Contents

	Foreword by Linda Ware Preface Acknowledgments	1X X Xii XXii
	RT I ow Knowledge Guides Practice	1
1	Making Sense of Public School Culture and Context: "Why didn't somebody tell me that teaching is so complicated?"	3
2	Contemplating the (In)visibility of Disability: "Why can't I remember going to school with kids with disabilities or having a teacher with a disability?"	20
3	Examining Beliefs and Expanding Notions of Normalcy: "What if I don't feel ready to teach those kids?"	50
4	Practicing Educational Equity in a Democracy: "What if I'm still not sure about inclusion?"	73
	PART II How Practice Deepens Knowledge	
5	Selecting Approaches and Tools of Inclusive Teaching: "How do I figure out what to teach in an inclusive classroom?"	101
6	Creating a Dynamic Classroom Culture: "How can I be sure that I reach everybody?"	139
7	Assessing Student Knowledge and Skills in the Inclusive Classroom: "How do I know they all got it?"	175
8	Drawing upon the Power of Two: "What will happen if I am assigned to be a co-teacher?"	199

	RT III ow Talk Changes Knowledge and Practice		225
9	Actively Challenging Normalcy: "How can I talk about disabil in my classroom?"	lity	227
10	Promoting Inclusive Beliefs and Practices: "What if my school 'not there yet' in regard to inclusion?"	is	247
	A Final Note Appendix A: Disability Studies in Education Appendix B: Suggested Further Reading Appendix C: Useful and Interesting Websites Index		273 274 277 288 290