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Titolo	Teaching Inclusive Education through Life Story Inquiry // by Margo Horne-Shuttleworth, Monique Somma, Kathy Ann Wlodarczyk
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Descrizione fisica	1 online resource (229 pages)
Disciplina	371.9046
Soggetti	Inclusive education People with disabilities - Education Social justice Teachers - Training of Holistic education Special education Inclusive Education Education and Disability Social Justice Teaching and Teacher Education Holistic Education Special and Gifted Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Part I Foundations -- 1. Introduction: The Importance of Life Stories and This Book -- 2. Inclusive Education as a Concept, Construct, and Practice -- 3. Intersectionality, Diversity, Identity, and Disability -- 4. Mental Health, Student Identity, and the Inclusive Classroom -- Part II Life Stories -- 5. PAS Framework for Inclusion to Guide Life Stories -- 6. Annette's Story -- 7. MJ's Story -- 8. Kaitlyn's Story -- 9. Darren's Story -- 10. Jack's Story -- 11. Art's Story -- 12. Wes's Story -- Part III Concluding Thoughts and Implications -- 13. Concluding Thoughts and Implications.
Sommario/riassunto	This practical textbook is designed as core reading for pre-service and

in-service teachers and mental health practitioners in upper level Education and Psychology programs. Key concepts addressed in this case study collection include Inclusive Education as an overarching framework through the lens of Critical Disability Studies, Intersectionality and Mental Health. It portrays the first-hand accounts and lived experiences of individuals with disabilities to further understand the impact students' classroom experiences have beyond their early school years. These accounts along with commentaries from education and health professionals inform evidence-based recommendations for educators and practitioners on prevention and intervention practices for school age children with disabilities. Readers will be prompted to consider their experiences and perspectives through chapter specific discussion-based and reflective questions that are designed to incorporate key concepts addressed throughout the text. .
