

THE DIALOG

A Journal for Inclusive
Early Childhood Professionals

From the Editors

Introduction to the Issue & Exciting Next Steps for The Dialog!

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Welcome to our THIRD and final issue of 2025!

As we close out 2025, we are very pleased to bring you this third 2025 issue of *The Dialog: A Journal for Inclusive Early Childhood Professionals*! This issue is special for us as it marks the last issue representing the transition from our previous system and brings forward several manuscripts that we have been eager to publish for some time. We want to thank each of the authors who are highlighted here for their contributions and patience as we worked through transitions.

The issue brings together ten total articles that cover a variety of topics relevant to the early childhood landscape. The first article, *Teacher Perceptions of Play in Early Childhood Education*, is brought to us by Burke and Mollenkopf and shares their findings from classroom observations along with survey and interview data that examined connections to teacher perceptions of challenging behavior and self-efficacy in implementing effective play-based learning. In their Research-to-Practice (RTP) summary they provide *Practical Approaches for Implementing Play in Early Childhood Education Classrooms*.

Next, Caringi and colleagues share results of their qualitative study, *Promoting Reflective Leadership within Early Head Start: A Qualitative Study of a Professional Development Training for Administrators*, which investigated the experiences of five Early Head Start administrators who participated in a 15-hour attachment- and relationship-based professional development training. Short on time? Enjoy their Research Brief which provides a concise summary of the study.

Cuevas Guerra's work, *Implementing the Practice-Based Coaching Model for Inclusion in Early Childhood Education*, shares results from her study of the perceptions and experiences of six participants with the Practice-Based Coaching model. The associated RTP highlights specific suggestions for practice.

In, *The Effects of Health Locus of Control and Health Behavior on Teacher Stress and Life Satisfaction in Head Start Educators*, Blancher and Yetman, report their work investigating teacher stress and life-satisfaction. The authors have also provided a concise Research Brief.

We are also thrilled to bring you TWO Dialogs from the field in this issue. First, Karppinen and Stegenga share resources available to leverage elements of high-quality early childhood classrooms to foster belonging, access, participation, and supports for students with disabilities in Head Start settings in *Using a Highly Rated Classroom Environment to Foster High-Quality Inclusive Practices*.

Finally, in our final Dialog from the Field, *Building Inclusive Classrooms: How Universal Design for Learning (UDL) Can Empower Early Childhood Educators*, Nagarajan and Martino examine how Universal Design for Learning (UDL) empowers Early Childhood Educators (ECE) to create inclusive classrooms that support the diverse needs of all students.

We hope you will see applications for practice, initial teacher preparation, and ongoing professional development throughout! As always, **The Dialog** is fully OPEN ACCESS. Please share it across your networks and encourage others to engage in **The Dialog**!

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Exciting Next Steps for The Dialog!

This year has brought a lot of changes to the journal, and we are excited for the future and our continued opportunity to support the field of inclusive early childhood education as we prepare to launch even more updates and positive change! One of the many exciting changes will be the launch of our Editorial Board in early 2026. We hope you saw the open call in November/December and considered applying.

Missed the call? We will continue to recruit individuals to serve as **REVIEWERS!** If interested, please let us know through this [INTEREST FORM](#).

Ready to **SUBMIT** your work for consideration in an upcoming issue? Or do you just want to stay informed of what's happening with the journal or suggest a topic for an upcoming special issue? Please register as a user by using this [REGISTRATION LINK](#). Then watch for an email invitation - check your spam! Email us with any questions! As we look forward to 2026, we can't wait to welcome your voice and contributions to the journal!

May winter bring you restoration and peace...

Dr. Ann Mickelson, Editor-in-Chief
and
Dr. Marla J. Lohmann, Editor

