

Electronic Journal for Inclusive Education

Volume 3
Number 3 *Electronic Journal for Inclusive
Education Vol. 3, No. 3 (Winter/Spring 2015)*

Article 1

2015

Welcome

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Repository Citation

Renick, P. R. (2015). Welcome, *Electronic Journal for Inclusive Education*, 3 (3).

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Welcome to the Winter Spring edition of The Electronic Journal for Inclusive Education.

This edition begins with an intriguing piece of research into the role of resilience in enabling learners to survive and grow in the learning endeavors in a special education classroom. Dr. Makoelle and Dr. Malindi of the University of Johannesburg have explored this area and produced an interesting look at the role of resilience in learning.

Ms Marsha C. Barnes and Dr. Trudi Gaines of the University of West Florida have investigated the attitudes about inclusion and the lowering of stress levels in teachers with more years of experience. The article stresses the need for providing pre-service and ongoing training to teachers at the lower grade levels.

Dr. Thomas D. Knestrict of Xavier University in Cincinnati, Ohio deconstructs the traditional model of applied behavioral analysis in classrooms for students with special needs. He supports the use of various Montessori methods of addressing authentic behavioral change and the development of student autonomy.

Drs. Elias Kourkoutas and Dr. Elena Vitalaki of the University of Crete and Dr. Agnes N. Toth of West-Hungary University explore the “inclusive paradigm” within the context of schools and schooling in Greece and Hungary. The article further explores this paradigm in a mainstream school system, based on teachers’ needs and the challenges inclusion presents to educators.

Drs. Patricia S. Arter and Francis J. DeMatteo of Marywood University in Scranton Pennsylvania take a hard look at the employability and continued employment of young adults with Autism Spectrum Disorder. This work reveals a greater need for a resource-based transition model to better utilize employment for these students.

Courtney A. Tsumoto and Rhonda S. Black of the University of Hawai’i at Manoa analyze the portrayals of students with autism spectrum disorders in young adult literature. Their efforts describe characterization, plot and theme in this literature and reveal an interesting characterization of students with disabilities.