

*Topics in Early Childhood Special Education* (TECSE) offers information about *early intervention* (EI), which is defined broadly and includes services provided to (a) infants, toddlers, and preschoolers who are at risk for or display developmental delays and disabilities and (b) their families. TECSE includes articles on personnel preparation, policy issues, and operation of intervention programs. The aim is to publish information that will improve the lives of young children and their families. Manuscripts from (a) diverse theoretical perspectives, (b) disciplines related to EI, and (c) all authors with information of value to the field are welcome. Published quarterly.

## Types of Manuscripts

TECSE publishes 3 topical issues and 1 nontopical issue per volume year. Topical issues address an identified problem, trend, or subject of concern and importance to EI. Upcoming topics are listed in each issue; authors are encouraged to submit manuscripts of various types (described below) related to the identified topics. The nontopical issue, "Research and Practice in Early Intervention," offers manuscripts that deal with any issue related to EI. The intent is to provide a forum for manuscripts that (a) do not match the content of upcoming topical issues, (b) describe an innovation or development, (c) maintain a dialogue on important issues, and (d) present new conceptualizations or research findings on previously addressed topics. The following types of articles are considered:

- **Reports of original research:** descriptions of investigations related to any aspect of EI. Diverse methodologies, including experimental studies using group or single-subject designs, descriptive studies using observational or survey methodologies, case studies, and qualitative investigations, are welcome. *Primary criteria:* high technical quality in design, implementation, and description, as well as importance to the field. Discuss findings thoroughly yet conservatively from two perspectives: issues for theory or future research and implications for practice or policy.
- **Literature reviews:** summaries of the existing literature that have relevance for EI. Reports synthesizing literature that is generally available to TECSE readers, as well as reviews focusing on less accessible but relevant literature, are welcome. Describe the procedure used to select the reviewed literature, address the methodological adequacy of the literature, discuss the major findings, and present implications for research/theory and for practice or policy. *Primary criteria:* review comprehensiveness, adequacy of methodology, quality and clarity of writing, and value to the field.
- **Conceptual statements:** presentations of particular issues, topics, or practices in EI. These fall into one of three types: (1) clearly articulate particular problems in the field; (2) present new conceptual foundations for approaching, analyzing, and potentially solving defined problems; or (3) describe innovations for practice. *Primary criteria:* concise presentation of the conceptualization or innovation, sufficient operational definition of relevant variables so that the issue can be studied further or have an effect on practice, documentation adequacy, and presentation clarity.
- **Position papers:** descriptions of selected issues for which the existing literature is insufficient to make definitive conclusions. Manuscripts that identify developing issues, compare and contrast different models or approaches, or describe a definable position are welcome. *Criteria:* attention to the existing literature, presentation of a logical case related to the adopted position, and description of the position's limitations and implications. The editor desires to publish contrasting positions on issues that deserve open, constructive dialogue but is not interested in papers that are subjective or that illogically attack a given program or practice.
- **Program descriptions:** discussions of specific, well-developed programs of service or training. Descriptions of programs that are innovative, involve a unique arrangement of existing resources to provide early intervention services or training in early intervention, or solve particularly recalcitrant problems are welcome. *Primary criteria:* clear presentation of the program's theoretical or philosophical basis, description of its components in replicable terms, and discussion of its effects. Descriptions of the problems encountered and attempted solutions are desired. Authors must present clear evidence that the program was implemented as described, produced defined outcomes, and is capable of being replicated.

## Manuscript Preparation

Guidelines specified in the *Publication Manual of the American Psychological Association* (6th edition, 2010) should be followed. Pay particular attention to the sections concerning guidelines for non-sexist language, avoiding ethnic bias, and disabilities.

### General

1. Authors must submit a **SEPARATE TITLE PAGE FILE** with (1) article title; (2) first name, middle initial, and last name of each author, with highest academic degrees; (3) names of institutions to which each author is affiliated, along with complete addresses AND e-mail addresses; and (4) any acknowledgments, financial disclosure information, author notes, and/or other text that could identify the authors to reviewers.
2. **Length:** Manuscripts should be concise; between 20 and 35 pages, *including* text, references, tables, and figures
3. **Format:** 8½ × 11 in. paper; 1-in. margins; double spacing, left alignment, Times New Roman 12-pt. type. Include title and abstract.
4. **Heads:** Do not use small capital letters.
5. Place figures in separate files. Tables may appear at end of main text file. Use Word's table functions. Tables/figures must be cited in text.
6. Use tab key and centering functions for head alignment, paragraph indents, etc. **DO NOT USE THE SPACE BAR.**
7. Use **endnotes** sparingly. Number with Arabic numerals starting with 1 and continuing through the article. **Example:** (see Note 1). **NO footnotes.**

### Artwork

Must be production-ready. Because most art will be reduced to fit, use bold type that is large enough to be reduced and still be readable, and make sure rules/tick marks are at least 1 pt. Acceptable electronic formats for art: TIFF, EPS, Word, or Excel. For scans/photos, download the SAGE **Image Resolution Guidelines** from the Instructions & Forms link at <http://mc.manuscriptcentral.com/tecse>. If you have trouble when loading Excel files, copy and paste them into a Word document. **COLOR figures** will **not** be accepted.

### Permissions

Obtaining written permission for material such as figures, tables, art, and extensive quotes taken directly—or adapted in minor ways—from another source **is the author's responsibility, as is payment of any fees the copyright holder may require. Permissions often take a considerable amount of time to be granted;** start the request process early. Material taken from software or from the Internet also requires obtaining permission. Authors can download a Permissions Request form at <https://mc.manuscriptcentral.com/tecse> (Instructions & Forms Link under Resources head). Read any permissions carefully to make sure the language is broad enough to allow publication in all formats, including electronic and print. Failure to obtain permission will result in either removal of the particular item or pulling the article from the journal issue.

### Manuscript Submission

Submit electronically: <https://mc.manuscriptcentral.com/tecse>  
Log in, or click the "Register Here" option if you are a first-time user. Once logged in, click on Author Center. Have the following available before starting submission: manuscript files, including separate title page; all coauthors' full names and e-mail addresses; # of figures, # of tables, # of manuscript pages. Click the "Submit a Manuscript" link and follow the submission steps. A guide is available on the main page under "Resources," User Tutorials.

### Editorial Office Information

#### EDITOR: Dr. Glen Dunlap

Division of Applied Research and Educational Support  
Dept. of Child and Family Studies, FMHI, University of South Florida  
2778 Mayberry Drive, Reno, NV 89509  
775-786-9319 • [glendunlap@sbcglobal.net](mailto:glendunlap@sbcglobal.net)

**Editorial Office:** Beth Brookfield ([beth.brookfield@gmail.com](mailto:beth.brookfield@gmail.com))