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Evidence-Based Practices in Inclusive Education for Teachers

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Deadline for manuscript
submissions:

closed (20 June 2024)

Message from the Guest Editors

Inclusive education has become increasingly important. We are inviting original empirical research articles (employing qualitative, quantitative, or mixed design methods) and systematic review and/or meta-analyses that address the following topics (among others):

Understanding of diversity and inclusion in today's classroom.

1. Understanding of Evidence-Based Practices (EBPs) and their importance in education.
2. Critically evaluating and applying educational research.
3. Implementation of EBPs in the classroom, including goal setting and measuring outcomes.
4. Use of data-based decision making to guide instruction and support student learning.
5. Universal design for learning and use of assistive technology to support inclusive education.
6. Evidence-based instructional practices and differentiated instruction.
7. Positive behavior support and disciplinary practices.
8. Collaboration with professionals and families to apply EBPs.
9. Awareness of cultural competence and the importance of considering students' diverse backgrounds and needs.
10. Ongoing professional development and continuous improvement in the use of EBPs in inclusive education.



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Special Issue



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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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