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Autore	Carter Mark
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Altri autori (Persone)	WebsterAmanda StephensonJennifer MorrisTalia M
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Sommario/riassunto	This book reports a systematic synthesis of research on teachers' use of adjustments to support students with special educational needs who are currently in their mainstream classrooms. It presents a comprehensive analysis and synthesis of both quantitative and qualitative data, including studies involving observation, artefact examination, interviews, and surveys. It offers a holistic understanding of the current practices used by teachers to fulfil the intent of international inclusive education policy, and support the inclusion of students with a range of needs within the context of mainstream

classrooms and programmes. This book also offers a range of recommendations for improving practice. .
