



Teaching English Learners in Inclusive Classrooms

Elva Duran

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The uniqueness of this new and revised third edition can be seen in each of the chapters which have been completely rewritten to include new information on IDEA, No Child Left Behind, content standards, and research related to teaching English learners who are fully-included and may also have mild-moderate and severe disabilities. There are new chapters related to Asian, Latino, and African American students, and there is an entirely new chapter written on families. Initial chapters provide a basic overview of the power of language, functional language and other language intervention strategies, including transition planning. Other topics discuss adolescent students with autism and other spectrum disorders, students with multiple disabilities, evaluation and assessment, literacy development, and social studies content. Additional information examines the second language learner and the culturally and linguistically different student in general and special education. Much more emphasis has been given to practical teaching strategies for working with students. This text draws upon the most current laws and research in the interconnected fields of bilingual and multicultural education, language and literacy, and special needs. The chapters on assessment and second language learning represent the state of the art in bilingual special education. Both practitioners and academicians will find this book to be an invaluable resource in their work.

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