



Including Students with Special Needs: A Practical Guide for Classroom Teachers (6th Edition)

By Marilyn Friend, William D. Bursuck

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This single most widely used Inclusion text continues to provide the best source of practical strategies for teaching students with special needs in inclusive settings. Filled with examples and vignettes, the emphasis is always on teaching methods that promote student independence at all education levels. Its non-categorical approach helps ensure all students' success regardless of their specific categories of exceptionality.

The Sixth edition integrates today's expectations for students with the authors' strong commitment to inclusive practices, tempered by the realities of day-to-day teaching. This text provides a firm grounding in special education practices, an understanding of the professionals who support these students and the procedures followed to ensure their rights are upheld, and a wealth of research-based strategies and interventions that can foster their success.

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Editorial Review

From the Back Cover

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About the Author

Marilyn Friend has worked in the field of education in a variety of roles for over 30 years. In addition to teaching in both special education and general education, she has worked as a teacher educator, consultant, and staff developer and currently is chair and professor in the Department of Specialized Education Services at the University of North Carolina at Greensboro. Her particular areas of expertise—the focus of her research, grants, teaching, writing, and work in the field—include inclusive schooling, co-teaching and other collaborative school practices, systems change, urban education, and family—school partnerships.

William Bursuck began his career as a general education teacher, and as a special education teacher and university teacher educator he has maintained an active interest in inclusive practices, publishing numerous research articles, successfully obtaining grants to conduct research, and publishing two books. Dr. Bursuck takes particular pleasure in providing classroom and future teachers with practical, evidence-based strategies to improve educational outcomes for students with special needs in this age of teacher accountability. He is a professor in the Department of Specialized Education Services at the University of North Carolina at Greensboro.

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