

How to Write for CEC Journals: *TEC* and *EC*

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Session Overview

Both journals:

- General content guidance
- General style guidance (*APA Publication Manual, 7th edition*)
- Resources

Each journal separately:

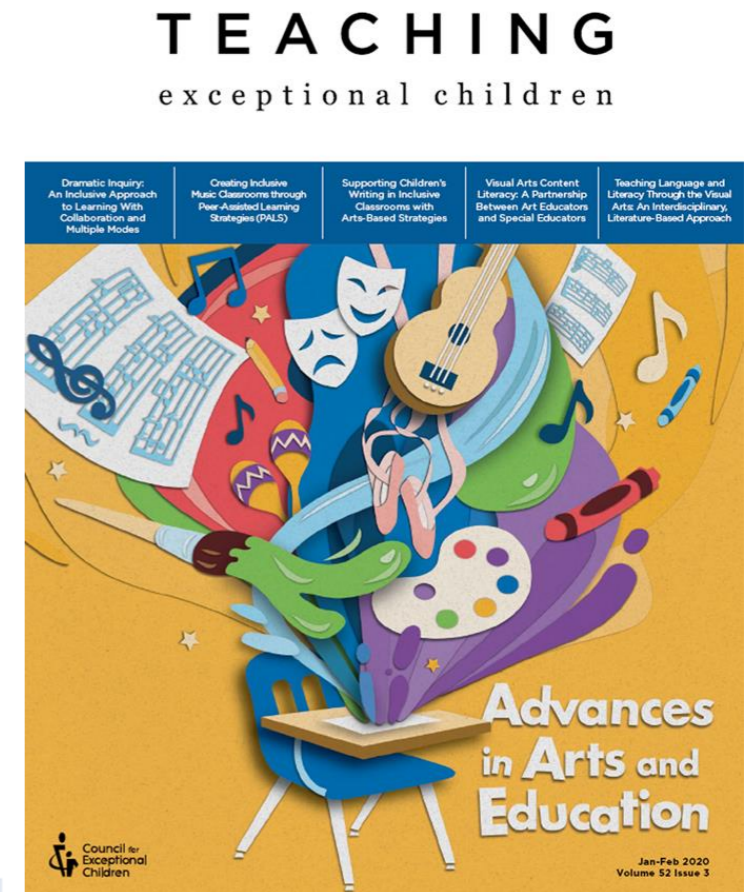
- *Teaching Exceptional Children*
- Appropriate and inappropriate articles
- Conceptual guidance
- *Exceptional Children*
- Appropriate and inappropriate articles
- Conceptual guidance

Reviewer recognition

Questions & Discussion



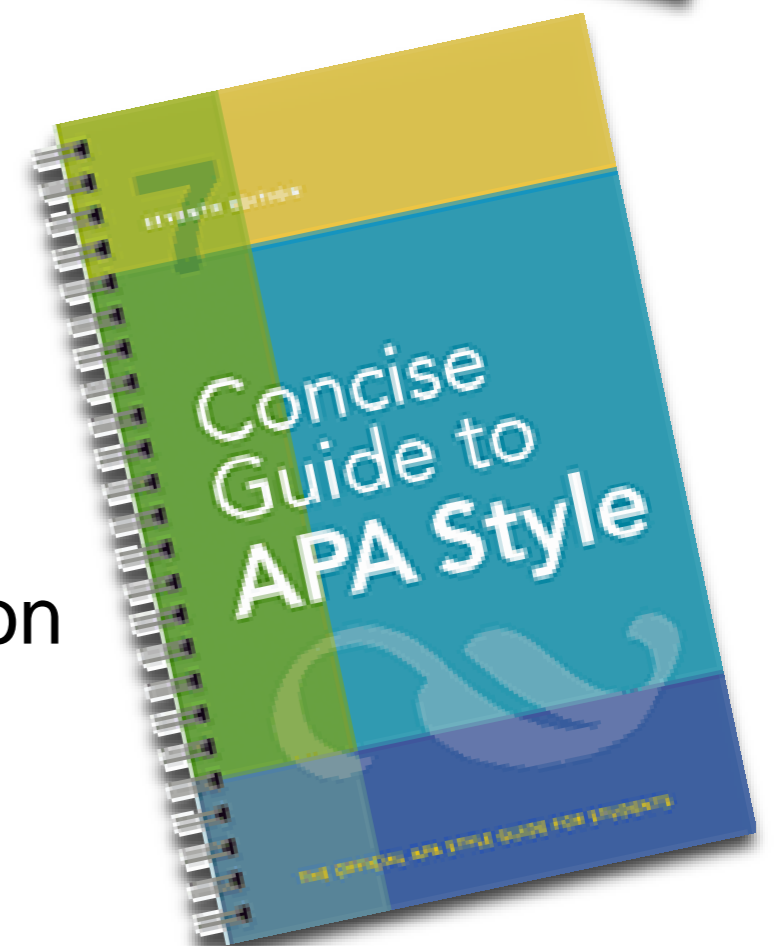
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- *Implementation science*
- *Writing interventions*
- *Teachers' persistence*

Both *TEC* and *EC*

- **Content should address**
 - Individuals with disabilities
 - Their education (and rehabilitation)
- **Manuscripts should be**
 - Written to suit the readership of each journal
 - Prepared according the the seventh edition of APA's *Publication Manual*



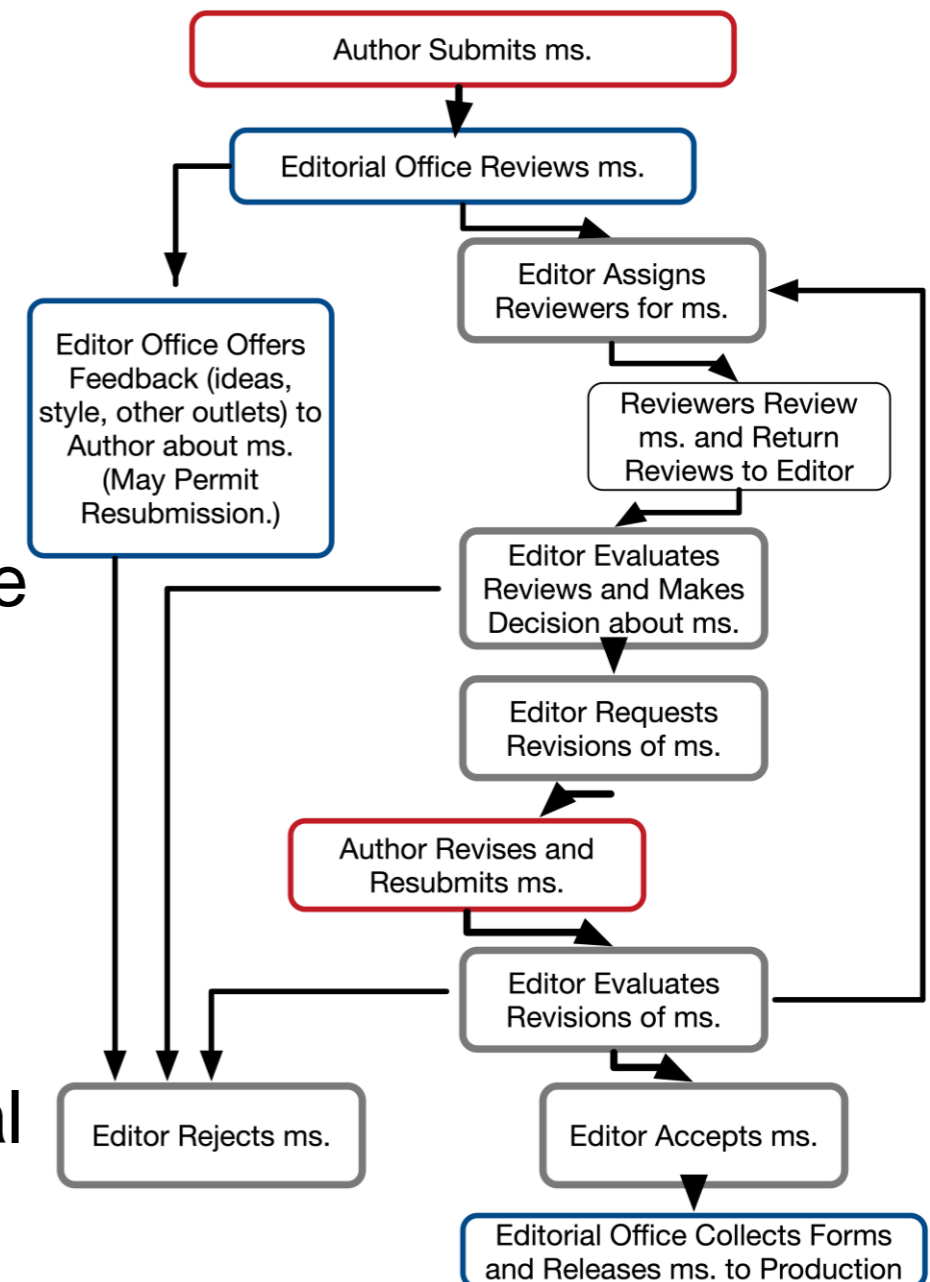
Both *TEC* and *EC*

- **Draw on extensive resources**
 - CEC headquarters
 - Sage Publications Ltd
 - Institutions (ETSU and UVA) that support editorial offices
 - Reviewers who have stellar reputations

How *TEC* & *EC* Handle Submissions

The review process

- Authors submit manuscripts
- Editors review submissions
- Editors select external reviewers (who are not told the identity of papers' authors)
- External reviewers submit reviews anonymously
- Editors make decisions based on external reviewers' recommendations



How *TEC* & *EC Differ*

- *TEC* is geared toward the practice of special education.
- *EC* reports research about special education, disabilities, and rehabilitation.

Teaching Exceptional Children

- The purpose of *TEC* is to advance the professional development of practitioners and to provide useful information, resources, and tools for improving education and services for exceptional learners.
- Consistent with this purpose, we publish articles that share innovative and successful methods and materials based on current evidence-based practice for use in a wide variety of educational programs and settings.

View From the Field

Research to Practice

Where to Start

Dawn A. Rowe, Ph.D.

Teaching Exceptional Children

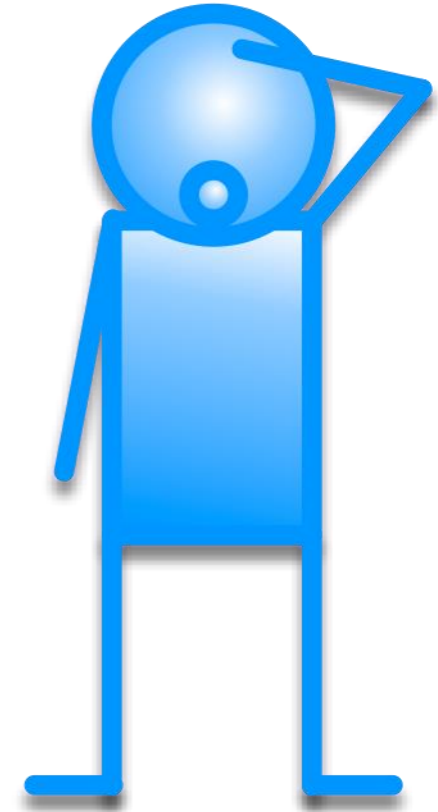
Appropriate submissions are papers that provide practical, actionable guidance

- Step-by-step directions for implementing evidence-based practices
- Explanations of new laws, court decisions, policies, regulations, and etc. as they pertain to practice
- Reports about how to employ a procedure or practice with a particular group of individuals with disabilities and their teachers
- Adaptations for improving outcomes for students with disabilities

Teaching Exceptional Children

Inappropriate submissions

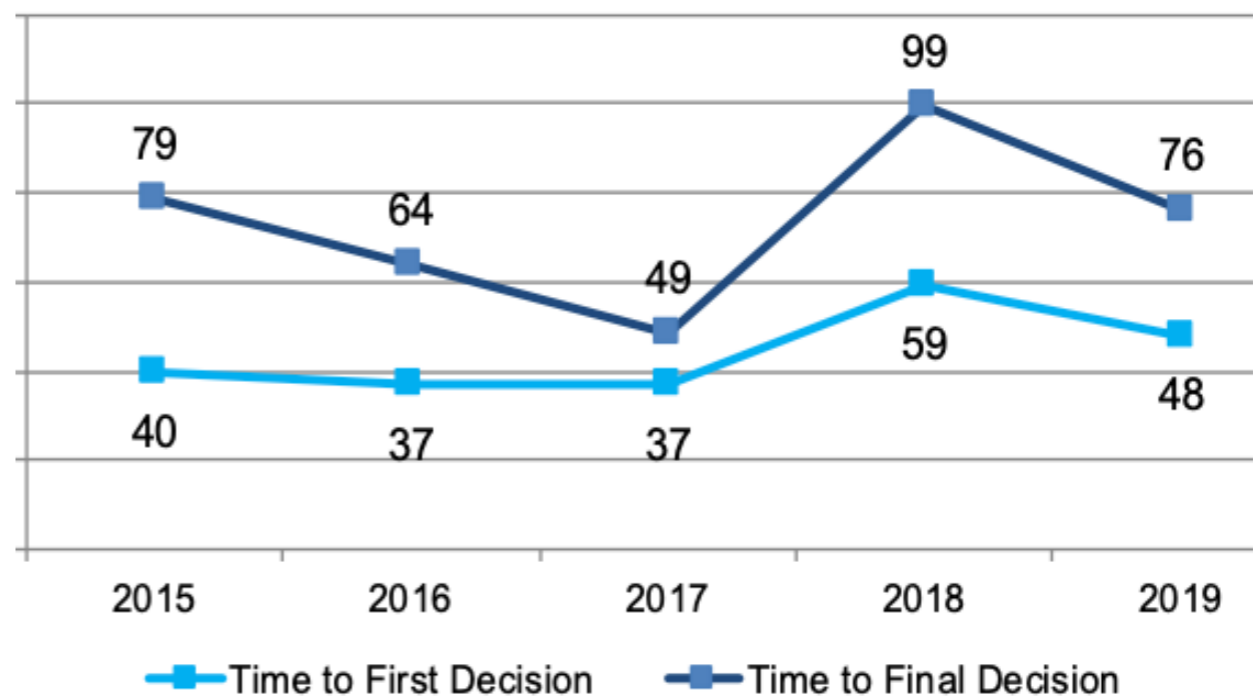
- Research reports
- Anecdotal experiences
- Articles advising general educators, higher educators, or policy makers
- Book reviews
- Program descriptions



Data about Publishing in *TEC*

- *TEC*'s
 - Circulation = 29,971 copies
 - Ranked in the top half of special education journals (#10 by Google's metrics)
 - *Electronic* articles were read or downloaded 186,318 times in 2019
 - Acceptance rate = 39%
 - Average time to first decision = 59 days
 - *Estimated* impact factor is 1.041

Average Review Speed in Days



Teaching Exceptional Children

Check out:

- Sayeski, K. L. (2018). How (and why) to write for TEACHING Exceptional Children. *Teaching Exceptional Children, 50*(3), 115–122. <https://doi.org/10.1177/0040059917743501>

Some widely read examples for *TEC*

- Carter, E. W., Moss, C. K., Asmus, J., Fesperman, E., Cooney, M., Brock, M. E., Lyons, G., Huber, H. B., & Vincent, L. B. (2015). Promoting inclusion, social connections, and learning through peer support arrangements. *Teaching Exceptional Children, 48*(1), 9-18. <https://doi.org/10.1177/0040059915594784>
- Cook, B., Buysse, V., Klingner, J., Landrum, T. L., McWilliam, R., T., Tankersley, M., & Test, D. (2014). Council for Exceptional Children: Standards for evidence-based practices in special education. *Teaching Exceptional Children, 46*(6), 206-212. <https://doi.org/10.1177/0040059914531389>
- Fuchs, D., Fuchs, L. S., & Vaughn, S. (2014). What is intensive instruction and why is it important? *Teaching Exceptional Children, 46*(4), 13-18. <https://doi.org/10.1177/0040059914522966>
- Scruggs, T. E., & Mastropieri, M. A. (2017). Making inclusion work with co-teaching. *Teaching Exceptional Children, 49*(4), 284–293. <https://doi.org/10.1177/0040059916685065>

Exceptional Children

- *EC* publishes original research and analyses that focus on the education and development of exceptional infants, toddlers, children, youth, and adults. This includes original research, research reviews, methodological reviews of the literature, data-based position papers, policy analyses, and registered reports. *Exceptional Children* publishes quantitative, qualitative, and single-subject design studies.
- *EC* is ranked at the very top of all special education journals; by impact factor, it has been #1 among special education and rehabilitation journals repeatedly over the past 15 years according to SSCI
- *EC* is among the top 5% of >1000 education or 15% of > 280 developmental and education psychology journals, according to SCOPUS.



Exceptional Children



Inappropriate submissions

- Papers that do not present original data
- Quasi-experiments without controls or rigorous comparisons
- Surveys of narrow or otherwise non-representative samples
- Opinion papers that are predicated on selective reviews of evidence
- Case studies or personal experiences
- Book or test reviews

Exceptional Children

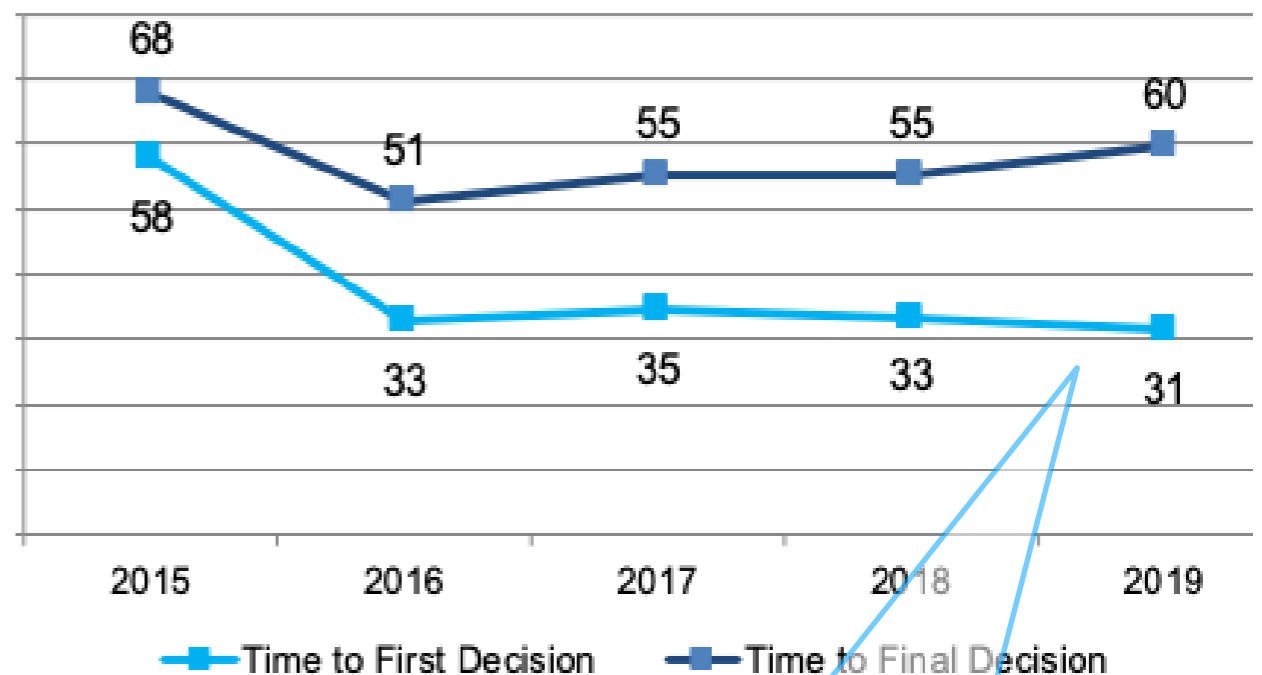
Appropriate submissions include papers that report original research about special and gifted education and employ rigorous methods

- Original research studies including qualitative, large-group quantitative, and single-case experimental studies
- Integrated literature reviews, especially meta-analyses
- Policy analyses employing rigorous methods
- Research that adopts open science practices

Data about Publishing in *EC*?

- *EC*'s
 - Circulation (2019) = 19,036 copies
 - Acceptance rate = 20% for 2019
 - Impact factor was 2.854 for 2018
 - Ranking (2018) was #1 among special education and #1 among rehabilitation journals
 - Electronic articles were read or downloaded 119,932 times in 2019

Average Review Speed in Days



Average for SpEd journals = 56 & 102 days

Exceptional Children

Some widely read examples for *EC*

- Cook, B. G., Lloyd, J. W., Mellor, D., Nosek, B. A., & Therrien, W. J. (2018). Promoting open science to increase the trustworthiness of evidence in special education. *Exceptional Children, 85*(1), 104–118.
<https://doi.org/10.1177/0014402918793138>
- Coyne, M. D., McCoach, D. B., Ware, S., Austin, C. R., Loftus-Rattan, S. M., & Baker, D. L. (2019). Racing against the vocabulary gap: Matthew effects in early vocabulary instruction and intervention. *Exceptional Children, 85*(2), 163–179.
<https://doi.org/10.1177/0014402918789162>
- Gerow, S., Davis, T., Radhakrishnan, S., Gregori, E., & Rivera, G. (2018). Functional communication training: The strength of evidence across disabilities. *Exceptional Children, 85*(1), 86–103. <https://doi.org/10.1177/0014402918793399>
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*(2), 165–179.
<https://doi.org/10.1177/001440290507100203>
- Morgan, P. L., Farkas, G., Cook, M., Strassfeld, N. M., Hillemeier, M. M., Pun, W. H., Wang, Y., & Schussler, D. L. (2018). Are Hispanic, Asian, Native American, or language-minority children overrepresented in special education? *Exceptional Children, 84*(3), 261–279. <https://doi.org/10.1177/0014402917748303>
- Vaughn, S., Roberts, G., Capin, P., Miciak, J., Cho, E., & Fletcher, J. M. (2019). How initial word reading and language skills affect reading comprehension outcomes for students with reading difficulties. *Exceptional Children, 85*(2), 180–196.
<https://doi.org/10.1177/0014402918782618>

Reviewer Recognition

- Reviewers make *TEC* and *EC* work
- Reviewers who made exemplary contributions in 2019

For *TEC*

- **Kathleen Cook**, Augustana University;
- **Mitch Yell**, University of South Carolina; and
- **Teri Marx**, AIR.

For *EC*

- **Amanda Sullivan**, University of Minnesota
- **Colleen Thoma**, Virginia Commonwealth University



Please Submit to the CEC Journals

