

GENERAL AND SPECIAL
EDUCATION INCLUSION IN AN
AGE OF CHANGE: ROLES OF
PROFESSIONALS INVOLVED

ADVANCES IN SPECIAL EDUCATION

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PREFACE

General and Special Education inclusion in an Age of Change is divided into two volumes: Volume 31, *Impact on Students with Disabilities* and Volume 32, *Roles of Professionals Involved*. For many years, professionals have argued and debated about the topic of inclusion and how students with disabilities are best served. Different professionals have different beliefs on inclusion in relationship to the disability the students may have. Thoughts and attitudes vary regarding these students. The topic of full inclusion is also highly debated. Some individuals are obviously in favor of full inclusion and others are not. Even professionals with expertise in different disability groups have different viewpoints. Some say it depends on each individual child, the severity of their disability, and the school environment for which they are to receive their education. This situation has led to many different viewpoints on this very important topic that includes school professionals, parents, researchers, and communities.

Volumes 31 and 32 address the current top perspectives and issues regarding the topic of inclusion by providing chapters written by active researchers and scholarly university professors who specialize in this area. Volume 31 begins with an introduction to the topic of inclusion and then includes chapters that address inclusion and different types of disabilities and how students with these disabilities might best be served in this type of environment. Areas addressed in these chapters include: students with learning disabilities, students with emotional or behaviour disorders, students with intellectual disabilities, students that are deaf or hard of hearing, students with visual impairments, students with autism spectrum disorders, students with extensive and pervasive support needs, students with traumatic brain injuries, students with communication impairments, and students with physical disabilities and other health impairments. Volume 32 begins with a chapter that addresses preparing teachers for inclusive environments. This is followed by chapters that address the general and special educator and their roles in an inclusive environment. Next, a chapter on the principal and their leadership in an inclusive school is addressed. The volume then addresses the family, the community, meeting student needs, academics, and a chapter on thoughts moving forward. Finally, a chapter on concluding thoughts is provided.

Volumes 31 and 32 are composed of 11 and 10 chapters respectively, that are written by well-known and respected university professors who are actively involved in teaching undergraduate and graduate special education courses and engaged in research on inclusion. *General and Special Education Inclusion in an Age of Change: Roles of Professionals Involved* is an excellent supplementary text for advanced undergraduate special education majors and graduate students who are looking for detailed, comprehensive, and current information for their research papers or theses.

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