Preface

Teachers and students are sometimes caught up in the special education paradigm, with a San Andreas Fault separating effective research practices from classroom implementation. I hope this book facilitates learning for students with and without disabilities by jump-starting teachers with research-based strategies for inclusive classrooms. As you proceed through the chapters and activities, please note that I often italicize the base word *abilities* in the word dis*abilities* to highlight that it is not about what students *cannot* do; instead, the focus in inclusive classrooms must be on students' strengths—what they *can* do. Educators owe students the opportunity to achieve their maximum potential. This need not be a complicated process if professionals are trained and equipped with the right tools that focus on students' abilities. Step-by-step practices are explained in each chapter, with guided student and teacher activities for internalizing strategies. This text explains what research says about the inclusion of children as well as inclusive content, focusing on the achievement of productive student outcomes in diverse classrooms. Knowledge is retained by *doing,* so the words in this text leap off their pages with activities for inclusive classrooms, as shown below. A goal of this book is to help you tackle your list of inclusionary concerns.

PRIOR INCLUSION CONFUSION

Historical Sample of Inclusionary Concerns	My List of Inclusionary Concerns
1. What's inclusion?	
2. I won't do inclusion.	
3. I don't know how to do inclusion.	
4. Who's included?	
5. Can I have training for inclusion?	
6. I need more planning time.	
7. It's not working.	
8. More direct skill instruction is needed.	
9. What's differentiated instruction?	
10. When do I retire?	

Available for download at **www.corwin.com/inclusionstrategies**

The first chapter begins by establishing the reason for inclusion. Research and legal considerations are detailed and examined with text and cooperative assignments to help readers understand more about the impact of the Individuals with Disabilities Education Act (IDEA) amendments and response to interventions (RTI) entering classrooms. The impact on the classroom made by the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the Common Core State Standards (CCSS) is also investigated. The second chapter explains some of the special terminology along with the negative effects that labeling has on students with and without disabilities. Experiential simulations and resources for more dis*ability* awareness are included. The third chapter delineates how knowledge of special education strategies benefits students with and without exceptionalities. Expansive interactive strategies and techniques ask the reader to process strategic concepts through varied activities.

The text moves on to discuss the individualized education program (IEP), demystifying the document with practical guidelines that include basic IEP elements and ways for teachers to provide and document goals with classroom modifications that accommodate and honor individual needs. The text also addresses social issues as an integral part of the curriculum, including ways for teachers to improve student behavior. Emotional intelligences, self-advocacy, functional behavioral assessments, and interpersonal reflections are all major components of successful inclusive classrooms, as shown with academic and social connections.

None of these inclusive principles would work without teachers co-planning structured lessons with clear-cut objectives, universal design for learning (UDL), differentiated instruction (DI) principles, and thinking about assessments through understanding by design (UbD). Sample collaborative classroom dilemmas are examined. The chapter on co-teaching tries to blur the lines between special and general education teachers to merge their sometimes separate worlds. The longest chapter in the book, Chapter 7, is about using the three Rs of reading, 'riting, and 'rithmetic, with an abundance of student templates that focus on teaching the basics. Content areas of physical education, art, music, science, and social studies complement this chapter, along with thematic interdisciplinary lessons. Learning more about study skills is next, along with retention, comprehension, and accountability issues with assessments. Teachers can reflectively examine classroom scenarios, questioning whether *fair* translates to *equal* and how effort, progress, and achievement factor into the grading and overall assessment process.

Chapter 10 focuses on how parents and families need to be part of the inclusive team, communicating and working together with teachers. Parents, families, and guardians are teachers' allies who should be valued as members of the school planning team. Establishing an ongoing system of home–school communication benefits all.

The technology chapter includes sample classroom activities and resources that teachers and students can use to maximize inclusive performance. Examples include how technology assists students with varying disabilities in leading more productive lives and how technology does not replace but augments curriculum topics.

The last chapter of the book reiterates the benefits of revisiting concepts to ground learning in memory. Reflections direct educators to plan lessons with clear-cut objectives in which they teach, move on, and then review. Reviewing is not taking a step backward but cementing or concretizing student learning. Educational mirrors benefit all!

At the end of the book, readers are given descriptive, clear, and informative dis*ability* tables that delineate possible causes, characteristics, and educational strategies that work with many disabilities, from attention deficit hyperactivity disorder to autism spectrum, physical disabilities, emotional disorders, and more, with the changes from DSM-5 offered. A compilation of acronyms is given for quick reference. There are also many organizations and references offered in the bibliography to seek out for further investigation.

This third edition of *Inclusion Strategies That Work! Research-Based Methods for the Classroom* offers updated research-based practices and connects them to inclusive classrooms to reflect ongoing changes in the special education (SE) and general education (GE) fields with a greater thrust toward high student outcomes in a digitally connected world. Hence, it includes access to many interactive documents for instruction, documentation, assessment, and professional practice. It is no ordinary book that is intended to collect dust on your shelf. It is a book whose binding will be well worn, since it is meant to be used and reused. Existing materials touch upon many of these topics, but this compilation of materials houses not only the characteristics and dynamics of dis*abilities,* but also vital and feasible strategies and good practices that teachers of all students can use in their classrooms. The text pragmatically explains how research meshes with inclusion when prepared teachers are at the helm.