

## From the Editors

### Dear Readers, Editorial Board Members, and Authors,

We hope that 2023 is wrapping up successfully for you, and that you are ready for the winter break. We are happy to offer December 2023 issue of the Journal of Special Education Apprenticeship (JOSEA) to your attention. Before we delve into our customary articles' overview, there is an important journal update that we would like to share with you:

Anna Osipova's and Jemma Kim's JOSEA Co-Editorship is coming to its conclusion in Summer 2024. We have served as the editors for three years. We are looking forward to passing over the baton of editorship to the new team. We are planning to transition to a new editorial team in summer 2024. Jemma Kim will remain on board as the Publication Manager, since the journal was founded and is housed at CSU San Bernardino. Karolyn Maurer, our Amazing Assistant Editor, will be stepping down with us, so it would be important for the applicants to have a plan for the larger support team. If you are interested to come on board as an editor or as a team of co-editors, please send us the following: a) your letter of interest deliberating how you will uphold the Journal's Mission and Vision during your editorship; b) your CV, and c) a sample article review that you conducted for a publication other than JOSEA. Please send your documents to JOSEA Editorial Team at [thejoseasubmission@gmail.com](mailto:thejoseasubmission@gmail.com). The editorial team will review the applications in April 2024. We would like to use the months of May and June 2024 to transition to the new team. We would be happy for the new team to shadow our June 2024 issue production.

The current issue features four manuscripts. The articles in the current issue focus on three topics. The last two manuscripts discuss Asian families' experiences in special education, while the third and fourth focus on behavioral and academic interventions, respectively. One theme that connects the first and third articles is the theme of early childhood special education. The issue opens with an article by Kim and colleagues titled *Navigating Home Language Practice for Children with Disabilities: Insights From Korean-American Mothers' Online Communications*. This qualitative study is an exploration of the home language practices of Korean-American mothers of children with developmental disabilities, including autism spectrum disorder. Presenting its findings, the study underscores the importance of equity-based culturally responsive collaboration between educational system and culturally and linguistically diverse (CLD) families. The authors highlight the value of online communities for CLD parents as an invaluable source of accurate cultural and linguistic information about diverse children with disabilities.

Rios and Tu in their article *Navigating IEP Meetings: Effective Approaches for Supporting Asian Families of Children With IDD in Special Education* focus on Asian parents' involvement in IEPs. The authors remind the readers that parent involvement has been shown to have positive impact on students' outcomes. They then turn to discussion of systemic barriers that CLD families face in the IEP process. The readers will find the study's implications for educators working with CLD families in special education.

The third manuscript in the issue by Smith, MacNaul, and Kirkpatrick titled *Using Behavior Skills Training and a Group Contingency to Promote Mask-Wearing in an Early*

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*Childhood Special Education Classroom* turn the readers' attention to a promising behavioral-analytic approach in promoting positive behaviors in young children with disabilities. The study used behavior skill training and group contingency to successfully teach 3 to 5-years-old children with developmental delays to properly put on and wear a mask. The findings provide the audience with a model of an effective behavioral intervention.

The article *A Group Reading Intervention With Individualized Error Correction for Middle School Students With Reading Difficulties* by Wu, Stratton, and Gadke concludes this issue. The authors present a multi-component small group reading intervention package designed to improve reading performance of middle school students with disabilities. The intervention resulted in strong improvement of reading skills for each of the study's participants.

We hope that you will find the articles in this issue engaging and useful. We thank the reviewers who helped us bring this research to you.

Looking forward to new submissions and wishing you a lovely winter break,

Anna Osipova and Jemma Kim, Co-Editors  
Karolyn Maurer, Assistant Editor