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Editorial

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EDITORIAL

Welcome to the ELECTRONIC JOURNAL OF INCLUSIVE EDUCATION.

As you can see this JOURNAL is a work in progress. We hope to have our first edition on-line by the end of March. The editorial staff is currently reviewing submissions and choosing what is to be included in the first edition.

New editions of the JOURNAL will be published quarterly, with timely articles and new perspectives concerning inclusive initiatives. It is our intent to provide a forum for articles concerning inclusive education and that many voices will be heard and diverse perspectives concerning inclusive education will be understood.

The JOURNAL defines inclusive education in the same spirit and with the same understanding as the Council of Exceptional Children (CEC) defines the principles of appropriate ethical behavior. These principles of ethical behavior are based on several assumptions that are stated in the preamble of the CEC Common Core of Knowledge and Skills essential for all beginning special education teachers (1996).

One assumption is that special education has within its heritage the perspectives of advocacy for persons with exceptionalities and of embracing individual differences. These differences include the traditional consideration of the nature and effect of exceptionalities. As the community of exceptional children, youth, and adults has become increasingly diverse, these perspectives have been broadened to include other characteristics that significantly influence their quality of life. To maintain their ability to successfully function as advocates for their multicultural clients, special educators must broaden their perspectives to ensure vigilant attention to the issues of diversity. . .

. . . to design effective interventions, special educators must understand the characteristics of their learners, including factors such as culture, language, gender, religion, and sexuality.

. . . Another assumption is that the sustained involvement of families and the larger community is fundamental to delivering high-quality educational services to individuals with exceptional learning needs.

This journal embraces the above ethical definitions with one caveat-- the above principles are appropriate for ALL educators, ALL children and ALL educational endeavors. Each child placed in the charge of public education represents a unique combination of learning characteristics and needs and therefore presents an opportunity to foster, celebrate, embrace, affirm and delight in the diversity inherent in this population.

In the coming months as this JOURNAL grows and develops its voice we will continue to define and enlarge the above perspective.

Patricia R. Renick, Ph. D.

Dr. Michael Williams thoughts on special education

SPECIAL EDUCATION IS EFFECTIVE EDUCATION

By Dr. Michael A. Williams

July 11, 1989

Effective education is the outcome of teaching/learning experiences having been specifically tailored, as far as practically possible, to the

abilities,

convenience,

disabilities,

goals, interests,

likes, and

needs of individual learners.

All learners are **different.**

Learning is always,

constant,

everywhere,

everything, and

now....

for everybody!

The **effectiveness** and **efficiency** of all teaching/learning experiences rest on these **truths.**

Effective learning produces effective education.

Effective learning is the product of teaching/learning experiences that have been **specially tailored**, as much as possible to each learner's **individual** and personal specifications.