

## Book Review

# Preparing Pre-Service Teachers for the Inclusive Classroom

Reviewed by ARBA, ARBA

*Preparing Pre-Service Teachers for the Inclusive Classroom*  
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*Preparing Pre-Service Teachers for the Inclusive Classroom* represents collective works by multiple authors on the subject of best practices for teaching students of all abilities and disabilities. The editors, along with an advisory board, have brought together authors with insights and strategies that will be useful to preservice teachers (PSTs) heading toward a career in contemporary classrooms. The book's 14 chapters are divided into four sections: The Pre-Service Teacher, Designing Instruction, Meeting Content Demands, and Teaching the Individual.

Ideas for preparing preservice teachers as well as novice teacher experiences are introduced. Methodology designs for reaching all learners are discussed as is curriculum content and tools such as Assistive Technology (AT). Additionally, models and processes for integrating all students in a classroom are described. The book concludes with a listing of references, author information, and a brief index.

General and special education staff work hand in hand in the twenty-first-century classroom. Chapters present framework, strategies, models, and supportive legislation that demonstrate critical skills and tools that prepare PSTs for teaching diverse learners. Customary processes, such as the Individual Education Plan (IEP), are explained. Information about specific learning disabilities are discussed in chapter five which is designed with a focus on the thought that "...it is essential that the secondary pre-service teacher be knowledgeable about the different categories of disabilities listed in the Individuals with Disabilities Education Improvement Act (IDEA) and understand how to develop their instruction and assignments to properly educate students in their classrooms who fall into one or more of these categories..." (p. 75). Using the model for Universal Design for Learning (UDL) and alignment with Common Core State Standards represents collaborative measures between general

education and special education in chapter six. The inherent plausibility of collaborative planning is demonstrated in consistent examples. This book prepares inexperienced future educators for inclusive and results-oriented teaching experiences.

As a teaching tool, *Preparing Pre-Service Teachers for the Inclusive Classroom* is best for instructors of preservice teachers, educational interns, and novice teachers seeking real-life experience and research into inclusive classrooms.