



Creating Inclusive Classrooms: Effective and Reflective Practices (7th Edition)

By Spencer J. Salend



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Creating an inclusive classroom means understanding federal legislation as well as national and state standards, but the practical and streamlined seventh edition of *Creating Inclusive Classrooms: Effective and Reflective Practices* recognizes that it means more than that. This text goes beyond the typical inclusion text, translating theory and research into practices you can use in your inclusive classroom by illustrating the principles of effective inclusion through classroom scenarios, online footage, and successful strategies. The text has the most current vision of today's inclusive classroom, which truly helps you create a successful educational experience for *all students*.

New to This Edition:

Expanded and latest research on universal design for learning (UDL), autism spectrum disorders, co-teaching arrangements, instructional technology, differentiating instruction, Positive Behavioral Supports, student diversity and motivation, fostering students' literacy and mathematics learning, research-based teaching strategies, assessing and grading students in inclusive classrooms, teaching and testing accommodations, building social relationships and implementing IEPs in inclusive classrooms.

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About the Author

A former teacher in the New York City School System, Spencer J. Salend is a professor at SUNY-New Paltz, where he teaches courses on educational assessment and serves as the coordinator of the Special Education Program. He is the author of the best-selling, easy-to-read, and practical book, *Creating Inclusive Classrooms: Effective and Reflective Practices*. Widely known for his work in translating research into practice, he has published and presented on such topics as educational assessment, inclusive educational practices, and teaching students from culturally and linguistically diverse backgrounds. In recognition of the significance of his research and its benefits to others, he was selected as a recipient of the State University of New York's Faculty Scholar Award and the Chancellor's Research Recognition Award. He has also served as a project director and program evaluator for numerous federal and state projects and has shared his work by engaging in a variety of professional development and activities. **Users Review****From reader reviews:**

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