

## From the Editors

### Dear Readers, Editorial Board Members, and Authors,

We hope that your summer is going well.

We are happy to present the June 2024 issue of the Journal of Special Education Apprenticeship (JOSEA) to your attention. Before you read the issue's overview, we would like to share an important journal update with you:

This issue marks the conclusion of Anna Osipova's and Jemma Kim's JOSEA co-editorship. We are delighted to welcome Dr. Paul Luelmo, Associate Professor of Special Education at San Diego State University, as JOSEA's new Editor! This summer, the journal will transition to the new editorial team. Jemma Kim will continue as the Publication Manager. Dr. Karolyn Maurer, our Assistant Editor, has accepted a tenure-track special education faculty position at Minnesota State University-Mankato. We wish Karolyn the best of luck in her move and a very successful career in research and teaching in higher education. We are also excited for the journal to continue to grow and flourish under the new editorship.

The current issue features three manuscripts that offer you a diverse array of topics with unique foci in special education. The first manuscript, by Randolph, Billingsley, and Newman Thomas, titled *Using behavior skills training and virtual simulations to train preservice practitioners in behavior management: an exploratory comparison study* investigates the efficacy of two virtual training platforms, TeachLivE™ and Zoom with actors, in preparing practitioners to work with students exhibiting challenging behaviors. The article shares the participants' perspectives on the training tools and their preferences.

The second paper, by Wild and colleagues, *Experiences of rural teachers of students with visual impairments during the pandemic*, highlights the continued inequities and unique challenges faced by special education teachers, students with low-incidence disabilities (visual impairments), and their families in rural areas of the country.

The issue concludes with the manuscript by Day and Regan, *The career advancement and working experiences of multilingual paraprofessionals in special education*. The authors discuss one of the ways to counteract shortages in the number of special education teachers by recruiting and training paraprofessionals to become special education teachers. The article offers participants' perspectives on the benefits and challenges of such programs.

We hope that you find the articles in this issue engaging and useful. We thank the reviewers who helped us bring this research to you.

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Looking forward to new submissions and wishing you a lovely summer,

Anna Osipova and Jemma Kim, Co-Editors  
Karolyn Maurer, Assistant Editor