# Table of Contents

Preface.................................................................................................................................................. xx

Acknowledgment .............................................................................................................................. xxvi

Section 1
Context

Chapter 1
Intersectionality and the Construction of Inclusive Schools............................................................... 1
   *Amy J. Petersen, University of Northern Iowa, USA*

Chapter 2
The Foundation of Inclusion in Federal Legislation and Litigation .............................................. 27
   *Mitchell L. Yell, University of South Carolina, USA*
   *Christine A. Christle, University of South Carolina, USA*

Section 2
Preparation

Chapter 3
Becoming a Culturally Competent Educational Leader ................................................................. 54
   *Denise K. Scharles, University of Northern Iowa, USA*

Chapter 4
The Myth of Colorblindness: Helping Educators Recognize the Role of Race in the PreK-12th Grade Classrooms ......................................................................................................................... 77
   *Stephanie R. Logan, University of Northern Iowa, USA*

Chapter 5
Preparing Critical, Secondary Special Educators: An Inclusive, Disability Studies Approach .......... 100
   *Danielle M. Cowley, University of Northern Iowa, USA*

Chapter 6
Cultivating Communities of Inclusive Practice: Professional Development for Educators – Research and Practice ................................................................................................................................. 120
   *Christina M. Curran, University of Northern Iowa, USA*
   *Becky Wilson Hawbaker, University of Northern Iowa, USA*
Section 3
School-Wide Context

Chapter 7
Establishing a Student-Centered Environment to Support All Learners ............................................. 155
   James D. Basham, University of Kansas, USA
   Skip Stahl, CAST, USA
   Tracey Hall, CAST, USA
   Richard Allen Carter Jr., University of Wyoming, USA

Chapter 8
Creating Inclusive Classroom Communities Through Social and Emotional Learning to Reduce Social Marginalization Among Students ................................................................. 183
   June L. Preast, University of Missouri, USA
   Nicky Bowman, University of Missouri, USA
   Chad A. Rose, University of Missouri, USA

Chapter 9
Differentiation Challenges in Inner City School .......................................................................................... 201
   Tymika N. Wesley, California Lutheran University, USA

Section 4
Content

Chapter 10
Designing and Implementing Inclusive STEM Activities for Early Childhood ......................................... 222
   Mary M. Donegan-Ritter, University of Northern Iowa, USA
   Betty Zan, University of Northern Iowa, USA

Chapter 11
Characteristics and Instructional Strategies for Students With Mathematical Difficulties: In the Inclusive Classroom ........................................................................................................... 250
   Kathleen Hughes Pfannenstiel, American Institutes for Research, USA
   Jennifer “JC” Sanders, Independent Researcher, USA

Chapter 12
Universal Design for Learning: A Framework for Supporting Effective Literacy Instruction ............ 282
   Jodi Pilgrim, University of Mary Hardin-Baylor, USA
   A. Kris Ward, University of Mary Hardin-Baylor, USA

Chapter 13
Inclusive Recreation as Part of the IEP Process ......................................................................................... 311
   Amy M. Davison, University of Northern Iowa, USA
   Kathleen G. Scholl, University of Northern Iowa, USA
Section 5
Practice

Chapter 14
The Year of Teaching Inclusively: Building an Elementary Classroom for All Students ..................332
Amy J. Petersen, University of Northern Iowa, USA
Caroline F. Elser, University of Northern Iowa, USA
Mona Nassir Al Nassir, University of Northern Iowa, USA
Jessica Stakey, Eagle Grove School District, USA
Karissa Everson, Eagle Grove School District, USA

Chapter 15
Imagine the Possibilities: Drama in Inclusive Settings.................................................................349
Gretta Berghammer, University of Northern Iowa, USA
Ashley Kramer, East Moline School District #37, USA
Amy J. Petersen, University of Northern Iowa, USA

Chapter 16
The Role of Bibliotherapy and Therapeutic Storytelling in Creating Inclusive Classroom Communities ............................................................................................................................375
Sanja Skočić Mihić, University of Rijeka, Croatia
Kimberly Maich, Memorial University, Canada
Christina Belcher, Redeemer University College, Canada
Susan Perrow, Independent Researcher, Australia
Ana Barišić, Catholic Elementary School “Josip Pavlišić”, Croatia
Nadia Novak Ramić, Elementary School “Rikard Katarinić Jeretov”, Croatia

Chapter 17
Creating Inclusive Classroom: Innovative Practices by Chinese Banzhurens ..................................399
Jiacheng Li, East China Normal University, China
Yan Li, East China Normal University, China
Ying Huang, Changzhen Elementary School of Guangming District, China
Liujuan Huang, Guangming Experimental School, China
Binyao Zheng, Kennesaw State University, USA

Section 6
Assessment

Chapter 18
Assessment in Inclusive Settings ..................................................................................................426
Brittany L. Hott, Texas A&M University – Commerce, USA
Rebecca A. Dibbs, Texas A&M University – Commerce, USA
DeMarquis Hayes, Texas A&M University – Commerce, USA
Lesli P. Raymond, Texas A&M University – Commerce, USA
Chapter 19
Data System-Embedded Analysis Support’s Implications for Latino Students and Diverse Classrooms .................................................................................................................................................. 444

  Jenny Grant Rankin, University of Cambridge, UK

Compilation of References .................................................................................................................................................. 465

About the Contributors .......................................................................................................................................................... 541

Index ..................................................................................................................................................................................................... 549