

AUSTRALASIAN JOURNAL OF SPECIAL EDUCATION

Call for Papers

Special Issue: Curriculum-Based Measurement

Special educators are frequently told that they must have a lot of patience to work with children with disabilities; one might hope and even expect that all teachers have patience with their students. However, in some ways, special educators are actually impatient, because they understand that in the absence of effective interventions, students with disabilities continually fall behind their peers, with the knowledge and skill gap increasing at an accelerated pace. Curriculum-based measurement (CBM), when used within a problem-solving approach, has proven to be an especially valuable tool for monitoring the effectiveness of various interventions and helping guide instructional practice. There are numerous, empirically validated strategies useful for assessing mathematics, reading, written expression, and spelling skills at the elementary school levels, and a growing number of techniques are being developed for use with older students, as well as preschool age children.

This special issue of *AJSE* seeks to address the use of CBM across age levels, and papers should provide a clear connection between research and practice. Authors are encouraged to submit papers reporting original research, as well as comprehensive research reviews. Although a majority of the research has been conducted with English speaking students with behavioural or learning difficulties, we encourage papers that investigate the use of CBM with students who have more severe disabilities.

We expect the special issue to be published in late 2015 (Issue 2, 2015). **Papers are due no later than 31 May 2014.**

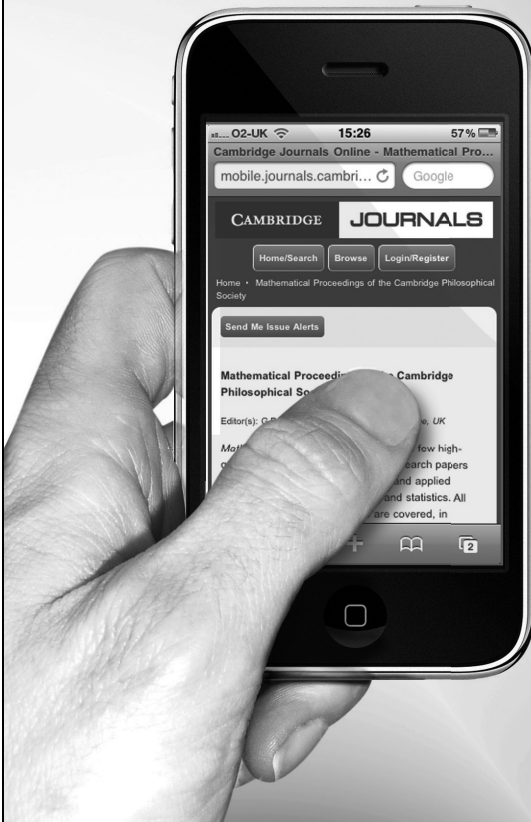
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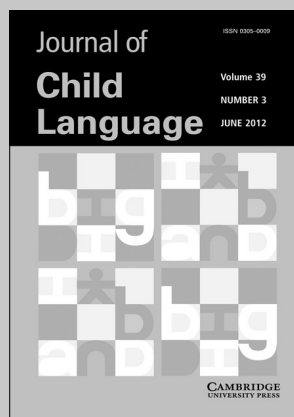
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