

From the Editors

Dear Readers, Editorial Board, and Authors,

Happy Summer! We hope that your spring 2022 was safe and productive.

We are excited to offer to your attention the second 2022 issue of the *Journal of Special Education Apprenticeship* (JOSEA). We would like to thank our Editorial Review Board for their continued support and tireless service as peer reviewers. This spring, we would like to recognize Drs. Alice Cahill, Young Hwang, Robin Dodds, and Doug Carothers as outstanding reviewers for completing multiple substantial and detailed reviews.

The spring 2022 semester was very productive for the editorial team with many new submissions and scholarly ideas. The JOSEA's June issue features six manuscripts. We are thankful to the community of early career scholars for continuing their research and working on publications despite the difficult times that we live in. The year of 2022 is very significant for the JOSEA as we celebrate 10 years of its publications. To mark the decade of the JOSEA's active presence on the publishing scene, we would like to invite you to consider to submit your publications for the *special issue* with which we will open the second decade in June 2023. Please see the details on the JOSEA's website under *the Call for Proposals*. We invite you to submit your research and share the call with your colleagues and star graduate students. At the moment we are considering two themes for the special issue. We will finalize the theme once we begin to receive the proposals.

This issue includes six articles. You will find a well-rounded range of methods which includes intervention studies, a survey study, a scholarly discussion paper, and a practice manuscript. The issue opens with two manuscripts (Wojcik & King and Rogers et al.) focused on the population of students with Intellectual Disabilities (ID). **Wojcik and King's** intervention study was submitted to the previous editorial team. We continue to thank the authors for their multiple revisions as the Journal finalizes its transition between the editorial teams. The study explored teaching high school students with ID an algebra skill of creating an equation from a line using a time-delay

strategy and equation template. The study provides promising findings that the use of time delay strategies aids high schoolers with ID make progress within the general education high school curriculum. The article by **Rogers and colleagues** continues discussion of teaching critical academic skills to individuals with ID and developmental disabilities (DD), as it examines the effects of a multicomponent intervention on the accuracy and fluency of paragraph text writing skills of adolescents with ID and DD. Despite mixed results, two of the three participants demonstrated growth in multiple skills related to paragraph writing, such as the use of correct syntax, semantics, and capitalization. The third intervention study by **Farra and colleagues** turns our attention to school-family partnerships. It investigates the use of parental tutoring to increase the oral reading fluency of students with disabilities in rural settings. The work highlights positive results for all the participants and fidelity with which parents implemented the intervention.

Continuing the topic of classes taken by students with disabilities, the paper by **Wilson and colleagues** provides insights into training of adapted physical education teachers (APE). Using survey methods, the authors examined faculty preparation and the content of APE introductory courses for preservice undergraduate APE teachers. The study revealed great variability in concepts of APE concepts along with critical content gaps.

The fifth article in the issue by **Hirsch et al.** will speak to many in JOSEA's audience as we continue to grapple with the quality of the doctoral programs in special education. The paper discusses the importance of training doctoral scholars to develop practical, sustainable collaboration skills. The issue closes with the practice piece by **Hovey et al.** who discuss providing young children with disabilities and their peers with multiple means of action and expression through the use of the Universal Design for Learning (UDL) in early childhood classrooms. The article provides numerous useful suggestions for practitioners and could be used as a helpful reading in and beyond fieldwork courses.

We hope that you will find the second 2022 issue of the JOSEA useful and informative. We would like to thank the authors for their excellent articles and the reviewers for their detailed and timely reviews.

Looking forward to the new submissions,

Anna Osipova

Jemma Kim

Co-Editors