

International Collaboration and Its Contributions: Disseminating Knowledge and Supporting Evidence-Based Practices Across Countries

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Abstract: This article explores how international collaboration among researchers can contribute to developing evidence-based practices and disseminating knowledge in the field of special education. A review of a sample of special education journals published in English to identify articles written in collaboration by researchers from different countries is followed by an example of a collaborative relationship between special education researchers in Turkey and the United States that illustrates the potential of international collaboration to impact evidence-based practices. The article concludes with a discussion of the importance of international collaboration and recommendations for others who are interested in international collaboration.

For the past few decades, a great emphasis has been placed on developing evidence-based practices and disseminating knowledge in the field of special education. The history of the efforts to develop evidence-based practices can be grouped into two milestones: (a) understanding the need for and developing the definition of evidence-based practices and (b) translating research into practice. These two milestones can be considered as different but mutually complementary, and neither has yet been thoroughly defined. As a bridge, evidence-based practices have a special role in closing the gap between research and practice. The Council for Exceptional Children (CEC) has created professional standards that are recognized internationally, and these in-

clude “the use of a repertoire of evidenced-based instructional strategies to advance learning of individuals with exceptionalities” (CEC, 2015, p. 3). Specifically, in the United States, national educational policies stemming from the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) require that special education teachers use evidence-based practices in their classrooms; however, many teachers of students with disabilities have implemented teaching practices that have shown little or no effect on student outcomes (Cook & Schirmer, 2003). Researchers continue to pay great attention to providing input to understanding and defining evidence-based practices, and policymakers and lawmakers have been working to create a framework for educators and practitioners to use them to better serve and maximize the outcomes of education for children with disabilities.

The purpose of scientific research in special education is to describe, predict, and control the phenomena in studies and communicate the results to consumers and policymakers to effect better services. Different types of research methods yield knowledge at different levels. A generally accepted tenet of educational research holds that research designs

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exhibiting experimental control yield the most appropriate/strong answers to questions regarding whether or not a practice works (Cook, Tankersley, Cook, & Landrum, 2008). Since the beginning of the new millennium, there have been efforts to define the quality indicators of research methods used in special education (Brantlinger, Jimenez, Klinger, Pugachi, & Richardson, 2005; Cook & Cook, 2011; Gersten et al., 2005; Horner et al., 2005; Odom & Strain, 2002; Odom et al., 2005; Thompson, Diamond, William, Snyder, & Snyder, 2005).

Single subject research studies have played an important role in the development of evidence-based practices and have come to be recognized as rigorous scientific methodology (Gast, 2010). In these designs, a functional relationship between the independent variable and the dependent variable is established through repeated demonstrations of effect, with design features (e.g., stable baseline data, time-lagged intervention, withdrawal and reinstatement of treatment) to control for threats to internal and external validity. Horner et al. (2005) described the criteria to be used in single subject research to identify evidence-based practices in special education. Single subject research documents a practice as evidence-based when

- (a) the practice is operationally defined,
- (b) the context in which the practice is to be used is defined,
- (c) the practice is implemented with fidelity,
- (d) the results from a single subject research documents a functional relationship between dependent and independent variables, and
- (e) the experimental effects are replicated across a sufficient number of studies, researchers, and participants to allow confidence in the findings (p. 175–176).

They also recommended that, for an intervention to be regarded as evidence-based, there must be at least five high-quality single-subject research studies demonstrating experimental control that “were published in peer-reviewed journals, (b) were conducted in at least three different geographical locations, (c) were conducted by at least three different researchers, and (d) included a minimum of 20 participants across studies. Among these criteria, two

of them (i.e., items b and c) can be supported by establishing international collaboration between researchers who study the same line of research in the field” (p. 176).

The specific goal of this article is to describe how researchers can influence and establish evidence-based practices through international collaboration. In this paper, we specifically (a) review single subject studies written in collaboration by researchers from different countries in a sample of special education journals, (b) share an example of an international collaboration that has supported evidence-based practices through publications and presentations, and (c) discuss the impact of collaborative research and how it can be facilitated.

Articles Written in Collaboration by Researchers from Different Countries in Special Education Journals

We first conducted a review of the professional special education literature from 2010–2015 to identify research studies that were published through collaboration by researchers across countries. We limited the search to a sample of seven journals that publish research in the field of special education: *Education and Training in Autism and Developmental Disabilities* (ETADD), *Exceptional Children* (EC), *International Journal of Special Needs Education* (IJSNE), *Teacher Education and Special Education* (TESE), *The Journal of Early Intervention* (JEI), *The Journal of Special Education* (JSE), and *Topics in Early Childhood Special Education* (TOPICS). Although these are not inclusive of all journals, especially those that are dedicated to specific areas of special education (e.g., ABA, early childhood, technology, transition) or specific disabilities (e.g., autism spectrum disorder, behavior disorders, learning disabilities, severe disabilities), these journals represent those that are typically read by faculty from Turkey and are meant to be representative of journals published in English that might influence international research. We reviewed each issue of these journals to identify articles written via international collaboration based on the listed affiliations of the authors. Once we identified research articles written in these journals that appeared to be the product of international collaboration,

TABLE 1

Total Number of Articles in the Selected Journals and the Articles Written in Collaboration with Researchers from Different Countries

<i>Journals</i>	<i>Number of Articles Published Between 2010–2015</i>	<i>Number and Percent of Articles Written in Collaboration</i>
EC	149	7/4.7
ETADD	261	13/4.9
IJSNE	42	11/26
JEI	103	5/.05
JSE	118	8/.07
TESE	127	2/.02
TOPICS	125	6/.05
Grand Total	925	52/.06

we selected those articles for further analysis that used single subject research methodology because this is a common design used in special education to identify evidence-based practices. These articles are marked with an * in the references.

Coding the Articles and Interrater Reliability

The consistency between two of the co-authors was 99% agreement for detecting the articles written through collaborative efforts in the sample of journals we reviewed. Our search resulted in 52 (.06%) journal articles that met the inclusion criteria out of 925 published articles. Table 1 summarizes the total number of peer-reviewed articles in these journals and the articles written in collaboration across authors in different countries between 2010–2015. Among the articles published through international collaboration, only 26.9% ($n = 14$) consisted of data-based research (either group or single subject), and 64.3% ($n = 9$) of these used single subject research methodology. We coded each of the single subject research studies selected for analysis using the following parameters: (a) journal in which article was published, (b) names of authors, (c) topics of study, (d) country of each author’s affiliation, (e) type of experimental design, and (f) funding received to conduct the study. The second and third authors coded these articles independently using these parameters and attained 100% agreement. The articles

and parameters for the coding are presented in Table 2.

Results and Discussion of Literature Review

It is noteworthy that, out of 925 articles published in a sample of seven journals in special education across a recent 5-year span, only .06% involved international collaboration. The topics of collaboration were varied and, due to the single subject parameters of the review, focused on behavioral interventions that had an effect on the academic or functional skills, social behaviors, or communication skills of students with disabilities across types of disability and age level. Faculty members participating in the collaborative research were from a small number of countries, and it is not possible to determine their roles in the research (e.g., conceptualizing research, implementing study, analyzing results, translating manuscript for submission). It also is not clear how these collaborations came into being, but it is possible that doctoral study experience or similar research agendas could have played a role. This limited review of collaborative special education research across countries is only a snapshot and is not intended to reflect the percentage of collaborative research published across all special education journals published in English. It does, however, provide evidence of a paucity of international collaboration in the field of special education and sets the stage for the following description of the impact of a collaborative relationship between special education researchers from Turkey and the United States.

Example of an International Collaboration

In the following sections, we provide the personal narratives of two faculty members (first and second authors) who have been involved in international collaboration. The purpose of this section is to demonstrate the impact that international collaboration can have on the research, development, and dissemination of evidence-based practices in special education.

TABLE 2

Single Subject Research Articles Written in International Collaboration

<i>Journals</i>	<i>Authors</i>	<i>Topics</i>	<i>Countries</i>	<i>SS Research Method</i>	<i>Funding Source</i>
ETADD (2015)	Seok, DaCosta, & Yu	Effects of spelling practice intervention using tablet computer and picture cards	Korea USA	ATD with a non-concurrent MBD	National Research Foundation in Korea
ETADD (2013)	Goh & Bambara	Effects of video-self modeling in teaching chained tasks	Singapore USA	MPD across behaviors	N/A
ETADD (2011)	Rispoli et al.	Effects of pre-session satiation on challenging behavior and academic engagement	New Zealand-USA-Italy	ATD	N/A
ETADD (2011)	Zisimopoulos, Sigafos, & Koutromanos	Effects of video prompting and time delay procedures to teach basic internet search	Greece-Australia	MBD across participants	N/A
ETADD (2010)	Ohtake, Wehmeyer, Uchida, Nakaya, & Yanagihara	Effects of a time delay procedure on the acquisition of skills for repairing multiple listeners' misunderstandings	Japan-USA	CCD	N/A
ETADD (2010)	Yilmaz, Konukman, Birkan, & Yanardag	Effects of a most to least prompting procedure on teaching swimming skills	Turkey-USA	MPD across participants	N/A
ETADD (2010)	Yilmaz et al.	Effects of a constant time delay procedure on swimming rotation skills	Turkey-USA	MPD across behaviors	N/A
TESE (2013)	Barton, Chen, Pribble, Pomes, & Kim	Effects of training/coaching on preservice teachers in teaching play skills	USA-Chile-Korea	MBD across participants	N/A
TOPICS (2011)	Blair, Lee, & Dunlap	Impact of behavior support on the children's behaviors	Korea-USA	Concurrent MBD across participants	N/A

ATD: Alternating treatments design, MPD: Multiple probe design, MBD: Multiple baseline design, CCD: Changing criterion design.

History, Perspective, and Impact of a Line of Research in the United States: Dr. Belva C. Collins

As a doctoral student at the University of Kentucky (UK), I was trained as a researcher in the area of systematic instruction using response-prompting strategies and worked on several federally funded research grants under Drs. David Gast and Mark Wolery that used single subject research methodology to examine the strategies in small group instruction, to compare strategies, and to assess their effectiveness in teaching safety skills. While this research built on the initial research of others in the field, response-prompting strategies became associated with UK through publications (e.g., Wolery, Ault, & Doyle, 1992) and presentations. When I later became a faculty member at UK, I continued this line of research with colleagues and graduate students. Our continuing line of research questions led to establishing response-prompting procedures (e.g., system of least prompts, constant time delay, simultaneous prompting) as evidence-based practices in teaching students with disabilities while also building evidence for the addition of nontargeted information, the use of observational learning, and a number of generalization strategies as best practices to increase the efficiency of instruction. Across 25 years, I was privileged to be involved in 54 studies on systematic instruction published across 12 journals, as well as book chapters and books (e.g., Collins, 2012).

As faculty and doctoral students at UK left for faculty positions at other Institutions of Higher Education (IHEs), the line of research on systematic instruction resulted in further investigations at other IHEs that contributed to the professional literature with innovative research questions. In addition, colleagues at other IHEs across the country also designed, completed, and published independent investigations in the area of systematic instruction, adding the names of their colleagues and students to the research base.

While it is not unusual for special education practices that are disseminated through professional publications and presentations to be cited and used to ask new questions across the United States, the practice of international collaboration has the potential to have a

global impact on the field special education. This global impact is demonstrated through an international collaboration with a faculty member (Elif Tekin-Iftar) from Turkey that I met while I was a faculty member at UK.

History, Perspective, and Impact in Turkey of International Collaboration: Dr. Elif-Tekin

In 1996, as a doctoral student, I attended the annual conference of the Council for Exceptional Children (CEC) in Orlando, FL. with my doctoral advisor, Dr. Gonul Kircaali-Iftar. I had decided to base my research career on single-subject research methods because this methodology allows the analysis of individual differences while establishing strong experimental control between dependent and independent variables; as a result, researchers may provide more information about the effectiveness of procedures with those who have learning or behavioral challenges. During the conference, I attended a session where Dr. Edward Blackhurst from UK introduced the "Single Subject Research Advisory Program" developed at UK to provide computer-based decision-making for selecting appropriate single subject research designs to answer applied research questions in the field of special education. Special education was an emerging field at that time in Turkey, so I decided to go abroad to study current behavioral and instructional strategies and identified UK as a place that matched my research interests. I received a scholarship from the Turkish Academy of Sciences and pursued part of my doctoral education at UK between 1997–1998 (17 months). While I was there, I prepared my dissertation proposal, audited courses (e.g., Applied Behavior Analysis, Systematic Instruction for Students with Moderate to Severe Disabilities), and took part in several research activities with Dr. John W. Schuster as my mentor during my visit. In addition, I studied with several faculty who also had an interest in severe disabilities, ABA, single subject research design, and systematic instruction, including the co-author of this paper, Dr. Belva C. Collins.

When I returned to Turkey, I implemented research on the efficacy of response-prompting procedures delivered by sibling tutors to teach discrete skills to their siblings with intel-

lectual disabilities. I found it difficult to find adequate resources on systematic instruction in the Turkish research literature and relied on much of the literature coming from UK on this topic. When I finished my doctoral degree in 1999, I began to conduct research projects focusing on response-prompting strategies with my students and colleagues and to teach graduate level courses on systematic instruction. Almost one year later, I returned to UK to conduct a literature review for a book on errorless teaching since open resources and access to journals were limited in Turkey at that time. In 2001, my doctoral advisor and I published a book entitled *Errorless Teaching Methods in Special Education (Ozel Egitimde Yanlissiz Ogretim Yontemleri)*, and an article based on my dissertation was published in *Education and Training in Mental Retardation and Developmental Disabilities* (Tekin & Kircaali-Iftar, 2002).

In 1999, I became a faculty member at Anadolu University. During the subsequent years, my graduate students conducted their thesis and dissertation research on response-prompting strategies, and we presented these studies at international and national conferences (i.e., Association for Applied Behavior Analysis International, National Special Education Conference in Turkey). We also published our research in various international and national journals, such as *Autism, Education and Training in Autism and Developmental Disabilities, Research in Developmental Disabilities*, and *Topics in Early Childhood Special Education* (Akmanoglu & Tekin-Iftar, 2011; Dogan & Tekin-Iftar, 2002; Ersoy, Tekin-Iftar, & Kircaali-Iftar, 2009; Kurt & Tekin-Iftar, 2008; Yildirim & Tekin-Iftar, 2002). At the same time, I organized several research teams, conducted independent research projects, and published the results (nine articles) in several international journals (e.g., *Development and Education, International Journal of Disability, The Journal of Special Education*). In addition to research with my students, colleagues in Turkey who are either at the same university (e.g., Batu, 2008; 2014; Birkan, 2005; Celik & Vuran, 2014; Ozen, 2008; Vuran, 2008) or other universities (e.g., Aykut, 2012; Ciftci-Dere & Temel, 2010; Karabulut & Yikmis, 2010) in Turkey also started to conduct independent research projects and/or supervise thesis and

dissertation research on systematic instruction using response-prompting procedures (e.g., Ari, 2008; Kanpolat, 2008; Karsiyakali, 2011; Onal, 2008; Ozbey, 2005; Yeterge, 2015). My colleagues and I found that faculty from different disciplines (i.e., physical education, physiotherapy, music education, computer education and instructional technologies) that also serve children with disabilities noticed our efforts in this line of research, and they started to conduct research projects on the same topic. Thus, international and national publications in related disciplines have emerged (e.g., Eren, 2012; Gokmen, Tekinarslan, & Ciftci-Tekinarslan, 2015; Yanardag, Birkan, Yilmaz, Lieberman, & Agbuga, 2011; Yanardag, Mert, Yilmaz, Arican, & Duzkantar, 2015; Yilmaz, Birkan, Konukman, & Erkan, 2005; Yilmaz et al., 2010). As a result of these cumulative efforts, the number of research articles published by faculty in Turkey on systematic instruction for individuals with disabilities has increased since 1999, adding to the international research base on the topic and extending the identification of evidence-based practices across geographic regions and researchers.

The increase in the number of researchers studying these topics and publishing in this line of research has resulted in citations across researchers in Turkey and the US, creating a scaffolding effect where studies from the two countries have built on each other's work as researchers from both countries pursued similar lines of inquiry. The effects of the initial international collaboration also have been observed in translating research into practice since almost all of the special education departments (undergraduate and graduate level) in different universities in Turkey (and in Cyprus) have started to include response-prompting strategies in their systematic instruction course content. Therefore, many special education teacher candidates in Turkey have acquired competency in using these strategies while working with their students with developmental disabilities, as is the case in the US. Figure 1 displays the special education departments in Turkey where response prompting strategies are included in their special education teacher training curricula.

Continuing collaboration with colleagues at UK has given us the opportunity to organize

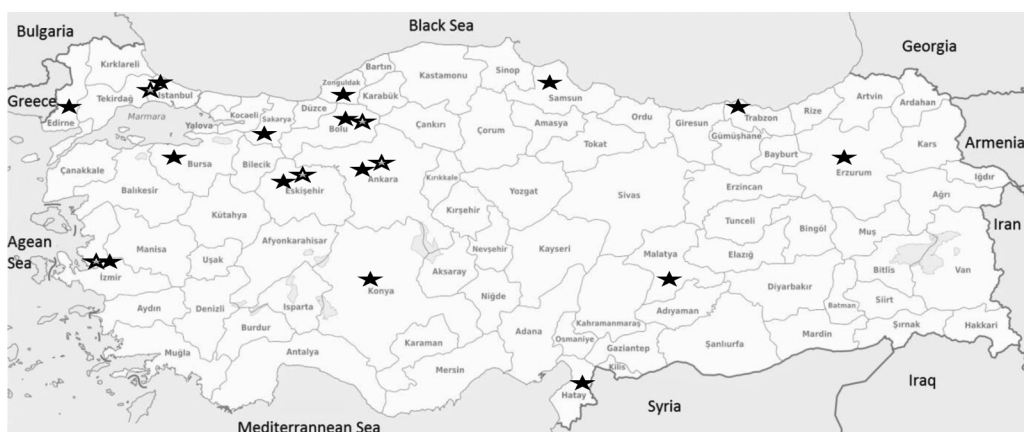


Figure 1. The cities where research about prompting strategies and graduate studies are conducted (open asteriks) and where prompting strategies are taught in teacher training programs (black asteriks). Note: Two universities offer graduate studies in special education in Ankara.

several professional meetings in Turkey. One UK professor (Dr. Michael Nelson) came to the first International Conference in Special Education in Turkey where he made a speech and delivered workshops about positive behavior support in 2001. Two others that I met while at UK (Drs. Jennifer Grisham-Brown and Mary Louise Hemmeter) conducted a series of workshops and conferences about naturalistic teaching approaches for children with developmental disabilities and models of professional development for training special education teachers in 2012. All these efforts have provided a base for teachers to implement evidence-based practices in their classrooms and graduate students to update themselves on the current literature on these topics.

Almost two decades following my first collaboration with UK, I have established a second collaboration in the US. I received a post-doctoral fellowship from The Scientific and Technological Research Council of Turkey (TUBITAK) to come to the University of North Carolina at Charlotte (UNCC) as a visiting scholar, where Dr. Belva Collins (former professor and department chair at UK) is a current professor and department chair. At the same time, three of my doctoral students have received funding from TUBITAK and their university to be visiting scholars: one at UNCC and two at UK and Vanderbilt. Thus, as a group of researchers from Turkey, we have

started a second-generation collaboration with researchers in the US, stemming from my initial collaboration with UK. Figure 2 displays the timeline of my collaboration with faculty in the US.

This collaborative journey is shared to explain how it is possible for an international collaboration to contribute to and support evidence-based practices in the field of special education. Over the past 20 years, my colleagues and I have trained our graduate students in Turkey to use the practices I learned in my initial collaboration to pursue this line of research. Some are now our colleagues and have started to train their students to pursue the same line of research. Colleagues currently supervise thesis and dissertation research (e.g., Genc, 2010) and conduct independent research projects using single subject research methodology to further investigate the parameters of systematic instruction with students with disabilities (Akmanoglu, Kurt, & Kapan, 2015; Odluyurt, 2011; Ulke-Kurkcuglu, 2015; Yucesoy-Ozkan & Gursel, 2011). Table 3 displays the number of theses and dissertations conducted in Turkey that have examined the effects of response-prompting strategies. These numbers are more meaningful considering that only six universities in Turkey provide master's degree programs (see Figure 1), and only three of these also provide doctoral programs in special education; thus, the number of graduate students in



Figure 2. Timeline of the collaboration.

Turkey is limited, with each program accepting between 5–10 students per year. In light of this, it can be argued that response-prompting strategies are one of the most frequently studied topics across different geographical areas in Turkey.

Another indicator of the contribution of our international collaboration is the number of publications on response-prompting strategies by faculty and students from Turkey. As seen in Tables 3 and 4, the most frequently

investigated topics have been variations of the simultaneous prompting and constant time delay procedures, also across different geographical areas in Turkey.

The same teaching and research efforts have continued with our colleagues in the US. It is common for professors across Turkey and the US to require their students to read research studies on systematic instruction from both countries, to cite these studies in their own lines of continuing research, and to work with students to develop and implement single subject research studies on response-prompting strategies that build on the published research from both countries. The impact that this has on teachers in the field across Turkey and the US cannot be measured, but the requirement to use evidence-based practices in classroom instruction guarantees that the application of research to practice is occurring.

Discussion of International Collaboration

As demonstrated in the opening section of this article, international collaboration in special education is evident in some of the research studies published in the sample of journals that we reviewed. Each time a study is

TABLE 3

The Number of Theses and Dissertations Conducted to Examine the Effects of Prompting Strategies in Turkey

<i>Prompting Strategies</i>	<i>Theses</i>	<i>Dissertations</i>	<i>Total</i>
Simultaneous prompting	25	4	29
Constant time delay	12	2	14
Most to least prompting	1	2	3
Least to most prompting	1	–	1
Graduated guidance	–	2	2
Antecedent prompt and testing	3	–	3
Grand total	42	10	52

TABLE 4

International Publications that Have Investigated the Effects of Prompting Strategies in Turkey

<i>Prompting Strategies</i>	<i>Number of Articles</i>	<i>Turkish City Where Study was Implemented</i>
Simultaneous prompting	16	Eskisehir (<i>n</i> = 14) Ankara (<i>n</i> = 2)
Constant time delay	10	Eskisehir (<i>n</i> = 9) Ankara (<i>n</i> = 1)
Most to least prompting	4	Eskisehir (<i>n</i> = 3), Istanbul (<i>n</i> = 1)
Antecedent prompt and test	2	Eskisehir (<i>n</i> = 2)
Graduated guidance	2	Eskisehir (<i>n</i> = 2)
Least to most prompting	2	Eskisehir (<i>n</i> = 2)

published in an internationally distributed peer-reviewed journal, the opportunity is present for practices to become evidence-based (i.e., be replicated across geographic locations by different researchers) and for research-to-practice to increase globally.

The sharing of our personal stories illustrates the impact that a single initial collaboration can have on the development of a single line of research and the subsequent impact that this can have on global special education practices. We, therefore, offer the following considerations for those who are considering establishing an international collaboration in research and practice.

International Perspective from the United States

The establishment of an international research collaboration can come about in several ways. If a doctoral program accepts international students, the research collaboration can begin during the student's tenure in the program. Even if a doctoral student does not apply for formal admission to a doctoral program in the US, it is possible to bring an international student to a university as a visiting international scholar to study a specific topic with researchers without enrollment in coursework. In the case of Dr. Tekin-Iftar, UK extended an invitation to her to work with faculty in the department as a visiting scholar. While at UK, she sat in on classes taught by the sponsoring researchers and observed faculty as they performed departmental responsibilities (e.g., clinical supervision) and conducted

research while receiving feedback on her own work and developing her own research agenda. One way to begin a collaboration is to network at research conferences attended by an international audience. This is how Dr. Tekin-Iftar made her first contact with faculty from UK. Sitting in on the presentations of international researchers can lead to further dialogue on research collaboration. Even if international researchers cannot meet face to face, they can follow each other's published work and establish a dialogue using direct technology (e.g., email, videoconferencing, web conferencing) or through an established virtual network (e.g., Researchgate).

In searching for a collaborative relationship with an IHE, scholars need to consider both the clinical and research needs of their countries. While experienced researchers should have this information and perspective, it is vital for younger researchers to pay attention to this. The roles and perspectives of the experienced advisors are important as they use their experiences to mentor a younger generation of beginning faculty. This point is validated in the case of Dr. Tekin-Iftar. The perspectives and support of her advisor (Dr. Gonul Kircaali-Iftar) enabled her to begin her initial collaboration, and she continues to mentor her own doctoral students in international collaboration. Therefore, we strongly suggest that younger researchers and graduate students discuss the option of international collaborative experiences with the experienced researchers who mentor them and get their thoughts and ideas on the benefits of

this type of experience. Their perspective might open a door to a productive future career and enable them to use financial resources available to them in a responsible way.

Department chairs often receive email requests from international students and faculty who want to come study (formally or informally) at an IHE in the US. Those who are successful most often spend time researching the vitae of faculty in a department to see if there is a match in research interests and make an effort to read articles and attend conferences where the researcher's work is disseminated. In addition, a well-written letter stating research goals and a curriculum vita that shows a research agenda help in establishing a possible collaboration. Still, the collaboration is most likely to develop through personal contact or through a personal network (e.g., personally known international scholar recommends a student or faculty member to a department).

Once the contact is made and the door of opportunity is opened, researchers must decide how to proceed. Informal short-term visits can be set up to meet and discuss possible research projects. For example, a student or faculty member from either country may locate short-term travel funding (e.g., university stipend, scholarship from research organization) to travel to a country for a mutually agreed time period to discuss and design research. In this case, it is up to the person traveling to make all arrangements and assume responsibility for the costs of visiting another country (e.g., passport, airline tickets, rental car, daily per diem for meals) although the host may be able to assist with accommodations.

If the collaboration is to be more formal in nature and occur over an extended time, there will be responsibilities for both parties. For example, bringing a visiting scholar to an IHE in the US may involve having the host complete paperwork for the IHE (e.g., letter of invitation, documentation that the visitor speaks English), locate office space, provide a computer with email and library access, secure signatures on documents to obtain a visa, and complete modules on international research through the Institutional Review Board. It is important to consult the IHE's international office as soon as a visit is discussed since the

host's responsibilities may take some time to complete. The visitor also has responsibilities that include securing a passport and visa and locating funding for the trip. While requirements for a face-to-face collaboration can be checked off a list, there are additional considerations that may include obtaining necessary documentation for anyone who will accompany the scholar, making plans for funds in the new country (e.g., credit card, cash, bank account), identifying a mode of transportation (e.g., public transportation, rental or purchased car using international driver's license), securing housing for the duration of the visit (e.g., extended stay hotel, furnished rental apartment, room in a home), and ensuring that medical needs are covered (e.g., health insurance policy). Finally, it is always wise to know the locations of the native country's embassy and to register with the international travel branch of the home country in the event of an international crisis that may threaten the safety of a traveler; information about safeguards can be accessed while securing a passport or visa.

It also is possible that collaborating researchers will want to bring students or colleagues with them. Formal options through the university should be investigated since going through these channels puts students under the protection of the university's liability insurance. Most students enroll in course credit under a traveling faculty member, which involves the payment of tuition in addition to other costs associated with the trip, including health/travel insurance. The researcher will want to provide a detailed agenda of the trip, including accommodations and a travel itinerary. If the travel is funded through the IHE, it may be possible to obtain a time-limited credit card through the university to pay for accommodations, meals, tours, and other associated expenses.

Last, both collaborating researchers need to pay attention to the sustainability of the collaboration they have created. Information obtained through research changes and evolves through the years; therefore, any collaboration should not be limited to one interaction. Instead, sustainability of the collaboration over the years involving a new generation of younger researchers should be planned. In our example, we are optimistic that our group

of younger researchers will provide impact data on evidence-based practices in our field and continue the relationships they have established.

Finally, it is important to note that speaking and writing in a second language for prestigious journals is always a barrier for non-English speaking researchers. Visiting scholars should consider developing their speaking and writing skills (not only for publication) prior to arriving in a new country. In respect to writing in a second language for prestigious journals, journal editors and reviewers need to consider the research quality of the manuscript and try to provide feedback about the use of language and grammar in the manuscript in a positive way. Journal editors may consider providing editing services to the greatest extent possible.

When reviewing the literature to find the research articles written through international collaboration, we only located a few articles in our journal sample. The possible reason for not having more articles can be due to the lack of the researchers' international experiences, finding sponsorship to make the collaboration possible, not having an international perspective, and the nature of educational/social science fields (e.g., national policies and legal regulations that differ across countries).

Conclusion

In spite of the upfront planning that must be completed prior to traveling abroad to collaborate on research, the outcomes well outweigh the cost and the work. International collaboration allows researchers to develop a line of research that continues for decades. It allows them to form a relationship that can involve current and future students. It allows the field to benefit from multiple lines of inquiry that validate and refine research results. In the field of special education especially, it allows global services to be improved and the lives of children with disabilities to be changed through the establishment and implementation of evidence-based practices.

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