

Journal of Special Education Technology

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Submission guidelines



Submit manuscript

Please read the guidelines in full before submitting your manuscript. Manuscripts not conforming to these guidelines may be returned.

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Content

The *Journal of Special Education Technology (JSET)* is a refereed, professional journal that presents up-to-date information about issues, research, policy, and practice related to the use of technology in the field of special education. We encourage submissions from individuals and group authors who represent the diversity of professional roles within the field. This document replaces all previous versions of submission guidelines for *JSET* and is effective beginning March 2018.

JSET publishes original scholarly work spanning the broad domain of technology for students with disabilities and related stakeholders that provides (a) specific technology-based instructional and management interventions; (b) strategies for reforming service delivery using technology; (c) ways to leverage technology to foster and/or improve the professional development and/or preparation of practitioners; (d) updates on cutting edge technologies and the implications for supporting outcomes for students with disabilities, and (e) information pertaining to technology-driven aspects of state and federal legislation, rules, and regulations that are of interest to the field.

Authors are encouraged to be mindful that the purpose of a professional journal is not to publish all manuscripts that have merit but to select those that represent the timeliest and most important information according to the aims and scope of the journal within the limitations

of available space. Authors who have questions about the suitability of their work for *JSET* should contact the Editors.

All Authors should use “person-first” language: We focus on the person even as we acknowledge the exceptionality, both figuratively and literally. This standard will result in terms such as “people with disabilities” rather than “the disabled” or “students who are gifted” instead of “gifted students.”

All manuscripts should be scholarly in nature, and make a clear contribution to the literature in the field of educational technology for students with disabilities. *JSET* will publish only those manuscripts that have been peer reviewed and are judged to be of excellent quality. Each issue of *JSET* may contain one or more of these article types: **Original Research**, and **Technology in Action**. Each is introduced below:

Original Research

Manuscripts submitted to the **Original Research** section should (a) report results from quantitative or qualitative research studies (including single case designs) or (b) contain syntheses/meta-analyses of the literature that relate to the field of technology in teaching and learning for students with disabilities. All manuscripts that report results of new studies should include an introduction (including clear conceptual or theoretical framework) methodology (including detailed description of participants, procedures, design, technologies used, and appropriate psychometric data for measures), results (including effect sizes when appropriate), and discussion (including implications for future research and practice). Syntheses should clearly report all search criteria including rationale for inclusions and exclusions. Replication and conceptual replication studies are welcome to be published in *JSET*.

Technology in Action

Technology in Action (TIA) is tailored for practitioners. It presents effective and/or promising content designed to help practitioners use assistive and/or instructional technology to improve results for individuals with disabilities. *TIA* is peer reviewed and manuscripts should not exceed 22 pages, including all references, figures, tables, and text boxes.

TIA has a unique style and focus. While these are not research articles—and therefore should not be written in a research style—they are articles that convey to the reader substantive information that focuses on the “what” and on the “how to.” Manuscripts without a heavy emphasis on the “how to” will not be considered.

As a research-to-practice column, all manuscripts should be grounded in an appropriate research base or founded upon a strong understanding of recent legislation. The key to successful manuscripts for *TIA*, however, lies in the author’s ability to translate content into

actionable guidance for practitioners. Prospective authors are advised to consider the following guidelines *prior* to the development of a manuscript for *TIA*:

Appropriate Content for *TIA*

Manuscripts should be well organized and provide an explicit connection to the current, professional literature on evidence-based practice in the field using technology to support the needs of students with disabilities in some way. Manuscripts that have a simple message with immediate application to practice and provide detailed guidelines that enable practitioners to immediately and easily implement the suggested practices in their own settings work best for *TIA*. Many manuscripts include scenarios or examples (commonly referred to as “fictional vignettes”) illustrating how suggested practices might be implemented with one or more individuals or in different contexts.

Specifically, successful manuscripts for *TIA*:

1. **Have a specific research-to-practice focus.** The focus of *TIA* is on translating research into practice guidelines using technology. Therefore, authors should provide a direct link between offered recommendations and empirical research. Lengthy reviews of the literature, however, are not appropriate for *TIA*. The typical structure of a *TIA* manuscript begins with a presentation of a problem of practice followed by a brief synthesis of relevant, recent empirical research. The bulk of the manuscript is then devoted to the delineation of detailed practice guidelines supplemented with tables, figures, and examples.
2. **Reflect a direct focus on students with exceptionalities.** *TIA*'s target audience is special educators and other professionals who work directly with students with exceptionalities. As such, manuscripts should focus on the unique needs of students with *identified* disabilities.
3. **Include graphic elements to facilitate content understanding and application.** Tables and figures are used within *TIA* manuscripts to provide checklists, sample materials, examples, definitions, etc. Tables and figures should be referred to within the narrative (e.g., “see Table 2 for a list of common terms used”).
4. **Reference current research.** As a general rule, references should reflect work published within the past decade. Older references to seminal research or that demonstrate an extensive research history can be included but should be used sparingly. In addition, strong references come from research journals. As such, the majority of references used within a manuscript should not come from textbooks or research-to-practice journals.
5. **Are masked (i.e., “anonymized”).** An important aspect of the double-anonymize, peer-review process is that reviewers do not know the identity of authors and visa versa. For *TIA*, authors should properly cite and reference their own work but should not use phrases such

as “In our previous work (Smith, 2011), we presented...,” which identifies the author. Such work should be referred to in the third person, e.g., “Previously Smith (2011) presented...”.

6. Reflect original work. If manuscripts include several tables or figures that have been published elsewhere, their inclusion within the manuscript may reflect a redundancy in the literature—consider their inclusion carefully. Authors who wish to use material for which they do not own the copyright must obtain written permission from the copyright holder.

Tips for Writing a *TIA* Manuscript

1. Use the *JSET* Style Guidelines.
2. When setting a context for the topic area, summarize the research and literature base.
3. To enhance readability, use bulleted lists, numbered lists, text boxes, pull-out quotes, vignettes, etc.
4. Think of the “how to” part as a recipe. Include everything a practitioner would need to implement or use the content.
5. Do not write an advertisement for a particular product. If you are referring to a product, make sure that you have framed this as “one of several/many tools that are intended to ____.” Then, list alternate tools that might be chosen for the same purpose.
6. Peruse past issues of *TIA* for examples. Previous topics—all with the central focus on assistive and/or instructional technology—have included:
 - Understanding students’ behavioral problems in the classroom
 - Helping young children with disabilities participate in daily activities
 - Integrating technology into mathematics and content area literacy instruction
 - Using technology to maximize team-based learning
 - Managing technology in the classroom
 - Using technology to enhance transition planning
 - How to use technology supports for individuals with Autism Spectrum Disorders
 - How to select English language acquisition technology for students with disabilities
 - How to create electronic text to support comprehension by students with moderate to severe disabilities

- How to increase adaptive access to instructional materials for students with significant disabilities
- How to evaluate educational software for students with differing abilities and disabilities
- How to assess whether the technology is working
- Helping students access instructional technology
- Instructional technology for special education administrators
- Engaging students in science and social studies with instructional technology
- Instructional technology interventions for reading and written language

Style For All Article Types

JSET uses the American Psychological Association's Publication Manual (7th ed.) style guide. Please be aware that manuscripts without appropriate style usage in text and references may be returned to the author without review.

Documents should be submitted in a current version of Microsoft Word; have 1-inch margins; be double-spaced, including quotations and references; and use a standard 12-point font such as Times New Roman. Each manuscript should be prefaced with an abstract that summarizes the content in 100-150 words. Authors should submit figures and tables as separate files. Please indicate the preferred position of tables, figures, and other graphic elements in the manuscript and reference each as a "call-out" in the narrative. *JSET* will now allow authors to use footnotes for extraneous text that is not necessarily needed in the narrative of the manuscript. Media files cannot be uploaded to the review system; authors should arrange to host these segments on a separate server and embed links in the manuscript to provide access to the media. Authors will be expected to optimize image files for the web during the submission and review process and also should be prepared to submit hi-res, camera-ready copy of graphic files (e.g., photographs, illustrations). Authors who wish to use material for which they do not own the copyright must obtain written permission from the copyright holder. For rules governing general format, headings, citations and references, and other style components, authors should consult the Publication Manual of the American Psychological Association (APA) (7th ed., The American Psychological Association, 2019). This style guide also includes a detailed Checklist for Manuscript Submission.

Length

Manuscripts submitted to *JSET* for the **Original Research** section should be between 25-35 manuscript pages, including references and all content within tables and figures. Technology in Action manuscripts should be no more than 22 pages in length.

Submission

All manuscripts should be submitted via Manuscript Central:

<https://mc.manuscriptcentral.com/joset>. Authors can expect a first decision on manuscripts approximately six weeks after submission.

Please send all questions regarding *JSET* to the Co-Editors, Dr. Joe Boyle from Temple University (tue87325@temple.edu), and Dr. Michael Kennedy from University of Virginia (mjk3p@virginia.edu).

Review Process

The selection of manuscripts for publication is based on a double anonymize peer-review process. All manuscripts are screened first by the editors. Manuscripts that do not meet all manuscript requirements, or that are not consistent with the aims and scopes of the journal, are not forwarded for peer review. In such cases, the submitting author is notified that the manuscript is not acceptable for *JSET* or is requested to make changes to the manuscript so that it meets requirements.

Manuscripts that are consistent with the purpose of the journal and meet all requirements are assigned to two or more reviewers to evaluate the manuscript. Please note: Reviewers will not know the identity of the author(s). While under review, the manuscript should not be submitted elsewhere.

After reading and evaluating the manuscript and the reviews, the editors will e-mail the submitting author a written decision and the reviews. The decision will be one of the following:

- accept, with routine editing;
- accept pending minor revisions;
- revise and resubmit; or
- reject.

Editorial policies

Authorship: All parties who have made a substantive contribution to the article should be listed as authors. Principal authorship, authorship order, and other publication credits should be based on the relative scientific or professional contributions of the individuals involved, regardless of their status. A student is usually listed as principal author on any

multiple-authored publication that substantially derives from the student's dissertation or thesis.

Please note that AI chatbots, for example ChatGPT, should not be listed as authors. For more [information see the policy on Use of ChatGPT and generative AI tools](#).

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Declaration of conflicting interests: *JSET* encourages authors to include a declaration of any conflicting interests and recommends you review the good practice guidelines on the [Sage Journal Author Gateway](#).

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