

# Electronic Journal for Inclusive Education

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## Welcome

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*Welcome to The Electronic Journal for Inclusive Education*

*Read Articles , Submit Your Articles , Post you comments suggestions ...*

Welcome to the fifth edition of the **Electronic Journal of Inclusive Education**. With this edition the conversation concerning the inclusion of student with special needs in regular education classroom continues with a number of scholarly articles.

The edition begins with **Kathy Adam's** discussion of inclusive practice for students from urban and low socio-economic backgrounds. These students are often wounded in the high stakes results of poor proficiency test scores. Ms. Adams provides insight concerning inclusive decisions for these children.

**Dr. Mary Ellen Bargerhuff** provides a qualitative look at the necessity of strong leadership when implementing inclusive practice. Her research reveals the need for leadership that not only supports inclusive practice but also facilitates the practice through administrative efforts to support inclusive efforts.

**Dr. Rhonda Black** and **Ms. Beverly Salas** provide a much needed reminder concerning the history of programs for students with cognitive impairments. This article also reminds the reader of the importance of job skills and job training for students who must take their place as productive, independent members of society.

**Dr. Ronald Helms** provides special educators/intervention specialists with important information concerning the process of becoming a National board Certified Teacher (NBCT). He further discusses the importance of using the National Board for Professional Teaching Standards as a fair and adequate means of assessing the effectiveness of teaching students with special needs.

**Dr. Sharon Hollander** describes the use of memoirs and book discussion groups as a teaching strategy for pre-service teachers to reflect and build a value base concerning the needs of students with special needs. Her piece provides University professors with a unique teaching strategy for preparing pre-service teachers for inclusive practice.

**Dr. Terry Shepherd** and **Dr. Randell Brown** provide a new perspective concerning inclusion. Using the term preclusion they discuss the need for early intervention and supports for students prior to identification of learning needs thus avoiding a stigmatizing label. Their perspective provides a slightly different look at inclusive practice and highlights the need for continued creatively and compassionate reflections about the programs and interventions for students with special needs.

**Dr. Suzanne Tochterman** completes the research efforts for this edition with a scholarly inquiry into the professional development of student teachers in the field of Special Education. Her developmental stage theory helps to frame this experience and provides much needed research into this formative period for professional special educators.

This edition ends with a review of the text ***The Paraprofessional's Guide to the Inclusive Classroom: Working as a team***. 2nd edition by Mary Beth Doyle. This describes a process through which paraprofessionals may be prepared to work with students with special needs in public schools. This text frames the issues that surround using paraprofessionals and provides a format for in-servicing not only paraprofessionals but also professionals concerning the work and roles paraprofessionals may play in a classroom.

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