

Intervention in School and Clinic (ISC) is a practitioner-oriented journal that provides practical, research-based ideas to educators who work with students with learning disabilities (LD), emotional/behavioral disorders (EBD), and autism spectrum disorders (ASD). ISC is published in association with the Council for Learning Disabilities. Articles focus on strategies and techniques that can be easily implemented in school or clinical settings and address the multifaceted needs of students with LD, EBD, ASD, or co-morbid high-incidence disabilities. ISC is published five times per year.

Types of Manuscripts

- **Feature Manuscripts** focus on translating a specific evidence-based practice into guidelines for practitioner implementation in school or clinical settings. Feature manuscripts have a direct research-to-practice focus and include references to current professional literature. Specific guidance for implementation, along with examples and supporting materials, facilitates practitioner implementation. (22–25 pp.)
- **Behavior Management** manuscripts highlight a specific challenging behavior relevant to school-age populations and provide evidence-based or research-informed guidance that can be used by teachers, other school-based personnel, or clinicians to address that challenging behavior. (18–22 pp.)
- **Current Topics in Review** manuscripts provide information on current and emerging topics of interest to practitioners. (18–22 pp.)
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- **Global Perspectives** manuscripts focus on work with students with high-incidence disabilities from an international viewpoint. Manuscripts by international authors are particularly welcomed (18–22 pp.)
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- **Teacher Education** manuscripts offer guidance directly for teacher educators or professional development providers; the focus of these manuscripts is on the training, recruitment, and retention of teachers who work with students with high-incidence disabilities. (18–22 pp.)
- **Technology Trends** manuscripts provide information on the use of technology to improve educational outcomes of students with high-incidence disabilities. (18–22 pp.)
- **What Works for Me** manuscripts are written by current practitioners and focus on the implementation of research-based practices within their settings. (18–22 pp.)

PAGE COUNTS include title/abstract page, references, main text, and all table and figure pages.

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Manuscripts should be prepared according to the *Publication Manual of the American Psychological Association* (7th ed., 2020). Manuscripts should adhere to the following formatting guidelines:

1. **Title Page.** Submit a **separate title page file** with (a) the 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. 1st-level heads centered. First page is title and abstract. **TABLES:** Word document; use Word's table functions rather than space bar or tabs. Each table should start on a new page and be double-spaced. Construct your table(s) properly in regard to (a) title length and descriptiveness, (b) structure of headings, and (c) style for different types of table notes. Pay particular attention to the content and set-up of column heads and subheads. **No PDFs for text or tables.** **FIGURES:** each figure on a new page or in a separate file and production-ready. Use bold type that is large enough to be reduced and still be readable; rules/tick marks must be at least 1 point. Acceptable formats include TIFF, EPS, JPG. Black and white (grayscale) only. For scans/photos, download the SAGE Image Resolution Guidelines from the *Instructions & Forms* link at <https://mc.manuscriptcentral.com/isc>. All figures and tables must be mentioned in the text.
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Editors

Robbie J. Marsh, Mercer University

Shobana Musti, Pace University

Journal email address: ISC@mercer.edu

updated 18 June 2025