Green Journals

International Approved Journals

Journal Information

Journal Title	Australasian Journal of Special and Inclusive Education
Publisher	Cambridge University Press
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E-ISSN	2515-074X
Database	SCOPUS
Domain	Health Sciences, Life Sciences, Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026			✓	
2025			✓	
2024			✓	
2023				
2021/2022				
2020				
2019				
2018				

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Out-of-Field Teaching and Special/Inclusive Education Positions in Australian Schools
2026-9-29 Pages 1-11
Authors: Jennifer Stephenson, Coral Kemp
DOI: 10.1017/jsi.2026.10017

Actions Speak Louder Than Words: Subjective Norms and Teachers' Intentions to Practise Inclusive Education
2026-8-25 Vol. 50 Issue 2 Pages 77-91
Authors: Tong Lin, Jahirul Mullick, Midya Yousefi
DOI: 10.1017/jsi.2026.10016

Social and Emotional Wellbeing for Females With Autism at School: A Qualitative Analysis
2026-7-10 Vol. 50 Issue 2 Pages 119-134
Authors: Belinda Claire Jarman, Kim Beswick
DOI: 10.1017/jsi.2026.10014

From Policy to Practice: Applying the Kokonas Research Methodology to Vanuatu's Inclusive Education and Training Policy
2026-7-7 Pages 1-17
Authors: Angelinah Eldads Vira
DOI: 10.1017/jsi.2026.10015

Bibliotherapy as a Tool to Meet the Social and Emotional Needs of Twice-Exceptional Students: A Guide for Teachers
2026-3-27 Vol. 50 Issue 2 Pages 135-147
Authors: Sarah Joy Fleming, Geraldine Townend, Therese M. Cumming
DOI: 10.1017/jsi.2026.10013

Optimising Time for Schoolwide Improvement: Developing a Time-Use Study Process for MTSS Leadership Teams
2026-2-19 Vol. 50 Issue 1 Pages 63-76
Authors: Hank S. Bohanon, Eleanor Charlton, Alejandra Vazquez et al.
DOI: 10.1017/jsi.2026.10012

A Qualitative Study of Neurodivergent-Affirming Approaches in an Alternative Educational Setting in South Australia
2026-2-2 Vol. 50 Issue 2 Pages 108-118
Authors: Dom Caesar, Damien W. Riggs, Shoshana Rosenberg et al.
DOI: 10.1017/jsi.2026.10011

Reward and Consequence Strategies in ADHD Support: A Discrete Choice Model Analysis of Primary Teachers' Preferences and Practices
2025-10-14 Vol. 50 Issue 2 Pages 92-107
Authors: Panagiotis Karkanidis, Michalis Linardakis, Maria Kypriotaki et al.
DOI: 10.1017/jsi.2025.10010

General Education Teachers' Perceptions of Their Attitudes Towards Adopting Evidence-Based Practices and Its Relations With Individual and Contextual Factors
2025-10-14 Vol. 50 Issue 1 Pages 18-34
Authors: Hari Jang
DOI: 10.1017/jsi.2025.10008

What Listening to Autistic Secondary Students Tells Us About Their Experience of School and the Change They Want to See
2025-10-13 Vol. 50 Issue 1 Pages 48-62
Authors: Clare Kermond, Alison Lane, Anne Southall
DOI: 10.1017/jsi.2025.10009