

Fostering Dialogue: Bridging Research and Practice by Writing for *The Dialog*

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ABSTRACT

As a dedicated open-access research-to-practice journal, *The Dialog: A Journal for Inclusive Early Childhood Professionals* promotes the translation of research-to-practice in pursuit of meaningful inclusion across early childhood personnel preparation, practice, and policy. *The Dialog* solicits manuscripts that aim to produce positive outcomes for young children and their families in ways that reflect lived experiences and varied perspectives from across the early childhood context. Recognizing the centrality of interdisciplinary practice to effective inclusion, the journal welcomes manuscripts from various fields and those that explore a wide range of topics. In this article, we seek to provide support and encouragement to prospective authors by detailing why and how one writes for *The Dialog*.

KEYWORDS

Open-access; Inclusion; Scholarship; Academic publishing; Early Childhood; Research-to-practice

Meaningful inclusion for young children and their families is a central tenant of early childhood education spanning the fields of early intervention (EI), early childhood education (ECE), and early childhood special education (ECSE). Decades of research have contributed to the development of recommended and evidence-based practices as well as professional development standards and guidelines for the field in pursuit of inclusion (Division of Early Childhood, 2014; National Association for the Education of Young Children, 2020; U.S. Departments of Education and Health and Human Services, 2023). Yet, research can only make meaningful inclusion a reality if findings are translated into actionable strategies that are enacted in practice by the professionals working with and on behalf of young children and their families every day. Significant barriers to such enactment exist however as research is often inaccessible to practitioners, preservice professionals, families, and others. This “research-to-practice gap” exists for a variety of reasons including publication

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paywalls and academic formats. A central goal of educational research has long been to improve practice (Dunst & Trivette, 2009) but the translation into effective practice remains challenging even for early childhood educators employed in settings rich with resources and supports (Kemp, 2020; McLean et al., 2024).

Open-access and research-to-practice journals strive to break down barriers by increasing access to evidence-based and research supported resources and supports in order to equip practitioners to implement what research has shown to be effective. Open-access journals are scholarly publication outlets that allow free online access to their published content [Open Access Scholarly Publishing Association (OASPA) & Directory of Open Access Journals (DOAJ), 2023]. While still scholarly in nature, articles in a research-to-practice journal differ from those in traditional academic publication outlets in structure, format, and content in pursuit of producing digestible and usable content to support practitioners' application in practice (Sayeski, 2017).

In this article we provide an overview of *The Dialog*'s history, community, and overarching purpose to illuminate the research-to-practice mindset that informs why authors write for the journal. We then describe the various submission types solicited by the journal and provide guidance for authors interested in submitting their work. We hope to receive yours soon!

The History of *The Dialog*: A Journal for Inclusive Early Childhood Professionals

As an open-access, peer-reviewed journal with a dedicated research-to-practice focus, *The Dialog*'s current mission is to "promote the translation of research-to-practice in pursuit of meaningful inclusion for young children and their families across early childhood personnel preparation, practice, and policy." *The Dialog* fulfills its mission by:

- Disseminating high-quality research that is accessible to all members of the early childhood community who support young children (prenatal through age eight) and their families,
- Ensuring research is translated into actionable strategies in support of preservice

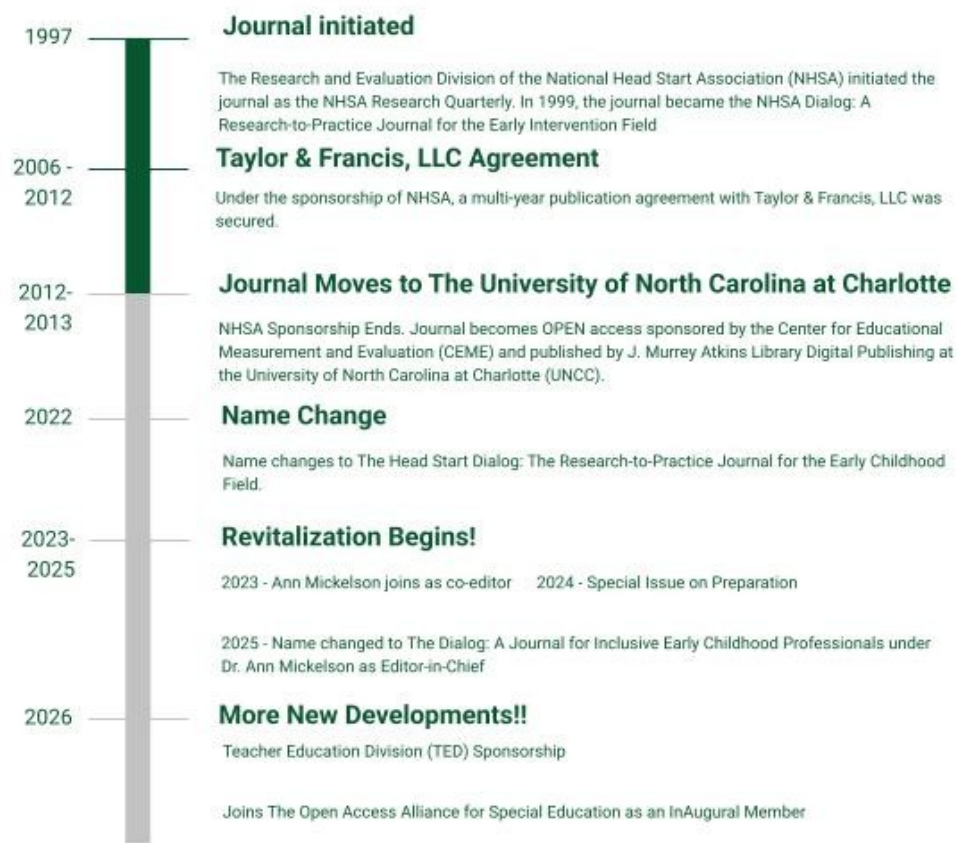
and ongoing personnel preparation, inclusive practice, and policy,

- Centering the lived experiences of children, families, practitioners, and faculty trainers, and
- Providing an open forum to cultivate authentic partnerships across home, school, and community contexts by connecting families, researchers, preservice and ongoing professional development providers, students, and practitioners.

The Dialog has a long and valued history as a research-to-practice journal for the early childhood field. Initiated in 1997 by the director of the Research and Evaluation Division of the National Head Start Association (NHSA), the journal was originally known as the *NHSA Research Quarterly*. In 1999, the journal was renamed the *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*. Up until 2005, the journal was largely an in-house production administered by various editors through their home institutions (i.e., Columbia University, University of Kentucky) with support of the NHSA. In 2006, the NHSA Research and Evaluation Director obtained a multi-year publication agreement with Taylor & Francis, LLC which helped reduce production costs and broaden readership.

When the Taylor & Francis agreement and NHSA sponsorship concluded in 2012, the University of North Carolina at Charlotte (UNCC) took responsibility for the journal and began publishing it as an independent, open-access publication hosted by UNCC's J. Murrey Atkins Library Digital Publishing. Since that time, the administration of the journal has again been an in-house production sponsored by UNCC's Center for Educational Measurement and Evaluation (CEME). In 2022, the name of the journal changed to, *The Head Start Dialog: The Research-to-Practice Journal for the Early Childhood Field*. For more information on the journal's history, please see [About the Journal](#) on the journal's website and Figure 1.

Figure 1
Historical Events Since the Inception of The Dialog



Note. Figure 1 depicts significant historical events of *The Dialog* since its inception in 1997.

Responding to a Growing Need in the Field

The Dialog has recently undergone a revitalization process in response to the increasing need for publication outlets focused on research-to-practice and spaces for researchers, faculty, and practitioners to share information regarding the early childhood landscape and early childhood teacher preparation practices. Evidence of this need has been mounting. A 2024 special issue on early childhood special educator preparation of the *Journal of Special Education Preparation* (JOSEP), a publication of the Teacher Education Division (TED) of the Council for Exceptional Children (CEC), received a robust response (32 submissions). Due to publication limits coupled with the desire to showcase as much related scholarship as possible, the guest editors employed innovative strategies to include as many author voices as possible across an array of topics. Consequently, teams of authors who had submitted manuscripts on similar topics were invited to collaboratively write topical manuscripts. The final special issue included over 50 author voices across seven articles. Yet, it was still not possible to include all eligible submissions!

In response, JOSEP and the guest editors of that special issue collaborated with *The Dialog* editor, Dr. Ann Mickelson, who developed a call for a special issue of *The Dialog* on the same topic and invited several author teams who were not accepted for the JOSEP special issue to submit their work. The response to *The Dialog*'s call was also robust, further underscoring the need for more outlets for research-to-practice publications for the early childhood field. See the [JOSEP special issue](#) and [The Dialog special issue](#) for more details.

Concurrently, Dr. Mickelson, who joined *The Dialog* as an editor in 2023 and assumed the role of Editor-in-Chief in 2025, initiated the revitalization and rebranding of the journal. As part of the revitalization process, the journal was renamed, *The Dialog: A Journal for Inclusive Early Childhood Professionals* in 2025. This new name was chosen to both honor the history of the journal and pave a path for the journal's future aim of supporting preservice and ongoing early childhood personnel preparation. Dr. Mickelson also invited Dr. Marla Lohmann, current chair of TED's early childhood special interest group, TeDeC, to serve as editor in recognition of the growing partnership between the journal, TED, and TeDeC.

Change and evolution for The Dialog Continues!

In 2026, TED's early childhood special interest group (TeDeC) agreed to sponsor the journal, lending further support. This sponsorship was made possible through ongoing partnership and collaboration between *The Dialog* and the TeDeC in response to the growing need for publication outlets focused on early childhood special education and teacher preparation. Additional developments stemming from this partnership will provide opportunities to support authors, reviewers, students, researchers, and other members of our community.

The Dialog is also pleased to announce we have joined the Open Access Special Education Alliance as one of eight inaugural members. Guided by the motto "Free to Publish - Free to Read," The Alliance brings together open-access journals dedicated to advancing special education. The members of the Alliance believe knowledge should be accessible to everyone and not hidden behind paywalls. By connecting researchers, practitioners, and families with freely available scholarship, we can strengthen the bridge between research and practice. See <https://openseajournals.com/about/> for more information.

The Dialog continues to be sponsored by CEME and published by the J. Murrey Atkins Library at UNCC. Going forward, the journal will publish three issues per calendar year with online-first publication of individual articles in development. Similar to other open access journals, *The Dialog* will provide immediate open access to its content on the principle that making research freely available to the public supports a greater exchange of knowledge.

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Who is The Dialog Community?

The Dialog community is a diverse population made up of the editorial team, authors, and readers. If you are interested in joining our community in any of these roles, please complete this [registration form](#) to be registered with the journal's online platform. The system will generate an email invitation for you that will include initial user credentials. Please check SPAM folders if you do not see your invitation within 2 working days. If you still do not see an invitation, please don't hesitate to contact the journal. See our website for more information.

The Editorial Team. *The Dialog* is led by Dr. Ann Mickelson, Editor-in-Chief, with the support of a diverse and dedicated editorial team. Dr. Marla Lohman serves as Editor and Fuyan Shi currently serves as managing editor. Dr. Matthew Taylor, copyeditor, lends further support to the publication process. In 2026, five Associate Editors and nine Editorial Board Members were named to bolster the administrative support of the journal and the ongoing revitalization process. See the journal's [About the Editorial Team](#) website for our current team. The comprehensive editorial team represents diverse perspectives and areas of expertise. Team members include academic researchers, teacher educators, parents, practitioners, and students. Knowledge of various content and topic areas as well as age ranges from the early childhood context is also present. *The Dialog* also benefits from a cadre of reviewers who support the double-anonymized peer review process. For more information on reviewing for *The Dialog*, see the second article in this special issue.

Readers. Similar to the author population, the readers of *The Dialog* have traditionally included researchers and practitioners, but the journal has also sought to connect with families, administrators, policy makers, and others who make up the early childhood community as it has sought to provide explicit guidance to the field with a focus on practitioners. Accordingly, *The Dialog* is proud of its tradition of requiring authors of accepted research articles to provide supplemental research-to-practice (RtP) summaries of their work which implicitly supported readers to implement research findings with young children and families. This tradition continues in the revitalization, but these supplementary products have been expanded and modernized. First, while historically the RtP summaries

were only solicited for reports of original research, the editorial team embraces the potential benefit of including some form of research to practice supplement for any type of article. Second, the editorial team has expanded the acceptable format of RtP summaries to increase accessibility and utility. Previously, RtP summaries took the form of secondary articles that served as brief summaries focused on application. As we move into the future, a wider variety of formats will be welcomed and encouraged. The aim is to evolve beyond the traditional RtP article to offer even more accessible, digestible, and usable formats such as digital presentations, infographics, implementation tools, and more. To differentiate between the historical RtP summaries and this reconceptualized concept, the term Research to Practice (R2P) products will be used. R2P products will be described in further detail later in this article.

The Dialog aspires to publish content that attracts all members of the early childhood community in pursuit of quality inclusive practice for all young children and their families. The journal also seeks to provide a virtual space for ongoing dialog

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among researchers, practitioners, families, individuals with disabilities, policy makers, administrators, and others to support continual collaboration and progress. Follow the journal through our website and social media outlets to stay informed!

Authors who seek to join *The Dialog*'s community by publishing their work are encouraged to keep this diverse audience in mind. Recent issues of *The Dialog* have explored topics such as multilingual learners and families, STEM in early childhood, inclusive teacher preparation, family engagement, transitions, intervention practices, and educator well-being. They represent the journal's ongoing commitment to inclusion and research-to-practice connections in the early childhood years.

To support this process and the mission of the journal, we next provide guidance as to why *The Dialog* may be a meaningful outlet for sharing scholarly and professional work. We first describe the research-to-practice mindset that distinguishes the journal and shapes how authors can contribute to meaningful early childhood inclusion through their writing. Afterwards, we outline the manuscript types solicited by the journal and provide guidance related to the submission and publication processes.

The Research-to-Practice Mindset - Why Write for The Dialog?

Beyond providing a venue for publication, *The Dialog* offers authors an opportunity to expand the reach and influence of their work. As an open-access journal dedicated to translating research into practice, the journal makes articles accessible not only to researchers, but also to practitioners, families, administrators, policy makers, personnel preparation and professional development providers, and more! Authors can therefore share ideas with audiences positioned to apply, adapt, and extend that knowledge in real-world contexts. Publishing in *The Dialog* can increase the visibility of scholarship, amplify the practical impact of evidence-based, research-supported practices, and add to ongoing conversations that shape the future of inclusive early childhood education. In this way, authors are not simply disseminating knowledge; they are helping ensure that knowledge is used in service of children, families, and the professionals who support them.

Given our dedication to a research-to-practice mindset and purpose, *The Dialog* seeks to shift readers' ways of thinking about the role of academic writing and how an academic journal can and should serve communities of learners as they strive to grow, thrive, and move closer towards meaningful inclusion for each and every young child and the important adults in their lives. At every point, we want our authors to consider how their work is translational, dialogic, and usable for members of the early childhood community including researchers, families, practitioners, administrators, policymakers, and others.

Writing for *The Dialog* requires a Research-to-Practice (R2P) mindset. An R2P mindset shifts one's orientation from simply reporting what is known or discovered through scholarship to illuminating what can be done for readers who might find themselves in a variety of inclusive early childhood settings, systems, and roles. Authors are not only contributors to scholarly knowledge but translators, connectors, and collaborators in its use. This mindset asks writers to center real-world problems and salient topics, foreground context, and make the movement between research and action visible, accessible, and meaningful.

Collectively, *The Dialog* provides a home for authors who want to contribute new knowledge that can address the complex, evolving needs of children, families, and the professionals who support them. Thus, ensuring that *The Dialog's* readers are met with articles and resources that are accessible, actionable, and responsive to the moment. To develop and apply an R2P mindset, we recommend 1) starting with use, not just knowledge; 2) adopting a dialogic tone; 3) including actions along with implications; and 4) writing for accessibility.

Starting With Use, Not Just Knowledge

The traditional mindset in writing research articles is to answer the question, "What did we find?" However, the R2P mindset asks authors to answer the question, "What can someone do with this information tomorrow?" We encourage authors to adopt a "Monday Morning Mindset." That is, how would we want this knowledge to show up in classrooms, organizations, and community spaces the day after *The Dialog* is read? What decisions or actions might this knowledge inform or inspire? One approach that might support authors in their effort to adopt this feature of an R2P mindset is to take a backward design approach. Consider the decisions or actions that might be informed or inspired by the knowledge presented in the manuscript and what would need to be present in both the manuscript and R2P product to bring readers to that point.

Adopting a Dialogic Tone

Given the journal's title and ethos, this is especially important. We encourage authors to write with a feeling of inviting readers into conversation rather than a one-directional report that is characteristic of most academic writing. The goal is to inform readers' adoption, adaptation, and use of the information being presented. As such, authors can feel empowered to write directly to the reader, albeit sparingly, but purposefully in a tone that is thoughtful and open to promote generative reflections. With an R2P mindset, imagine the reader as an active interpreter of the information being presented. What can be written or presented through the R2P product that invites readers to consider how the knowledge can be applied in their unique setting? What processes, resources, or techniques need to be considered or discussed?

Including Actions along with Implications

Including implications for practice, policy, and/or preparation are important components of an article from *The Dialog*. Even more significant is making sure that the implications mentioned help readers to explicitly see how they can take action. With an R2P mindset, we encourage authors to include specific strategies, methods, frameworks, suggestions for pathways moving forward, reflective questions for practitioners, self, students, or small groups. For authors seeking to make their writing more actionable, we encourage them to reflect on the messages presented in the "Implications" section and ask themselves, "After someone reads this section, would they know what they could do differently, within their circle of influence, based on it?"

Writing for Accessibility

We aspire for all articles and products published in *The Dialog* to represent the highest-quality writing while also being widely accessible. We do not view these two things to be mutually exclusive. Using an R2P mindset, authors can position their articles and products to be completely and clearly understood, which we hope will further support dissemination in multiple and diverse communi-

ty circles. We encourage authors to apply an R2P mindset by writing for accessibility. This includes, and is not limited to, using a clear structure that is organized and presented to the reader at the onset. It also includes using shorter sentences, when applicable, and defining terms or technical information when necessary. We encourage authors to prioritize readability of their work as part of their scholarly responsibility and to avoid overly theoretical or abstract writing.

Writing for accessibility is about helping readers move from ideas to action. As such, authors are encouraged to approach their writing not only as contributors to scholarly discussions but also as translators who help readers apply knowledge in authentic early childhood contexts. Although this expectation applies across all submissions, the ways in which authors translate knowledge into practice vary by manuscript type. The following section introduces the article types published in *The Dialog* and highlights how each contributes to the journal's research-to-practice mission.

Manuscript Types and the Research-To-Practice Mindset

The Dialog was created with the intention and promise of being a meaningful resource for early childhood inclusive professionals inclusive of all adults who care for young children (e.g., families, guardians, caregivers) and for those who advocate and support them (e.g., policy makers, administrators). As previously discussed, there is a well-known gap between knowledge generated through research, and commonly reported within scholarly publications, and the day-to-day, real world implementation of evidence-based knowledge (Fixsen et al., 2005; Kemp, 2020). *The Dialog* aims to bridge this gap by translating research into actionable change. That is, producing articles and R2P products that lead to behaviors and actions that help young children and families thrive in inclusive ways.

As such, *The Dialog* welcomes multiple forms of scholarship that collectively advance early childhood research, practice, policy, and personnel preparation. There are four distinct types of manuscripts welcomed by *The Dialog*: 1) Research

Articles, 2) Conceptual Articles, 3) Literature Reviews, and 4) Dialogs from the Field. While these manuscript types differ in structure and emphasis, they share a common orientation: Each invites authors to make knowledge usable, interpretable, and meaningful for those working across early childhood systems, including practitioners, families, policymakers, and preparation providers. Therefore, authors should attend to the ways their work informs inclusive practice, training program development, professional learning, and/or policy regardless of the type of article they submit.

Research Articles

Research articles report original empirical investigations that address issues of importance in inclusive early childhood settings. These manuscripts reflect strong alignment with salient topics facing the field of inclusive early childhood education, problems of practice, and current high-quality research practices. Researchers may draw on a wide range of approaches, including experimental, quasi-experimental, descriptive, qualitative, quantitative, or mixed-methods designs.

Typically organized using a conventional structure (e.g., introduction, methods, results/findings, and discussion), research articles should do more than present findings. Authors are expected to interpret results in ways that illuminate implications for practice, policy, research, and personnel preparation. This includes explicitly connecting findings to the varied contexts in which early childhood professionals work and learn. A R2P mindset when writing Research Articles includes considering:

- How the findings might inform instructional, programmatic, or leadership decisions
- The conditions under which the findings are most applicable
- What practitioners or preparation providers might do differently as a result

Conceptual Articles

Conceptual articles are non-empirical, scholarly works that advance, refine, or challenge existing frameworks, theories, or models relevant to inclusive early childhood education. Rather than report-

ing data, these manuscripts engage in analytic and generative thinking to shape how the field understands key issues, practices, or systems. Conceptual contributions may take several forms, including but not limited to:

- Theory synthesis or integration
- Theory adaptation or extension
- Development of typologies or taxonomies
- Conceptual models or frameworks
- Advocacy-oriented or position-based arguments
- Reflective or theoretical analyses

In *The Dialog*, conceptual work is not abstracted from practice, but rather, it is expected to inform it. Authors should make explicit how their proposed ideas, frameworks, or arguments could guide decision-making within inclusive early childhood settings, influence program development, or shape approaches to preservice and ongoing professional learning.

A strong conceptual article helps readers see topics of relevance differently and then act differently in ways that promote better outcomes for young children, their families, and professionals who work alongside them. A R2P mindset when writing Conceptual Articles includes considering:

- What the proposed framework or perspective offers that is new or useful
- How it might be operationalized or enacted in real-world contexts
- How it can support the preparation and development of early childhood personnel

Literature Reviews

Literature reviews in *The Dialog* present the results of systematic, rigorous approaches to identifying, evaluating, and synthesizing research related to a specific question or topic area. These manuscripts serve to map, critique, and build knowledge within the field, often identifying gaps, tensions, and directions for future inquiry. Literature Reviews may take multiple forms, including:

- Systematic reviews
- Scoping reviews
- Integrative reviews

FOSTERING DIALOG

- Theoretical or conceptual reviews
- Meta-analyses or qualitative evidence syntheses

Regardless of type, literature reviews should employ a clear methodological approach and a coherent organizational structure. Beyond synthesis, authors are expected to interpret patterns in the literature in ways that inform pedagogy, program design, policy considerations, and personnel preparation. A R2P mindset when writing Literature Reviews includes considering:

- Actionable insights emerging from the synthesis
- The practical and contextual relevance of findings
- How knowledge can inform current practices and preparation efforts

Dialogs from the Field

Dialogs from the Field represent a unique article type not commonly published by academic journals. We feel they represent a particularly salient and effective means to fulfill a research-to-practice mindset. These articles foreground the lived experiences and expertise of those working directly within inclusive early childhood settings and systems. Dialogs from the Field are primarily descriptive in nature with the intention of promoting ‘dialog’ amongst members of the early childhood community in support of implementing evidence-based and research-supported practices. Dialogs from the Field can serve several related purposes and can help provide a road map for other community members interested in similar practice.

Dialogs from the Field represent a particularly salient and effective means to fulfill a research-to-practice mindset as they foreground the lived experiences and expertise of those working directly within inclusive early childhood settings and systems

Dialogs might describe evidence-based or research-supported practices and their implementation, program development efforts, or approaches to preservice preparation and ongoing professional development. A Dialog from the Field might include:

- Descriptions of implemented practices or programs
- Narratives of innovation, adaptation, or improvement efforts
- Perspectives from practitioners, faculty, professional development providers, and/or families
- Reflections on challenges, tensions, and lessons learned

While grounded in practice, these manuscripts are not anecdotal alone. Authors are expected to ground their work in relevant research and theory and to offer a critical perspective on the practices or programs described. This includes considering what worked, what did not, under what conditions, why, and what level of resources were needed. Dialogs from the Field may present a particularly salient format to explore and highlight partnerships across researchers, practitioners, families, and others who may not traditionally enter the academic writing and publishing space. An R2P mindset when writing Dialogs from the Field includes considering:

- Description of detailed, transferable insights for implementation
- The work within broader research and theoretical conversations
- Guidance that others can adapt in their own settings

Research-to-Practice (R2P) Products

The Dialog has long been a leader in moving research into practice through innovative journal features. A historic and beloved feature of *The Dialog* has been the "Research-to-Practice Summary," which has traditionally accompanied each original report of research published as a stand-alone article. In keeping with history, the newest iteration of *The Dialog* will maintain the Research-to-Practice Summary in spirit, but will break free from the

traditional article format. In its place, will be the creation of Research-to-Practice (R2P) products. Keeping with the theme of innovation, on a case-by-case level, editors will invite authors of other types of manuscripts (e.g., conceptual articles, literature reviews, dialogs from the field) to also submit R2P products.

What results is the opportunity, and responsibility, for every author whose article is accepted for publication, to create a R2P product. The accompanying R2P product plays an essential role in summarizing and translating often complex findings into formats that support immediate understanding and use by early childhood practitioners, families/caregivers/guardians, policy makers, personnel preparation providers (e.g., faculty in higher education) and/or those who provide ongoing professional development. We encourage authors to be creative in conceptualizing products that would be useful for readers and not to feel constrained to more traditional publication formats. Indeed, we hope to see R2P products associated with reports of original research take multiple formats and include things such as:

- Practice briefs outlining key strategies into usable guidance
- Short videos explaining implications
- Reflection questions for individual or group professional learning
- Infographics summarizing a study's findings

For other types of articles, these might take some of the same formats already mentioned, and may also include:

- Activities for use in higher education or professional development settings
- Curriculum maps accompanying program descriptions
- Framework summaries that can be applied in practice contexts
- Applications for learning in higher education with explanations (e.g., field-based assignments, syllabi, etc.)
- Lesson plans for working with different age groups and/or settings

The ideas for R2P products are endless when authors consider, "What does this knowledge mean

for those who will use or benefit from it?" We are excited not only by the way R2P products can supplement published articles in *The Dialog*, but also by the opportunity these products have to immediately move research and ideas into practice. We are eager to instill a "Monday Morning Mindset" for readers. That is, staying in dialogue with each other about how articles and R2P products are resonating with the community, given the unique perspectives, roles, and areas of influence in supporting inclusive communities, and how they are being applied to our daily lives and passions for establishing inclusive contexts. We look forward to continuing this dialogue within and outside of the journal.

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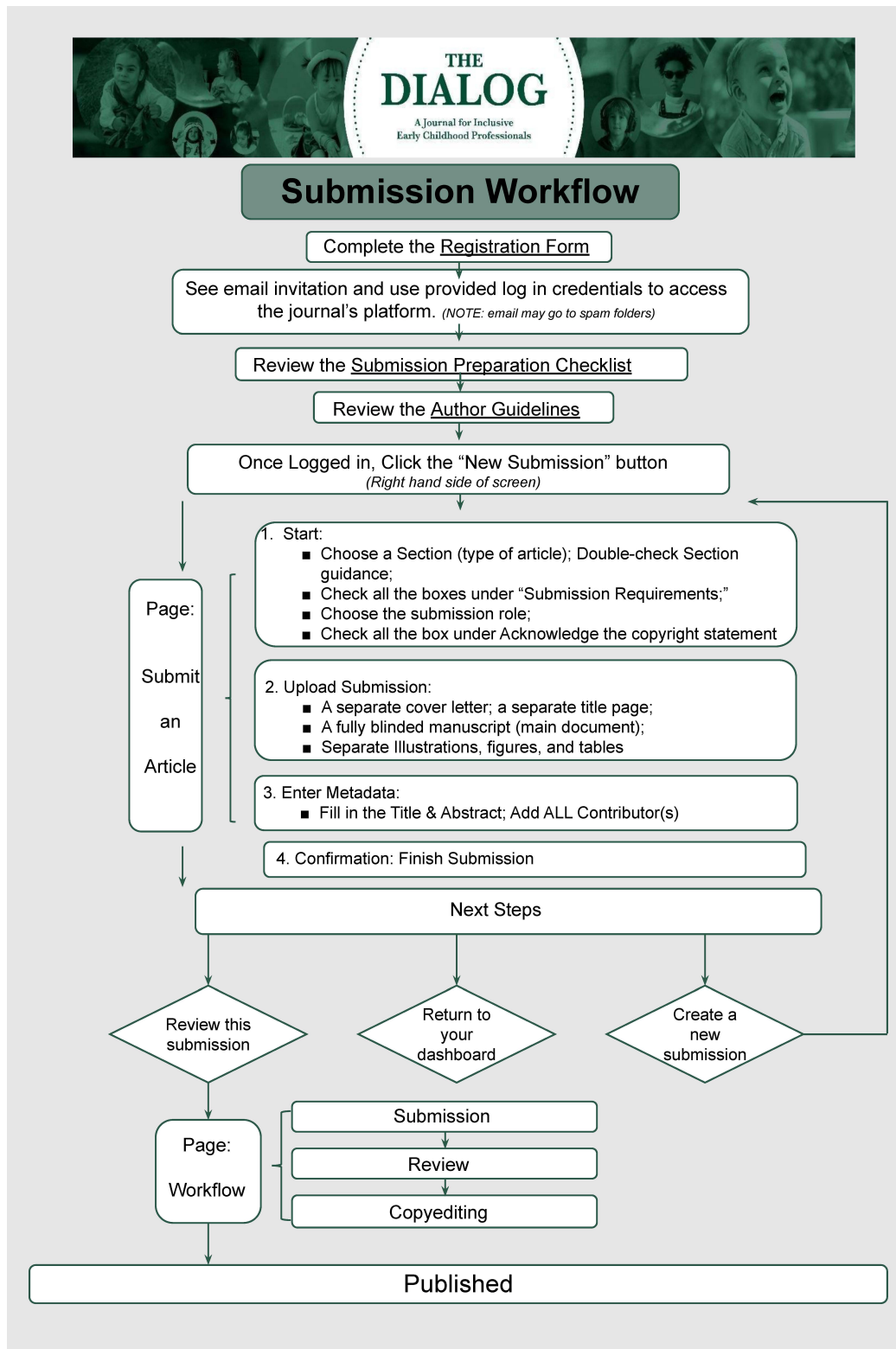
Submission Logistics

Submissions to *The Dialog* are managed through an online platform, Open Journal Systems (OJS), and administered by the University of North Carolina at Charlotte's J. Murray Atkins Library. Users of the online platform must be registered with the journal, but access is free and accessible to anyone. To register for the journal, interested parties should complete the [registration form](#) which can be found on the journal's website. The platform has a designated "[Make a Submission](#)" page which includes specific author guidelines for all submissions as well as descriptions of the various submission or article types welcomed by *The Dialog*. Figure 2 provides a workflow of the submission process. Support for authors related to development of manuscripts and logistics of submissions is available by contacting the journal at TheDialog.UNCC@gmail.com.

Authors of accepted manuscript are highly encouraged to promote their work through their networks. Support for dissemination on social media and other outlets is available.

Figure 2

The Submission Process



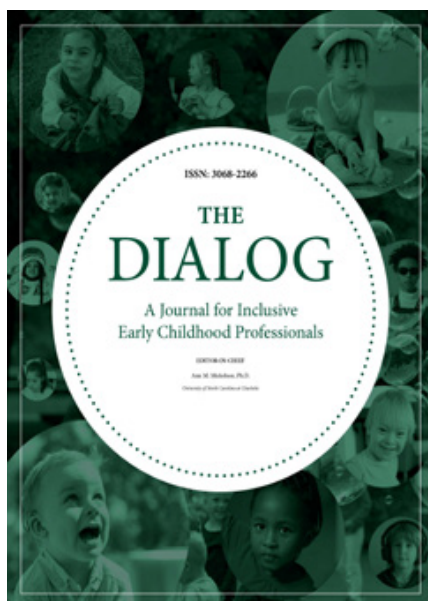
What's Ahead in this Special Issue

This article has introduced *The Dialog*, its mission, community, research-to-practice orientation, and the manuscript types welcomed by the journal. The next two articles in this special issue will share details on reviewing for the journal and practical ways to use *The Dialog*'s publications in your daily life and work with young children and families. Collectively, these three articles aim to strengthen *The Dialog*'s impact and foster authentic dialogue throughout our community.

An Invitation

We welcome your interest and contributions to *The Dialog* as an author, reader, or reviewer. This Special Issue of *The Dialog* is designed to motivate and inspire you to submit your own work and ideas, so our entire community can benefit. As the revitalization process continues, we invite ongoing feedback from both our longtime and new community members. Stay tuned for more exciting news and opportunities for everyone in *The Dialog* community. To ensure you do not miss future updates, please register with the journal in at least one role (e.g., reader, author, reviewer). To register, please complete this [REGISTRATION FORM](#).

You can also find us on [LinkedIn](#), [Facebook](#), and [Instagram](#)!



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