



New Book Information

Inclusive Education for Students with Intellectual Disabilities

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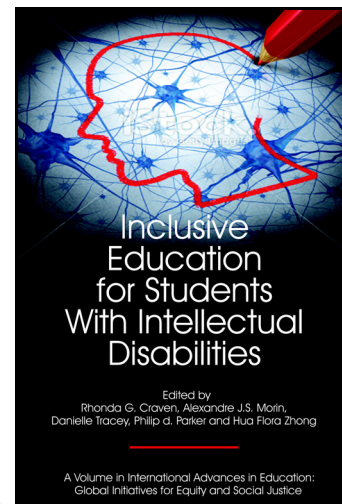
A volume in **International Advances in Education:
Global Initiatives for Equity and Social Justice**

*Series Editors: Elinor L. Brown, University of Kentucky, Rhonda G. Craven,
Australian Catholic University, and George F. McLean, The Council for Research in Values and Philosophy*

As a social justice endeavor, one of the goals of inclusive education is to bolster the education of all students by promoting equal opportunities for all, and investing sufficient support, curriculum and pedagogy that cultivates high self-concepts, emphasizes students' strengths rather than weaknesses, and assists students to reach their optimal potential to make a contribution to society. Dedicated to the identification of international strategies to achieve this goal, *Inclusive Education for Students with Intellectual Disabilities* presents examples of theory, research, policy, and practice that will advance our understanding of how best to educate and more generally structure educational environments to promote social justice and equity. Importantly, this discussion transcends research methodology, context, and geographical locations and may lead to far-reaching applications. As such, the focus is placed on research-derived educational and psycho-educative practices that seed success for students with intellectual disabilities in inclusive educational settings and the volume showcases new directions in theory, research, and practice that may inform the education and psychosocial development of students with intellectual disabilities globally.

The chapter contributors in this volume consist of 31 scholars from ten different countries, and they come from a great variety of research areas (i.e., teacher education, educational psychology, special education and disability policy, special needs and inclusive education, health sciences). This volume, with a series of subsections, offers insights and useful strategies to promote meaningful advances for students with intellectual disabilities globally.

CONTENTS: Foreword, *Christophe Maïano*. Series Introduction, *Elinor L. Brown, Rhonda G. Craven, and George F. McLean*. Volume Introduction, *Rhonda G. Craven, Alexandre J. S. Morin, Danielle Tracey, Philip D. Parker, and Hua Flora Zhong*. Acknowledgements. **PART I: PROMOTING EFFECTIVE TRANSITION PROGRAMS TO FACILITATE FUTURE SUCCESS AND OPPORTUNITIES.** An Intensive Early Intervention Program: Building Inclusive Communities and Transitioning to Kindergarten, *Claude L. Normand, Julie Ruel, and Lucie Leclair Arvisais*. A Canadian Perspective on the Inclusion of Students With Intellectual Disabilities in High Schools, *Tiffany L. Gallagher and Sheila Bennett*. Starting With the End in Mind: Inclusive Education Designed to Prepare Students for Adult Life, *Kathryn Best, LaRon A. Scott, and Colleen A. Thoma*. Enhancing the Postschool Outcomes of Students With Intellectual Disabilities in Singapore: An Illustrative Example of Developing A Transition Program, *Mee Choo Soh and Levan Lim*. **PART II: PEDAGOGY AND LEARNING ENVIRONMENTS THAT ENHANCE SOCIAL JUSTICE AND EDUCATIONAL OUTCOMES.** Looking Back on the Inclusive Education Career of Three Young Adults With Intellectual Disabilities in the Flemish Speaking Part of Belgium: Becoming and Belonging, *Geert Van Hove, Elisabeth De Schauwer, Inge Van de Putte*. Inclusive Research and Learning Environments: Ideas and Suggestions for Inclusive Research and the Development Of Supportive Learning Environments for Children With Autism and Intellectual Disabilities, *Ejja Kärnä*. Experiences of Learning: Students With Intellectual Disabilities in Higher Education in Ireland, *John Kubiak and Michael Shevlin*. **PART III: ENABLING SELF-DETERMINATION AND AUTHENTIC PARTICIPATION IN DECISION-MAKING.** Including Students with Intellectual Disability in Decision Making and Future Planning During and After Upper-Secondary Education—A Finnish Case Study, *Aino Äikäs*. Self-Determination and Inclusive Education for Students With Intellectual Disability, *Karrie A. Shogren and Michael L. Wehmeyer*. The Next Frontier—Advancing Quality of Life and Self-Determination by Explicating the Self-Concepts of Children With Mild Intellectual Disabilities, *Danielle Tracey, Rhonda G. Craven, and Herb Marsh*. **PART IV: THE AGENCY OF PARENTS AND EDUCATORS AS ADVOCATES FOR THE INCLUSIVE EDUCATION OF STUDENTS WITH INTELLECTUAL DISABILITIES.** Parent Advocacy for Inclusive Education in the United States, *Meghan M. Burke*. Special Education Teachers of Children With Intellectual and Developmental Disabilities, and Teachers in Inclusive and Regular Classrooms—Differential Views Toward Inclusive Education, *Frances Lai Mui Lee, Alexander Seeshing Yeung, Danielle Tracey, Katrina Barker, and Jesmond C. M. Fan*. Parent's Capabilities and Institutional Conditions for Children With Intellectual Disabilities in Austrian Schools, *Michaela Kramann and Gottfried Biewer*. The Road to Inclusion for Children With Autism Spectrum Disorders, *Llywenn Couper*. About the Contributors.



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