Editorial

Volume II, Issue I of Social Advocacy and Systems Change (SASC) takes a great leap forward in support, dissemination, and definition. Colleen Zappia, a graduate student in Teaching Students with Disabilities at the State University of New York (SUNY) Cortland, has joined us as our Editorial Assistant. Caroline Kaltefleiter of SUNY Cortland, Acey Charisma of the Ohio State University, and Peter McLaren of the University of California-Los Angeles have joined our Review Board.

We have five new Associate Editors: Anthony J. Nocella II, SUNY Cortland; Lynn Olcott, Cayuga Correctional Facility; Robin M. Smith, SUNY New Paltz; David Gabbard, East Carolina University; and Jose Palafox, AK Press. You can learn more about them at the following link: [Meet the New Associate Editors].

As this issue goes to publication, SASC is in the process of being indexed in EBSCO Host, as well as several other research databases, as a peer-reviewed, social justice journal. Here is our refined Mission Statement:

*Social Advocacy and Systems Change (SASC) is a web-based, interdisciplinary social justice journal. SASC is dedicated to publishing the voices of oppressed and marginalized groups and individuals. Contributions challenge and transform unjust systems.*

This issue also marks the publication and archiving of “Poetry Behind the Walls,” a collaborative project between Save the Kids, Le Moyne College’s Center for Urban and Regional Applied Research, SUNY Cortland’s Criminology Department, Social Advocacy and Systems Change, and Hillbrook Youth Detention Center. The goal of PBW is to provide space for youth to express themselves in a non-violent manner, encouraging and supporting peaceful Voice through publication.

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I am honored by the quality of submissions from our authors, the insight of our book reviewers, and the support of our Review Board, our Editorial Board Members, and our new associates.

I would like to single out one of our newest authors for specific recognition. Carly O’Connell is an eleven-year-old educational advocate who uses facilitated communication. I’m delighted to publish her insights on teachers, teaching and learning in this issue; and I look forward to more of her excellent work.

Judy K. C. Bentley

Judy K. C. Bentley holds a Bachelor of Social Science degree from Southern Methodist University, a Master’s degree in Special Education/Reading Education from Southwest Texas State University, and a Doctoral degree in Education/School Improvement from Texas State University. Her research interests include Symbolic Inclusion, children labeled with “severe/multiple disabilities” as architects of systemic, inclusive education reform, and maximizing the success of students with disabilities in postsecondary education.