



Inclusion Strategies for Secondary Classrooms: Keys for Struggling Learners

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Keys for unlocking the doors to learning for ALL students!

This updated edition of the bestseller *Successful Inclusion Strategies for Secondary and Middle School Teachers* identifies “locks” to learning—input locks, processing/retention locks, affective locks, and output locks—and provides research-based “keys” to unlock learning barriers for students with disabilities and learning challenges. Packed with teacher-friendly, developmentally appropriate strategies that work, this new edition examines:

- Research on the unique teaching environment of secondary school classrooms
- The reauthorization of IDEA 2004
- The impact of NCLB on special education
- Incorporating strategies into a Response to Intervention program
- Applications for Universal Design for Learning

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Editorial Review

Review

"This updated text provides a wide range of instructional tools that are cleverly introduced, well-referenced, and clearly presented. It provides an informative and practical introduction to preservice teachers who are preparing to work with older students. At the same time, it offers an excellent refresher for practicing teachers by providing some new and fresh approaches that can be incorporated into everyday inclusive classrooms. I expect this book to become bookmarked and dog-eared from both initial use and subsequent reference by serious educators." (Jean Lokerson, Faculty Emerita, School of Education 2009-10-02)

About the Author

M. C. (Millie) Gore is Hardin Distinguished Professor in the Special Education Program of the Department of Counseling, Kinesiology, and Special Education at the Gordon T. and Ellen West College of Education at Midwestern State University in Wichita Falls, Texas. She is the author or coauthor of several books, including the Corwin title (with John F. Dowd) *Taming the Time Stealers: Tricks of the Trade From Organized Teachers*. Gore received undergraduate and master's degrees from Eastern New Mexico University and a doctorate from the University of Arkansas.

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