

# Publication Manual for Journal of Special Education Research

(Approved on April 21, 2018)

All manuscripts should be submitted via the Journal's online submission site.

This manual contains the guidelines for manuscripts written in English that are submitted to Journal of Special Education Research.

## I. Contents of the Manuscript

### A. Parts of the manuscript

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1) Cover page                         | 5) References                  |
| 2) Title page                         | 6) Tables and Figures          |
| 3) Abstract (including 3–5 key words) | 7) Form for Copyright Transfer |
| 4) Text                               |                                |

### B. Guidelines for manuscript preparation

- 1) Types of manuscripts that will be accepted for review: **Original articles, Brief notes, Reviews, Current topics, and Reports of practical research.**
- 2) All articles are at most 10 printed pages. A printed page is approximately 700 words. The total number of pages includes the title, abstract, key words, text, references, endnotes, acknowledgements, figures, tables, and line drawings. The cost of extra-pages (10,000 yen for each additional page) will be charged to the authors.
- 3) All manuscripts must be typewritten double-spaced, in English (American spelling and usage), on A4 (210×297 mm) or letter (8 1/2×11 inches)-size bond paper. Type size must be at least 12 point, with 2.5 cm margins on all sides.

## II. Cover Page

On a separate cover page, provide the mailing address, telephone number, fax number, and e-mail address of the author to whom correspondence should be sent. Names and affiliations of the authors should only appear on the cover page.

## III. Abstract and Key Words

On a separate page, submit a 100- to 175-word abstract in English. After the abstract, list three to five key words, arranged in order of importance. The abstract in Japanese is also preferable. Do not put the name and affiliation of the authors.

## IV. Title

Titles should summarize the main idea of the manuscript simply, in at most 18 words. They should be a concise statement of the main topic, and identify the variables or theoretical issues considered. Avoid words that serve no useful purpose, such as “method,” “results,” “a study of,” and “an experimental investigation of.” Avoid using abbreviations in titles.

## V. Text

### A. Headings

- 1) All topics of equal importance have the same level of heading throughout a manuscript. Headings function as an outline to reveal the manuscript's organization.
- 2) Each section starts with the highest level of heading; long sections may be divided by subheadings. For example, the Method and Results sections of a paper might each have two levels of subheading, and the Discussion section, only one level of subheading. As shown in Fig. 1, there would be three levels of heading for the paper overall: the section headings (Method, Results, and Discussion) and two levels of subhead-

ing. When subheadings are used within a section, use at least two at each level, as in the example in Fig. 1.

<b>Method</b>	←Level 1: Centered, bold, uppercase and lowercase
<b><i>Sample and Procedures</i></b>	←Level 2: Flush left, bold, italicized, uppercase and lowercase
<b><i>Measures</i></b>	
<i>Perceived control.</i>	←Level 3: Indented, italicized, only first word uppercase, followed by a period
<i>Autonomy.</i>	
<i>Behavior and emotion.</i>	
<b>Results</b>	
<b><i>Initial Analyses</i></b>	
<i>Descriptive statistics</i>	
<i>Intra- and inter-construct correlations</i>	
<b><i>Motivational Profiles</i></b>	
<b>Discussion</b>	
<b><i>Limitations of the Study</i></b>	
<b><i>Implications for Intervention</i></b>	

Fig. 1 Examples of Headings and Explanation of the Style to be Used.

## B. Punctuation

Punctuation establishes the cadence of a sentence, telling the reader where to pause (comma, semicolon, and colon), stop (period and question mark), or take a detour (parentheses and brackets).

- 1) Period: Use a period at the end of every complete declarative sentence.
- 2) Comma: Use a comma (a) between elements (including before *and* and *or*) in a series of three or more items, (b) to set off a nonessential or nonrestrictive clause, that is, a clause that embellishes a sentence but if removed would leave the grammatical structure and meaning of the sentence intact, (c) to separate two independent clauses joined by a conjunction, (d) to set off the year in exact dates, (e) to set off the year in parenthetical reference citations, and (f) to separate groups of three digits in most numbers of 1,000 or more.
- 3) Semicolon: Use a semicolon (a) to separate two independent clauses that are not joined by a conjunction and (b) to separate elements in a series that contains commas.
- 4) Colon: Use a colon between a grammatically complete introductory clause (one that could stand as a sentence) and a final phrase or clause that illustrates, extends, or amplifies the preceding thought. If the clause following the colon is a complete sentence, it begins with a capital letter. Use a colon in ratios and proportions.
- 5) Double or Single Quotation Marks: Use double quotation marks to enclose quotations in the text. Use single quotation marks only within double quotation marks, in order to set off material that, in the original source, was enclosed in double quotation marks.
- 6) Parentheses: Use parentheses (a) to set off structurally independent elements, (b) to set off citations referred to in the text of the manuscript, (c) to introduce an abbreviation, (d) to set off letters that identify items in a series within a sentence or paragraph, (e) to group mathematical expressions, (f) to enclose a citation or the page number of a direct quotation, (g) to enclose numbers that identify displayed formulas and equations, and (h) to enclose degrees of freedom.
- 7) Brackets: Use brackets (a) to enclose parenthetical material that is already within parentheses and (b) to enclose material inserted in a quotation by some person other than the original writer.

## C. Italics

Use italics for (a) titles of books, periodicals, and microfilm publications, (b) genera, species, and varieties, (c) introduction of a new, technical, or key term or label (after a term has been used once, do not itali-

size it further), (d) letters, words, or phrases cited as a linguistic example, (e) words that could be misread, (f) letters used as statistical symbols or algebraic variables, and (g) anchors of a scale.

#### D. Abbreviations

- 1) Because abbreviations may not be familiar to students or to readers in other disciplines or other countries, use an abbreviation only if it is conventional so that readers are likely to be familiar with it (e.g., LD, WISC-R, IEP).
- 2) A term to be abbreviated must, on its first appearance, be written out completely, followed immediately by its abbreviation in parentheses. Thereafter, the abbreviation is used in text without further explanation (do not switch between the abbreviated and written-out forms of a term).
- 3) Abbreviations in a Figure must be explained in its caption or legend. Abbreviations in a Table must be explained either in the Table title (if it includes words that are abbreviated in the body of the table) or in the Table note. An abbreviation used in several figures or tables must be explained in each figure or table in which the abbreviation is used. Avoid introducing abbreviations into Figure captions or Table notes if they do not appear in the Figure or Table. Standard abbreviations for units of measurement do not need to be written out on first use.
- 4) Latin abbreviations: Use the following standard Latin abbreviations only in parenthetical material. In non-parenthetical material, use the English translation of the Latin terms.

cf.	compare	i.e.,	that is,
e.g.,	for example,	vs.	versus, against
, etc.	, and so forth		

- 5) Scientific abbreviations
  - (a) Units of measurement: Use abbreviations and symbols for metric and non-metric units of measurement that are accompanied by numeric values (e.g., 4 cm, 30 s, 12 min, 18 hr, 45°C). The SI system should be used for units of measurement.
  - (b) Units of time: To prevent misreading, do not abbreviate the following units of time, even when they are accompanied by numeric values: day, week, month, year.

Some common abbreviations for units of measurement:

AC, alternating current	a.m., ante meridiem	°C, degree Celsius
cm, centimeter	cps, cycles per second	dB, decibel
DC, direct current	deg/s, degrees per second	dl, deciliter
g, gram	hr, hour	Hz, hertz
in, inch	IQ, intelligent quotient	IU, international unit
kg, kilogram	km, kilometer	kph, kilometers per hour
kW, kilowatt	L, liter	m, meter
mA, milliampere	mg, milligram	min, minute
ml, milliliter	mm, millimeter	ms, millisecond
p.m., past meridiem	ppm, parts per million	s, second
V, volt	W, watt	

#### E. Numbers

The general rule on the use of numbers is to use figures for numbers 10 and above, and words for numbers below 10.

#### F. Statistics in the text of the manuscript

When reporting inferential statistics (e.g., *t* tests, *F* tests, chi-square tests), include sufficient information to allow the reader to understand the analyses conducted fully and provide possible alternative explanations for the results of the analyses. What constitutes sufficient information depends on the analytic approach selected. Examples follow:

For immediate recognition, the omnibus test of the main effect of sentence format was statistically significant,  $F(2, 177)=4.37, p<.05$ . Regarding the 2 one-degree-of-freedom contrasts of interest (C1 and C2 above), both reached the specified .05 significance level,  $F(1, 117)=4.03, p<.05$ , and  $F(1, 117)=4.71$ ,

$p < .05$ , respectively. The size of the effect...

For the autokinetic movement illusion, highly hypnotizable people ( $M=8.19$ ,  $SD=7.12$ ) reported perceiving the stationary light as moving significantly more often than did the other participants ( $M=5.26$ ,  $SD=4.25$ ),  $t(60)=1.99$ ,  $p < .05$  (one-tailed), as predicted. The high-hypnotizability group ( $M=21.41$ ,  $SD=10.35$ ) was found to have statistically greater occurrences of extreme, focused attention than the low-hypnotizability group ( $M=16.24$ ,  $SD=11.09$ ),  $t(75)=2.11$ ,  $p < .05$  (one-tailed).

If you present descriptive statistics in a table or figure, you do not need to repeat them in the text, although mentioning particularly important results in the narrative may be helpful.

## VI. References

All citations to monographs, articles, and statistical sources must be identified at the appropriate point in the text by the last name of the author(s) and year of publication (plus pagination, if necessary), all within parentheses.

References in the Reference List should be listed alphabetically by the first author's last name. Journal titles should be spelled out in full. In case of Japanese articles, please translate the Japanese title into English.

Examples of the format for the reference list:

### **Book:**

Baron-Cohen, S. (1995) *Mindblindness: An essay on autism and theory of mind*. MIT Press, Cambridge, Massachusetts.

### **Edited Book:**

Schopler, E., Van Bourgondien, M. E., & Bristol, M. M. (Eds.) (1993) *Preschool issues in autism*. Plenum Press, New York.

### **Chapter in Edited Book:**

McClannahan, L. E. & Krantz, P. J. (1997) In search of solutions to prompt dependence: Teaching children with autism to use photographic activity schedules. In D. M. Baer & E. M. Pinkston (Eds.), *Environment and behavior*. Westview Press, Boulder, Colorado, 271–278.

### **Journal Article:**

Shute, B. & Wheldall, K. (1989) Pitch alterations in British motherese: Some preliminary acoustic data. *Journal of Child Language*, 16, 503–512.

### **Unpublished Work:**

Wilney, D. E. (1989) Interpersonal analysis of bulimia: Normal-weight and obese women. Unpublished doctoral dissertation, University of Missouri, Columbia, Missouri.

### **Government report:**

National Institute of Mental Health (1990) Clinical training in serious mental illness (DHHS Publication No. ADM90-1679) U.S. Government Printing Office, Washington, D.C.

### **Article originally published in Japanese:**

Tanaka, H. & Yamada, T. (2002) Understanding and management of visual impairment in adolescents. *Japanese Journal of Special Education*, 40, 1321–1327. (in Japanese)

## VII. Tables

- A. Each table should be on a separate page. The location of tables in the text must be clearly indicated.
- B. Table numbers

Number all tables with Arabic numerals in the order in which the tables are first mentioned in the text, regardless of whether discussion of a table also occurs later in the manuscript. Do not use suffix letters to number tables; that is, label tables as Tables 5, 6, and 7, not as Tables 5a, 5b, and 5c, or else combine related tables into one table. Do not put a period after the Table number.

### C. Table titles

Give every Table a brief but clear and explanatory title. Words of four letters or more should start with a capital letter. Do not put a period at the end of the Table title.

### D. Headings

A table classifies related items and enables the reader to compare them. Table headings establish the logic of your organization of the data and identify the columns of data beneath them. A heading should be brief and preferably no more characters in length than the widest entry of the column it spans.

### E. Ruling of Tables

Typesetting requirements restrict the use of rules (i.e., lines) in a table. Limit the rules to those that are necessary for clarity, and use only horizontal rules. Vertical rules are rarely used in this Journal. Appropriately positioned white space can be an effective substitute for rules; for example, long, uninterrupted columns of numbers or words are more readable if a horizontal line of space is inserted after every fourth or fifth entry.

In preparation of the tables, use generous spacing between columns and rows and strict alignment in order to clarify relationships within a table.

### F. Size of Tables

Turning a journal sideways to read a table is inconvenient for readers. You can design tables to fit within the width of the journal page by counting characters (i.e., letters, numbers, and spaces).

### G. Relation between Tables

Consider combining tables that repeat data. Ordinarily, identical columns or rows of data should not appear in two or more tables. Be consistent in the presentations of all tables within a paper to facilitate comparisons. Use similar formats, titles, and headings, and use the same terminology throughout (e.g., either response time or reaction time, not both).

### H. Relation of Tables and text

- 1) Ensuring that each table can be understood on its own: Each table should be an integral part of the text, but should also be intelligible without reference to the text. Explain all abbreviations (except standard statistical abbreviations, such as *M*, *SD*, and *df*) either in the Table title or in the Table note. Explain any special use of underlining, dashes, and parentheses. Always identify units of measurement.
- 2) Describing the tables in text: An informative table supplements, rather than duplicates, the text. In the text, refer to every table, and tell the reader what to look for. Describe only the table's highlights; if you describe every item of the table in the text, the table is unnecessary.
- 3) Citing tables: In the text, refer to tables by their numbers. Do not write "the table above" (or below), or "the table on page 32," because the position and page number of the tables cannot be determined until the typesetter lays out the pages.

## VIII. Figures

A. Each figure and line drawing should be on a separate page. Their location in the text must be clearly indicated.

B. Figures and line drawings should be printed by a good quality printer or professionally drawn using dark black ink.

### C. Identifying and citing Figures

Number all figures consecutively with Arabic numerals throughout an article in the order in which they are first mentioned in text (i.e., Fig. 1, Fig. 2). Write this number lightly with a pencil or pen (but not a ballpoint pen) as close to the top right edge of the figure as possible, taking care to write outside the image area. If the image area takes up the entire page, write the number on the back of the figure instead. Also on the back of the print, write the article's short title and the word *TOP* to designate the top of the figure.

In the text, refer to figures by their numbers:

as shown in Fig. 2, the relationships are...

data are related (see Fig. 5)

Do not write “the figure above” (or below), or “the figure on page 12;” because the position and page number of the figures cannot be determined until the typesetter lays out the pages.

#### D. Figure legends and captions

Figure legends explain the symbols used in figures; they are placed within and photographed as part of the figure.

Figure captions are a concise explanation of the figure; they are typeset, and will be placed below the figure.

Figure captions start with the word “Fig.” followed by a period, a space, the number of the figure, a space, and the Figure caption. Words of four letters or more should start with a capital letter. Do not put a period at the end of the Figure caption.

#### E. Graphs

Use the following guidelines when creating a graph mechanically or with a computer. Most computer software that generates graphs will handle these steps automatically. Nevertheless, examine the resulting graph to ensure that it follows these guidelines and make any needed adjustments.

- 1) Use bright white A4 (210×297 mm) or letter(8 1/2×11 inches)-size bond paper.
- 2) Use medium lines for the vertical and horizontal axes. The best ratio for the axes depends on the data.
- 3) Choose the appropriate grid scale. Consider the range and scale separation to be used on both axes and the overall dimensions of the figure, so that the plotted data span the entire figure.
- 4) In line graphs, a change in the proportionate sizes of the  $x$  units to the  $y$  units changes the slant of the line. Thus, for example, disproportionately large units on the vertical axis will increase the appearance of differences. Be sure that the curve or slant of the line accurately reflects the data.
- 5) Indicate units of measurement by placing tick marks on each axis at intervals. Use equal increments of space between tick marks on linear scales.
- 6) Clearly label each axis with both the quantity measured and the units in which the quantity is measured.
- 7) Position the axis label parallel to its axis. Do not stack letters so that the label reads vertically; do not place a label perpendicular to the vertical ( $y$ ) axis unless it is very short (i.e., two words or a maximum of 10 characters). The numbering and lettering of grid points should be horizontal on both axes.
- 8) Use legibility as a guide in determining the number of lines to place on a figure, usually no more than four per graph. Allow adequate space between and within the data lines, remembering that the Figure may need to be reduced.
- 9) Use distinct, simple geometric forms for plot points. Good choices are open and solid circles and triangles. Combinations of squares and circles or squares and diamonds are not recommended because they can be difficult to differentiate if the Figure is reduced.

#### IX. Endnotes

Endnotes supplement or amplify substantive information in the text; they should not include complicated, irrelevant, or nonessential information. Because they are distracting to readers and expensive to include in printed material, endnotes should be included only if they strengthen the discussion. An endnote should convey just one idea.

If an endnote is a paragraph or displays equations, then present that information in the main text or an appendix. An alternative is to indicate in a short endnote that additional material is available from the author. Important information should be presented in the text, not in an endnote.

Number endnotes consecutively throughout an article with superscript Arabic numerals. Type all endnotes, numbered, on a separate page at the end of the manuscript.

#### X. Research Ethics

Authors should abide by the Japan Association for Special Education (JASE) code of ethics.

**XI. Before being submitted, the manuscript should be checked by a native English speaker who is familiar with the area of the research.**

**XII. Form for Copyright Transfer**

The copyright for manuscripts in Journal of Special Education Research is held by the Japanese Association of Special Education.

Use the copyright transfer form at the end of this Manual. The form should be signed by all authors and submitted with the manuscript.

For further information, contact the Editorial Office;

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## Author Checklist for Manuscript Submission

Authors should refer to the Publication Manual on The Japanese Association of Special Education (JASE) website before submitting their manuscripts. Please make sure to send this checklist with the manuscript in submission.

Items	Contents	✓
<b>1. Format of the manuscript that are submitted</b>		
Format of the manuscript	All manuscripts must be typewritten double-spaced. Type size must be at least 12 point, with 2.5 cm margins on all four sides.	
	All manuscripts must be paginated properly.	
	All articles must be at most 7000 words (700 words × 10 printed pages) including References, Tables and Figures. Write number of words of your article below. <div style="text-align: right;">_____ words</div> Text pages (including References, Tables and Figures) _____	
Format of tables and figures	All tables and figures must be written down according to the format.	
Format of references	Reference list must be listed according to the format.	
	Authors must observe the format of cited references.	
	Cited references in the text must respond more fully to the reference list.	
Native check	The manuscript should be checked by a native English speaker who is familiar with the research.	
<b>2. Contents of the manuscript</b>		
Title page	The title page must include the type of manuscript and a full title.	
Text	The text must include the cited references.	
Tables and figures	Each table and figure must be on a separate page.	
Abstract	Authors must submit a 100–175 word abstract in English. The abstract in Japanese is also preferable. After the abstract, list 3–5 key words, arranged in order of importance.	
Manuscript	The author's name, affiliation, mailing address, telephone number, fax number, and e-mail address must be provided in a separated cover page.	
Copyright transfer	The copyright transfer form must include all authors name.	
<b>3. Ethics</b>		
Research ethics	All authors should abide by The Japanese Association of Special Education (JASE) code of ethics.	
<b>4. Qualification to submit manuscript</b>		
Membership	The first author must be a member of The Japanese Association of Special Education (JASE).	

Signature and Date \_\_\_\_\_



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All manuscripts submitted to Journal of Special Education Research must include this form, signed by the author(s).

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