

## JOURNAL of the AMERICAN ACADEMY of SPECIAL EDUCATION PROFESSIONALS (JAASEP) Spring/Summer, 2023

Volume 18, Issue 2

## Table of Contents

## JAASEP Editorial Board of Reviewers

<u>Delphi Technique: Parents Identify Protective Factors to Address Problem Behaviors in Adolescents With and Without Disabilities</u>

Monica R. Brown

<u>Public K-12 Education Response to Serving Special Education Students During COVID: A</u> Content Analysis

Cheryl L. Burleigh, Andrea M. Wilson, and Erik Bean

<u>Experiences of Special Education Teachers in New York State During COVID-19 Remote</u> Instruction

Kimberly F. Colvin, Tammy G. Ellis-Robinson, and Taja R. Young

<u>Inclusive Education and Rural Middle School General Education Teacher Preparedness</u>
Joseph A. Hogan

<u>Designing Appropriate Small Group Intensive Instruction within an MTSS for Students with Low Incidence Disabilities</u>

Timothy E. Morse

<u>Spelling Interventions for Elementary and Secondary Students with Learning Disabilities: A</u> Systematic Review

Reagan Murnan

<u>Conversation Analysis of Shared Reading with Students who Have Significant Support Needs</u> Nancy Quick, Penelope Hatch, and Karen Erickson

## Journal of the American Academy of Special Education Professionals (JAASEP)

<u>Teachers' Perceptions of School Behavior Support Systems: A Case Study</u> Laura N. Sarchet

<u>Teachers' Instructional Language with Children with Mild and Severe Language Difficulties in Self-contained Special Education Classrooms</u>

Wenjing Zheng

Author Guidelines for Submission to JAASEP

Copyright and Reprint Rights of JAASEP