

Journal of Early Intervention

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Article types

The Co-Editors and Associate Editors of the *Journal of Early Intervention (JEI)* seek to publish articles related to research and practice in early intervention for infants and young children ages birth - 8 with developmental disabilities, delays, or at risk for developmental delays and their families; and individuals who provide services for children with disabilities and families. Early intervention is defined broadly as practices and procedures that facilitate the development of infants and young children who have (or at risk for) developmental delays or disabilities and support their access to learning opportunities in natural environments (e.g., home, school, communities).

Our goal is to publish reports of original research, systematic literature reviews (including meta-analyses), conceptual analyses of issues the field faces, and innovations in research methods to advance the field of Early Intervention/Early Childhood Special Education (EI/ECSE). Research should be interpreted broadly to include any replicable method (e.g., single case experimental studies, group experimental studies, causal comparative studies, correlational studies, descriptive studies, qualitative studies, and mixed methods designs). As a general guideline, the majority of the child participants in research reported in the journal should be age 8 or younger and a majority of child participants should have (or at risk for) developmental delays or disabilities.

As a Division for Early Childhood (DEC) journal, *JEI* is committed to DEC's priorities to advance the field of EI/ECSE, including DEC's Racial Equity Point of View. To that end, we seek to publish rigorous research that aligns with the following goals:

- Supports responsive and effective practice with young children and their families
- Promotes strengths-based approaches to recognize and support the dignity and worth of all children, families, and practitioners
- Helps the field move away from deficit-based frameworks and theories
- Advances equity for groups who have been marginalized in EI/ECSE systems

Although *JEI* is research-oriented, journal readers are a diverse group that includes both researchers and practitioners (e.g., early interventionists, early childhood special educators, or related service providers working with young children and their families). In the interest of all journal readers, *JEI* seeks to publish articles that have clear implications for practice and practitioners.

Authors are encouraged to submit the following types of manuscripts to *JEI*:

1. Research Reports

Research reports are descriptions of original investigations related to any aspect of EI/ECSE. Diverse methodologies, including experimental studies using group or single case designs, descriptive studies using observational or survey methodologies, qualitative investigations and mixed methods designs, are welcome. While the journal has not officially endorsed CONSORT standards of reporting experimental trials (see www.consort-statement.org), the journal is moving in this direction and authors are strongly encouraged to review and adhere to many of the guidelines.

2. Research Method Reports

Research method reports are descriptions of advances in research methods in research related to EI/ECSE or novel applications of advanced methods from related fields with a description of how they can be used to advance research related to EI/ECSE.

3. Systematic Reviews (which may include a meta-synthesis)

Systematic reviews consist of systematic quantitative and/or qualitative syntheses of research. Manuscripts submitted in this category may contain a statistical synthesis across study results (i.e., a meta-analysis), and should be submitted as a systematic review and not a research report. While the journal has not officially endorsed PRISMA standards of reporting systematic reviews and meta-analyses (see www.prisma-statement.org), the journal is moving in this direction and authors are strongly encouraged to review and adhere to many of the guidelines.

Theoretical, Conceptual, or Position Papers or Policy Analyses

Theoretical or conceptual papers are authoritative examinations of the theoretical or conceptual perspectives underlying significant and topical issues. Position papers are manuscripts intended to advance the field's understanding of an emerging or controversial issue, generate discussion related to a topical issue in the field, or both. Policy papers are critical analyses of policy or legal issues that impact young children with or at risk for disabilities, their families, and/or EI/ECSE practitioners. All of these types of papers should reflect comprehensive, in-depth examinations of EI/ECSE literature and be relevant to an EI/ECSE research-oriented audience. If authors have questions about whether their manuscript is appropriate for *JEI* under this category.

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1. Manuscript Preparation (pages 381-384)
2. Paper Elements and Format (Chapter 2)
3. Writing Style and Grammar (Chapter 4)
4. Presentation of data (for Table and Figure checklists see Chapter 7)

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 13. Appendices and supplemental materials are discussed on pages 41-43. When possible, avoid such materials. Submitted appendices and supplemental materials will be reviewed carefully for inclusion.

Writing Guidelines

1. Uses language that reflects strengths- and asset-based perspectives towards children, families, and communities. For instance:
 1. Explicitly name the groups/individuals being referred to and/or their social positioning when calling attention to marginalization rather than centering a single group as the standard that others are compared to. Whenever possible, refer to the specific characteristics of the population you're referring to (e.g., "racially minoritized populations," "Black and Latino children," or "children of color," instead of "minorities" or "diverse children").

2. Use asset-based language that acknowledges the resources and strengths children and families possess (e.g., “dual language learners” or “multilingual learners” instead of “English learners”).
 3. Avoid the generalized use of “at risk” or “significant/severe disabilities” as defining characteristics; instead, specify the skills a group of children may be struggling with and the measurement that is used to make that designation. “At risk” should particularly be avoided as a distinguishing label when it is based on children’s and/or families’ identities (e.g., race/ethnicity), background (e.g., families experiencing poverty), or deficit-based generalizations (e.g., children’s status as a dual language learner).
2. Manuscript narrative should be written in the active voice (e.g., “The teachers assessed participants daily...”). Avoid the passive voice (e.g., “Participants were assessed by the teachers daily...”).
 3. Carefully avoid anthropomorphisms. An experiment cannot find or demonstrate results; the experimenter does that.
 4. Avoid shifting tenses abruptly, particularly within paragraphs and related subsections.
 1. Use the past tense when referring to what has been done or written (i.e., past events and statements) and to report the results of a study.
 2. Use the present perfect tense to indicate a past action or condition beginning in the past for a period of time or that continues to the present (i.e., when the timing of the action, condition, or event is indefinite).
 3. The present perfect tense is appropriate when discussing a line of research that has relevance today (e.g., “Social interaction researchers have shown...”).
 4. Use the present tense in the Discussion section to discuss the basic findings and implications of your research and to articulate your conclusions and opinions (this convention invites the reader to think along with you).
 5. Remember that you should not be interpreting your findings in the Results section. Also do not introduce new data or findings in the Discussion section.
 6. Whenever possible and if not referring to a specific individual, use plural constructions for participants or people you discuss throughout the paper (e.g., “teachers...” vs. “the teacher...,” “children” vs. “the child”); this helps avoid gender-specific language. Avoid the generalized singular (e.g., “the teacher,” “the individual with learning disabilities”).
 7. Give credit to other authors when you use their ideas or their information and provide appropriate citations for important points that are made in the manuscript (see Chapter 8, Works Credited in the Text, pages 253-278). All quotations require a citation and the specific page number of the material quoted.

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Reviewer interacts with: Editor

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