



Inclusion: Effective Practices for All Students (2nd Edition)

By James M. McLeskey, Michael S. Rosenberg, David L. Westling

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Balancing foundational information with a real world approach to inclusion, *Inclusion: Effective Practices for All Students, 2e* equips teachers to create effective inclusive classrooms.

The most applied text in the market, this second edition sharpens its focus and its organization to more clearly outline best practices for inclusive classrooms. The book's three part structure opens with the foundational materials you'll need to truly understand inclusive classrooms, followed by brief categorical chapters to give you the information you need to meet the needs of all students. Finally, field tested and research based classroom strategies are laid out on perforated pages to make the transition from theory to practice seamless.

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Editorial Review

Review

The text is very readable and understandable; the sections flow nicely and touch upon major points. The writing style is conversational and does an exceptional job of engaging the reader in a conversation about these important issues. The text is readable, understandable, and presented in a non-threatening, meaningful way. Readers can easily make connections between this content and teaching diverse students.

Ann Gillies, University of South Florida

Inclusion is explained well and examples are powerful.

Alice C. Giacobbe, Oklahoma State University

The text sends a strong opening message about inclusion. It starts out helping preservice teachers embrace inclusion.

Tammy Abernathy, University of Nevada

About the Author

James McLeskey is professor and chair of the Department of Special Education at the University of Florida. He completed his doctoral work at Georgia State University. Dr. McLeskey is the author or co-author of *Inclusion: Effective Practices for All Students* (with Michael Rosenberg and David Westling, to be published by Pearson 2010); *Reflections on Inclusion: Classic Articles that Shaped our Thinking* (published by CEC, 2007); and *Inclusive Education in Action: Making Differences Ordinary* (with Nancy L. Waldron, published by ASCD, 2000). He has worked extensively with local schools as they have developed inclusive schools, and has written numerous articles regarding this work.

Michael S. Rosenberg is a Professor in the Department of Special Education and Chair of Doctoral Studies at Johns Hopkins University. He completed his doctoral work at Penn State University. A co-editor of *Teacher Education and Special Education*, Dr. Rosenberg is the co-author of *Educating Students with Behavior Disorders* (with R. Wilson, L. Maheady, & P.T. Sindelar, published by Allyn & Bacon, 2003); *Student Teacher To Master Teacher* (With L. J. O'Shea & D.F O'Shea, published in 2006); *The Special Education Sourcebook* (with Irene Edmond-Rosenberg, published by Woodbine House, 1994); and *Inclusion: Effective Practices for All Students* (with James McLeskey and David Westling, to be published by Pearson 2010); and numerous publications in professional journals.

David L. Westling is the Adelaide Worth Daniels Distinguished Professor of Special Education at Western Carolina University in Cullowhee, North Carolina. He completed his doctoral work at the University of Florida. He is the co-author of *Teaching Students with Severe Disabilities* (with Lise Fox, published by Prentice Hall in 2009); and *Inclusion: Effective Practices for All Students* (with James McLeskey and Michael Rosenberg, to be published by Pearson 2010); and numerous papers in professional journals.

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Francis Gibbs:

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