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Editorial

We are pleased to share the summer 2018 issue of the Journal of Special Education Apprenticeship. This issue would not have been possible without the effort of our entire JOSEA team. We wish to thank Dr. Sang Nam for his continued work as the publications manager. Our editorial board is growing, and we are thankful for timely and thoughtful reviews. We also want to express our sincere appreciation to the authors whose work is included in this issue. The dedication of the JOSEA team to the special education field is evident and reflected in the important work included in our latest issue.

The summer 2018 issue of JOSEA includes six articles on a variety of special education topics. The first empirical study is contributed by Dr. Maria Peterson-Ahmad of Western Oregon University. The piece is entitled, *Pre-Service Teacher Perceptions and Knowledge Regarding Professional Development: Implications for Teacher Preparation Programs*. The second research-based article included in this issue, *Effects of a Graphic Organizer Intervention Package on the Mathematics Word Problem Solving Abilities of Students with Autism Spectrum Disorders*, comes to us from Dr. Lauren Delisio of Rider University. *A Qualitative Examination of the Serviceability of Teaching Practice Modifications Aimed for Special Education Teacher Candidates is an additional empirical piece submitted by Dr. Çavusoglu of Anadolu University*. The final empirical piece in this issue is entitled, *An Overview of Review Studies on Effectiveness of Major AAC systems for Individuals with Developmental Disabilities including Autism*, and is contributed by Dr. Sang Nam of California State University, San Bernardino.

There are two practitioner articles included in this issue as well. The first, *Using a Universal Design for Learning Framework to Enhance Engagement in the Early Childhood Classroom*, is submitted by Dr. Marla Lohmann of Colorado Christian University. The final article in this issue is contributed by Dr. Janet Josephson of Millersville University. Her piece is entitled, *Strategies for Supporting Students Who Are Twice-Exceptional*.

We are hopeful that the issue is beneficial to the JOSEA readership and want to share some recent updates. JOSEA continues to actively seek empirical research articles reporting results of quantitative, qualitative, single case, and mixed methods studies. Empirical reviews using meta-analytic and research synthesis methods are also encouraged. JOSEA includes a section dedicated to practitioner articles which share evidence-based practices for students with, or at-risk, for exceptionalities. Please see our updated Author Guidelines for additional information (<http://josea.info/index.php?page=author>). We encourage you to submit your work and consider volunteering to serve as a guest reviewer for upcoming issues.

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