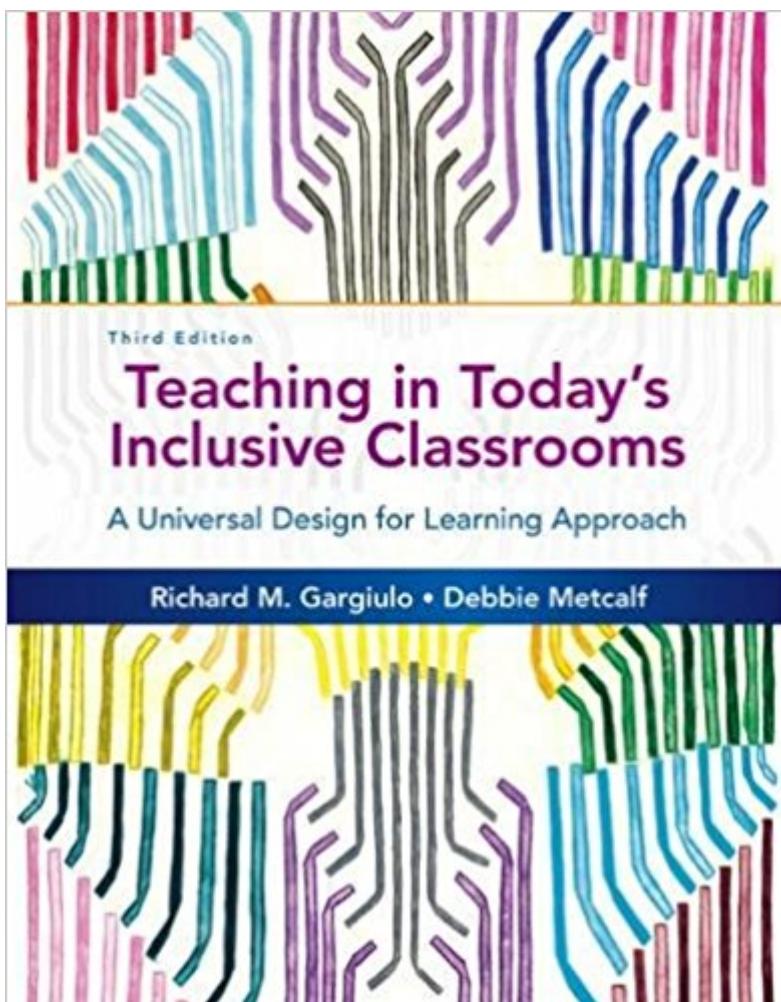


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# Teaching In Today's Inclusive Classrooms: A Universal Design For Learning Approach



## **Synopsis**

TEACHING IN TODAY'S INCLUSIVE CLASSROOMS: A UNIVERSAL DESIGN FOR LEARNING APPROACH, 3rd Edition is a concise, accessible, and current text for the Introduction to Inclusive Teaching course. It is the only inclusion textbook available with a consistent, integrated emphasis on Universal Design for Learning (UDL)--an important, contemporary educational philosophy focused on using strategies and tools to help ALL students by accommodating their differences. Aligned with InTASC and CEC standards, this text also provides foundational information about children with disabilities who are included in today's classrooms, and the most effective strategies for teaching them alongside their typically developing peers. Featuring new material on Common Core State Standards, case studies, and sound research-based teaching and learning strategies, this hands-on text offers pre-service and in-service teachers a practical, flexible framework for effective instruction, classroom management, assessment, and collaboration in today's diverse classrooms.

## **Book Information**

Paperback: 502 pages

Publisher: Wadsworth Publishing; 3 edition (January 1, 2016)

Language: English

ISBN-10: 1305500997

ISBN-13: 978-1305500990

Product Dimensions: 8.4 x 0.5 x 10.7 inches

Shipping Weight: 2.3 pounds (View shipping rates and policies)

Average Customer Review: 3.2 out of 5 stars 14 customer reviews

Best Sellers Rank: #40,631 in Books (See Top 100 in Books) #18 in Books > Education & Teaching > Schools & Teaching > Special Education > Inclusive Education #116 in Books > Textbooks > Education > Special Education #346 in Books > Business & Money > Education & Reference

## **Customer Reviews**

Richard M. Gargiulo is Professor Emeritus of special education in the Department of Curriculum and Instruction at the University of Alabama at Birmingham (UAB), where he has been a teacher educator for more than three decades. Prior to receiving his Ph.D. degree in educational psychology from the University of Wisconsin-Madison, Richard taught fourth graders and young children with intellectual disability in the Milwaukee Public Schools. Upon receiving his doctorate he joined the

faculty of Bowling Green State University in Bowling Green, Ohio, where he taught for over eight years. A frequent contributor to the professional literature, Richard has authored or coauthored over 100 publications, including sixteen textbooks. His previous professional contributions include serving as the first Fulbright Scholar in special education assigned to the former Czechoslovakia; being twice elected as President of the Alabama Federation, Council for Exceptional Children; serving as President of the Division of International Special Education and Services (DISES), Council for Exceptional Children; and serving as President of the Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children. Currently, Richard serves as the Southeast Representative to the board of directors of the Division on Autism and Developmental Disabilities. Teaching, however, has always been Richard's passion. In 1999 he received UAB's President's Award for Excellence in Teaching. In 2007 he was honored by the Alabama Federation, Council for Exceptional Children, with the Jasper Harvey Award in recognition of being named the outstanding teacher educator in the state. Debbie Metcalf has worked in partnership with Pitt County Schools and East Carolina University in Greenville, North Carolina as a special educator and intervention specialist for Pitt County Schools and as a Teacher-in-Residence in the Department of Curriculum and Instruction at East Carolina University for fifteen years. She currently teaches methods courses and works in the classroom with undergraduate preservice teachers. Debbie holds a Master of Arts in Education degree from San Diego State University and is certified in both general and special education, including assistive technology. She became a National Board Certified Teacher in 1997. In 2004, she was awarded the Clarissa Hug Teacher of the Year Award from the International Council for Exceptional Children. She currently serves on the Board of Directors for the Council for Exceptional Children and is active in the Division of International Special Education and Services (DISES). Debbie has taught students of all ages for over 30 years in California, New Mexico, Hawaii, Michigan, and North Carolina. She continues to mentor new teachers and teachers pursuing National Board Certification. Her primary research areas include access to the general curriculum for students with exceptionalities, collaborative teaching models, alternate assessment models for diverse learners, curriculum design and revision, alignment, and service learning.

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