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Welcome

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Welcome to the Winter/Spring edition of The Electronic Journal for Inclusive Education. The journal continues to attract the voices of researchers from an international perspective. Within this edition we have research from around the globe as well as one article of exemplary graduate student work and a poem from a nurse finishing her training as a school nurse.

From the University of Hawaii Manoa, Dr. Drue E. Narkon and Rhonda Black address the question pre-service teachers' confidence in teaching reading to struggling readers kindergarten through third grade.

From the University of Zimbabwe, Dr. Crispin Dirwai investigates the need for different educational platforms through which the spread of the HIV/AIDS virus can be addressed. He discusses the need for educational measurement in behavioral change and reduced HIV prevalence rates in Zimbabwe.

From the Queensland University of Technology Dr. Sue Walker look at the social participation of young children with cognitive disabilities in early childhood programs. She focuses on six children in four preschool programs and their competences as they relate to typically developing children.

From the Xavier University in Cincinnati, Ohio, Dr. Kathleen Winterman researches the foundation of successful preschool to kindergarten transitions for students with disabilities. She addresses the procedures necessary to make this a fluid transition.

From the University of Thessaly, Greece Dr. Kokaridas Dimitrios and colleagues assess parental attitudes regarding the inclusion of children with disabilities in the Greek educational setting. Their research addresses parent and child variables concerning severity of disability and age of the children with disabilities that are included.

From Xavier University in Cincinnati Ohio, Dr. Kathleen Winterman and Dr. Victoria Zascavage address physical and verbal strategies used to facilitate the social inclusion of students with autism spectrum disorder. This study looks at the influence of peers on student motivation and desire to interact in an inclusive environment.

From Lynchburg College in Lynchburg, Virginia, Ms. April Scruggs investigates successful reading strategies for students with sever disabilities. She frames her study around recent legislation concerning the use of research-based instruction for students with disabilities.

Finally, Christine Glasgow provides us with a delightful poem concerning the needs of students with disabilities.

I hope you enjoy this edition of The Electronic Journal for Inclusive Education and it aids in the continued inclusion of students with special needs in general education classrooms.

Patricia R. Renick, Ph. D. Editor