Creating an inclusive classroom means understanding federal legislation as well as national and state standards, but the practical, up-to-date and streamlined seventh edition of *Creating Inclusive Classrooms: Effective and Reflective Practices* recognizes that it means more than that...

It means being reflective about your own teaching so you can better differentiate instruction for all of your students.

It means collaborating with educators and families to create the most successful educational experience for all of your students.

It means using current research related to effective practices in curriculum, instruction, technology, and assessment to foster the learning of all your students.

More than anything, it means taking into account the strengths and challenges of each student in today’s diverse classroom and implementing practical strategies that address learning ability as well as issues of gender, race, ethnicity, language, socioeconomic status, religion, sexual orientation, and family structure.

This text goes beyond the typical inclusion text, translating current theory and research into practices you can use by illustrating the principles of effective inclusion through classroom scenarios, numerous examples, online video clips, new figures, and successful strategies.

**New, Updated, and Expanded**

In this seventh edition you'll find many new teaching strategies, several new boxed features, and the new margin note *Making Connections*, which makes it easier to see connections in content across chapters. You'll also find new, updated, and expanded coverage of:

- Response to Intervention (RtI)
- universal design for learning (UDL)
- autism spectrum disorders and students with intellectual disabilities
- co-teaching arrangements
- instructional and assistive technologies
- differentiating instruction across the curriculum
- positive behavioral supports
- student diversity and motivation
- fostering students’ literacy, mathematics, and science learning
- research-based teaching, behavior management, and assessment strategies
- creating accessible teacher-made tests
- teaching, testing, and grading accommodations
- building social relationships among students and positive relationship with students
- implementing IEPs in inclusive classrooms.
- Many new strategies
- New Making Connections notes make it easier to see connections in content across chapters

**A Principled Philosophy**

Improving education for *all learners*, effective inclusion places students together in general education classrooms regardless of their learning ability, race, linguistic ability, economic status, gender, learning style, ethnicity, cultural and religious background, family structure, and sexual orientation. This is an important principle to understand and implement, which is why it’s returned to throughout chapters in foundational chapter content as well as in the text's many special features.
These four principles of effective inclusion provide a framework for this book:

- all learners and equal access
- individual strengths and challenges and diversity
- reflective practices and differentiated instruction
- and community and collaboration

Each of these principles for inclusive practice is integrated into each chapter of the book, demonstrating that inclusion is not just a government mandate but a principled philosophy of reflective, effective teaching for individualizing the educational system for all students.

**NEW TO THE 7th EDITION**  
UDL and You

A universal design for learning requires flexibility in materials and strategies so they can be used to promote learning for all students. This new chapter feature throughout the text guides you in understanding and implementing the principles of universal design to help all learners access the general education curriculum and succeed in inclusive classrooms.

**Using Technology to Promote Inclusion**

These features in each chapter present ideas, strategies, and resources for using the latest assistive technology to help your students succeed in inclusive classrooms. Topics include:

- fostering inclusion and independence
- conducting an individualized technology assessment
- bridging the digital divide
- creating and implementing a homework website
- making mathematics, science, and social studies instruction accessible to all students
- fostering acceptance and friendships
- supporting successful transitions
- supporting student learning and behavior
- preparing readable and legible materials
- making large- and small--group instruction accessible to all students
- making literacy instruction accessible to all students
- making mathematics, science, and social studies instruction accessible to all students
- using technology-based testing
Effective inclusion involves sensitivity to and acceptance of individual strengths and challenges as well as other types of student diversity. To emphasize this second principle of the framework for inclusive education, throughout the text and in important special features in every chapter you’ll find clear information on developing this sensitivity and acceptance and using it to inform teaching that benefits all students.

Two Complete Chapters
While this principle is discussed as appropriate throughout the text, two chapters look specifically at the individual strengths and challenges and diversity of students in inclusive classrooms, providing comprehensive guidance for understanding, appreciating, and educating all students.

- **Chapter 2: Understanding the Diverse Educational Strengths and Challenges of Students with Disabilities** looks closely at the special education identification process, IEPs, and the particular strengths and challenges facing students with high-incidence disabilities, low-incidence disabilities, and those students who are gifted and talented.
- **Chapter 3: Understanding the Diverse Educational Strengths and Challenges of Students Who Challenge Schools** examines recent economic and demographic shifts that affect students and schools, focuses attention on discrimination, family and societal changes, and the specific strengths and challenges associated with cultural and language differences.

IDEAs to Implement Inclusion
These features in every chapter offer practical examples of the application of effective techniques in the book that help you create inclusive classrooms that meet the challenges of the IDEA 2004. Features provide implementation ideas on topics as varied as motivation, gender equality, friendship skills, and self-esteem; content-specific techniques for teaching spelling, and word problem; ideas on facilitating friendships, promoting math and science education; adapting independent assignments, teaching organizational skills, and helping students with oppositional and defiant behaviors, students with ADD, students with expressive language disorders, students with cerebral palsy, and students with TS, and English language learners succeed.

**UPDATED AND RECONSIDERED** What Would You Do in Today’s Diverse Classroom?
These features near the end of every chapter provide descriptions of classroom situations followed by a set of reflective questions. You’ll have the opportunity to consider case-by-case situations and determine how you would handle each situation yourself in your inclusive classroom.

New elements in these features integrate interactive online learning experiences from MyEducationLab to take you online to see inclusive classrooms, then ask you to apply what you’ve learned in the chapter to individual classroom situations. You’ll meet students like Bridget, x, x, and x, learn about their individual strengths and challenges, and find
out what inclusive education means for them through authentic and interactive video activities linked to each chapter’s feature.

{INSERT IMAGE OF DIVERSE CLASSROOM FEATURE HERE – or next to paragraph}

**Authentic Classroom Scenes**
Throughout the text, classroom-based examples and case studies, as well as chapter opening classroom vignettes, provide examples of teachers implementing effective inclusive educational practices in their classrooms. These regular snapshots of real classrooms show you how to develop and use a sensitivity to and acceptance of individual strengths and challenges as well as other types of student diversity to inform successful inclusive classroom practice.

**[ HEADER Reflective practices and differentiated instruction] {p. 4}**
To accommodate individual challenges and provide *all students* with meaningful access to and progress in the general education curriculum, effective inclusion requires reflective educators who examine their attitudes and differentiate their assessment, teaching, and classroom management practices. This book provides scaffolds throughout its pages to help you become the kind of reflective practitioner who differentiates instruction to benefit *all students*.

**Four chapters on differentiated instruction** in Part III: *Differentiating Instruction for All Students* provide you with more details and examples on this important subject than any other text in the market.

- Chapter 8: Differentiating Instruction for Diverse Learners
- Chapter 9: Differentiating Large- and Small-Group Instruction
- Chapter 10: Differentiating Reading, Writing, and Spelling Instruction
- Chapter 11: Differentiating Mathematics Science, and Social Studies Instruction

**Reflection on Professional Practice**
These features in each chapter look back at the actions of the teacher in the chapter’s opening vignette, examining her or his decision making and asking you to reflect on the teacher’s actions and their affect on the inclusive classroom.

{INSERT REFLECTION ON PROFESSIONAL PRACTICE HERE or next to paragraph}

**Reflective margin notes**
Peppered throughout chapters, these notes pose questions that ask you to reflect on your personal experiences related to the material in the book.

**A Guide to Action**
This feature in all chapters guides you in creating a plan of action to enhance the effectiveness and your inclusive practices. Topics include:

- Examining disproportionate representation
- Implementing a pre-referral system
- Fostering equity in the classroom
- Enhancing meetings with families
- Selecting books, materials, and web-based information about individual differences
- Promoting students’ self-determination
- Creating rules
- Creating readable and legible materials
Enhancing oral presentations
Creating a balanced and literacy-rich learning environment
Selecting textbooks and other text-based materials
Evaluating teacher-made tests

{NSERT GUIDE TO ACTION HERE – or next to bulleted list}

Standards Integration in every chapter summary demonstrates where chapter content aligns with CEC professional standards, helping you make the connections between what you’re reading about differentiation and what will be expected of you as an inclusive classroom teacher.

MyEducationLab (insert logo)
Look for MyEducationLab notes directing you to IRIS, comprehensive online modules offering case studies, videos, and questions that lead you to a fuller understanding of reflective practice and differentiated instruction.

Community and collaboration {NOTE: Needs to resemble header, but mid-page}
Effective inclusion is a group effort. It involves establishing a community based on collaboration among educators, other professionals, students, families, and community agencies. Throughout the text you’ll find background information and specific guidance to help you establish a collaborative community to help all students succeed.

A Full Chapter
• Chapter 4: Creating Collaborative Relationships and Fostering Communication covers the creation and members of a comprehensive planning team, looks at the ways team members can work collaboratively, and discusses opportunities to communicate and collaborate with families.

Integrated Coverage
• MyEducationLab notes take you to IRIS modules and sources of video that help you evaluate and analyze collaborate classroom situations.
• Features throughout the chapters, including chapter opening classroom vignettes, Reflecting on Professional Practices and A Guide to Action often focus on issues of collaboration and community.

{HEADER: Supplementary materials} p. 5

MyEducationLab
[INSERT MEL LOGO HERE]

The power of classroom practice.

“Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help
new teachers and teacher educators develop a shared understanding and common language about teaching. . . .

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students’ and teachers’ work—is an important and perhaps even an essential, part of training teachers for the complexities of teaching in today’s classrooms. For this reason, we have created a valuable, time-saving website – MyEducationLab – that provides the context of real classrooms and artifacts that research on teacher education tells us is so important. The authentic in-class video footage, interactive skill-building exercises and other resources available on MyEducationLab offers a uniquely valuable teacher education tool.

MyEducationLab is easy to use and integrate into assignments and courses. Whenever the MyEducationLab logo appears in the text, follow the simple instructions to access the interactive assignments, activities, and learning units on MyEducationLab. For each topic covered in the course you will find most or all of the following resources:

**Connection to National Standards**
Now it is easier than ever to see how coursework is connected to national standards. Each topic on MyEducationLab lists intended learning outcomes connected to the appropriate national standards. And all of the Assignments and Activities and all of the Building Teaching Skills and Dispositions in MyEducationLab are mapped to the appropriate national standards and learning outcomes as well.

**Assignments and Activities**
Designed to save instructors preparation time and enhance student understanding, these assignable exercises show concepts in action (through video, cases, and/or student and teacher artifacts). They help students synthesize and apply concepts and strategies they read about in the book.

**Building Teaching Skills and Dispositions**
These learning units help students practice and strengthen skills that are essential to quality teaching. They are presented with the core skill or concept and then given an opportunity to practice their understanding of this concept multiple times by watching video footage (or interacting with other media) and then critically analyzing the strategy or skill presented.

**IRIS Center Resources**
The IRIS Center at Vanderbilt University (http://iris.peabody.vanderbilt.edu – funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP) develops training enhancement materials for pre-service and in-service teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. In your MyEducationLab course we have integrated this content where appropriate.

**General Resources on Your MyEducationLab Course**

The Resources section on MyEducationLab is designed to help students pass their licensure exams, put together effective portfolios and lesson plans, prepare for and navigate the first year of their teaching careers, and understand key educational standards, policies, and laws. This section includes:

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• **Licensure Exams**: Contains guidelines for passing the Praxis exam. The *Practice Test Exam* includes practice multiple-choice questions, case study questions, and video case studies with sample questions.

• **Lesson Plan Builder**: Helps students create and share lesson plans.

• **Licensure and Standards**: Provides links to state licensure standards and national standards.

• **Beginning Your Career**: Educate Offers tips, advice, and valuable information on:
  - Resume Writing and Interviewing: Expert advice on how to write impressive resumes and prepare for job interviews.
  - Your First Year of Teaching: Practical tips on setting up a classroom, managing student behavior, and planning for instruction and assessment.
  - Law and Public Policies: Includes specific directives and requirements educators need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

Visit [www.myeducationlab.com](http://www.myeducationlab.com) for a demonstration of this exciting new online teaching resource.

**Online Instructor’s Manual with Test Items**
An expanded and improved online Instructor’s Manual includes numerous recommendations for presenting and extending text content. The manual consists of chapter overviews, objectives, outlines, and summaries that cover the essential concepts addressed in each chapter. You’ll also find presentation outlines, learning activities, reflective exercises, weblinks, resources, and MyEducationLab activity suggestions. You’ll also find a complete, chapter by chapter bank of test items.

The electronic Instructor’s Manual is available on the Instructor Resource Center at [www.pearsonhighered.com](http://www.pearsonhighered.com). To access the manual with test items, as well as the online PowerPoint lecture slides, go to [www.pearsonhighered.com](http://www.pearsonhighered.com) and click on the Instructor Resource Center button. Here you’ll be able to log in or complete a one-time registration for a user name and password.

**Online PowerPoint Lecture Slides**
The PowerPoint lecture slides are available on the Instructor Resource Center at [www.pearsonhighered.com](http://www.pearsonhighered.com). These lecture slides highlight key concepts and summarize key content from each chapter of the text.

**Pearson MyTest** is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests are authored online, allowing ultimate flexibility and the ability to efficiently create and print assessments anytime, anywhere! Instructors can access Pearson MyTest and their test bank files by going to [www.pearsonmytest.com](http://www.pearsonmytest.com) to log in, register, or request access. Features of Pearson MyTest include:

**Premium assessment content**
- Draw from a rich library of assessments that complement your Pearson textbook and your course's learning objectives.
- Edit questions or tests to fit your specific teaching needs.

**Instructor-friendly resources**
- Easily create and store your own questions, including images, diagrams, and charts using simple drag-and-drop and Word-like controls.
• Use additional information provided by Pearson, such as the question’s difficulty level or learning objective, to help you quickly build your test.

**Time-saving enhancements**
• Add headers or footers and easily scramble questions and answer choices—all from one simple toolbar.
• Quickly create multiple versions of your test or answer key, and when ready, simply save to MS-Word or PDF format and print!
• Export your exams for import to Blackboard 6.0, CE (WebCT), or Vista (WebCT)!

ACKNOWLEDGMENTS