

Special Issue

Training Special Education Teachers and Staff to Use Evidence-Based Practices

Message from the Guest Editor

The Council for Exceptional Children (CEC) provides a set of standards for determining the extent to which research provides evidence of effectiveness based on several experimental high-quality research studies that demonstrate strong effects. Examples of evidence-based practices identified by the CEC standards include explicit instruction, positive behavior interventions and supports, universal design for learning and assistive technology. The purpose of this Special Issue is to contribute to and extend the research base on training special education teachers to implement evidence-based practices. For this Special Issue, original research articles and literature reviews are welcome. Research areas may include (but not limited to) the following: Training special education teachers, intervention specialists, or paraeducators to use a specific evidence-based practice for teaching academic skills, social skills, vocational skills or functional/daily living skills; Training special education teachers, intervention specialists, or paraeducators to use behavior management or classroom management interventions. I look forward to receiving your contributions.

Guest Editor

Prof. Dr. Sheila Alber-Morgan
Department of Educational Studies, The Ohio State University,
Columbus, OH 43210, USA

Deadline for manuscript submissions

closed (20 November 2025)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/203824

Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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