For this issue, we are pleased to provide reports that are relevant for professionals concerned with practices, policies, and research about exceptional children. The articles not only address diverse subjects, but they also examine aspects of exceptionality from preschools to professional development, from classrooms to courts, and across research methods.

In the first article, Amanda Sullivan and Daniel Osher examine how different policies regarding state and local education agencies’ obligations in defining and measuring significant disproportionality and providing early intervening services yielded inconsistent guidance. They found that sources presented different emphases on disproportionality and early intervening services, sometimes leaving education agencies with conflicts between discrimination and protection of individual rights.

Deborah Reed, Ariel Aloe, Adam Reeger, and Jessica Folsom studied whether a summer reading program produced beneficial outcomes for students with and without disabilities. Administering a diverse battery of assessments, they found that most students improved, but those improvements depended on grade level and outcome measure.

Tzu-Jung Lin, Jing Chen, Laura Justice, and Brook Sawyer reported about the play interactions of preschoolers, focusing especially on play interactions when children both with and without disabilities had chances to play together in inclusive settings. They found that children played with classmates of both statuses but that typically developing children were more likely to form same-status play interactions than were children with disabilities. Importantly, these cross-status interactions could be explained in part by other characteristics of the children, especially the pragmatic language competence of children with disabilities.

In another study addressing disproportionality, Aleksis Kincaid and Amanda Sullivan integrated data sets to analyze whether juvenile justice cases revealed unique patterns for students with disabilities. The authors’ analyses of the data for Minnesota showed that, in comparison to their nondisabled peers, students with disabilities (especially emotional or behavioral disorders and other health impairments) were overrepresented in the cases, were charged with more severe offenses, and were even charged with higher degrees of offenses.

In a behavior-analytic experiment, Andrew Markelz, Jonte Taylor, Tom Kitchen, Paul Riccomini, Mary Catherine Scheeler, and David McNaughton assessed both the direct and related effects of promoting a potent teaching practice. Their multiple-baseline study demonstrated that teachers using a smartwatch to queue themselves to deliver behavior-specific praise and to record whether they had done so resulted in not only higher rates of teacher praise but also higher levels of student engagement.

As usual, these reports of research went through rigorous rounds of review and editing. We thank our associate editors, field reviewers, and ad hoc reviewers for their contributions to the effort to bring dependable studies to the readership of Exceptional Children. We consider these studies to be of interest to the diverse readership of the journal, and we hope that readers will find them as potentially valuable as we do.

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