



Critical Issues in Special Education: Access, Diversity, and Accountability

By Audrey McCray Sorrells, Herbert J. Rieth, Paul T. Sindelar

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This book represents the contributions of prominent researchers, teacher educators, policy makers, teachers, and parents on current and emerging issues facing the field of special education, and their critical thinking on how to ensure that students with disabilities receive free appropriate education in the least restrictive environment. The authors present divergent perspectives on the issues and concerns, including: (a) the emergence of more constructivistic instruction approaches that focus increasingly on higher order thinking; (b) new organization structures for administering schools; (c) standards-based reform and the use of high stakes testing for evaluating students; (d) the changing population and the increasingly diverse demographics of the students served in the public schools; (e) the onset of the information age and the increasingly visible role of technology in the schools and the workplace; (f) concerns about student discipline and violence in schools; (g) the continuing shortage of qualified and certified special education teachers, and (h) trends in higher education focused on the reform of teacher education such as changing standards for knowledge and skills, preparing teachers for changing roles as mentors, and changes in the teacher education process that may have precipitated or influenced issues in the field. For special education providers such as parents and teachers and for anyone interested in the field of special education.

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Editorial Review

From the Back Cover

The contributions of prominent researchers, teacher educators, policy makers, teachers, and parents come together to provide best practices and critical thinking on how to ensure that students with disabilities receive free appropriate education in the least restrictive environment.

With the sound reassertion that special education is important for students with and without disabilities, the authors sift through the existing research to identify “best practices” and the conditions that may facilitate or prohibit their implementation.

Features

- Each chapter raises poignant issues and concerns around a given topic and challenges students to reframe their thinking about how to effectively teach students with disabilities.
- “Questions for further discussion” provide teacher and students the opportunity to flesh out the content of the chapter and discuss within the context of research, classroom practices, or policy.
- Each chapter ends with a “For Further Reading” list to provide the instructor and students with additional and complementary publications to facilitate in-depth understanding of issues.

Users Review

From reader reviews:

Lydia Baum:

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Jeffrey Martinez:

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Felecia Holst:

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Carolyn Alcantara:

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