

Assessment for Effective Intervention (AEI) is published in association with the Council for Educational Diagnostic Services (CEDS). The journal's primary purpose is to publish scientifically sound and methodologically rigorous manuscripts on assessment development, validation, and use following the guidance provided by test standards at the national (*The Standards for Educational and Psychological Testing*, 2014) or international (*International Test Commission Guidelines on Test Use*, 2013) level. AEI is distinguished from other journals by its unique focus on publishing research that is specifically intended to inform interventions for youth participating in PreK–12 schools or other educational settings. AEI serves a unique niche as an interdisciplinary journal for applied educational assessment within the fields of special and general education as well as school and educational psychology. Articles published in AEI are relevant to educational diagnosticians, special educators, school psychologists, behavior support specialists, school-based mental health practitioners, educational researchers, and trainers. AEI is fundamentally committed to equity and inclusion. It is published quarterly.

Types of Manuscripts

AEI publishes manuscripts addressing assessment development, validation, and use that are explicitly connected to intervention or treatment—including (but not limited to) academic skills, social or emotional behavior, mental health, speech and language, cognitive skills, and adaptive behavior. Research in the above areas focused on systems-level interventions and issues related to equity, inclusion, and accessibility are welcome. Authors should clearly state how their research informs intervention. Relevant student populations include students with disabilities, children receiving early intervention services in educational settings, English language learners, or other PreK–12 students who are receiving or eligible for intervention or treatment. Assessments administered to educators or caregivers will be considered as long as they are intended to inform intervention (e.g., treatment integrity, social validity). AEI also welcomes manuscripts reporting on any type of assessment technique (e.g., direct observation, curriculum-based measures, self-monitoring, rating scales, performance-based tests, direct behavior ratings). The following types of manuscripts are considered for publication in AEI:

Original Research. Empirical research reporting on the development, validation, and/or use of evidence-based assessment techniques. Pilot, preliminary, regular, replication, extension, generalization, and null-effect studies are all welcome. Manuscripts that employ rigorous qualitative, quantitative, single-case, or mixed-methods approaches may be submitted. **Maximum manuscript length = 30 double-spaced pages.**

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Literature Reviews. Systematic reviews or meta-analyses of the empirical literature regarding the validation or use of assessment techniques. Non-systematic narrative reviews may be considered if they make a substantial theoretical or methodological contribution to the scientific literature. **Maximum length = 30 double-spaced pages.**

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PAGE COUNTS for all types include the abstract, references, tables, and figures, and each table should start on a new page.

Peer Review Process and Acceptance Criteria

AEI typically uses 2 to 3 peer reviewers per manuscript in a double-blind peer review process. The editor, an associate editor (AE), and the peer reviewers review manuscripts meeting submission criteria. Editorial decisions are made after considering the AE's recommendation and reviewer comments. Manuscripts must meet professional standards for scientific writing and make a meaningful contribution to the scientific literature. All editorial feedback

is provided to the lead author and manuscript reviewers. Authors are typically given an initial editorial decision within 8 to 9 weeks of submission. The editor's decision regarding acceptance or rejection is final unless the author believes an error occurred.

Manuscript Preparation

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Manuscripts should adhere to the following formatting guidelines:

1. **Title Page.** Submit a **separate title page file** with (a) article title; (b) names of all authors; (c) author affiliations, complete mailing address for contact author, e-mail addresses of all authors; and (d) any acknowledgments, financial disclosure information, author notes, or other text that could identify authors to reviewers.
2. **Format.** 8½ × 11 in. document; 1-in. margins. Text: double-spacing, left alignment, & Times New Roman 12-pt. typeface. Include title & abstract on 1st page of main text file. **Text and table files must be Word text documents; no PDFs.**
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5. **No Footnotes.** Use endnotes instead and use them sparingly. In-text citation: Use the word “Note.” Number with Arabic numerals starting with 1 and continuing through the article. Example: (see Note 1).
6. **Cover Letter:** Include a letter to the editor specifying how your research informs intervention in PreK–12 schools.

All figures and tables must be mentioned in the text (a “callout”) by their number.

Authors for Whom English is a Second Language. A colleague or copyeditor who is fluent in English should review the manuscript before submission.

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A guide can be accessed via the Help section on the main page.

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