



Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach

By Richard M. Gargiulo, Debbie Metcalf

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Editorial Review

Review

"...I am excited and delighted with this perspective of addressing universal design for learning and teacher education....This text helps with the transition toward helping us all learn how to remediate curriculum and instruction for all learners."

"UDL is such an important concept for all students that I am delighted to see a text with the UDL orientation and the concept infused throughout the book. Using this UDL approach to prepare teachers will sustain our efforts to promote UDL in the classroom for all students."

"...this book has the necessary ingredients to help teacher candidates address the issues of diversification in the classroom."

"...an introductory text for general education teachers who need to gain a general background on how to best serve and educate students with disabilities and different learning needs in their classrooms...it is chock full of functional strategies and ideas that teachers could utilize immediately in their classrooms."

"... a wealth of general information and specific strategies to support inclusion."

About the Author

Richard M. Gargiulo is Professor Emeritus of special education in the Department of Curriculum and Instruction at the University of Alabama at Birmingham (UAB), where he has been a teacher educator for more than three decades. Prior to receiving his Ph.D. degree in educational psychology from the University of Wisconsin-Madison, Richard taught fourth graders and young children with intellectual disability in the Milwaukee Public Schools. Upon receiving his doctorate he joined the faculty of Bowling Green State University in Bowling Green, Ohio, where he taught for over eight years. A frequent contributor to the professional literature, Richard has authored or coauthored over 100 publications, including sixteen textbooks. His previous professional contributions include serving as the first Fulbright Scholar in special education assigned to the former Czechoslovakia; being twice elected as President of the Alabama Federation, Council for Exceptional Children; serving as President of the Division of International Special Education and Services (DISES), Council for Exceptional Children; and serving as President of the Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children. Currently, Richard serves as the Southeast Representative to the board of directors of the Division on Autism and Developmental Disabilities. Teaching, however, has always been Richard's passion. In 1999 he received UAB's President's Award for Excellence in Teaching. In 2007 he was honored by the Alabama Federation, Council for Exceptional Children, with the Jasper Harvey Award in recognition of being named the outstanding teacher educator in the state.

Debbie Metcalf has worked in partnership with Pitt County Schools and East Carolina University in Greenville, North Carolina as a special educator and intervention specialist for Pitt County Schools and as a Teacher-in-Residence in the Department of Curriculum and Instruction at East Carolina University for fifteen years. She currently teaches methods courses and works in the classroom with undergraduate preservice teachers. Debbie holds a Master of Arts in Education degree from San Diego State University and is certified in both general and special education, including assistive technology. She became a National Board Certified Teacher in 1997. In 2004, she was awarded the Clarissa Hug Teacher of the Year Award

from the International Council for Exceptional Children. She currently serves on the Board of Directors for the Council for Exceptional Children and is active in the Division of International Special Education and Services (DISES). Debbie has taught students of all ages for over 30 years in California, New Mexico, Hawaii, Michigan, and North Carolina. She continues to mentor new teachers and teachers pursuing National Board Certification. Her primary research areas include access to the general curriculum for students with exceptionalities, collaborative teaching models, alternate assessment models for diverse learners, curriculum design and revision, alignment, and service learning.

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