# FOCUS on Research

**Newsletter of the** DIVISION FOR RESEARCH — COUNCIL FOR EXCEPTIONAL CHILDREN

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https://cecdr.org/

### President's Message
## Community Matters

Christopher J. Lemons, PhD
*Stanford University*

A recent thread of exchanges on SPEDPro, one of John Lloyd's efforts to engage and connect the special education research community, focused on great titles and first lines of journal articles (and other writings). This led to the sharing of some usual suspects like Charles Dickens's opening lines of *A Tale of Two Cities*, "It was the best of times, it was the worst of times … it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us," shared by Diane Haager. And another Dickens favorite from *David Copperfield*, "Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show," shared by Clay Keller. Michael Gerber shared the humor of a piece written by C.R. Reynolds in the early 80s titled "In God we trust, all others must have data." (Our field's mantra?) [*Editor's Note*. Which is itself based on a quote attributed to William Deming: "In God we trust! All others bring data."]

As we are slowly moving into the post-pandemic (or at least a lessened, endemic) world, I've been enheartened by the way our special education research community has come together to support one another and help the communities that our research impacts. This has made me reflect upon what might be the opening lines of a future text that retells the story of how we seized this opportunity to improve the lives of individuals with disabilities, their family members, and educators. Will it mirror Dickens's "we had everything before us"? Will it tell a story of heroes whose efforts greatly enhanced schools' and societies' abilities to include, educate, and advance individuals with disabilities? I am hopeful that this positive path forward is in our future.

Yes, we are living in a world in which the pandemic has highlighted broken systems, inequity, racial injustice, and, with the travesties currently playing out in Ukraine, the cruel and evil actions of authoritarian leaders who devalue human life, democracy, and freedom. But our community continues to respond positively—in our research to support learners with disabilities, in efforts to make our field more diverse and equitable, in our advocacy efforts, and with recent efforts that extend beyond special education to supporting humanitarian efforts across the globe.

As the president of DR this past year, I have enjoyed engaging with our community. I have greatly appreciated the leadership and efforts of Federico Waitoller and Erica McCray in the area of increasing our focus on diversity, equity, and inclusion. Several new DR awards in this area will be announced soon. I also enjoyed the joint reception with the Division for Learning Disabilities and the Division for Emotional

## Congrats to the Incoming Vice President for CEC-DR
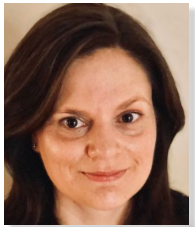
Please join us in welcoming **Dr. Emily Solari** as the incoming vice president for CEC-DR. Dr. Solari is the Edmund H. Henderson Professor of Reading Education at the School of Education and Human Development in the Curriculum, Instruction and Special Education Department at the University of Virginia (UVA). She also leads the UVA Reading Education program and is director of the Phonological Awareness Literacy Screening (PALS) assessments, which are provided to Virginia schools via a partnership with the Virginia Department of Education.

Dr. Solari is a productive scholar and a longtime member of the CEC-DR community. The cornerstone of her inquiry is exploring and understanding reading development in subgroups of learners who are at risk for reading difficulties as well as those with identified with reading disabilities. The intent of this school-based research is to design and implement evidence-based language and reading instruction and interventions in authentic educational settings. In recent years, her research team has focused on translating research-to-practice in collaboration with practitioners and policy makers.

We appreciate her leadership and look forward to serving with Dr. Solari in the years ahead. ▪

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### Focus on Research

## OPEN SCIENCE in Qualitative Research

Sarah Emily Wilson,
Doctoral Candidate
*University of Virginia*

Alexandra Lauterbach, PhD
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Open science reforms have been proposed as a means of strengthening the credibility of research, addressing the replication crisis, and ameliorating the research-to-practice gap in special education and other fields (Adelson et al., 2019; Cook et al., 2018). However, discussions around open science reforms have focused primarily on quantitative research, whereas the applicability of open science practices in *qualitative* special education research has received less attention. Similar to quantitative methods, open science reforms have the potential to be a mechanism for increasing rigor, transparency, and trustworthiness in qualitative scholarship. In this article, we aim to begin a conversation on the potential applications and potential benefits of four open science practices (i.e., preregistration, registered reports, open data, and open materials) in qualitative special education research, as well as some unique implementation considerations.

## Open Science Practices

### *Preregistration*

*Preregistration* is when researchers publicly post their study plans on an independent, searchable registry (e.g., Open Science Framework; Registry of Efficacy and Effectiveness Studies) prior to beginning the study (Gehlbach & Robinson, 2018; Nosek et al., 2019). Typically, these registries have structured or semi-structured templates that walk researchers through each stage of preregistering the study plan. If and when research plans evolve and change, authors update their preregistration and provide a rationale for changes made to the posted study plan.

Preregistration may be more readily applied to deductive qualitative methods grounded in a positivist or post-positivist paradigm, such as grounded theory studies. In these types of studies, authors can preregister their intended data collection and data analysis plans that are determined prior to the onset of a study. However, many preregistration templates also allow for inductive, exploratory decision-making that occurs after the study has begun, as often is the case in qualitative research. Authors can preregister their research aims and design as well as their process and criteria for decision-making, and then update their preregistration with their audit trail as the study inductively evolves. For example, in my (the first author) hermeneutic phenomenological dissertation study, I preregistered the intended themes of the study's interviews, rather than the interview protocol itself, because the protocol was developed iteratively as interviews were conducted. After data collection had begun, I updated the study's preregistration with the finalized interview protocols and the decision-tree for determining data saturation (*https://osf.io/5tezu/*). Pre-

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registration may be particularly beneficial in increasing the trustworthiness and transparency of qualitative research as researchers elucidate intended study plans as much as possible and indicate what portions of the study were planned and what portions evolved inductively. This may also help researchers explore their reflexivity and positionality as they are encouraged to consider themselves as researchers apart from, and in relation to, the proposed study from the onset.

While preregistration lends itself to methodologies where data collection and analysis are linear or planned, some methodologies involve improvisation and require nuanced considerations when preregistering. Ethnographic interviews, for example, may be spontaneous conversations during observations and thus do not require a preplanned protocol (Spradley, 1979). What aspects of such studies can be preregistered? Are current preregistration templates and processes flexible enough to accommodate less linear methodologies or, if not, can we create a flexible preregistration process that is conducive to less linear methodologies or more impromptu methods? It is important that the flexibility, adaptability, and sensitivity of qualitative research—which are core strengths of qualitative methods—not be hindered in preregistration. Instead, the preregistration process should act as a systematic starting point from which authors can detail the entire study process as it evolves (Haven et al., 2020).

### Registered Reports

*Registered reports* apply the core principles of preregistration to the formal peer review process (Cook et al., 2021). There are two stages of peer review for a registered report. In Stage 1, authors submit an introduction and prospective methods section to a journal for peer review before beginning the study. Reviewers at Stage 1 provide feedback on the importance of the proposed research questions and the rigor of the proposed methods. After review and potentially one or more rounds of revision, the Stage 1 submission is either rejected or granted an in-principle acceptance. If granted an in-principle acceptance, authors resubmit the manuscript after completing the study for the Stage 2 review. In the Stage 2 review, reviewers evaluate whether (a) the approved Stage 1 study plans were followed (and, if not, whether a sufficient rationale was provided for any modifications), and (b) findings are appropriately reported and discussed. Registered reports may be beneficial in increasing the rigor of qualitative research as reviewers

evaluate and provide input on the methods prior to the researchers conducting the study. See Karhulahti (2021) for an example of a qualitative study that has undergone the registered report process.

Whereas the guiding epistemology in quantitative research typically is objectivism and methods are designed to minimize bias, in qualitative research this is not the goal, and the underlying epistemologies (e.g., social constructivism) tend to acknowledge the important role a researcher's positionality plays in the research process. This can lead to multiple considerations in the implementation of registered reports in qualitative scholarship. First, how do we acknowledge the positionality of reviewers in the process of designing our research? In the same way the researcher's positionality impacts the types of questions they ask, the ways in which they design the study, and the interpretations they draw, a reviewer's positionality will influence the recommendations they make and the expectations reviewers place upon the researchers. This could potentially lead to epistemological incoherence if reviewers ask authors to adjust a study's method in ways that are not aligned with the authors' epistemologies. For example, reviewers could ask authors to include a deductive interview coding procedure when the study's undergirding epistemology requires an inductive coding process. To help address this, the registered report process for qualitative research could allow for researchers to decline suggestions that are epistemologically incoherent (see Lauterbach et al., in press, for discussion of epistemological coherence in special education qualitative research). We recommend that reviewers share their positionality and reflexivity in relation to the reviews they provide to address this concern. Second, qualitative registered reports may require additional flexibility in implementing the proposed study plan. Many qualitative methods, such as hermeneutic phenomenology, which uses conversational interviewing, necessitate inductive decision-making, which cannot be fully stipulated in a Stage 1 submission before the study is begun. To address this, we suggest authors might include a decision tree or decision-making plan for how they will make design and study adjustments when conducting the study. We also suggest that editors and reviewers acknowledge this caveat in the Stage 1 and Stage 2 review processes.

### Open Data

*Open data* is when researchers make their raw, but curated, data openly available to others through a data re-

pository (e.g., The Qualitative Data Repository, ***https://qdr.syr.edu***). Open data also typically include metadata, including a codebook or data dictionary that lists important information about the data (e.g., audit trail, codes, contextualizing information about the participants). This allows others to understand and reuse the data appropriately. Making qualitative data open has the potential to increase the transparency, trustworthiness, and rigor of qualitative studies because in providing the actual data used in the analysis, qualitative researchers can clarify the linkages between data and the claims presented in the research report (Trainor & Graue, 2014).

However, there are unique epistemological, methodological, legal, and ethical issues related to the reuse of qualitative data (Chauvette et al., 2019). Specifically, explicating the potential harm to participants, the appropriateness of particular methodologies for secondary analysis (e.g., interpretive phenomenological analysis), and the role of research reflexivity and epistemology may make secondary data analysis using qualitative data challenging (Chauvette et al., 2019). Further, the quantity of data qualitative researchers work with is often large and complex. For example, a researcher who engages in prolonged engagement in the field, as is often seen in ethnography, may have thousands of pages of interview transcription, field notes, artifacts, etc. Because it is unlikely that a reader will (a) consider the data in its entirety and (b) approach the data in the exact manner as the original researcher, open data has the potential to cloud the linkage between data and interpretation. Moreover, due to the large quantity of data, an important step in many qualitative analyses is data condensation, a process of selecting, focusing, simplifying, abstracting, and/or transforming the data. As such, researchers' interpretations may not correspond with all data, thus potentially obscuring the linkage between data and analysis. As with quantitative research, qualitative analysis is done through the lens of the researcher, with the researchers' positionality (including their epistemology) playing an important role in the interpretation of data. Therefore, it is critical that individuals reading or reusing the data consider their own epistemological perspective and understand that their interpretation of the data may not correspond with that of the researcher.

### *Open Materials*

*Open materials*, or materials sharing, is when a researcher posts study materials alongside their published article as supplemental material on a journal's website or in a data repository (e.g., Figshare, ***https://figshare.com***; Open Science Framework, ***https://osf.io/***), a common practice in many qualitative methods journals. By sharing materials, authors allow others to reuse, adapt, and redistribute their work in specific ways based on the copyright license authors select. Qualitative researchers can share many kinds of study materials such as observation and interview protocols, coding manuals, reflexivity, positionality statements, and audit trails. Open materials may have particular benefit in increasing the impact and transparency of qualitative scholarship. For example, I (the second author) published the interview protocols, which included semi-structured, think aloud, and stimulated recall interviews, from a hermeneutic phenomenological study (Lauterbach, 2018). I chose to share the interview protocols as I lacked models for developing an interview protocol beyond semi-structured interview formats and wanted to provide models for other researchers. The shared interview protocols were then used by the first author to develop the interview protocols for her dissertation study.

One potential issue that may arise with open materials is that qualitative materials should be developed within a particular methodological and epistemological framing (Koro-Ljunberg et al., 2009). For example, interview protocols with a hermeneutic phenomenological grounding will likely address participants' histories and experiences with a phenomenon, and their interpretations or the meaning they make from those experiences (Seidman, 2006), whereas interviews with a narrative grounding will likely focus on detailed biographies or tightly bound stories (Reissman, 2008). Thus, if other researchers use shared materials from a previous study, it is important they understand the epistemology and methods of that study and consider how they align or are inconsistent with their own study, as this coherence is essential to conducting rigorous qualitative research (Lauterbach et al., in press).

### Conclusion

Open science reforms have the potential to benefit special education qualitative scholarship by increasing its rigor, transparency, and trustworthiness. Yet, further discussion is needed to understand the nuanced epistemological, methodological, legal, and ethical considerations that exist. We suggest qualitative researchers continue this dialogue to articulate how preregistration, registered

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reports, open data, and open materials can be used while still retaining the flexibility, adaptability, and sensitivity of qualitative research. ■

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# Out Now! Handbook of Special Education Research

The *Handbook of Special Education Research* provides a comprehensive overview of critical issues in special education research in two volumes. Each chapter features considerations for future research and implications for fostering continuous improvement and innovation. Essential reading for researchers and students of special education, this handbook brings together diverse and complementary perspectives to help move the field forward.

## VOLUME 1

This volume addresses key topics in theory, methods, and development, exploring how these three domains interconnect to build effective special education research.

**Editors:** Thomas W. Farmer, *University of Pittsburgh;* Elizabeth Talbott, *William & Mary;* Kristen McMaster, *University of Minnesota;* David Lee, *Pennsylvania State University;* and Terese C. Aceves, *Loyola Marymount University*

### SECTION 1: Theoretical Foundations of Special Education Research

**Chapter 1.** Taking Stock of Special Education Research: Current Perspectives and Future Directions, The Executive Committee of the Division for Research, Council for Exceptional Children

**Chapter 2.** Theoretical Foundations of Applied Behavior Analysis and Applications in Special Education Research and Practice

**Chapter 3.** Contributions of Cognitive Science to Special Education Research and Practice: Historical Context, Current Influences, and Future Directions

**Chapter 4.** Using Data in Research and Practice: Intensifying and Strengthening the Effectiveness of Academic Instruction

## VOLUME 2

This volume addresses research-based practices, offering a deep dive into tiered systems of support and advances in interventions and assessments, as well as socially, emotionally, culturally, and linguistically relevant practices.

**Editors:** Christopher J. Lemons, *Stanford University;* Sarah R. Powell, *University of Texas at Austin;* Kathleen Lynne Lane, *University of Kansas;* and Terese C. Aceves, *Loyola Marymount University*

*Handbook of Special Ed. Research* (continued from page 6)

**Chapter 11.** Mathematics Interventions for Students Experiencing Mathematics Difficulty

**Chapter 12.** Mathematics Assessments for Students Experiencing Mathematics Difficulty

**Chapter 13.** Evidence-Based, Culturally Responsive Interventions to Improve Academic Outcomes for English Learners with Reading Difficulties

**Chapter 14.** Academic Strategies for At-Risk Students in Urban Schools

**Chapter 15.** Advances in the Use of Technology and Online Learning to Improve Outcomes for Students with Disabilities

**Chapter 16.** Enhancing the Social Lives of Students with Disabilities: Effective Practices and Improved Outcomes

**Chapter 17.** Theoretically and Empirically Supported Intensive Interventions for Students' Social-Emotional and Behavior Needs

**Chapter 18.** The Behavioral, Academic, and Social Engagement (BASE) Model of Social Inclusion

**Chapter 19.** Multilingual Learners: Testing, Assessment, and Evaluation

**Chapter 20.** Teaching Children How to Play: More Than Just a Context

**Chapter 21.** Addressing the Whole Youth: Characteristics and Evidence-Based Practices and Programs for Systems-Involved Youth

**Chapter 22.** Bully Prevention and Social and Emotional Learning: Impact on Youth with Disabilities ■

## CEC-DR Diversity Committee Spotlight

### COVID-19 and Emergent Bilingual Students with Disabilities

Federico Waitoller, PhD
*University of Illinois at Chicago*

COVID-19 has created enormous challenges for schools in serving students with disabilities. The switch to remote learning has not been easy, to say the least, as inequities already haunting education have differentially shaped the way families experienced remote learning. For instance, immigrant families of children with disabilities have struggled to receive quality services that attend to their language and individual needs of their children. In this regard, the latest article from **Dr. María Cioè-Peña**, assistant professor at Montclair State University (*https://www.montclair.edu/profilepages/view_profile.php?username=cioepenam*) could not be more opportune and more important. Titled "Computers Secured, Connection Still Needed: Understanding How COVID-19-related Remote Schooling Impacted Spanish-speaking Mothers of Emergent Bilinguals with Dis/abilities," Dr. Cioè-Peña's study demonstrates how technology during remote learning was both a burden and a utility for Spanish-speaking immigrant students with disabilities and their families. The study underscores the need for policy, practice, and research approaches to account for the interacting barriers experienced by emergent bilingual students with disabilities. You can read Dr. Cioè-Peña's article at *https://www.tandfonline.com/doi/abs/10.1080/15348431.2022.2051036*. ■

## CEC-DR Families Research Spotlight

Desirae Maier

The Research and Families of Individuals with Disabilities Committee of CEC-DR needs your help! We want to shine a spotlight on the best research relating to families of children with disabilities, both here in this newsletter and through other CEC-DR platforms. We are planning to highlight current peer-reviewed articles on this topic quarterly and again at our Business Meeting, and we are hoping you will help us by nominating great articles. Aside from the topic, the only requirement is that the nominator is a member of CEC-DR (self-nominations are welcome). The nomination process is simple and will only take you a few minutes: Simply send an email to **Kathleen Kyzar** (*K.KYZAR@tcu.edu*) or **Tracy Gershwin** (*tracy.gershwin@unco.edu*) with the subject line "CEC-DR Families Research Spotlight Nomination," provide the citation for your nomination and a brief explanation of your nomination in the text, and attach a PDF of the article. Our committee will accumulate nominated articles and evaluate them based on this

rubric: *https://tinyurl.com/ybv8yp9b*, using the categories of Focus on Family, High-Quality Research, and Innovation. Please send Tracy or Kathleen any questions you have. We look forward to reading your nominations!

## Featured Research Spotlight

**Santamaría Graff, C., Manlove, J., Stuckey, S., & Foley, M. (2020). Examining pre-service special education teachers' biases and evolving understandings about families through a family as faculty approach.** *Preventing School Failure: Alternative Education for Children and Youth,* **65**(1), 20–37. *https://doi.org/10.1080/104598 8X.2020.1811626*

The current CEC-DR Families Research Spotlight article emphasizes the importance of pre-service teachers having opportunities to partner with and learn from families of children with disabilities. Santamaría Graff et al. (2020) are dedicated to working with and highlighting the experiences of historically marginalized families in addition to "research for, with, or alongside families, rather than research on or about families" (p. 23). Santamaría Graff and colleagues' research questions focused on whether pre-service teachers who hold deficit-driven beliefs about families of children with disabilities experience changes in their thinking after participating in a semester-long class in which a modified Family as Faculty (FAF) approach is used. Eight parent participants working in small groups co-planned and taught four university classes within a 16-week course. In collaboration with the course instructor, parents designed course content and student activities, and led students through the lesson for their assigned class. All families were compensated for their work on the project, which researchers noted being of the utmost importance in order to recognize families for their work, "as professionals working in a professional and educational setting" (p.26).

Researchers, including one parent from the project, analyzed the pre-service teachers' reflective written assignments, transcripts from parent-led courses, and a transcript from a small pre-service teacher focus group using the constant comparative method. After completing the coding process, which included narrowing 36 initial codes down to 14 main codes, authors focused on the following three sub-themes in their analysis: Families as Experts/Non-Experts, Positionality Considered/Ignored, and Power Relations Realized/Dismissed. For the sub-theme Families as Experts/Non-Experts, authors found that some pre-service teachers acknowledged families as being "knowledgeable" or "experienced," but none of the pre-service teachers explicitly referred to families as "experts" and often indicated viewing teachers instead as experts. The sub-theme Positionality Considered/Ignored focused on pre-service teachers examining, or conversely ignoring, the ways their own identities influenced their perceptions of families. Researchers identified more instances of pre-service teachers discussing their positionality versus ignoring their positionality, but analysis indicated minimal changes in pre-service teachers' perceptions of families of children with disabilities. The authors described pre-service teachers' awareness of their own positionality, as well as the positionality of families, for the sub-theme Power Relations Realized/Dismissed.

The overall analysis of the three sub-themes demonstrates that although utilizing a FAF approach led to some changes in pre-service teachers' perspectives of families of children with disabilities, additional experiences and interventions are needed to support pre-service educators in moving away from a deficit-based perspective and towards developing a strengths-based perspective of families. Researchers note one of the most significant barriers they faced was a limited amount of time, only a 16-week course, to encourage a change in pre-service teachers' perceptions and beliefs. The authors suggest the importance of incorporating a FAF approach within all teacher education courses throughout a multi-year teacher education program as both good practice and suggestions for future inquiry.

This study is an example of family-centered research in which families are meaningfully included in all steps of the research process, and in the case of the present study, in the education and training of future special education teachers. This work is an example of the important collaboration that can occur between teacher education programs and families of children with disabilities to ensure pre-service teachers are well prepared for collaboration with the families they will serve. The authors examine power dynamics and representation within special education research and ensure that perspectives of families from historically marginalized backgrounds are included, which is an important example of community-based participatory research.

Finally, the authors begin to lay the groundwork for using a FAF framework in special education in the future by establishing essential understandings from which future research projects can originate. ■

## Student Spotlight

# Staying Connected: Suggestions for Pivoting Research

Sally Fluhler, Desirae Maier, and
Tracey Easley-Card

In our last Student Spotlight, we discussed some ideas on how to navigate workplace interactions during an ongoing global pandemic. Workplace interactions are different from pre-pandemic interactions, not only in universities but also in community schools. Some schools and districts are implementing hybrid options for families and students, while others are fully in-person. Just as we have made adjustments in our workplace interactions, we have needed to make adjustments in the types of research activities we engage in during the past two years of this pandemic. Schools are continually adapting their protocols throughout the school year, and it is possible that we will need to continue to adapt for the next couple of years while still staying connected with schools and continuing to support them.

As we continue to navigate the adjustments local schools, districts, in-home services, and parent organizations are making, doctoral students have a unique perspective as they are determining how to pivot and adapt their research in addition to handling the adjustments being made in their classes and to their coursework at universities. Doctoral students—many in the midst of conducting research milestones during the pandemic—have needed to adapt, adjust, and rethink the ways they are conducting their research. We, as current doctoral students in different stages of our programs, would like to share some ideas on how we have pivoted our research and have engaged in research during the pandemic so far. For our current newsletter piece, we have collaborated with Desirae Maier, a new student member of the DR committee on families research, to share tips and strate-

gies to consider when research strategies require pivoting away from in-person formats.

- **Using pre-recorded videos.** Utilizing pre-recorded videos for training is one way to adapt in-person training to hybrid or online formats. Pre-recording assessment protocols is a great way for research team members to be able to watch and re-watch videos throughout the study as well. Pre-recorded examples or models of intervention components can serve as a resource for interventionists to refer to during the study. These videos can be shared with partnering universities when collaborating with them for research activities.

- **Adapting interventions to be delivered online.** Some interventions can be adapted to be delivered virtually with the help of slide decks, virtual manipulatives, and online video conferencing platforms. This is a great way to engage with intervention research without being in-person with students or participants.

- **Using qualitative methodologies such as surveys, focus groups, and interviews.** Qualitative research methodologies provide opportunities for researchers to gather information from stakeholders that can inform future research. Using surveys, focus groups, and interviews can provide information about current pathways for successful implementation of practices, as well as barriers to schools and communities in implementing practices. These activities provide stakeholders the opportunity to offer their perspectives and can help researchers potentially adapt current or future research to incorporate those perspectives.

- **Making pilot studies out of small samples.** Some researchers have been able to continue working in-person with schools but may have smaller sample sizes than originally planned. This provides opportunities for piloting interventions or piloting protocols for future research studies, which can lead to more robust interventions and studies in the future.

- **Building, maintaining, and strengthening school–research partnerships.** It is a tough time to be a teacher in schools during the ongoing global pandemic, and a component of working in this field as a researcher is building and maintaining strong partnerships with schools. Providing tutoring options to

support struggling learners can be an opportunity to strengthen school–research partnerships and establish new partnerships with teachers. Putting an emphasis on making interventions feasible in teachers' current classroom environments can not only support teachers but also help researchers know how to adapt interventions in the future. As researchers pivot their work and interventions to online formats, sharing those online resources with teachers and schools is one of the many ways researchers can support them, particularly during a time when teachers are in the midst of pivoting the work they do.

- **Disseminating research using online platforms.** As we have all adapted to online platforms over the last two years, it has created opportunities for researchers to disseminate their research with a wider audience using webinars, social media, and crowdsourcing. Accessing wider audiences offers the potential for more stakeholders—including in-service teachers, parents, and families—to access the research and potential free resources researchers are sharing. The use of online platforms for disseminating research also provides opportunities for research teams to gain a better perspective of what other universities and communities across the country are doing in regards to research and practice. ∎

# President's Message

and Behavioral Health at the annual convention in Orlando, Florida. I look forward to more cross-divisional connections in the future. I'm also very appreciative of the community building and leadership from the members of the presidential line: Kathleen Lane, Wendy Oakes, and Audrey Sorrells, and that of other board members. One effort I'm particularly excited about is the establishment of a new advisory board—Friends of DR—that will allow people with a deep historical knowledge of DR to provide steady guidance and input. Finally, I'm inspired by DR community members' efforts to support humanitarian causes, including offering financial support for a kindergarten in Poland for Ukrainian refugees and raising funds for other aid organizations. We are a community with heart, and that makes me proud to be a member of DR.

I've recently been reading a book by David Fideler, *Breakfast with Seneca*. In it, Fideler shares elements of Stoic wisdom as a guide to the art of living. Two of these resonate as I write this piece: "All human beings are born for a life of fellowship, and society can only remain healthy through the mutual protection and love of its parts" (Seneca, *On Anger* 2.31.7). We are stronger together and when we work to protect the whole of human-

ity. And, "The goodness of life does not depend on life's length but upon the use we make of it" (Seneca, *Letters* 49.10). Some of us are given more days, some fewer, but we can all devote the time we have to the good cause of making life better. In our realm, for individuals with disabilities, this is likely the primary motivating factor for entering this field for many of you reading this.

Many of us have had the opportunity to reconnect with colleagues in person, either at our own places of employment or at local and national conferences. In these meetings, I have heard many stories of people emerging from the pandemic exhausted, overwhelmed, and reconsidering some of the "before times" ways of engaging with our work. I hope each of us can support one another and our broader community in recharging, and in reconnecting with the joy and purpose in our work, with an aim to ensure our impact remains strong and focused on shaping the future. It is important to remember the "things desired" and to strive for those. As Max Ehrmann wrote in "Desiderata" in 1927, "With all its sham, drudgery and broken dreams, it is still a beautiful world. Be cheerful. Strive to be happy." And, for our special education research community, continue striving to change the world for the better. ∎