

INTRODUCTION TO LAW & DISORDER

It was Sunday, almost Monday but sleep failed me. My eyes burned. I'd return Independent Projects in the morning. What could I do? Unaware of the time of night, the answer to my question struck me. A journal, I concluded. I'll start an undergraduate journal to feature my students' Independent Projects. "I'm crazy," I thought in my sleep deprivation state of mind. "Sleep, it's late," I thought. And then, my eyes opened again ... Law & Disorder...that's it.

ORIGINS OF LAW & DISORDER

It was difficult to contain myself through lecture, but finally discussion ended. "I scored your papers over the weekend. I'm pleased. In fact, they were spectacular. I could hardly sleep last night thinking about what I could do with your work. Then it dawned on me. I am starting a journal to feature undergraduate work. If you're interested, come to my office tonight." Kara and Alison approached me immediately after class. Kara said she had been involved with her high school's newspaper. Ali's enthusiasm was reassuring, we were all excited. "Great, I'll see you tonight. We'll see who else shows up." At 7 that evening, Jason arrived and immediately behind him, Jaclyn, the last person I expected to see, turned the hallway corner and confirmed that it was the journal meeting.

We began our meeting with details about my weekend thoughts and inability to sleep thinking about the possibilities of what to do with the papers. I confessed to them that I had been similarly impressed by the work of students in prior semes-

ters and frustrated because few of them picked them up at the end of the semester. I talked, their interest grew and they shared ideas and offered suggestions. By the end of the meeting, the Law & Disorder Executive Board was formed. It was that simple, that quick.

INTREPID PIONEERS

Kara Fuda, Alison Beir, Jason Doddridge, and Jaclyn Reinking took my crazy idea and fearlessly made it made it a reality. Megan Barkley, Alison Boehning, Kathryn Ulin, and Lauren Smith have made significant additions since they individually joined our journal. Each of these undergraduates inspires me uniquely; collectively they represent students who give meaning to my teaching. Together, our work with our undergraduate authors over the past year has taken us to uncharted territories, but the journey to the inaugural issue of Law & Disorder has been exhilarating nonetheless. In the sections that follow, we proudly introduce to you, our reader, the first set of articles for the first issue of Law & Disorder a journal featuring undergraduate work on the topic of special education and the laws governing the education and treatment of students with disabilities.

The first four articles discuss the No Child Left Behind Act, the most controversial and recent reauthorization of the Elementary and Secondary Education Act in the history of education policy. Barkley and Gensler provide an overview of the 2001 reauthorization of the NCLB focusing on the positive aspects of the law, both authors applaud the potential impact of the

law on the academic expectations teachers might have for students with disabilities. Considering the negative aspects of the NCLB, Gensler asserts that standardized tests alone are insufficient as a measure of student success. Similarly cautious, Barkley contends that teachers are already expected to perform too many educational tasks and persuasively argues that available resources to achieve the goals of the NCLB are limited. In a more critical and emotionally-charged tone, Jara warns against the NCLB, posing her concern that the mandate will be detrimental to students with disabilities because it fails to consider their individual needs. Doddridge, like Jara, points to flaws in the law and provides a poignantly measured argument against the NCLB, giving a specific example of the negative impact the NCLB is likely to have on students with autism.

In the next three articles, Refice, Reinking and Beier, shift their view from current issues of educational law to longer-standing concerns that continue to vex the field of special education. Refice provides a thoughtful definition of inclusion by presenting full inclusion to partial inclusion – a placement continuum often elusive to seasoned educators. Reinking places students with Asperger's syndrome in the context of inclusion and unabashedly holds that unless teachers implement effective evidence-based strategies, these students are treated as social outcasts by their peers. Beier discusses the inclusion and exclusion (the outcome of denying someone with a disability access to special education services) of students limited in English proficiency in special education

boldly. She is undisturbed by the complexity of the problem of over and under representation of students with English language limitations in special education and unapologetic for failing to arrive at the solution to this vexing long-standing educational and cultural dilemma.

The articles by Gerling, Salmon, Roper, and Boehning take on three different issues of high significance to teachers of students with disabilities. Gerling notes the increases of attention deficit hyperactivity disorder (ADHD), discusses treatment options, and offers a combined treatment which includes both pharmacology and behavioral therapy as the most effective intervention for students with this disorder. Expressing similar concern for an increasing number of students with emotional and behavioral disorders, Salmon offers practical recommendations to teachers of these students. In a highly positive note, Roper points to the increase of assistive technology and reminds educators that regardless of the type of disorder, special education law requires schools to consider the use of technology to address the individual needs of students with disabilities. In the most provocative article in this issue, Boehning exposes the truth about our nation's teenage sexual behavior in general and the shortcomings about most sex education curriculum for all students and pays particular attention to the increased risk of students with emotional and behavioral disorders. Boehning closes the first issue of *Law & Disorder* offering suggestions for improving the sex education curriculum for students with disabilities.

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