

# Inclusive Education :

## A Bibliography of Resources

November 2022

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Please note: Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

341.9046 J95

Jung, Lee Ann; Frey, Nancy

**Your students, my students, our students : rethinking equitable and inclusive classrooms**

Alexandria, VA : ASCD, 2019.

*Subjects:* Inclusive education.

*Summary:* This book is a thought-provoking and practical new vision for inclusion built on five disruptions to the status quo necessary to move inclusive schooling practices to the next level and realize the promise of meaningful educational experience for all students, including students with disabilities.

370.117 G216

Garcia, Ricardo L.

**Teaching for diversity : a guide to greater understanding**

Bloomington, IN : Solution Tree Press, 2011.

*Subjects:* Multicultural education. Minorities—Education. Cultural pluralism.

*Summary:* The author employs both theory and concrete examples to construct a vision of schools as the foundation for an inclusive, democratic society.

370.117 G427

Ghosh, Ratna; Abdi, Ali A.

**Education and the politics of difference : select Canadian perspectives. Second edition**

Toronto, ON: Canadian Scholar's Press, 2013.

*Subjects:* Multicultural education—Canada. Multiculturalism—Canada. Education and globalization.

*Summary:* This revised and expanded second edition engages the broad theories of multicultural and inclusive education, and provides case studies of Canadian multicultural education policies, such as the unique situation of Aboriginal education and the case of Quebec.

370.117 H542

Alberta Teachers' Association

**Here comes everyone : teaching in the intercultural classroom**

Edmonton, AB : ATA, 2010.

*Subjects:* Inclusive education—Alberta. Multicultural education—Alberta.

370.117 W991

Wynter-Hoyte, Kamania; Braden, Eliza

**Revolutionary love : creating a culturally inclusive literacy classroom**

New York, NY : Scholastic Inc., 2022.

*Subjects:* Culturally relevant pedagogy. Multicultural education. Teaching—Social aspects.

*Summary:* This timely book counters the devastating effects of racism on children's learning with

a focus on "revolutionary love." Sharing ways they've overcome personal and professional challenges in their teaching, the authors show how to unpack unconscious biases and examine common but inherently racist practices that make learning difficult for many children of color.

370.1170973 W582

Lewis, Chance W.

**White teachers, diverse classrooms : creating inclusive schools, building on students' diversity, and providing true educational equity. 2nd edition**

Sterling, VA : Stylus Pub., 2011.

*Subjects:* Multiculturalism—United States. Teachers, White—United States. Race awareness—Study and teaching—United States. Multicultural education—United States. Minorities—Education—United States.

370.1175 D743

Dover, Alison G.; Rodriguez-Valls, Fernando

**Radically inclusive teaching with newcomer and emergent plurilingual students : braving up**

New York, NY : Teachers College Press, 2022.

*Subjects:* Immigrants—Education (Secondary). Language and education. Multilingual education. *Summary:* Learn how to enact curricular, pedagogical, and policy shifts that nourish students' linguistic repertoires. Drawing on their experience working with educators and students in grades 7-12, the authors challenge readers to transform their approach to language, agency, and authority in the classroom. Strategies come alive through classroom vignettes and examples of student work.

370.72 N738

Njie, Adela; Shea, Sarah

**Students first, final report : inclusive education that supports teaching, learning, and the success of all Nova Scotia students**

Nova Scotia: Commission on Inclusive Education, 2018.

*Subjects:* Education—Research. Education, Elementary—Research. Educational surveys. School improvement programs.

*Summary:* This final report of the Commission on Inclusive Education is the culmination of a year of study, research, public consultation, and ongoing dialogue with Nova Scotians. The commission was tasked with improving inclusive education for the benefit of all Nova Scotia students. We have done that by putting students first.

370.81 G624

Goldstein, Tara

**Teaching gender and sexuality at school : letters to teachers**

New York, NY : Routledge, 2019.

*Subjects:* Gender identity in education. Homophobia in schools. Sex differences in education. Sexual minorities—Education (Elementary). Sexual minorities—Education (Secondary). Teacher-student relationships.

*Summary:* In a set of compelling letters to teachers, Tara Goldstein addresses a full range of issues facing students and families across the LGBTQ spectrum at elementary and secondary

school. Goldstein talks to teachers about how they can support the LGBTQ students and families by normalizing LGBTQ lives in the curriculum, challenging homophobic and transphobic ideas, and building an inclusive school culture that both expects and welcomes LGBTQ students and their families. Moving and energizing, this book provides readers with the knowledge and resources they need to create safer and more positive classrooms and discusses what it takes to build authentic, trusting relationships with LGBTQ students and families.

371.141240971 R745

Harber, Mary (Ed.)

**The role of an education assistant: supporting inclusion**

Toronto, ON: Canadian Scholars, 2019.

*Subjects:* Inclusive education—Canada. Teachers' assistants—Canada.

*Summary:* This book offers guidance and insight to students who are learning about the growing and complex role of education assistants. It includes how to support academic, social, inclusive, and independent learning environments in schools and collaborate with parents and teachers in the planning and evaluation of student progress. Divided into four sections, this text addresses education assistant professional standards, mental health and wellness, culture and diversity, and the challenge of supporting all students in the classroom.

371.148 B251

Barger-Anderson, Richael; Isherwood, Robert S.

**Strategic co-teaching in your school : using the co-design model**

Baltimore, MD : Paul H. Brookes Pub., 2013.

*Subjects:* Teaching teams. Classroom management.

*Summary:* This book gives you a detailed, step-by-step guide to the research-based Co-Design Model, a schoolwide approach used to strengthen collaboration and inclusion. This model works because it targets nine areas essential to inclusive, collaborative education, creates a powerful network of support for teachers and administrators, improves all students' access to the general curriculum and highly qualified teachers, ensures appropriate instruction in the least restrictive environment, makes the most of each educator's background knowledge and skill sets, promotes trust, open dialogue, and parity between teaching partners; improves classroom management and creates a sense of community; increases student engagement and reduces off-task behaviour.

371.148 V712

Villa, Richard A.; Thousand, Jacqueline S.

**A guide to co-teaching : new lessons and strategies to facilitate student learning, 3rd edition**

Thousand Oaks, CA : Corwin, 2013.

*Subjects:* Teaching teams. Inclusive education.

*Summary:* Explore the four approaches to co-teaching with updated discussions of RTI, discussions of the roles of paraprofessionals and administrators, and lesson plans linked to the Common Core.

371.148 W748

Wilson, Gloria Lodato; Blednick, Joan

**Teaching in tandem : effective co-teaching in the inclusive classroom**

Alexandria, VA : ASCD, 2011.

*Subjects:* Teaching teams. Inclusive education. Mainstreaming in education.

*Summary:* In this book, you'll learn how co-teachers define what effective co-teaching is and what it is not; engage students in evolving groups, using multiple perspectives for meaningful learning opportunities; resolve differences in teaching and assessment practices; respond to parents and students about inclusion and co-teaching concerns; and organize and teach an equitable, inclusive classroom.

371.207 B527

Bernhardt, Victoria L.; Hébert, Connie L.

**Response to intervention (RTI) and continuous school improvement (CSI) : using data, vision and leadership to design, implement, and evaluate a schoolwide prevention system**  
Larchmont, NY : Eye on Education, 2011.

*Subjects:* Inclusive education. Response to intervention (Learning disabled children). School improvement programs. Learning disabled children—Education.

*Summary:* This book shows you how to get your entire staff working together to design, implement, and evaluate a school-wide prevention system. With specific examples, the authors demonstrate each step of the RTI process as it relates to continuous school improvement.

371.242 M559

Merenbloom, Elliot Y.; Kalina, Barbara A.

**Creative scheduling for diverse populations in middle and high school : maximizing opportunities for learning**

Thousand Oaks, CA : Corwin, 2013.

*Subjects:* Schedules, School. School improvement programs. School management and organization. Educational change.

*Summary:* This resource shows how to create an inclusive schedule that promotes achievement, supports diverse programs, and makes the most of limited time and resources.

371.394 F655

Fogarty, Robin; Pete, Brian M.

**Supporting differentiated instruction : a professional learning communities approach**  
Bloomington, IN : Solution Tree Press, 2011.

*Subjects:* Inclusive education. Individualized instruction. Classroom management. Mainstreaming in education.

371.394 K19

Katz, Jennifer

**Teaching to diversity : the three-block model of universal design for learning**

Winnipeg, MB : Portage & Main Press, 2012.

*Subjects:* Individualized instruction. Inclusive education. Cognitive styles.

*Summary:* The author reviews the research on inclusive education and outlines her three-block model of universal design for learning. This model focuses on supporting diverse learners, creating compassionate learning communities, collaborating on inclusive instructional best practices, and modifying educational systems and structures.

371.394 K66

Kluth, Paula; Danaher, Sheila

**From tutor scripts to talking sticks : 100 ways to differentiate instruction in K-12 classrooms**

Baltimore, MD : Paul H. Brookes, 2010.

*Subjects:* Individualized instruction. Inclusive education.

371.394 M476

Mazur, Amy J.; Doran, Patricia Rice

**Teaching diverse learners : principles for best practice**

Thousand Oaks, CA : Corwin Press, 2010.

*Subjects:* Educational equalization. Inclusive education. Children with social disabilities—Education. Individualized instruction.

*Summary:* Based on current research, legislation, and best practices for the classroom, this user-friendly guide offers a comprehensive overview of everything teachers need to know to differentiate instruction for students who are culturally and linguistically diverse, as well as those who have or might have special education needs.

371.394 S731

Sower, Judith; Warner, Laverne

**Differentiating instruction with centers in the inclusive classroom, K-2**

Waco, TX : Prufrock Press, 2011.

*Subjects:* Mixed ability grouping in education. Education, Primary. Classroom learning centers. Individualized instruction.

371.394 T659

Tomlinson, Carol A.; Imbeau, Marcia B

**Leading and managing a differentiated classroom**

Alexandria, VA : ASCD, 2011.

*Subjects:* Classroom management. Inclusive education. Individualized instruction.

*Summary:* The first half of this book focuses on what it means for a teacher to effectively lead a differentiated classroom. The second half focuses on the mechanics of managing a differentiated classroom.

371.394 V942

Voltz, Deborah L.; Sims, Michele Jean; Nelson, Betty Palmer

**Connecting teachers, students, and standards : strategies for success in diverse and inclusive classrooms**

Alexandria, VA : ASCD, 2010.

*Subjects:* Multicultural education. Classroom management. Inclusive education. Individualized instruction. Special education. Children with disabilities—Education.

371.58 M169

McNamara, Barry E.

**Bullying and students with disabilities : strategies and techniques to create a safe learning environment for all**

Thousand Oaks, CA: Corwin, 2013.

*Subjects:* Students with disabilities. Bullying in schools—Prevention.

*Summary:* Discover how bullying prevention programs typically fail students with disabilities. Find keys to develop and implement inclusive policies that address their particular needs.

371.82664 C437

**Challenging homophobia and heterosexism : a K-12 curriculum resource guide**

Toronto, ON : TDSB Equitable and Inclusive Schools, 2011.

*Subjects:* Gender identity. Homophobia. Homosexuality and education. Sex role in education. Heterosexism. Education, Elementary—Ontario—Toronto—Curricula. Homophobia in education. Classroom environment.

*Summary:* This book is an amalgamated, revised, and updated version of previous anti-homophobia curriculum resource guides and documents produced by the Equitable and Inclusive Schools Team, the Human Rights Office, Library and Learning Resources, and classroom teachers of the Toronto District School Board in partnership with a number of community organizations.

371.82664 L623

**LGBTQ inclusive schoolplace starts here : video and resource guide for educators [DVD]**

Toronto, ON: ETFO, 2015.

*Subjects:* Nonfiction films. Gay students—Attitudes. Homosexuality and education.

*Summary:* This resource explores homophobia and transphobia in school communities and how to address these issues. The video features interviews from LGBTQ educators who discuss the issues and challenges they face in the classroom and in their schools.

371.82664 T239

Taylor, Catherine; Peter, Tracey

**The every teacher project on LGBTQ-inclusive education in Canada's K-12 schools : final report**

Winnipeg, MB: Manitoba Teachers' Society, 2015.

*Subjects:* Sexual minority students—Education—Canada. Homosexuality and education—Canada. Lesbian students—Education—Canada. Transgender youth—Education—Canada.

Bisexual students—Education—Canada. Inclusive education—Canada. Gay youth—Education.

371.82664 T239

Campbell, Christopher; Taylor, Catherine

**The every teacher project recommendations toolkit**

Winnipeg, MB : Manitoba Teachers' Society, 2017.

*Subjects:* Bisexual students—Education—Canada. Gay youth—Education. Homosexuality and education—Canada. Inclusive education—Canada. Lesbian students—Education—Canada.

Sexual minority students—Education—Canada. Transgender youth—Education—Canada.

*Summary:* This resource is a guide to support the implementation of the Every Teacher Project



recommendations for all levels of the school system. It has been developed for use by teachers, teacher organizations, and other wanting to support the development of LGBTQ-inclusive schools.

371.9 B598

Brownell, Mary T. et al.

**A survival guide for new special educators**

San Francisco, CA : Wiley, 2013.

*Subjects:* Special education teachers. Special education. First year teachers.

*Summary:* This guide contains the most current research-based and classroom-tested strategies for working with a variety of special-needs students. It also offers a wealth of helpful checklists, forms, and tools that educators can use every day in the classroom. The book covers a wide array of topics for new teachers, including how to prepare for the first day of school; how to organize and manage time; how to manage paperwork and IEP's; how to get a handle on referrals, placement, and evaluations; how to work in inclusive settings; how to manage student behaviour; and how to perform assessments.

371.9 C737

Burton, Dolores; Kappenberg, John

**The complete guide to RTI : an implementation toolkit**

Thousand Oaks, CA : Corwin, 2012.

*Subjects:* Learning disabled children—Education—Handbooks, manuals, etc. Response to intervention (Learning disabled children)—Handbooks, manuals, etc.

*Summary:* The authors demonstrate innovative ways to use RTI to inform instruction and guide curriculum development in inclusive classroom settings. The text's broad perspective includes: a concise description of RTI's history and evolution; a leadership framework for school and district administrators; applications in reading and literacy, mathematics, and behaviour support; and guidelines for involving parents, students, and communities.

371.9 H241

Hanks, Richard

**Common SENSE for the inclusive classroom : how teachers can maximise existing skills to support special educational needs**

London, UK : Jessica Kingsley, 2011.

*Subjects:* Dyslexia. Dyspraxia. Developmental disabilities. Inclusive education. Learning disabilities. Classroom management. Asperger's syndrome in children. Special education. Asperger's syndrome. Attention-deficit hyperactivity disorder.

*Summary:* Suitable for non-specialist teachers supporting children with special educational needs in inclusive classrooms, this title includes background information on special educational needs including dyslexia, dyspraxia, Asperger's Syndrome, and Attention Deficit Hyperactivity Disorder.

371.9 J95

Jung, Lee Ann; Guskey, Thomas R.

**Grading exceptional and struggling learners**

Thousand Oaks, CA : Corwin Press 2012.

*Subjects:* Learning disabled children. Grading and marking (Students).

*Summary:* This book provides general education teachers and administrators with a step-by-step process for assigning fair and meaningful grades to struggling students, including students with IEP's, those receiving intensive intervention through an RTI model, and ELL's. A five-step standards-based inclusive grading model is included.

371.9 K97

Kurth, Jennifer A.; Gross, Megan

**The inclusion toolbox : strategies and techniques for all teachers**

Thousand Oaks, CA: Corwin, 2015.

*Subjects:* Students with disabilities—Education. Special education. Inclusive education.

371.9 T659

Tomlinson, Sally

**A sociology of special and inclusive education: exploring the manufacture of inability**

Abingdon, Oxon, England: Routledge, 2017.

*Subjects:* Inclusive education—Cross-cultural studies. Special education—Cross-cultural studies.

*Summary:* This book brings sociological perspectives to bear on the social, political and economic policies and practices that comprise special and inclusive education, and the education of lower attainers. Increasingly governments have accepted the premise that education should incorporate all social and ethnic groups, especially those regarded as having special educational needs, disabilities and difficulties in learning, but despite a plethora of literature on special and inclusive education world-wide, governments are still unsure of the reasons for this sector's expansion in their national education systems.

371.904486 I37

Morin, Alexandre

**Inclusive physical activities : international perspectives**

Charlotte, NC : Information Age Publishing, Inc., 2017.

*Subjects:* Inclusive education. Mainstreaming in education. Physical education for children with disabilities.

*Summary:* This volume includes examples of theory, research, policy, and practice that will advance our understanding of how best to encourage special needs children and adolescents to participate regularly in physical activity, how to maximize the biopsychosocial benefits of involvement in physical activities, and how to ensure that these physical activities are inclusive for children and adolescents with special needs. The focus will be placed on research derived physical activity practices that seed success for children and adolescents with special needs, and new directions in theory, research, and practice that have implications for enhancing physical activity practices with at risk children and adolescents.

371.904486 L716

Lieberman, Lauren J.; Houston-Wilson, Cathy

**Strategies for inclusion : physical education for everyone. Third edition**

Champaign, IL : Human Kinetics, 2018.

*Subjects:* Inclusive education. Physical education for children with disabilities. Physical education for children.

*Summary:* This book reflects the latest research and legislation, so you can be sure that your

program is not only successful but also compliant with the goals and requirements of the Individuals with Disabilities Education Improvement Act. The text has retained and updated its instruction on assessing students, making placement decisions, developing and implementing individualized education plans (IEPs), and more.

371.9046 B931

Bugaj, Christopher; Janowski, Karen

**Inclusive learning 365 : edtech strategies for every day of the year**

Portland, OR : International Society for Technology in Education, 2021.

*Subjects:* Educational technology. Inclusive education. Individualized instruction—Computer-assisted instruction. Special education—Computer-assisted instruction.

*Summary:* Educators across the world are working to design individualized instruction that empowers every student to become experts at learning. Technology and instructional interventions designed to support students with disabilities often eventually become mainstream and used by the masses. These practices provide a pathway for designing inclusive, equitable and accessible educational experiences that meet the needs of every individual learner. This engaging book includes daily strategies accompanied by examples of tools that can be implemented immediately to design meaningful instruction. Topics covered include role-playing games for social-emotional learning, building literacy through captioned video, coding to teach early literacy, text-to-speech for math and reading, and much more! The heart of the book is the shift in mindset that occurs by exploring a different practical, inclusive strategy each day and infusing these strategies into everyday practice.

371.9046 C337

Griffiths, Darrin (Ed.)

**Case studies for inclusive educators and leaders**

Burlington, ON : Word & Deed Publishing Incorporated, 2018.

*Subjects:* Educational leadership. Inclusive education.

*Summary:* An international collection on inclusion, this book features case studies from teachers, leaders and educational professors on inclusion in schools. Using a conception of inclusion that acknowledges issues of race, gender, class, sexual orientation, religion and ability, this book provides readers with a useful blend of theory and practice. Each case is situated in a school setting and offers readers opportunities to learn about the complexities and challenges associated with issues of exclusion and to develop practices that support inclusion.

371.9046 C374

Causton, Julie; MacLeod, Kate

**From behaving to belonging : the inclusive art of supporting students who challenge us**

Alexandria, VA : ASCD, 2020.

*Subjects:* Behavior modification. Classroom environment. Inclusive education. Teacher-student relationships.

*Summary:* This book helps teachers use love, acceptance, joy, and compassion to foster a sense of belonging among students who exhibit challenging behavior.

371.9046 C374

Causton, Julie; Theoharis, George

**The principal's handbook for leading inclusive schools**

Baltimore, MD: Paul H. Brookes Publishing Co., 2014.

*Subjects:* Special education. School administrators—Handbooks, manuals, etc. School principals—Handbooks, manuals, etc. Inclusive education. Mainstreaming in education.

371.9046 G666

Gore, M.C.

**Inclusion strategies for secondary classrooms : keys to help struggling learners**

Thousand Oaks, CA : Corwin Press, 2010.

*Subjects:* Inclusive education. Children with disabilities—Education (Secondary).

*Summary:* This book identifies obstacles or locks to learning and provides targeted strategies, or keys, that unlock learning barriers for adolescents with disabilities and other learning challenges. It examines input locks (attention, perception, discrimination, and sequencing), processing / retention locks (confusion, organization, reasoning, memory), affective locks (frustration and motivation), and output locks (persistence and production), and explains why the key strategies work.

371.9046 G796

Green, Linda

**40 active learning strategies for the inclusive classroom. Grades K-5**

Schwartz; Casale-Giannola, Diane; Karten, Toby J.

Thousand Oaks, CA : Corwin, 2011.

*Subjects:* Inclusive education. Active learning. Education, Elementary. Activity programs in education.

371.9046 H638

McLeskey, James (Ed.)

**High leverage practices for inclusive classrooms**

New York, NY: Routledge, 2019.

*Subjects:* Children with disabilities—Education. Classroom management. Inclusive education. Special education.

*Summary:* This book offers a set of practices that are integral to the support of student learning, and that can be systematically taught, learned, and implemented by those entering the teaching profession. The book focuses primarily on Tiers 1 and 2, or work that mostly occurs with students with mild disabilities in general education classrooms; and provides rich, practical information highly suitable for teachers, but that can also be useful for teacher educators and teacher preparation programs. This powerful, research-based resource offers twenty-two brief, focused chapters that will be fundamental to effective teaching in inclusive classrooms.

371.9046 H977

Hutchinson, Nancy Lynn

**Inclusion of exceptional learners in Canadian schools : a practical handbook for teachers.  
Fifth edition**

Toronto, ON: Pearson, 2017.

*Subjects:* Inclusive education—Canada. Special education—Canada.

*Summary:* Preparing the fifth edition of this book has taught me many things. Some things I learned by doing background research in areas with which I was less familiar. Other things I learned through discussions with colleagues, graduate students, parents, teacher candidates, and individuals with exceptionalities. In particular, I have learned by challenging my assumptions about teaching exceptional children and adolescents. I believe that when we accept the challenges of teaching exceptional students in inclusive settings, we must be prepared to challenge assumptions about what exceptional students can and cannot do and to find new ways to help them reach their potential. Therefore, I hope this book helps you to challenge your assumptions and to reflect critically on what it means to include exceptional students in the classroom.

371.9046 I34

**Implementing lessons that matter : the impact of LGBTQ-inclusive curriculum on student safety, well-being, and achievement**

San Francisco, CA: Gay-Straight Alliance Network, 2013.

*Subjects:* Bullying—Prevention. Homophobia in schools. Inclusive education. Sexual minority students.

371.9046 I37

McKenna, John William (Ed.)

**Inclusive instruction for students with emotional and behavioral disorders : pulling back the curtain**

Lanham, MD : Lexington Books, 2021.

*Subjects:* Inclusive education. Mainstreaming in education. Mentally ill children—Education. Special education.

*Summary:* This book discusses the challenges of the increasingly common practice of educating students with disabilities in general education classrooms, citing that these challenges are often due to the fast pace of instruction, the emphasis on advanced concepts and skills that align with college and career-readiness standards, and the presence of poorly developed prerequisite skills that are necessary for traditional academic success. This book posits that these challenges are particularly salient to the education of students receiving special education services for emotional disturbance (ED), as students with ED have pervasive learning and behavioral difficulties that are often resistant to typical instruction and intervention.

371.9046 I37

Karten, Toby J.

**Inclusion strategies that work! : research-based methods for the classroom, 2nd ed.**

Thousand Oaks, CA : Corwin Press, 2010.

*Subjects:* Teenagers with disabilities—Education. Children with disabilities—Education. Inclusive education.

*Summary:* This book shows how to adapt teaching strategies, curriculum, and assessment to support inclusion and a learning environment that respects the abilities of all learners; provides numerous, classroom-ready examples of universal design for learning (UDL), understanding by design (UBD), IEPs, and other essential tools for inclusive instruction; guides readers in understanding and addressing a wide range of social, emotional, and behavioural issues; and offers technology-driven classroom activities and resources to maximize student performance.

371.9046 J34

Janney, Rachel; Snell, Martha E.

**Teachers' guides to inclusive practices modifying schoolwork**

Baltimore, MD: Paul H. Brookes Publishing Co., 2013.

*Subjects:* Inclusive education—Planning. Children with disabilities—Education—Planning. Classroom management.

371.9046 K18

Karten, Toby J.

**Inclusion strategies and interventions**

Bloomington, IN : Solution Tree Press, 2011.

*Subjects:* Inclusive education.

*Summary:* This book encourages educators and learners to work together effectively as a team to achieve inclusive schools within accepting and inclusive worlds. The text outlines interventions for particular categories of learners and subjects, describes ways to organize the inclusive classroom using principles like RTI, differentiated instruction, understanding by design, Universal Design for Learning, multiple intelligences, multisensory approaches, peer mentoring, and cooperative learning, and provides an overview of the laws that affect and influence inclusion practices.

371.9046 K19

Katz, Jennifer

**Ensouling our schools : a universally designed framework for mental health, well-being, and reconciliation**

Winnipeg, MB : Portage & Main Press, 2018.

*Subjects:* Educational sociology—Canada. Inclusive education—Canada. Teaching—Canada.

*Summary:* The author weaves together methods of creating schools that engender mental, spiritual, and emotional health while developing intellectual thought and critical analysis. Expert Kevin Lamoureux contributes his wisdom regarding Indigenous approaches to mental and spiritual health that benefits all students and addresses the TRC calls to action. The author provides examples of flourishing learning communities that can serve as models for effective growth and change, and describes the roles of students, families, staff, teachers, and administration.

371.9046 K66

Kluth, Paula

**All in : 18 ways to create inclusive virtual classrooms**

Place of publication: Publisher not identified, 2020.

*Subjects:* Inclusive education. Web-based instruction.

*Summary:* Schools must remain focused on the goal of inclusion, even when students are learning from home. Distance learning poses many obstacles, but it also offers unique opportunities. In some ways, classrooms are more accessible in this format; students can “enter” and “exit” online classes in ways that work best for them and take different types of breaks (e.g., stand to learn, shut off the camera) as needed. They can also respond to teacher questions and prompts in a variety of ways (e.g., verbally, by typing responses into chat boxes, by holding pictures or objects up to the webcam) and access lessons by listening, interacting with peers, or viewing related materials (e.g., teacher-created videos) asynchronously. Further, as you will see throughout this book, there is no shortage of ways students can connect to peers in virtual classrooms. This book is not an examination of all that is possible in e-learning. Rather, it is meant to be a guide and a starting point for discussion and planning, not only for teaching in virtual spaces but for considering how to bring the learning we acquire in this format back to face-to-face classrooms. This book features stories from parents, community members, administrators, and teachers, as well as tips for making inclusion work for students of all ages.

371.9046 K66

Kluth, Paula

**Don't we already do inclusion? : 100 ideas for improving inclusive schools**

Cambridge, WI : Cambridge Book Review Press, 2013.

*Subjects:* Inclusive education. Mainstreaming in education. School management and organization.

*Summary:* Are you trying to grow the inclusive schooling model in your community? Do you feel like you have tried everything to create change in your school? This book is not only filled with ideas for teaching diverse learners, but is also focused on change itself and, more specifically, on how those concerned about inclusion can create change even when they are not in positions of power. The activities, examples, and illustrations are designed to help participants refine their vision and their skills when it comes to inclusion. The ideas are free or low cost, and many can be achieved by any number of stakeholders including students and families. Learn tried and true techniques, as well as out-of-the box solutions such as involving traditional and social media, shrinking the change, phoning for help, advertising, and writing your way to progress.

371.9046 L419

Lawrence-Brown, Diana; Sapon-Shevin, Mara

**Condition critical : key principles for equitable and inclusive education**

New York, NY: Teachers College Press, 2014.

*Subjects:* Educational equalization. Inclusive education.

371.9046 L434

Jones, Phyllis; Fauske, Janice R. ; Carr, Judy F.

**Leading for inclusion : how schools can build on the strengths of all learners**

New York, NY : Teachers College Press, 2011.

*Subjects:* Mainstreaming in education. Children with disabilities—Education. Inclusive education.

*Summary:* This book expands the notion of inclusion well beyond special education to include English language learners, students with refugee status, LGBTQ children, poor children, and other underrepresented populations.

371.9046 L767

Lipsky, Dorothy Kerzner

**Inclusion : a service, not a place : a whole school approach**

Port Chester, NY : Dude Publishing, 2008.

*Subjects:* Children with disabilities—Education. Mainstreaming in education. Inclusive education.

*Summary:* This book focuses on a whole school approach that positions students at the center of educational decision-making. It reinforces both the need for and the path to ensuring all students have full access to the entire general education curriculum. It contains sections that address the development of the students' program, collaboration, differentiated classrooms, curricular adaptations, supplementary aids and services, and more. This book supports the implementation of inclusive practices by presenting the following: a definition and description of the inclusive practice; best practices based upon experience and current research; roles for school personnel, administrators, related services providers, and clinicians; roles for parents; black line masters for use in staff development activities, or by teachers to help structure inclusive classrooms; references for additional treatment about each topic, additional information about resources, organizations, videos, websites, and a glossary.

371.9046 L848

Timmons, Vianne; Walsh, Patricia Noonan

**A long walk to school: global perspectives on inclusive education**

Rotterdam, The Netherlands : Sense Publishers, 2010.

*Subjects:* Inclusive education.

*Summary:* This book provides a global snapshot of the situation for children and adults with intellectual disabilities, bringing together experiences of inclusion across the lifespan from a variety of cultures and countries.

371.9046 M129

McConnell, Kathleen; Ryser, Gail R.

**Practical ideas that really work for secondary students in inclusive classrooms**

Austin, TX : Pro-Ed, 2007.

*Subjects:* Inclusive education. Students with disabilities—Education (Secondary). Learning disabled children—Education (Secondary).

*Summary:* Designed for educators to assist secondary students in general education classrooms who have mild and moderate disabilities or who are struggling learners.

371.9046 M277

Mangin, Melinda M.

**Transgender students in elementary school : creating an affirming and inclusive school culture**

Cambridge, MA : Harvard Education Press, 2020.



*Subjects:* Discrimination in education. Gender identity—Psychological aspects. Gender nonconformity. Inclusive education. Transgender children—Education. Transgender youth—Education.

*Summary:* This book offers guidance to educators who want to provide a supportive school culture and climate for transgender and gender-expansive students.

371.9046 M588

Metcalf, Deborah J.

**Succeeding in the inclusive classroom : K-12 lesson plans using universal design for learning**

Los Angeles, CA : SAGE, 2011.

*Subjects:* Inclusive education. Special education.

371.9046 M695

Moffat, Andrew

**No outsiders : everyone different, everyone welcome : preparing children for life in modern Britain**

Abingdon, Oxon, UK : Routledge, 2020.

*Subjects:* Inclusive education—Great Britain—Case studies.

*Summary:* The No Outsiders programme promotes an ethos of inclusion and tolerance, and aims to prepare children for life in modern Britain. Expanding the scheme published in the 2015 book, *No Outsiders in Our Schools*, this book is designed to further support educators as they make the No Outsiders ethos part of their school culture at a time when messages of fear and division are rife. Written by a practicing teacher whose work to promote equality has been globally celebrated, this book provides lesson plans for use in classes from EYFS to Year 6.

371.9046 M824

Moore, Shelley

**One without the other : stories of unity through diversity and inclusion**

Winnipeg, MB: Portage & Main Press, 2016.

*Subjects:* Inclusive education.

371.9046 R295

Recchia, Susan; Lee, Yoon Joo

**Inclusion in the early childhood classroom : what makes a difference?**

New York, NY: Teachers College Press, 2013.

*Subjects:* Inclusive education. Early childhood education. Children with disabilities—Education (Early childhood).

*Summary:* The authors share stories from their practice and research about several young children with a variety of developmental delays and disabilities and their teachers. They explore the ways that teachers and children respond in real classrooms to real challenges, examining both those opportunities that are capitalized on as well as those that are missed. The book addresses a wide array of issues that contribute to our understanding of what makes a difference in the inclusive early childhood classroom: the role of development, ways of honoring different learning styles, building a sense of classroom community, addressing power dynamics, and responding to conflict with both teachers and peers.

371.9046 R425

**Report of the blue ribbon panel on inclusive education in Alberta schools. September 2014**  
Edmonton, AB: Teachers' Association, 2014.

*Subjects:* Education—Research—Canada. Inclusive education.

371.9046 R797

Rose, Richard; Shevlin, Michael

**Count me in! : ideas for actively engaging students in inclusive classrooms**

London, England : Jessica Kingsley Publishers, 2010.

*Subjects:* Learning disabled children—Education—Great Britain. Mainstreaming in education—Great Britain. Inclusive education.

371.9046 S163

Salend, Spencer J.

**Creating inclusive classrooms : effective and reflective practices, 7th edition**

Boston, MA : Pearson, 2011.

*Subjects:* Children with disabilities—Education. Classroom management. Mainstreaming in education. Inclusive education. Curriculum planning.

371.9046 S213

Sandall, Susan Rebecka; Schwartz, Ilene S.

**Building blocks for teaching preschoolers with special needs**

Baltimore, MD : Brookes Publishing, 2008. 2nd ed.

*Subjects:* Individualized education programs. Inclusive education. Children with social disabilities—Education (Preschool). Children with disabilities—Education (Preschool).

371.9046 S241

Sapon-Shevin, Mara

**Widening the circle : the power of inclusive classrooms**

Boston, MA : Beacon Press, 2007.

*Subjects:* Inclusive education.

*Summary:* The author shows how inclusive schooling—which she defines more broadly than a simple disability issue—teaches children to connect deeply with others and see themselves as powerful agents of change. She demonstrates how inclusiveness enhances the education and lives of all children in a myriad of ways.

371.9046 S411

Schwarz, Patrick

**From possibility to success : achieving positive student outcomes in inclusive classrooms**

Portsmouth, NH: Heinemann, 2013.

*Subjects:* Inclusive education. Learning disabled children—Education.

*Summary:* This book offers templates and authentic forms that help you plan lessons and units while at the same time embracing students' interests and passions, working toward students' dreams, promoting leadership, self-advocacy, self-determination, and membership in both school and the community. With an overview of each tool, a rationale for using them, and compelling stories of how they have helped real students in real classrooms, the author empowers educators to combine the science and art of teaching all learners.

371.9046 S613

Simpson, Cynthia G.; Bakken, Jeffrey P.; Spencer, Vicky G.

**Teacher's survival guide : the inclusive classroom**

Waco, TX : Prufrock Press, 2011.

*Subjects:* Inclusive education. Special education. Active learning.

*Summary:* This book addresses issues teachers face when working with students with disabilities, including collaborating with others, establishing parent relationships, understanding legal issues, and managing the classroom.

371.9046 S677

Sobel, Daniel; Alston, Sara

**The inclusive classroom : a new approach to differentiation**

London, UK : Bloomsbury Education, 2021.

*Subjects:* Classroom environment. Inclusive education.

*Summary:* Effective inclusion in the classroom shouldn't be a burden; it should be the most rewarding aspect of a teacher's role. In this innovative guide to supporting the most vulnerable students, the authors help primary and secondary teachers understand the barriers to children's learning. Emphasising the importance of meeting needs rather than focusing on diagnosis, they provide proven differentiation methods that maximises learning for the whole class, while reducing stress and saving time for the teacher. Guiding teachers through all the different phases of a single lesson, from starters to plenaries, the format of this book will help bring inclusion to the forefront of any lesson plan. Each chapter contains simple, effective actions to differentiate and improve learning outcomes for students vulnerable to underachievement, including those traditionally labelled SEN, EAL, pupil premium, looked after and young carers. Also provided are back-up ideas for when things don't go to plan, real-life anecdotes from teachers, and instructions on how to rethink traditional diagnoses and instead prioritise strengths and participation needs.

371.9046 S797

**The state of inclusion in Alberta schools**

Edmonton, AB: Alberta Teachers' Association, 2015.

*Subjects:* Inclusive education—Alberta. Inclusive education.

*Summary:* Alberta's classrooms have changed dramatically, with an increasing magnitude of diversity. The education system has attempted to respond to the growing diversity by creating inclusive classroom environments that meet all students' needs.

371.9046 S817

Stegemann, Kim; Aucoin, Angela

**Inclusive education : stories of success and hope in a Canadian context**

Don Mills, ON : Pearson Canada, 2018.

*Subjects:* Inclusive education—Canada.

371.9046 T253

Smith, Tom E.C.

**Teaching students with special needs in inclusive settings, 3rd Canadian edition**

Toronto, ON : Pearson Education, 2009.

*Subjects:* Inclusive education. Children with disabilities—Education.

371.9046 T742

Towle, Helena

**Disability and inclusion in Canadian education : policy, procedure, and practice**

Ottawa, ON: Canadian Centre for Policy Alternatives, 2015.

*Subjects:* Students with disabilities—Education. Education—Canada. Inclusive education.

371.9046 V371

Vaughn, Sharon; Bos, Candace S.; Schumm, Jeanne Shay

**Teaching students who are exceptional, diverse, and at risk in the general education classroom, 4th edition**

Boston, MA : Pearson A and B, 2007.

*Subjects:* Inclusive education. Special education. Children with disabilities—Education.

Learning disabled children—Education. Mainstreaming in education.

371.9046 V712

Villa, Richard; Thousand, Jacqueline S.

**Leading an inclusive school : access and success for all students**

Alexandria, VA: ASCD, 2017.

*Subjects:* Educational equalization. Educational leadership. School management and organization. Inclusive education.

*Summary:* This book details school restructuring and instructional innovations that allow both inclusive education for students with disabilities and academic engagement for all.

371.9046 W537

Westphal, Laurie E.

**Differentiating instruction with menus for the inclusive classroom. Language arts, grades 3-5**

Waco, TX : Prufrock Press, 2012.

*Subjects:* Language arts (Elementary). Inclusive education. Individualized instruction. Mixed ability grouping in education.

*Summary:* This book offers teachers who have multiple ability levels in one classroom everything they need to create a student-centred learning environment based on choice. For each topic covered, there are two menus that look similar but contain differentiated content: one menu for students working on grade level and the other for students working below grade level. Using the creative, challenging choices found in Tic-Tac-Toe menus, List menus, 2-5-8 menus, and Game Show menus, students will demonstrate their knowledge with unique, exciting products.

371.9046 W537

Westphal, Laurie E.

**Differentiating instruction with menus for the inclusive classroom. Math, grades 6-8**

Waco, TX : Prufrock Press, 2013.

*Subjects:* Inclusive education. Individualized instruction. Mathematics—Study and teaching (Elementary). Mixed ability grouping in education.

*Summary:* This book offers teachers who have multiple ability levels in one classroom everything they need to create a student-centred learning environment based on choice. For each topic covered, there are two menus that look similar but contain differentiated content: one menu for students working on grade level and the other for students working below grade level. Using the choices found in Tic-Tac-Toe menus, List menus, 2-5-8 menus, and Game Show menus, students will demonstrate their knowledge with unique, exciting products.

371.9046 W537

Westphal, Laurie E.

**Differentiating instruction with menus for the inclusive classroom. Science, grades K-2**

Waco, TX : Prufrock Press, 2013.

*Subjects:* Inclusive education. Mixed ability grouping in education. Individualized instruction. Science—Study and teaching (Elementary).

371.9046 W681

Wilkerson, Kimber L.; Perzigian, Aaron B. T.

**Promoting social skills in the inclusive classroom**

New York, NY: Guilford Press, 2014.

*Subjects:* Social skills—Study and teaching (Elementary). Inclusive education—Social aspects.

*Summary:* This book presents evidence-based tools and strategies for improving the social skills of all members of the inclusive classroom (K-6), especially students experiencing difficulties in this area. The authors explain why social competence is critical to school success and describe interventions, curricula, and instructional approaches that have been shown to be effective at the schoolwide, classroom, and individual levels. Procedures for conducting assessments and developing individualized intervention plans are detailed.

371.9046 W776

Hines, Rebecca; Dieker, Lisa

**Winning strategies for inclusive classrooms**

Port Chester, NY : National Professional Resources, 2009.

*Subjects:* Mainstreaming in education. Inclusive education. Students with disabilities.

Contents: 1 DVD.

*Summary:* This program presents and reviews strategies that empower inclusive elementary classroom staff to execute winning practices more effectively in moving inclusion programs forward. This is an informative, reality-based program that can be used for general staff development, for enhancing current team practice and/or coaching new teams for success. The accompanying guide provides information, handouts and blackline masters for use by teacher trainers and staff developers.

371.9046 Y24

Yanoff, Jerome C.

**The classroom teacher's inclusion handbook: practical methods for integrating students with special needs, 2nd ed.**

Chicago, IL : A. Coyle Press, 2007.

*Subjects:* Inclusive education.

*Summary:* Fourteen types of special needs students are discussed in this handbook on meeting the needs of a diverse student population within a mainstream classroom. Ranging from students with behaviour disorders, ADHD, and mental retardation to the blind, terminally ill, and gifted and talented, each profile includes a clear definition, characteristic behaviours, and suggestions for working with that student's specific strengths and weaknesses.

371.90473 G878

Grossi, Teresa; Cole, Cassandra M.

**Teaching transitions skills in inclusive schools**

Baltimore, MD: Paul H. Brookes Pub. Co., 2013.

*Subjects:* Inclusive education. Students with disabilities—Education (Secondary). High school students—Vocational guidance. Students with disabilities—Vocational guidance. School-to-work transition.

*Summary:* This guidebook helps educators and transition specialists make key improvements to transition services and instructional practices. You'll learn the basics of: raising expectations for all students through rigorous, personalized, and standards-based instruction; improving access to the general curriculum for students with special needs; developing meaningful transition IEP's based on students' strengths, preferences, and needs; blending quality transition services and quality instructional practices into one integrated approach; weaving in additional adaptations and accommodations for students with more significant support needs; and connecting academic content to practical, real-world contexts.

371.90473 T452

Thoma, Colleen A.; Bartholomew, Christina C.; Scott, LaRon A.

**Universal design for transition : a roadmap for planning and instruction**

Baltimore, MD : Paul H. Brookes Publishing, 2009.

*Subjects:* Instructional systems—Design. Students with disabilities—Education (Secondary). Inclusive education.

*Summary:* This guide book applies the principles of universal design for learning to transition for students with disabilities. Transition specialists and educators will discover how to apply universal design for transition (UDT) during the critical middle- and high-school years, to help students achieve academic goals, make sound decisions about their future, and make a successful transition to adult life

371.90973 D489

Maggin, Daniel M. (Ed.)

**Developing teacher leaders in special education : an administrator's guide to building inclusive schools**

New York, NY: Routledge, 2021.

*Subjects:* Educational leadership. Inclusive education. Special education teachers—In-service training. Special education teachers—Professional relationships. Special education—Administration. Teacher-administrator relationships.

*Summary:* Practical and forward-thinking, this book is the administrator's essential guide to growing special educator leadership in any school, district or program. Special educators need to be flexible, proactive, and collaborative – qualities that make them uniquely suited to roles in school leadership – but these skills are often overlooked when choosing effective teacher leaders.

Featuring helpful tips and detailed examples to demonstrate the concepts in action, this book breaks down the qualities that special educators can bring to your school leadership team and explores how you can leverage those skills to create a more inclusive and successful community.

371.91 K18

Karten, Toby J.

**Embracing disabilities in the classroom : strategies to maximize students' assets**

Thousand Oaks, CA : Corwin Press, 2008.

*Subjects:* Inclusive education. Children with disabilities—Education.

*Summary:* The content-rich interdisciplinary lessons included in this book help educators differentiate for students' behavioural, academic, and social needs while fostering disability awareness and inclusive mindsets in students, colleagues, and families.

371.94 B672

de Boer, Sonja R.

**Successful inclusion for students with autism : creating a complete, effective ASD inclusion program**

San Francisco, CA : Jossey-Bass, 2009.

*Subjects:* Autistic children—Education. Inclusive education.

*Summary:* Grades PreK-6. This book offers step-by-step guidance for creating successful inclusion programs and includes specific information on key topics such as educator roles and responsibilities, ongoing program assessment, and evaluating student progress. The author offers specific advice for designing an appropriate inclusive education program, providing valuable teaching tips on a wide variety of topics including behaviour management, and boosting social and communication skills.

371.94 B736

**Boroson, Barbara Autism spectrum disorders in the mainstream classroom : how to reach and teach students with ASDs**

New York, NY: Scholastic, 2011.

*Subjects:* Inclusive education. Autistic children—Education.

*Summary:* Grades K-6.

371.94 K22

Kaweski, Walter

**Teaching adolescents with autism : practical strategies for the inclusive classroom**

Thousand Oaks, CA : Corwin Press, 2011.

*Subjects:* Inclusive education. Autistic children—Education.

*Summary:* The book blends personal anecdotes with research-based strategies and is filled with hundreds of valuable ideas to help teachers with everything from understanding autism and special education policy to becoming an effective team member, supporting students with diverse needs, developing peer friendships, and solving behaviour challenges. In addition, the book includes a resource guide that teachers can use to prepare and train instructional assistants to work with students who have autism.

371.94 W878

Wood, Rebecca

**Inclusive education for autistic children : helping children and young people to learn and flourish in the classroom**

London, UK : Jessica Kingsley Publishers, 2019.

*Subjects:* Autistic children—Education—Great Britain. Inclusive education—Great Britain.

*Summary:* Drawing on research and interwoven with comments from autistic child and adult contributors throughout, the book argues that inclusion will only work if the ways in which autistic children think, learn, communicate and exhibit their understanding are valued and supported. Such an approach will benefit both the learner and the whole classroom. Considering topics such as the sensory environment, support, learning and cognition, school curriculums, communication and socialisation, this much needed book offers ideas and insight that reflect the practical side of day-to-day teaching and learning, and shows how thinking differently about autism and inclusion will equip teachers to effectively improve teaching conditions for the whole school.

371.946 B736

Boroson, Barbara

**Autism spectrum disorder in the inclusive classroom**

New York, NY: Scholastic, 2016.

*Subjects:* Inclusive education. Children with autism spectrum disorders—Education.

*Summary:* With 1 in 68 children now being diagnosed with Autism Spectrum Disorder, every teacher needs to be ready to teach children with ASD. This book, revised and updated to reflect the latest statistics and research, will both help you understand your students on the autism spectrum and provide strategies to help them succeed in school. Drawing on 25 years of experience working with students with ASD, the author guides you in creating a classroom community that is attuned to the needs of children with ASD, allowing all of your students to learn and grow.

371.95 R573

Riley, Tracy L.

**Teaching gifted students in the inclusive classroom**

Waco, TX : Prufrock Press, 2011.

*Subjects:* Gifted children—Education.

*Summary:* This book provides teachers with practical strategies for identifying and meeting the abilities and needs of gifted and talented students through differentiation in general classroom settings.

372.113 I37

Warner, Laverne

**Inclusive lesson plans throughout the year**

Beltsville, MD : Gryphon House, 2007.

*Subjects:* Lesson planning. Early childhood education. Individualized instruction.

*Summary:* This book has over 150 lesson plans for teachers who have children with special needs in their early childhood classrooms. Perfect for both beginning teachers and veteran teachers, it helps new teachers develop plans for each day and provides veteran teachers with new ideas and approaches to add spark to their classroom teaching. Each lesson plan has accommodations or modifications for children with: Autism Spectrum Disorder, speech and language impairments,



visual impairments, hearing impairments, orthopedic impairments, ADHD, cognitive and/or developmental delays; and emotional disturbances.

372.21 G869

Grisham-Brown, Jennifer; Hemmeter, Mary Louise

**Blended practices for teaching young children in inclusive settings. Second edition**

Baltimore, MD : Paul H. Brookes Publishing Co., 2017.

*Subjects:* Early childhood education. Early childhood special education.

*Summary:* Ideal for current and future early childhood educators working with children from ages 2 to 5, this comprehensive text provides explicit guidance on developing a successful curriculum framework, working effectively with families and other team members, tailoring instruction to each child's individual needs, and embedding learning opportunities that address all children's goals. Teachers will learn from the field's most current research, and they'll get a full continuum of strategies for teaching young children with diverse abilities. Practical information on authentic assessment and data-driven decision-making is also woven throughout the book.

372.210785 P227

Parette, Howard P.; Blum, Craig H.

**Instructional technology in early childhood : teaching in the digital age**

Baltimore, MD : Paul H. Brookes Pub., 2013.

*Subjects:* Early childhood education—Curricula. Early childhood education—Computer-assisted instruction. Educational technology.

*Summary:* This book shows how to use instructional technology (iPad apps, web-based interactive games, SMART boards etc.) to reach curriculum objectives for typically developing children and how to achieve IEP goals for children with disabilities in preschool and kindergarten settings. The authors discuss how to implement technology use in the context of everyday activities such as arrival, circle time, snack time, and play using their planning and implementation framework called "Expect it-plan it-teach it". The authors cover foundational information as well as how to use the framework for instruction across developmental areas, to support inclusive practices, and as an assessment and a progress-monitoring tool.

372.35 F516

Finson, Kevin D.; Jensen, Mary M.; Ormsbee, Christine K. **Differentiating science instruction and assessment for learners with special needs, K-8**

Thousand Oaks, CA : Corwin Press, 2011.

*Subjects:* Learning disabled children—Education (Elementary). Science—Study and teaching (Elementary).

302.23 H424

Haynes, Danielle

**What is bias?**

New York, NY : PowerKids Press, 2019.

*Subjects:* Journalism—Juvenile literature. Journalism—Objectivity—Juvenile literature.

*Summary:* This book teaches young readers what bias is, how to recognize it in news sources, why it happens, and how to avoid it. Provided historical facts and real-life examples will also

help them consider their own biases and challenge them when they choose what kinds of media to consume and believe.

372.6 H468

Heineke, Amy J.; Papola-Ellis, Aimee

**Inclusive texts in elementary classrooms : developing literacies, identities, and understandings**

New York, NY : Teachers College Press, 2022.

*Subjects:* Culturally sustaining pedagogy. Language arts (Elementary). Literacy—Social aspects.

*Summary:* This book presents a four-part framework for selecting, using, and engaging students with texts that promote children's identity development, literacy engagement and comprehension, and learning across the content areas. The practical text provides guidance for setting learning goals that align with relevant standards and curricular directives.

372.6 S334

Schiller, Pamela Byrne; Willis, Clarissa

**Inclusive literacy lessons for early childhood**

Beltsville, MD : Gryphon House, 2008.

*Subjects:* Early childhood education. Language arts (Early childhood).

*Summary:* This book is a collection of 100 literacy lessons, designed to introduce children ages 3-6 to a variety of literacy concepts and to help build important literacy skills. It offers adaptations for children with special needs including: visual impairments, hearing impairments, cognitive challenges, motor delays, speech/language delays, emotional/behavioral issues.

372.6 S726

Souto-Manning, Mariana; Martell, Jessica

**Reading, writing and talk : inclusive teaching strategies for diverse learners, K-2**

New York, NY: Teachers College Press, 2016.

*Subjects:* Culturally relevant pedagogy. English language—Study and teaching—Foreign speakers. Language arts (Primary).

*Summary:* This book invites readers to consider ways in which their language and literacy teaching practices can better value and build upon the brilliance of every child. In doing so, it highlights the ways in which teachers and students build on diversities as strengths to create more inclusive and responsive classrooms.

372.86 B587

Bielenberg, Kiwi

**All active : 35 inclusive physical activities**

Champaign, IL : Human Kinetics, 2008.

*Subjects:* Physical education for children—Study and teaching (Elementary). Inclusive education.

*Summary:* This book offers a framework of activities for children ages 5 to 12 with and without disabilities.

372.87 J49

Jellison, Judith

**Including everyone : creating music classrooms where all children learn**

New York, NY: Oxford University Press, 2015.

*Subjects:* Inclusive education. School music—Instruction and study.

*Summary:* The challenge for music teachers is to create meaningful learning opportunities for all children, preparing them to participate happily and successfully in rewarding music experiences throughout their lives. These experiences are universal in that they engage diverse groups of children in common experiences that are valued by their teachers, their parents, and their peers.

372.89 P895

Schweder, Windy

**Practical strategies for teaching K-12 social studies in inclusive classrooms**

Charlotte, NC : Information Age Pub., 2011.

*Subjects:* Inclusive education. Social sciences—Study and teaching (Secondary). Social sciences—Study and teaching (Elementary).

373.1148 D559

Dieker, Lisa; Hines, Rebecca

**Co-teaching in secondary schools : 7 steps to successful inclusion**

Port Chester, NY : National Professional Resources, 2011.

*Subjects:* Teaching teams. Inclusive education. Youth with disabilities—Education (Secondary).

*Summary:* Co-teaching at any grade level can be a challenge, because it requires educators to reshape their thinking, modify existing practices, and accept change. This chart specifically addresses the seven steps to successful co-teaching for educators working in middle and high school environments.

379.26 C967

Lindsey, Delores B.

**Culturally proficient learning communities : confronting inequities through collaborative curiosity**

Thousand Oaks, CA : Corwin Press, 2009.

*Subjects:* Education—Demographic aspects. Educational equalization. Multicultural education.

*Summary:* Professional learning communities (PLC's) can be a powerful force for creating equitable, inclusive schools where all students succeed. Integrating the four Tools of Cultural Proficiency with the PLC framework, this guide offers school leaders, district administrators, and staff developers a collaborative approach to address bias and inequity.

379.26 G553

Glaze, Avis; Mattingley, Ruth; Levin, Ben

**Breaking barriers : excellence and equity for all**

Toronto : Pearson, 2012.

*Subjects:* Educational equalization. Educational change. Inclusive education.

*Summary:* This book examines current research and practice focused on equity and inclusive education, provides 21 practical strategies for school administrators and teachers, and offers targeted interventions for groups of students at risk due to issues of equity and inclusiveness. The online resource includes links to current Canadian and international research, reproducible

appendices from the book, and Implementation Logs for school administrators and teachers to record and track progress.

428.24 I37

Verplaetse, Lorrie Stoops; Migliacci, Naomi **Inclusive pedagogy for English language learners : a handbook of research-informed practices**

New York, NY : Lawrence Erlbaum Associates, 2008.

*Subjects:* English language—Study and teaching as a second language. Language and languages—Study and teaching.

*Summary:* This book is designed to help educators define, select, and defend realistic educational practices that include and serve their English language learning student populations well.

428.24 R457

Reyes, Sharon Adelman; Vallone, Trina Lynn

**Constructivist strategies for teaching English language learners**

Thousand Oaks, CA Corwin Press c2008

*Subjects:* English language—Study and teaching as a second language. Second language acquisition. Limited English-proficient students. Constructivism (Education).

*Summary:* The authors supply in-depth classroom examples and grade-level connections to help readers apply constructivist methods in teaching ELL's. Designed for inclusive classrooms with diverse student backgrounds and abilities, this guide examines: perspectives on second language acquisition and learning, program models for ELL's, instructional practices informed by critical pedagogy, and examples of constructivist classroom programs.

428.40712 M159

McKnight, Katherine S.; Berlage, Bradley P.

**Teaching the classics in the inclusive classroom : reader response activities to engage all learners**

San Francisco, CA : Jossey-Bass, 2008.

*Subjects:* Reading (Secondary). Literature—Study and teaching (Secondary). Inclusive education.

510.712 W328

Waterman, Sheryn Spencer

**Differentiating assessment in middle and high school mathematics and science**

Larchmont, NY : Eye on Education, 2009.

*Subjects:* Mathematical readiness. Individualized instruction. Mathematics—Study and teaching (Middle school). Mathematics—Study and teaching (Secondary). Science—Study and teaching (Secondary). Science—Study and teaching (Middle school).

*Summary:* This book is an all-inclusive manual on assessing student readiness, interests, learning and thinking styles. It includes examples of: pre-, formative and summative assessments; informal and formal assessments; oral and written assessments; project and performance assessments; highly structured and enrichment assessments for struggling to gifted students; and assessment tools and rubrics.

616.85882 M217

Maich, Kimberly; Penney, Sharon C.

**Autism spectrum disorder in the Canadian context : an introduction**

Toronto, ON: Canadian Scholars, 2020.

*Subjects:* Autism spectrum disorders--Canada. Autism spectrum disorders--Treatment--Canada. Autism spectrum disorders.

*Summary:* This text offers beginning practitioners and educators a comprehensive introduction to autism spectrum disorder (ASD) from a Canadian context. Covering the clinical, educational, and community perspectives of ASD, the authors highlight how educators, direct support professionals, and communities can support people with ASD across their lifespan: from their early years to their school years to their adult years. Additionally, the authors emphasize the emerging nature of the field and the importance of evidence-based interventions. The resource is divided into four sections. Section I gives an overview of ASD, including its history, prominent researchers in the field, and changes in the diagnostic criteria; Section II looks at evidence-based interventions and the newer sensory theories and frameworks; Section III examines ASD across the lifespan, as well as the experiences of parents and families; and Section IV looks at additional critical issues, including media, sexuality, peer relationships, and immigration. Key Features: cross-Canada research and practice examples, lifespan approach, focus on the adult years, inclusion of the history of ASD, focus on evidence-based interventions.

813.6 S718

Sotomayor, Sonia

**Just ask! : be different, be brave, be you**

New York, NY : Philomel Books, 2019.

*Subjects:* Children with disabilities—Juvenile fiction. Cooperativeness—Juvenile fiction. Disabilities—Juvenile fiction. Friendship—Juvenile fiction. Gardens—Juvenile fiction. Individuality—Juvenile fiction.

*Summary:* In this warm and inclusive story by U.S. Supreme Justice Sonia Sotomayor, inspired by her own childhood diagnosis of diabetes, readers join along as differently abled kids use their strengths to work together and learn about each other.

FR 371.9046 I61

Schmidt, Sylvine

**Intervention différenciée au primaire en contexte d'intégration scolaire : regards multiples**

Quebec City, QC : Presses de l'Université du Québec, 2009.

*Subjects:* Learning disabled children—Education—Québec (Province). Academic achievement—Québec (Province). Inclusive education—Québec (Province). Education, Elementary—Québec (Province).

*Summary:* Intervenir en classe ordinaire pour répondre aux besoins de tout élève, qu'il présente ou non des difficultés dans son parcours scolaire, représente le plus grand défi des enseignants. Il importe donc d'identifier des pratiques de classe pouvant nourrir la réflexion du personnel enseignant et mieux l'orienter au regard des interventions éducatives efficaces dans un contexte d'intégration scolaire. C'est le but poursuivi par cet ouvrage.

FR 371.93 L552

Le Messurier, Mark

**Enseigner à des élèves ayant des comportements difficiles : des pistes d'action concrètes pour une école inclusive**

Montréal, QC : Chenelière Éducation, 2013.

*Subjects:* Academic achievement. Effective teaching. French language materials. Problem children—Behavior modification. Problem children—Education.

*Summary:* Traduction de: *Teaching tough kids*.