

Introduction to the Inaugural Issue: The Editorial Vision of Single Case in the Social Science

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Letter from the Editor(s)

Our aim for *Single Case in the Social Sciences* is to serve as a transdisciplinary outlet that brings together professionals from around the globe to discuss and disseminate single case design research. Often innovations in single case design research reside in the disciplines closely related to those of authors, rather than the broader community of individuals utilizing single case design research. Our desire to publish through an open access platform enables methodological advancements and findings to be readily accessible for researchers, educators, and practitioners across disciplines. We are delighted the inaugural issue establishes the focus of the journal.

The first article, a **brief report** entitled, *Using Brief Experimental Analysis to Compare the Effects of Reading Comprehension Interventions with a Middle School Student* by Katherine Graves and Matthew Burns, evaluated the applicability of using brief experimental analysis to identify the most effective academic intervention for an individual student. Given the dearth of current research applying brief experimental analysis with middle school students within the outcome of reading comprehension, this study extends previous work to identify replicable methods to identify effective interventions for individual students who may not respond to universal instruction.

The second article, a **primary report** entitled, *Comparing the Effectiveness of Restricted-Operant and Free-Operant Teaching Arrangements on Measures of Acquisition and Fluency Outcomes* by Andrew Bulla, Jennifer Wertalik, and Leah Yakabovits, compared the effects of two commonly used fluency-building instructional strategies: discrete-trial teaching (DTT) and frequency-building instruction (FBI). The authors taught college students the numerals (0-10) in unknown

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foreign languages (i.e., Mandarin, Arabic, and Hindi) to identify the more efficient instructional procedure. Given the importance of evaluating the cost-benefit of practices (e.g., time, resources) in the intervention selection process, this study provides useful information for researchers and practitioners.

The third article, a **primary report** entitled, *Impact of Protagonist Race on Preschoolers' Engagement and Preferences in Book Reading: A Systematic Replication* by Jessica Hardy, Robert Pennington, Abigail Black, and Tianhong "Jojo" Yao, evaluated whether children's engagement behaviors during shared book reading differed depending on the race of the protagonist in the storybook. Given the importance of multicultural children's literature influencing children's exposure and knowledge to broader communities of people, this experimental study provides pertinent information for researchers and practitioners to consider when planning culturally supportive and sustaining literacy instruction for young children.

The last article of this inaugural issue, a **synthesis report** entitled, *Systematic Review of Gaps in Single Case Design Research: Evaluation of Study Quality and Rigor Using the Single Case Analysis and Review Framework* by Tyler-Curtis Elliott, Kevin Ayres, Joseph Hart, and Jennifer Ledford, was a systematic meta-synthesis of previously published systematic reviews utilizing single case design. The authors evaluated systematic reviews utilizing the the *Single Case Analysis and Review Framework (SCARF)* to identify strengths and limitations of the tool's use in analyzing the internal validity of single case research design studies in the context of systematic reviews. This article will provide researchers with pertinent information if they aim to engage in systematic reviews including single case research designs and can help provide guidance on the design of primary single case research designs to minimize threats to internal validity and increase confidence in conclusions.