

Special Education Research to Practice in Action Invitation and Author Guidelines

The Special Education Research to Practice Center invites CEHD doctoral students to submit a practitioner-oriented manuscript for publication in the peer-reviewed *Special Education Research to Practice in Action* series (*SPED R2PA*). Manuscripts should be authored by doctoral students and tailored for education-related professionals (e.g., teachers, speech-language pathologists, administrators, paraprofessionals) and describe the procedures for using effective and/or promising practices. The goal is to help practitioners use evidence-based practices that reliably improve outcomes for individuals with disabilities.

Each *SPED R2PA* submission should not exceed 12 pages, including all references, figures, tables, and text boxes. *SPED R2PA* articles a unique style and focus. Manuscripts should be written for a professional audience rather than researchers and emphasize substantive information about the procedures for preparing, delivering, and evaluating a practice. Brief vignettes should be included to illustrate the challenge confronting professionals and how the related intervention to address it.

As a research-to-practice piece, all manuscripts should be grounded in an appropriate special education research and/or be founded on a strong understanding of recent special education legislation, or inclusive practices. The key to successful manuscripts for *SPED R2PA* lies in the author's ability to translate content into actionable guidance for teachers and practitioners.

Prospective authors are advised to consider the following guidelines *prior* to the development of a manuscript for *SPED R2PA*. All doctoral students (e.g., Ed.D., Ph.D., full-time, part-time) are welcome to apply.

Appropriate Content for *SPED R2PA* articles

Manuscripts should be well organized and provide an explicit connection to the current professional literature on evidence-based practices (EBPs) used in the field to address the needs of students with disabilities or how teachers can apply legal knowledge and practical collaboration skills needed to support the education of all students, including those with disabilities. Ideal manuscripts should focus on applied practice and provide stepwise instructions that enable practitioners to immediately implement the suggested intervention. Manuscripts should include scenarios or examples (commonly referred to as “fictional vignettes”) illustrating how suggested EBPs might be implemented with one or more individuals or in different contexts.

Specifically, successful manuscripts for *SPED R2PA*:

1. **Have a specific research-to-practice focus.** The focus of a *SPED R2PA* article is on translating research into practice for teachers. Therefore, authors should provide a direct link between offered recommendations and empirical research. Lengthy reviews of the literature, however, are not appropriate for *SPED R2PA* articles. The typical structure of a *SPED R2PA* manuscript begins with a presentation of a problem of practice followed by a very 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 if needed.

2. Reflect a direct focus on students with disabilities. *SPED R2PA*'s target audience is special educators and other professionals who work directly with students with disabilities. 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 *SPED R2PA* 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. Cite current research. Generally, references should reflect work published within the past decade. Older references to foundational research or scholarship 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. 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.

6. Use 7th edition APA Style Guidelines. AI-generated (e.g., using Large Language Models) manuscripts will not be accepted. Authors using AI to assist in the writing process must disclose how it was used following 7th edition APA Style guidelines (see: <https://www.apa.org/pubs/journals/resources/publishing-policies?tab=4> and <https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>)\

Tips for Writing a *SPED R2PA* Manuscript

1. When setting a context for the topic area, summarize the research and literature base.
2. To enhance readability, use bulleted lists, numbered lists, text boxes, pull-out quotes, vignettes, etc.
3. Think of the "how to" part as a recipe. Include everything a teacher or practitioner would need to implement or use the practice/intervention.

Submission Process

To apply, submit a **one-page description** of your proposed *SPED R2PA* article. Your submission should include a proposed title, article description, your name, your current status as a doctoral student (e.g., full-time first year, part-time third year), and the name of your doctoral advisor. Proposals are due by April 30, 2026. Selected authors will receive conference travel funding for the 2026–2027 academic year, as well as the opportunity to publish with the center. Submit the **single-page pdf document** to serp@temple.edu by **5 PM, April 30, 2026**.

The description must provide an explicit connection to and grounded in the current, professional literature on evidence-based practices (EBPs), policies, or laws used in the field to support the needs of students with disabilities. It must also describe how idea(s) will be connected to practice in special education or inclusive classrooms that will benefit students with disabilities or special education teachers. Students need only apply once annually to be considered eligible for the *SPED R2PA* article. All winners (e.g., six winners or more depending on funding) will be selected from this annual competition. The *Special Education Research to Practice Center* reserves the right to publish selected manuscripts. Submitted manuscripts should not be under consideration for publication in other outlets.

Compensation

Authors of accepted manuscripts will receive \$2,500 in conference travel funds set aside in a CEHD account. Students will access the funds in accordance with CEHD travel guidelines (e.g., pre-approval of travel by your doctoral advisor, submission of receipts for reimbursement). All students must be current doctoral students (e.g., part-time or full-time) and must expend the funds prior to exiting (e.g., graduating) Temple University or June 1, 2027, whichever comes first. Any remaining travel funds in their account will revert back to the center.

Selection Process

Winners will be selected by May 15, 2026 and must submit a completed manuscript by July 1, 2026.

SPED R2PA – Reviewer Rubric

Purpose: Evaluate SPED R2PA submissions for practitioner-focused, evidence-based, actionable guidance.

1. Presents Research-to-Practice Structure & Focus (3 pts)

- Clear problem of practice; concise research synthesis; majority devoted to practice guidelines.

2. Provides “How-To” Guidance (7 pts)

- Step-by-step, recipe-like implementation details for immediate classroom use.

3. Presents a Focus on Students with Disabilities or Special Education Teachers (5 pts)

- Direct relevance to students with disabilities, including teaching students with disabilities in inclusive or self-contained classes, context-specific strategies.

4. Evidence Base Practice & Current Research (3 pts)

- Primarily peer-reviewed research within the last 10 years; supports EBPs.

5. Organization & Graphics (2 pts)

- Clear structure; effective tables/figures/checklists referenced in text.

6. Vignettes/Scenarios (5 pts)

- Realistic examples demonstrating EBPs in practice.

7. Originality & Compliance (5 pts)

- Original work; APA 7th; permissions as needed; submission guidelines met.

Overall Scoring:

26-30 Outstanding

21-25 Very Strong

16-20 Developing

15 or Below Not Competitive