***Journal of the Arts and Special Education (JASE)* Special Issue Call for Papers**
Guest Editors: Emily Gregori & Catharine Lory

Individuals with autism spectrum disorder (ASD) and intellectual and developmental disabilities (IDD) have historically been underrepresented in the arts (Americans for the Arts). For example, while 28% of adults in the United States have a disability, less than 7% of adults attending fine arts performances or visiting museum galleries have a disability (Americans for the Arts). Engagement in the arts, including music and performing, visual, literary, and digital/new media arts, allows for natural expression of the human condition and can facilitate improved well-being for individuals across the lifespan (Corbett, 2016; Groot et al., 2021; Hugh-Jones et al., 2025).

Despite the potential benefits of arts engagement, individuals with ASD and IDD continue to encounter barriers to accessing, participating in, and contributing to the arts as artists, creators, performers, and audience members. These barriers may reflect systemic inequities, inaccessible environments, limited opportunities, and practices that do not recognize or support diverse ways of communicating, creating, and participating.

The purpose of this special issue is to explore perspectives, conceptual models, and methods for increasing inclusion in the arts for individuals with ASD and IDD. We seek scholarship that advances access, participation, representation, and belonging in the arts and recognizes the agency, creativity, perspectives, and contributions of individuals with ASD and IDD across the lifespan.
We welcome manuscripts from a diverse range of perspectives and research methodologies. Topics of interest include, but are not limited to:

- **Conceptual and theoretical contributions:** Conceptual pieces discussing the inclusion of individuals with ASD/IDD in the arts and models or theoretical frameworks for improving the inclusion of this population in the arts across the lifespan.
- **Lived experiences and perspectives:** Qualitative studies exploring the perspectives and experiences of individuals with ASD/IDD and/or their caregivers (i.e., parents, teachers, related service providers) in the arts. We also welcome participatory and community-based research, including scholarship that positions individuals with ASD/IDD as research partners and co-creators of knowledge.

- **Interventions and educator preparation:** Quantitative studies (e.g., surveys, single-case experimental research, quasi-experimental studies) describing interventions to promote inclusion in the arts for individuals with ASD/IDD and/or training educators/staff/related service providers to promote engagement in the arts for individuals with ASD/IDD
- **Program evaluation and practice:** Program evaluation studies evaluating current programmatic practices in arts education (from early childhood to postsecondary) and practitioner articles translating research-based practices to teacher friendly language.
- **Community partnerships:** Process papers describing the development of programs or initiatives to increase access to the arts for individuals with ASD/IDD.
- **Creative contributions by artists with ASD/IDD:** We also invite artists with ASD/IDD to contribute to this special issue. We welcome submissions in the forms of poetry and visual arts centered on the lived experiences of individuals with ASD/IDD. **These creative contributions are valued as meaningful forms of expression and scholarship within this special issue.**

Submissions should adhere to the JASE author guidelines (https://docs.lib.purdue.edu/jase/) and be submitted by **February 15th, 2027**.

Please reach out to guest editors Emily Gregori (egregori@uic.edu) and Catharine Lory (catharine.lory@unlv.edu) should you have any questions about this call.