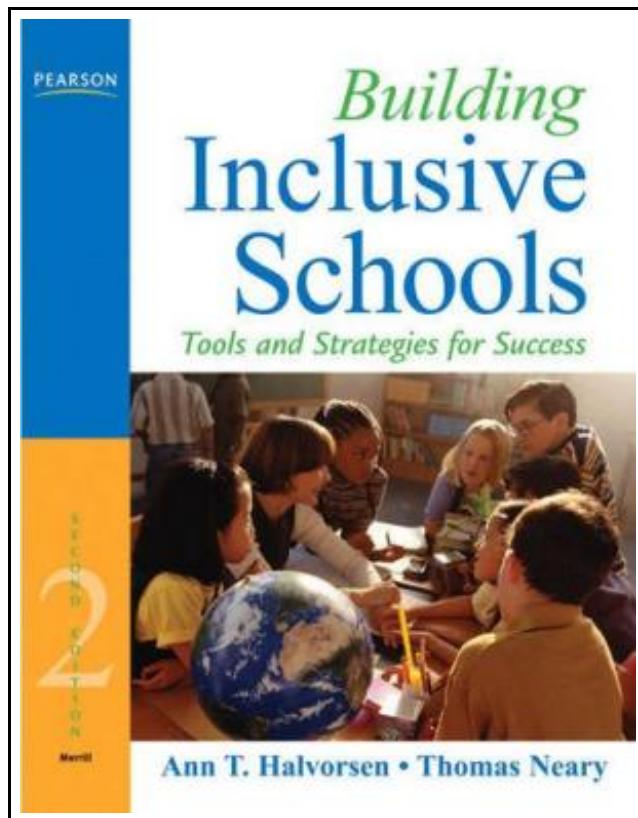


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Pearson Education (US), United States, 2008. Paperback. Book Condition: New. 2nd edition. 269 x 211 mm. Language: English . Brand New Book. Written as a guide for pre-service teachers as well as teachers, administrators, service providers, parents, school site teams, systems change and professional development coordinators, this book presents the best research-based strategies for implementing inclusion or planning for new inclusive efforts at the school or district level. In the second edition of Building Inclusive Schools, the authors outline specific steps and processes to help educators unify the systems and resources around them to promote the academic achievement of all students, including students from at-risk situations, and students with mild as well as severe disabilities. Based on years of classroom research the authors include discussions and plans to address today's most pressing topics, including: Response to Intervention, Universal Design, Differentiated, standards-based instruction with adaptation, Student-Led IEPs, Service Learning and Character Education, Positive Behavioral Supports, co-teaching, and Empowerment Evaluation. The result is a resource that aids in the development and execution of a state of the art model for curriculum and instruction and supports the goals of staff developers and school teams in their efforts to improve student success. What's New to this Edition? * Standards-based differentiated instruction across students and grade levels illustrates how to apply curriculum standards and provide systematic instruction within general education classrooms at all levels; (also provides overview of Universal Design, Response to Intervention; examples of adapted lessons; differences between accommodation and modification, use of assistive technology.) * Whole school reform with inclusive services are linked to NCLB and IDEA 04 as well as to methods for accountability at student and school level, providing examples of measurement tools and processes. * Delineates a process for using parent and student input in designing inclusive educational programs that ensures...

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