

Electronic Journal for Inclusive Education

Volume 2
Number 8 *Electronic Journal for Inclusive
Education Vol. 2, No. 8 (Summer/Fall 2011)*

Article 1

Winter 2007

Welcome

Patricia R. Renick Ph.D.
Wright State University - Main Campus, patricia.renick@wright.edu

Follow this and additional works at: <https://corescholar.libraries.wright.edu/ejie>



Part of the [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Disability and Equity in Education Commons](#), [Special Education Administration Commons](#), and the [Special Education and Teaching Commons](#)

Repository Citation

Renick, P. R. (2011). Welcome, *Electronic Journal for Inclusive Education*, 2 (8).

This Editorial is brought to you for free and open access by CORE Scholar. It has been accepted for inclusion in *Electronic Journal for Inclusive Education* by an authorized editor of CORE Scholar. For more information, please contact library-corescholar@wright.edu.

Welcome to the Summer/Fall Edition, volume 2 edition 8, of The Electronic Journal for Inclusive Education. This edition continues the conversation concerning inclusive education, with an international voice.

- Polly Haselden begins this issue with research into the use of co-teaching and inclusive classrooms. The results of co-teaching are positive except with African-American students. She addresses the issue of accountability and proposes further study.
- Gyagenda Khamis follows with a study concerning the efforts for inclusive practice in developing nations. This study focuses on the interplay of theories of education and teacher change. He discusses the need for support from society in general for this approach to teaching students with special needs.
- Ida Malian addresses the issue of Para educators' perceptions of their role in inclusive classrooms. This is a national study of Para educators' perceptions. Positive perceptions of their role are presented with a plea for more collaboration and training for Para educators.
- Denise Ousely, Chris O'Brien, and Gloria D. Campbell-Whately address the issue of parents' role and perceptions in special education. They address the concerns of parents' of teenagers and teacher preparation through greater collaboration.
- Chiome Chrispen, Chadamoyo Patrick, and Mudyahoto Tapiwa study the impact of physical education for students with special needs. This is a qualitative study that reveals "the complete denigrations of students with special needs in physical education classrooms. The study reveals students are regulated to spectator position and pitied for their disabilities.
- Ashima Das and Ruth Kattumuri look deeply into the experiences and challenges students with disabilities face in private schools in Mumbai. The study addresses the issues of the development of self-concept in student with disabilities. The research ends with some recommendations for improving inclusion in India.