

# Electronic Journal for Inclusive Education

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## Welcome

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WELCOME, to the third edition of the Electronic Journal of Inclusive Education. As you can see this is a work in progress. Articles are being revised and will go on-line when we receive them. So continue to stop in and read how the journal is taking shape.

In the mean time, please take a look at the article concerning creating laboratory access for students with disabilities (C.L.A.S.S.). This project has been chosen by the National Science Foundation as a model for teacher preparation and is an ongoing project here at Wright State University. One of the graduate students involved in the C.L.A.S.S project, Catherine Vance, submitted a poem for publication and it is included in this edition.

Matthew Sableski's article concerning augmentative communication is a search piece concerning the efficacy of augmentative communication.

With permission from Norman Kunc, we have reprinted an article of his concerning the inclusion of students with disabilities in regular education classroom. Mr. Kunc continues to be an outspoken advocate for inclusive practice for students with disabilities. His article is thought provoking. He continues to challenge us to think in new ways concerning the inclusion of children with special needs in regular education classrooms.

Dr. Ruth Schumacher has contributed an article, written with a colleague, that discusses the incident of abuse in daycare facilities. The editorial board felt this was such important information that it warranted a place in the journal despite the fact that it does not deal directly with inclusive education.

There are two new graduate student papers and we hope to have one more poem to finish this edition.

As we continue the conversation concerning inclusive practice it is important that all the voices be heard concerning this issue. It is our hope that the Electronic Journal of Inclusive Education will continue to be a voice in this discussion.

Patricia R. Renick, Ph. D.

Editor