

Introduction

Dear readers,

you have the opportunity to read the twentieth issue of Journal of Exceptional People (JEP) which has just now been celebrating ten years of its existence in both written and on-line form. During that time, JEP has become a respected and appreciated journal which has gained the recognition and respect of both non-professional and professional public and has become part of many indices of academic journals on social sciences and humanities. During that decade, JEP had the honour of gaining indices of ERIH Plus, Ulrichs Web, Index Copernicus International, Bibliographia Medica Čechoslovaca, Central and Eastern online Library, Open Academic Journal Index and List of Impact peer-reviewed journals. Consequently, JEP has gained its place among highly respected similarly oriented journals which focus on the area of “exceptional people” within a special educational semantic context, that is to say, on our fellow citizens with above-standard social needs stemming from their disabilities.

Journal of Exceptional People was established in 2012 as a product of the Department of Special Education and was designed as a platform for both non-professional and professional public. An editorial staff and a general scientific council comprised of ten world's universities cooperate to prepare and edit thematically target-oriented contributions that are thoroughly reviewed and subsequently published. JEP brings scientifically oriented articles giving not only the details of research realised but also summarizing studies dealing with detailed analyses of selected special educational areas. Every issue is regularly concluded also with book reviews.

During the last decade, JEP gained contributions from all seven continents, with the exception of Antarctica. It is not surprising that most of them came from Europe, followed by Asia with a relatively high number of Chinese contributions and Africa on the third place with contributions coming exclusively from Nigeria.

Our editorial staff highly appreciate also articles on the professional special pedagogy which we gained from relatively unknown and distant places (not only from a geographical point of view but also in terms of special pedagogical one). Among such contributions, our readers surely found interesting the article from Lithuania, however the articles from Indonesia, Ukraine, Brazil, Kazakhstan, Japan, India or Kenya were also highly interesting.

Taking into consideration the vertical classification of sources of the contributions in terms of contributors' workplaces, we can state that also here we noticed a wide spectrum of various institutions, schools and educational establishments. During the decade under review, our editorial staff received articles not only from elementary school teachers, secondary school teachers and university teachers but also from workers of special education centres, counselling offices or healthcare establishments. One of the Nigerian contributions was even sent from Nigerian Ministry of Education.

Also in this issue, we continue with publishing variously oriented professional articles dealing with inclusion, specific learning disabilities, therapies and other topics that will surely be appreciated by perceptive readers and that have the inspiring potential for their own special educational work.

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