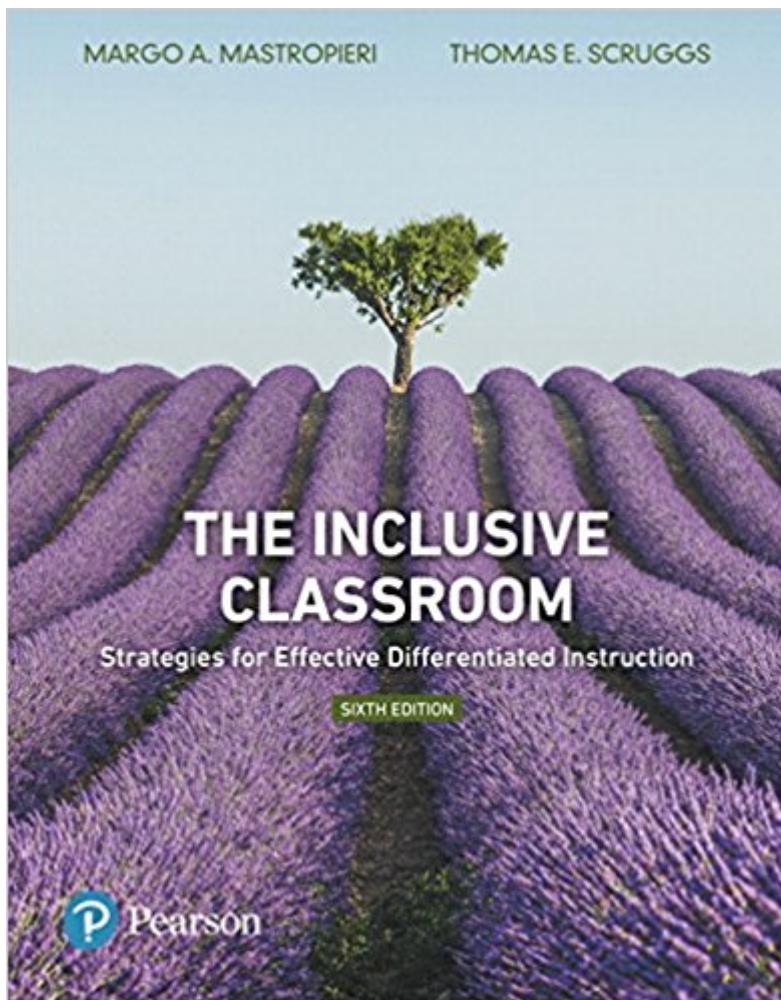


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# **The Inclusive Classroom: Strategies For Effective Differentiated Instruction, Plus MyEducationLab With Enhanced Pearson EText, Loose-Leaf Version -- ... Edition) (What's New In Special Education)**





## Synopsis

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For courses in Inclusion or Introduction to Special Education. This package includes MyLab Education with Enhanced Pearson eText and the loose-leaf version.

Research-based classroom and content strategies for the inclusive classroom.

The Inclusive Classroom: Strategies for Effective Differentiated Instruction, Sixth Edition captures the best of inclusion practices. Using a non-categorical approach, Mastropieri and Scruggs explain the fundamentals of inclusive teaching, the most effective general teaching practices, and ways to differentiate instruction for specific content areas. Targeted teaching strategies show ways to improve all students' memory, attention, motivation, study skills, and peer interaction. Research Highlights features validate strategies and demonstrate why particular techniques are best practice. Filled with classroom-ready tips and checklists, this revision includes an expanded chapter on Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS), more coverage of the Common Core State Standards (CCSS) and Universal Design for Learning (UDL), and the latest strategies relating to academic success.

Personalize learning with MyLab Education. MyLab Education is an online homework, tutorial, and assessment program designed to work with the text to engage students and improve results. Within its structured environment, students see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and ensure they master key learning outcomes.

0134492943 / 9780134492940 The Inclusive Classroom: Strategies for Effective Differentiated Instruction, MyLab Education with Enhanced Pearson eText, and Loose-Leaf Version -- Access Card Package

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0134450604 / 9780134450605 The Inclusive Classroom: Strategies for Effective Differentiated Instruction, Loose-Leaf Version

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Research-based classroom and content strategies for the inclusive classroom. The Inclusive Classroom: Strategies for Effective Differentiated Instruction, Sixth Edition captures the best of inclusion practices. Using a non-categorical approach, Mastropieri and Scruggs explain the fundamentals of inclusive teaching, the most effective general teaching practices, and ways to differentiate instruction for specific content areas. Targeted teaching strategies show ways to improve all students' memory, attention, motivation, study skills, and peer interaction. Research Highlights features validate strategies and demonstrate why particular techniques are best practice. Filled with classroom-ready tips and checklists, this revision includes an expanded chapter on Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS), more coverage of the Common Core State Standards (CCSS) and Universal Design for Learning (UDL), and the latest strategies relating to academic success. Personalize learning with MyLab Education MyLab Education is an online homework, tutorial, and assessment program designed to work with the text to engage students and improve results. Within its structured environment, students see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and ensure they master key learning outcomes.

Margo Mastropieri, Ph.D., is University Professor Emerita, College of Education and Human Development, George Mason University. She has served as a Diagnostic-Remediator for the Learning Center at Mount Holyoke College, and as a classroom teacher for students with special needs, from preschool to secondary levels, in Massachusetts and Arizona. Prior to her present

position, she served as University Professor of Special Education at George Mason University. Earlier she was a Professor of Special Education at Purdue University, and as Assistant Professor of Special Education at Utah State University, where she also worked as a researcher at the Early Intervention Research Institute. She earned her Ph.D. from Arizona State University. She has co-directed federally funded research projects in mnemonic strategy instruction, inclusive science and social studies education, and writing instruction at the elementary, middle school, and high school levels, in addition to directing undergraduate and doctoral level personnel preparation grants. From 1991 to 1997 she served as Co-Editor of Learning Disabilities Research & Practice, the journal of the Division for Learning Disabilities of the Council for Exceptional Children. From 1992 to 2011 she served as Co-Editor of the research annual Advances in Learning and Behavioral Disabilities (Emerald). From 2009 to 2015 she served as Co-Editor of Exceptional Children, the research journal for the Council for Exceptional Children. Among her publications are over 200 journal articles, 67 chapters in books, and 31 co-authored or co-edited books. In 2007, she was awarded the distinguished University Professor title from George Mason University. In 2008 she was the recipient of a Teaching Excellence Award at George Mason University, In 2010, she was the recipient of the Virginia Outstanding faculty Award, which is the Commonwealth's highest honor for faculty at Virginia's public and private colleges and universities. Tom Scruggs is University Professor Emeritus, George Mason University. He served as a classroom teacher for students with special needs, including gifted students, from preschool to secondary levels in Massachusetts and Arizona. Prior to his present position, he served as University Professor of Special Education at George Mason University. Earlier he was a Professor of Special Education at Purdue University, where he also had served as Director of the Purdue Achievement Center; and as a Research Assistant Professor at Utah State University. He earned his Ph.D. from Arizona State University. He has directed or co-directed externally funded research projects in peer tutoring, test-taking skills, mnemonic strategy instruction, and inclusive science and social studies education, at the elementary, middle school, and high school levels. From 1991 to 1997 he served as Co-Editor of Learning Disabilities Research & Practice, the journal of the Division for Learning Disabilities of the Council for Exceptional Children. From 1992 to 2011 he served as Co-Editor of the research annual Advances in Learning and Behavioral Disabilities (Emerald). Since 2009 to 2015 he served as Co-Editor of Exceptional Children. Among his publications (mostly in collaboration with Margo Mastropieri) are over 200 journal articles, 61 chapters in books, and 32 co-authored or co-edited books. In 2010, he received the Scholarly Achievement Award from the College of Education and Human Development at George Mason University. Both authors are

the recipients of the 2006 Ă¢â€“CEC Special Education Research Award,Ă¢â€“ as well as the 2011 Ă¢â€“Distinguished Research AwardĂ¢â€“ from the American Educational Research Association: Special Education Special Interest Group for their research efforts in working with and advocating on behalf of individuals with exceptionalities.

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