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Welcome

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Welcome to the Electronic Journal for Inclusive Education. The conversations concerning inclusion continue with research from international perspectives.

Dr. Virginia Heslinga, for Anna Maria College in Paxton Massachusetts begins the journal with an analysis of teachers coping skills. Using the metaphor of a starfish enables educators to build healthy inclusive school environments.

Drs. Kokaridas, Paslamouska, Patsiaouas, Karagiannidis, Margouritsa, and Efthimiou of the University of Thessaly, Greece provide insight into dynamic evaluation in adapted physical education. Their research discusses the issues surrounding adapted physical education services and planning in relationship to funding, training and equipment.

Dr. T. M. Makoelle of the University Johannesburg, South Africa continues looking into the issues of inclusive sports. This qualitative study reveals concerns about not enough provision being made to fully include athletes with disabilities.

Dr. Ge Chen of Sichuan Normal University analyses the development of identity among the deaf. Influential factors are analyzed through both quantitative and qualitative research methods.

Dr. Peter Clyde Martin of Ithaca College, New York looks into efforts to collaborate among professionals dealing with students who are second language learners. These students are not literate in either language and at great risk for school failure. Dr. Martin analyses the efforts made by teachers with collaborate concerning the needs of these students.

Dr. Agnes N. Toth University of West Hungary, Sopron Hungary describes the theory and practice of inclusive education in a Middle Eastern country long dominated by the Soviet Union. She describes the changes made to the educational system since the change in political regimes in Hungary.