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Introduction to the Education in Practice Section

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EDUCATION IN PRACTICE

Introduction to the Section

The articles in this Education in Practice section showcase practitioner-focused and practitioner-led research. While the inquiries contain elements that are similar to the studies published in the main section of the *Journal*, practitioner-led and practitioner-focused research tends to take a pragmatic approach to a problem of practice and may not follow the same processes and protocols as research done within a university setting. This type of solution-oriented research frequently is part of the work of school leaders and is a valuable way to use data to solve problems.

The first article, “Incorporating a Class-Wide Behavioral System to Decrease Disruptive Behaviors in the Inclusive Classroom,” by Kathleen Aspiranti, Alanna Bebech, and Kristen Osiniak, presents a close look at a behavioral intervention tested in a Catholic school serving students with autism in an inclusion model. This close look at the intervention, coupled with the authors’ reflections and recommendations for future implementation make the article a valuable resource for Catholic schools that are working to better serve students with disabilities.

The second article, “A National Study of Regional Catholic School Systems,” by Nicholas Wolsonovich, Mark Smilaycoff, and Maria Ribera, answers questions about viability and organizational structures within Catholic education. The study addresses a pressing need for creative solutions to enrollment and organizational problems facing many Catholic schools across the United States. The practical findings and recommendations can be used to guide decisionmaking and practice.

As we work to enhance the Education in Practice section, we invite all types of practitioner articles—from articles that describe a classroom-level innovation to practitioner-led research such as the articles in this issue. We hope that the variety of articles on practices in Catholic education will provide needed support for teachers, administrators, and others working in Catholic schools.