Green Journals

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Journal Information

Journal Title	Young Exceptional Children
Publisher	SAGE Publications Inc.
ISSN	1096-2506
E-ISSN	2154-400X
Database	SCOPUS
Domain	Health Sciences, Life Sciences, Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026			✓	
2025			✓	
2024			✓	
2023			✓	
2021/2022			✓	
2020			✓	
2019			✓	
2018				

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Beyond “Do You Have Any Questions?” Listening to Families to Transform Early Childhood Special Education Practices
2026-10-29
Authors: Andrea Laser
DOI: 10.1177/10962506261503251

Teaching Young Children With Autism to Purposefully Request Information During Play
2026-10-28
Authors: Hazim Aal Ismail
DOI: 10.1177/10962506261491383

Tiny Hands, Big Helpers: Harnessing Video Modeling for Preschool Cleanup Routines
2026-9-30
Authors: Amanda Leigh Duncan, Robert Pennington
DOI: 10.1177/10962506261485605

Creating Space for Joy: Disrupting the Deficit Model in Interactions With Families
2026-9-29
Authors: Ann M. Mickelson, Holly Dregne, Rebecca Hoffman et al.
DOI: 10.1177/10962506261485604

Bridging the Gap in Early Intervention Services With Newborns and Young Infants
2026-9-25
Authors: Sarah J. Sexton, Frances A. Davis
DOI: 10.1177/10962506261477139

Supporting Traveling Early Childhood Special Education Teachers: A Morale-Boosting Strategy for Administrators
2026-9-15
Authors: Jennifer Lee Furness, Sarah Kuser, Brandi Lee Binakonsky
DOI: 10.1177/10962506261477141

YEC Message From the Board
2026-9 Vol. 29 Issue 3 Pages 1-2
Authors: Jenna Weglarz-Ward, LaShorage Shaffer
DOI: 10.1177/10962506261477291

Transformation From Change and Transition
2026-5-21 Vol. 29 Issue 2 Pages 1-2
Authors: Victor “James” Young
DOI: 10.1177/10962506261447488

DEC at the Intersection: Autonomy, Inclusion, and the Power of Possibility
2026-5-5 Vol. 29 Issue 2 Pages 59-63
Authors: Jani Kozlowski
DOI: 10.1177/10962506261447490

Families as Advocates: Ensuring Child Care Access for Children With Disabilities
2026-4-10 Vol. 29 Issue 2 Pages 105-115
Authors: Courtney E. O’Grady, Meghan M. Burke, Alison Hooper et al.
DOI: 10.1177/10962506251396940