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Nota di contenuto	Preparing teachers for inclusive education / Diana Rogers-Adkinson, Daryl Fridley -- The role of the general educator in the inclusion classroom / Celia E. Johnson -- The role of the special educator in the inclusive classroom / John Travis Spoede, Jr., Charlotte Fontenot, Cynthia Simpson -- Principal leadership for effective inclusive schools / James McLeskey, Bonnie Billingsley, Nancy L. Waldron -- Family engagement within inclusive settings / Bridgie A. Ford, Shernavaz Vakil, Rachel J. Boit -- The role of the community in inclusive education / Terese C. Aceves -- Meeting student needs in an inclusive environment: waiting for the change / Bob Algozzine, Kelly Anderson, Cynthia Baughan -- Academics and the curriculum in inclusive classrooms: an example of historical thinking / Margaret P. Weiss, Anthony Pellegrino -- Inclusive education moving forward / James M. Kauffman, Dimitris Anastasiou, Jeanmarie Badar, Jason C. Travers, Andrew L. Wiley -- Inclusion in general and special education in an age

of change: concluding thoughts / Jeffrey P. Bakken, Festus E. Obiakor.

Sommario/riassunto

This volume addresses general and special education inclusion and how the education field has changed over time. The topic of inclusion has transformed over the years from when it was first introduced and as a result of legislation, new trends, and current research investigations. In addition, this topic can be somewhat controversial depending on the disability the child might have or those professionals involved in the process of instructing individuals with disabilities. Currently, there is no comprehensive resource that effectively covers these advances with the breadth of topics as this volume. This volume will address the most current perspectives and issues related to general and special education inclusion and will be written by leaders in the field with particular expertise in this area. This volume will be an excellent resource for special educators, administrators, mental health clinicians, school counsellors, and psychologists. The layout of the volume will allow readers to follow general and special education inclusion in a very logical and thoughtful process from students with high incidence disabilities to those with low incidence disabilities.
