



# **The Inclusive Classroom: Strategies for Effective Differentiated Instruction, Loose-Leaf Version (5th Edition)**

*By Margo A. Mastropieri, Thomas E. Scruggs*

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*The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 5/e* captures the best of inclusion practices using a non-categorical approach. With three balanced parts, these award-winning authors 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, and peer interaction. Research highlights validate strategies and prove why these techniques are best practice. Filled with classroom-ready tips and checklists, this revision includes a new chapter on RTI, more on secondary inclusion, and the latest strategies relating to academic success.

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## Editorial Review

### From the Back Cover

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### New to the Edition:

- **Teaching strategies are specifically highlighted throughout the text** so they are easier to find (See Chapters 2-16).
- **Improved Inclusion Checklists** offer at-a-glance guides that address common issues that occur in inclusive settings (See Chapters 2-16).
- **Improved Research Highlights** (including resources and questions for reflection) validate inclusion practices by spotlighting individual research studies that prove best practice.
- **New chapter on RTI (Chapter 7)** offers information on how RTI can be planned, implemented, and assessed.
- **More coverage of secondary inclusion** addresses the needs of high school students and tackles a range of topics from transition, to autism, to parent involvement.
- **New Technology Apps feature** provides up-to-date information on the latest technology available to support students and teachers in inclusive classrooms.

### About the Author

**Margo Mastropieri, Ph.D.**, is University Professor, Professor of Special Education, and past Coordinator of the Special Education Program, 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 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 training 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). Since 2009 she has served as Co-Editor of *Exceptional Children*. Among her publications are over 200 journal articles, 60 chapters in books, and 30 co-authored or co-edited books. In 2010, Margo was the recipient of the Virginia Outstanding Faculty Award, which is the Commonwealth's highest honor for all faculty at Virginia's public and private colleges and

universities.

**Tom Scruggs** is University Professor and Professor of Special Education, in the College of Education and Human Development, 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 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 he has 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 31 co-authored or co-edited books.

Both authors are the recipients of the 2006 “CEC Special Education Research Award,” as well as the 2011 “Distinguished Research Award” 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.

## Users Review

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#### **Craig Chivers:**

Your reading 6th sense will not betray you actually, why because this The Inclusive Classroom: Strategies for Effective Differentiated Instruction, Loose-Leaf Version (5th Edition) e-book written by well-known writer we are excited for well how to make book which might be understand by anyone who also read the book. Written inside good manner for you, dripping every ideas and publishing skill only for eliminate your hunger then you still doubt The Inclusive Classroom: Strategies for Effective Differentiated Instruction, Loose-Leaf Version (5th Edition) as good book not only by the cover but also by the content. This is one book that can break don't assess book by its protect, so do you still needing a different sixth sense to pick this kind of!? Oh come on your studying sixth sense already alerted you so why you have to listening to an additional sixth sense.

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