroom.

The second paper, “Evaluating resilience-based programs for schools using a systematic consultative review” by Angie Hart and Becky Heaver (Centre for Health Research, University of Brighton, UK), explains through a broad review how and why school-based resilience approaches for young people aged 12-18 do (or do not) work in particular contexts, while keeping in mind the parents and practitioners who engage with young people on a daily basis. The paper offers a critical overview of approaches and techniques that might best support those young people who need them the most.

The third paper “Preventing Depression, which Story Does the Evidence Tell?” by Sara Hjulstad Bækkerud, Odin Hjemdal, and Roger Hagen (Department of Psychology, Norwegian University of Science and Technology, Norway) analyses depression prevention programs. Even though evidence shows that some forms of psychological treatment for depression could be effective, there is still a large potential for improvement because a significant proportion of the patients in treatment studies do not convalesce and many patients that do experience relapses at follow up.

The fourth paper “Young Children’s Self-Regulated Learning: What Does it Look Like in the Classroom?” by Uta Wagener (University of Oldenburg, Germany) argues that self-regulated learning in the classroom is an inherently social, dynamic, and complex process and that it is crucial to discuss self-regulated learning with regard to concrete practices and with a focus on what children actually do and say in classrooms. With reference to the example presented, it is argued that self-regulated learning is always social, ubiquitous, not necessarily academically effective, and at times implicit.

We hope you will support our scholarly endeavors by submitting articles to the JCYD. We currently have a call for submissions (deadline July 31, 2013) to a special issue on “Children and Youth Suicide Prevention: Research, Policy, and Practice” and would welcome your contribution. The co-editors for this issue are: Jennifer White, EdD, Associate Professor, School of Child and Youth Care, University of Victoria, BC, Canada, and Wassilis Kassis, Full Professor, School of Educational Sciences, University of Osnabrück, Germany.

Wassilis Kassis and Beate Wischer

The Editors-in-Chief, Journal of Child and Youth Development