

一般社団法人 日本特殊教育学会

Journal of Special Education Research (JSER)

編集関連規定集

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Information for Contributors

(Approved on August 9, 2025)

The Journal of Special Education Research (JSER) is an official publication of the Japanese Association of Special Education (JASE) written in English. The JSER accepts five types of manuscripts on original research from scholars, researchers, teachers, practitioners, and policymakers in special education and related fields. The first author must be a member of the JASE.

[Aims and Scope]

The JSER is an interdisciplinary journal presenting research reports and scholarly reviews on special education, including special needs education, inclusive education, correctional education, and related disciplines (hereinafter referred to as special education). The journal's purpose is to present current research findings as well as new directions in the field. The JSER aims to:

- Promote high-quality research: The JSER provides a platform for disseminating rigorous and innovative research in the field of special education. It publishes studies that advance special education knowledge, theory, and practice.
- Enhance understanding and knowledge: The JSER contributes to a deeper understanding of the diverse needs of individuals with exceptionalities across the lifespan. It encourages research investigating various aspects of special education, including assessment, intervention, policy, inclusion, technology, and effective instructional practices.
- Foster evidence-based practice: The JSER seeks to bridge the gap between research and practice in special education by promoting evidence-based interventions and strategies. It facilitates the translation of research findings into practical applications that improve outcomes for individuals in special educational settings.
- Promote interdisciplinary collaboration: The JSER encourages interdisciplinary approaches to special education research by providing a platform for researchers from diverse fields, such as psychology, education, rehabilitation, neuroscience, criminology, sociology, and related disciplines. It fosters collaboration and knowledge exchange among researchers, practitioners, policymakers, and stakeholders.
- Enhance educational opportunities: The JSER explores strategies and approaches that improve educational opportunities for individuals involved in special education. It supports research on innovative instructional methods, curriculum development, vocational training, and educational technology within special educational settings.

The JSER welcomes submissions that encompass a wide range of topics within the field of special education, including but not limited to:

- Assessment and identification of students with exceptionalities.
- Effective instructional strategies and interventions for students with diverse special needs.
- Education and practices for promoting the participation of students with disabilities in inclusive settings.
- Assistive technology and its impact on learning and independence for individuals with disabilities.
- Family involvement and support in the education of individuals with special needs.
- Transition services and post-school outcomes for students with disabilities.
- Social-emotional development and the mental health of individuals with special needs.
- Teacher preparation and professional development in special education.
- Policy analysis and evaluation related to special education legislation and funding.
- Multicultural perspectives and cultural competence in special education.
- Applied behavior analysis and behavior management in special education settings.
- Educational interventions and programs in correctional settings.
- Assessing the impact of correctional education on reducing recidivism rates.
- Curriculum development and instructional strategies for incarcerated learners.
- Educational technology and its role in enhancing access and engagement in special education.
- Identification, support, interventions, programs, and educational policies for gifted and twice-exceptional students.
- Vocational training and skills development for incarcerated individuals.
- Special education and support services for incarcerated students with disabilities.
- Adult literacy and numeracy instruction within correctional facilities.
- Educational policy analysis and evaluation related to correctional education.
- Assessment and measurement of educational outcomes in correctional settings.
- Social and psychological factors influencing educational attainment and engagement in special education.
- Reentry education and post-release outcomes for individuals transitioning from correctional facilities to the community.

[Types of Manuscripts]

Authors are invited to submit the following types of manuscripts: original articles, research notes, reviews, current topics, and practical research that contribute to the advancement of knowledge in the field of special education. Details on the types of manuscripts that can be submitted to the JSER are as follows:

Original Article: An original article must make a distinctive contribution to the field. It must be based on data derived from problem-oriented research. The results from the analysis of such data must be substantial, and the theoretical discussion significant.

Research Note: A research note offers valuable insights and knowledge relevant to this field of research or practice. It may encompass replication studies and preliminary studies.

Review: A review should summarize publications that explicate major developments within a research area. Review articles that include studies conducted in Japan are especially welcomed.

Current Topic: A current topic is a short report that focuses on a specific current issue and provides a new direction in the investigation of that issue. Articles on current topics are invited by the Editorial Board.

Practical Research: Practical research reports on research carried out in educational, social service, or medical service settings.

[Editorial Procedures]

The JSER is a refereed journal. The Editorial Board makes the final selection of manuscripts for publication. Manuscripts are generally not returned to authors but may be returned for revision. To protect the anonymity of the author during review, only the title of the article should appear on the manuscript. A separate cover page should provide the type of article, the title of the manuscript, and the author's name, institutional affiliation, mailing address, telephone number, fax number, and e-mail address. If there is more than one author, the author responsible for correspondence with the JSER should be indicated.

[Guidelines for Manuscript Preparation]

1. The manuscript must be written in American English and usage. On a separate page, a 100–175 word abstract in English, 3–5 keywords in English listed in order of importance, and a running head (short title) of not more than 50 characters (including spaces) should be included.
2. The author's name and affiliation must appear only on the title page; any material in the text that identifies the author must be deleted.
3. All articles are at most 10 printed pages. A printed page is approximately 700 words. The total pages include page, abstract, references, figures, tables, and line drawings.
4. All manuscripts must be double-spaced. Type size must be at least 12 point, with 2.5cm margins on all four sides. Use A4 (210 × 297 mm) or letter (8 1/2 × 11 in)-size bond paper.
5. Each table and figure should be on a separate sheet, with tables and figures numbered with Arabic numerals in order of appearance in the text. Their location in the text must be clearly indicated.
6. Line drawings should be printed by a good quality laser printer or professionally drawn using dark black ink. Drawings should be twice the printed size in the journal.
7. Footnotes should be listed on a separate page at the end of the manuscript.
8. The International System of Units (SI) should be used for units of measurement.
9. The manuscript should be checked by a native English speaker familiar with the research before being submitted.

[Format of References in Manuscript]

Common format: All references to monographs, articles, and statistical sources are to be identified using in-text citations at the appropriate point in the text by last name of author, year of publication, and pagination where appropriate, all within parentheses. Multiple citations should be in alphabetical order by author's last name. The reference list at the end of the article should also be in alphabetical order by author's last name. Journal titles should be spelled out in full.

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

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.)

[Reprints]

Fifty reprints will be sent free of charge to the corresponding author who is a member of JASE after publication. Extra reprints may be ordered using the form supplied with proofs.

[Costs charged to Authors]

Corrections: The cost of any alterations to proofs or production of the artwork made by the author shall be charged to the author.

Redrawing of line drawings or diagrams: If the artwork supplied is unacceptable for publication, the cost of redrawing and/or relabeling the artwork will be charged to the author. The JASE will invoice authors for any charges.

[Copyright]

It is a condition of publication that authors must transfer the copyright of their articles to the JASE. Authors will be asked to complete and sign a Transfer of Copyright form and return it to the Association following acceptance of their articles.

[Paper Submission]

Authors should refer to the Publication Manual on the JASE website before submitting their manuscript.

For further information, contact the Editorial Office:
Journal of Special Education Research
International Academic Publishing Co., Ltd.
332-6 Yamabuki-cho, Shinjuku-ku, Tokyo 162-0801, Japan
Phone: +81-3-6824-9363 Fax: +81-3-5206-5332
E-mail: jsere-edit@je.bunken.co.jp

Peer-Review Rules for Manuscripts Submitted to Journal of Special Education Research

1. Principles regarding peer review of manuscripts submitted to the Journal of Special Education Research

Manuscripts submitted to the journal are reviewed with the names and institutional affiliations both of the referees and the author of the manuscript kept secret.

2. Composition of referees in charge of each manuscript

(1) At least two referees are in charge of each manuscript for peer review. In principle, the Editorial Board selects referees from editorial committee members.

For peer review, three persons are tasked with each manuscript categorized as Original Articles, Brief Notes and Reviews. Two persons are tasked with each manuscript categorized as Reports of Practical Research and Current Topics.

The selection of referees is basically in line with principles listed below.

- 1) A referee must be a committee member whose study field is deeply related to the theme presented in the manuscript submitted.
- 2) At least one referee must be a member of the Editorial Board. As the chief referee, that person takes a full responsibility for the result of the peer review conducted.
- 3) If professional opinions from persons with more expertise are deemed necessary for peer review of the manuscript submitted, the task can be assigned to persons other than Editorial Board members or editorial committee members, if the act of seeking such opinions is approved by the Editorial Board. However, it is advised to limit the assignment of peer review to such persons to the minimum necessary level.
- 4) Peer review is not assigned to a committee member who belongs to the organization where the author of the manuscript submitted belongs.

3. Types of evaluation and its content in peer review

Regarding the review of the manuscript submitted, each referee must choose one of the four types of evaluation listed below for submission to the Editorial Board. At the same time, an overall evaluation is given to the manuscript by the chief referee.

- a) Accepted for publication: This evaluation is given to a manuscript which is judged qualified for publication on the Journal of Special Education Research without any modification. A manuscript requiring only minor wording changes can be included in this evaluation category.
- b) Recommended for publication with correction: This evaluation is given to a manuscript which is judged worthy of publication on the journal but is deemed requiring the modification of part of the manuscript's content for publication. A manuscript belonging to this evaluation category is subject to another review after modification.
- c) Another peer review: This evaluation is given to a manuscript which is judged unfit for publication unless there is major modification. A manuscript belonging to this evaluation category must be modified in accordance with instructions issued by referees and is subject to another peer review after modification.
- d) Reject: This evaluation is given to a manuscript which is judged unfit for publication under any circumstances.

4. A period of time required for peer review

- 1) Each peer review must be concluded within one month.
- 2) A referee who has not finished review within one month will receive request for prompt conclusion by the journal's editorial office.

- 3) A referee who has received the request must send the result of his or her review to the editorial office so that it can reach the office no later than the day before the next meeting of the Editorial Board.
- 4) In principle, a referee who has not finished review before the day of the next Editorial Board meeting will be deprived of the task. The task will be taken over by other person.

5. Screening procedures after peer review

- 1) Following are screening procedures for each type of the overall evaluation given to the manuscript, which is based on the result of each referee's review.
 - a) A manuscript judged worthy of publication ("accepted for publication") will be sent to the Editorial Board, which is to decide whether or not the manuscript should be published through consultation.
 - b) If a manuscript judged worthy of publication with minor correction ("Recommended for publication with correction") is submitted again after modification, the referee who gave the assessment will check whether or not the article has been modified. The chief referee will then scrutinize if the modification made by the author of the manuscript is in line with the conditions presented by the referee who gave the initial assessment.
 - c) If a manuscript judged as requiring "another peer review" is rewritten, it must be sent to the referee who gave the initial assessment for another peer review.
 - d) A manuscript which was assigned "reject" will be referred to the Editorial Board, which is to make a formal decision regarding whether or not the manuscript is worthy of continued review for possible publication on the journal.
- 2) If it is found difficult to decide whether or not the manuscript submitted should be accepted based on the assessment of two or three referees, the Editorial Board will appoint another referee. The Editorial Board will judge if the manuscript should be worthy of publication after taking into account the result of the review being made by the new referee.

6. Notification of the result of peer review to the author of the manuscript submitted

The result of peer review will be swiftly delivered to the author of the manuscript along with a document listing an Editorial Board decision, with the names of the referees kept secret.

7. A period of time accorded to the author of the manuscript submitted for modification

Following are rules regarding a period of time accorded to the author of the manuscript for modification in line with the result of its review.

- 1) A modification period for each manuscript is three months.
- 2) If modification is not finished within three months, an additional three months will be granted to the author of the manuscript if he or she files a request for extension.
- 3) If more than six months have passed after modification work started, the author will be notified that screening of his or her manuscript will be terminated.

Publication Manual for Journal of Special Education Research

(Approved on August 5, 2023)

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 Article, Research Note, Review, Current Topic, and 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.

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

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;

Journal of Special Education Research

International Academic Publishing Co., Ltd.

332-6 Yamabuki-cho, Shinjuku-ku, Tokyo 162-0801, Japan

Phone: 03-6824-9363 Fax: 03-5206-5332 E-mail: jser-edit@je.bunken.co.jp

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	✓
1. Format of the manuscript that are submitted		
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.	
2. Contents of the manuscript		
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.	
3. Ethics		
Research ethics	All authors should abide by The Japanese Association of Special Education (JASE) code of ethics.	
4. Qualification to submit manuscript		
Membership	The first author must be a member of The Japanese Association of Special Education (JASE).	

Signature and Date _____

COPYRIGHT TRANSFER
Journal of Special Education Research

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

Manuscript Title:

Author(s):

I (We) hereby transfer to the Japanese Association of Special Education copyright and all rights under it in the manuscript named above, effective if or when it is accepted for publication. I (We) certify that the present manuscript has not received prior publication and is not under consideration for publication elsewhere in any medium.

SIGN HERE:

Date: / /

First Author _____

ID number _____

Affiliation _____

Co-Author _____

ID number _____

Affiliation _____

(4) Process of the Peer Review

1. Selection of Reviewers

Reviewers of the papers submitted to JSER are decided at the “Editorial Board Meeting” held every other month (even-numbered months). Reviewers consist of Editorial Board members and Editorial Committee members, including one Editorial Board member in principle, and shall be chosen in accordance with the expertise of the research fields of the submitted papers. For Original Articles, Research Notes, and Review Articles, three reviewers are assigned. For Practical Research and Current Topics, two reviewers are assigned. Depending on the content of the submitted paper, additional reviewers may be invited. Those affiliated with the same institution as the authors shall not be involved in the review process.

2. Blind Review

The names and affiliations of the authors shall be kept blind to the reviewers. As a general rule, the review period is limited to one month.

3. Review Decisions

A paper will be individually reviewed by each assigned reviewer, and the following review decisions will be reported to the authors:

- (1) Accepted: The manuscript will be accepted as it is or with typographical corrections.
- (2) Minor Revision: The manuscript will be accepted with minor revisions.
- (3) Major Revision: The manuscript requires major revision and should be thoroughly reviewed again.
- (4) Reject: The manuscript is not appropriate for publication.

4. Editorial Decision

The results of the peer review are compiled by one of the three (or two) reviewers, and an overall evaluation is notified to the corresponding author of the paper.

5. Revision by the Authors

Authors should submit the revised version of their paper within three months from the date the review results are received.

6. Final Decision

The Editorial Board makes the final decision on whether a manuscript will be accepted for publication in the journal.

(5) Guideline for Evaluating Papers of Each Category

	Original Article	Research Note	Practical Research
1 Is the content of the paper appropriate for the journal?	◎	◎	◎
2 Is the paper useful to the readers of the journal?	◎	◎	◎
3 Is the research original?	◎	△	△
4 Does the paper sufficiently examine previous research?	◎	○	○
5 Is the problem clearly stated?	◎	◎	◎
6 Is the purpose of the research clearly stated?	◎	◎	◎
7 Does it describe the procedures of the research without omission and is it reproducible?	◎	○	◎
8 Is the relationship between the independent variable and the dependent variable clearly indicated?	◎	○	◎
9 Is the method of data processing appropriate?	◎	○	◎
10 Is the validity of the data examined?	◎	○	◎
11 Is there a description of the ethical considerations of the research?	◎	◎	◎
12 Are data supporting the conclusions presented?	◎	◎	◎
13 Is the research logically discussed?	◎	◎	◎
14 Are the results of the research recognized as having academic value?	◎	○	○
15 Are the terms and concepts used accurately?	◎	◎	○
16 Is the paper as a whole sufficiently complete, including typographical errors, omissions, figures, tables, etc.?	◎	◎	◎
17 Is the paper written in accordance with the “Information for Contributors” and “Publication Manual”?	◎	◎	◎

◎Very important ○Important △Not so important

[Reference] From the Information for Contributors (revised on August 5, 2023)

[Types of Manuscripts]

Authors are invited to submit the following types of manuscripts: original articles, research notes, reviews, current topics, and practical research that contribute to the advancement of knowledge in the field of special education. Details on the types of manuscripts that can be submitted to the JSER are as follows:

Original Article: An original article must make a distinctive contribution to the field. It must be based on data derived from problem-oriented research. The results from the analysis of such data must be substantial, and the theoretical discussion significant.

Research Note: A research note offers valuable insights and knowledge relevant to this field of research or practice. It may encompass replication studies and preliminary studies.

(6) Arrangements for the Delay of the Peer Review

December 14, 2013

Editorial Board of the Japanese Association of Special Education

Guidelines for Review of the Submitted Papers

1. The review period for submitted papers shall be within one month from the date of the request.
2. The Editorial Office will issue a reminder to reviewers who fail to meet the review deadline.
3. Reviewers who receive a reminder should promptly send the review results to the Editorial Office.
4. If the review is delayed for more than one month from the due date, appropriate measures will be discussed at the next Editorial Board meeting, including the replacement of the reviewer.
5. If a reviewer is replaced twice due to delays, the Editorial Committee shall discuss possible actions, including dismissal from the Editorial Board or Editorial Committee.
6. The overall evaluation by Reviewer A shall be sent to the Editorial Board within two weeks of the date of the request.

Note.

Although there may be unavoidable reasons to change reviewers in accordance with Item 4 above, changing reviewers during the review process may cause confusion for authors and others involved. We kindly ask for your utmost cooperation in avoiding such situations.

(7) Caution against Split Submissions

To all members of the Editorial Board of the Japanese Association of Special Education
September 22, 2019

Toshihide Koike, Editor-in-Chief, JJSE

Noriko Oka, Editor-in-Chief, JSER

In July 2019, the Editorial Office of the JJSE received a consultation from an author regarding decisions about split submissions. Split submissions, also known as “salami papers,” have recently been identified as a need for careful handling to ensure the proper presentation of research results. A split submission is defined as a paper in which “research results that could be reported in a single research paper are divided into smaller pieces”.

When multiple submissions are made based on the same data or materials, even if the descriptions in the submissions differ, it is required to determine whether these submissions should be presented as a single research paper or not.

If each member of the Editorial Board notices potential split submissions, we ask that you first inform the Editor-in-Chief (Editorial Office) by e-mail, rather than directly stating this in the peer review comments. The Editorial Board will discuss the issue and proceed with appropriate steps, including advising the authors, to prevent publications as a salami paper.

Thank you for your cooperation.

(8) Important Points to Note in Reviewing the Paper

To the Editorial Board Members of the Japanese Association of Special Education

September 19, 2020

Hiroki Yoneda, Editor-in-Chief, JJSE

Hiroaki Shoji, Editor-in-Chief, JSER

We would like to express our gratitude to the members of the Editorial Committee for their continued cooperation in editing the Japanese Journal of Special Education and the Journal of Special Education Research through peer reviews.

There are a few points that need to be kept in mind for reviewing papers submitted to our journals. They have already been informed of you, but we have briefly summarized them here. The submissions from our members have been increasing steadily, and the journals have been fulfilling their academic roles by accumulating knowledge. We would like to ask for your continued cooperation for editorial work and peer reviews by taking the following points into consideration.

1. When you think that the article type should be changed, please write this in the “Comments to the Editorial Board” section of the electronic submission system (please do not write in the “Comments to Authors” section). Notification to the authors of the proposed change of article type, as well as notification of rejection or re-review, will be left to the overall judgment of the Editorial Board. Reviewers should not assume or imply that changing the article type will guarantee acceptance.. (An undesirable example would be: “If you are changing from Original Research to Practical Research, then it is acceptable for publication”.)
2. If you notice double and/or split submissions or other problems, please first inform the Editor-in-Chief (Editorial Office) by e-mail, rather than stating this directly in the peer review comments.
3. In order to avoid delays in the peer review process, please refrain from requesting additional revisions at a later stage that could have been addressed at an earlier stage. In cases where further revisions are necessary, please explain the reason for the request to the authors.
4. When writing the review report, please ensure that your review is constructive,

avoiding excessive criticism of the authors, and offer suggestions that are relevant to the content of the paper.

5. The review report should be returned within one month. We ask that you comply with the review deadline.
6. The reviewer's name should not be included in the review comments. When writing the comments, please be careful that the reviewer's information will not be disclosed to the authors to ensure anonymity.

Since the transition to the electronic submission system, an increase in reviewer refusals has been making the editorial process more difficult to manage. As a result, some submissions are experiencing significant delays in the review and editing process due to a shortage of available reviewers. This situation has been detrimental to submitting authors.

We would appreciate your cooperation in undertaking peer review responsibilities. We hope that the journals will make further contributions to the field of special education as peer-reviewed journals. We sincerely appreciate the ongoing support of all Editorial Committee members.

(9) Measures to the Doubtful Double or Split Submission

August 21, 2021

Editorial Board

1. Report on Doubtful Double or Split Submissions:

If a reviewer raises the suspicion of double or split submissions in relation to the provisions of Item 2 below, Reviewer A of the submitted manuscript in question will report the matter to the Editorial Board. Based on the report, the Working Group (WG) will follow the confirmation procedures described in Item 3 below.

2. Confirmation of the Description of the Regulations

The relevant regulations of the Society are as follows:

(1) Code of Ethics:

2-2-3 Prohibition of Double Submission and Gift Authorship

Submission of a paper by the same authors with the same content as a paper published in another journal is a double submission, which is an act of misconduct. In addition, if a paper or information that is almost identical in content has already been published or is being submitted to another journal, submission of a paper containing the same information by the same authors without disclosing that fact is also considered a double submission.

(2) Editorial Regulations:

[Regulation 5.] Double submissions are not permitted. Papers that should originally be submitted as a single paper may not be divided into multiple papers.

[Regulation 6.] In relation to Regulation 5, if a paper that contains overlapping content with the submitted paper has been submitted or published in another journal, the authors must disclose this to the Editorial Board and submit the relevant related papers as peer-review materials to the Editorial Board. When submitting these materials, the authors are responsible for removing any information that may identify them, such as names, affiliations, and acknowledgements.

3. Establishment of Working Group and Subsequent Actions

(1) Establishment of Working Group on double and split submissions

The Editor-in-Chief should propose the establishment and membership of the Working Group to the Editorial Board for approval.

(2) Confirmation procedures

1) The authors will be requested to submit relevant materials and revised papers (in writing in the name of the Editor-in-Chief).

. Related papers that used the same dataset

. Documents that explain the reason for re-analyzing and presenting the same dataset

. A revised paper that uses the same dataset as the related paper and includes the reasons and significance for adding analysis and discussion to the manuscript

2) The Working Group examines whether there is any indication of double or split submission.

3) If the concerns are cleared, the review process will resume under the standard procedure to expedite the review process.

4) The Editorial Board will make the final decision regarding suspected cases of double or split submission.