



Cultivating Inclusive Classrooms: Practices in Special Education

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Message from the Guest Editors

Dear Colleagues:

A socio-ecological approach to implementing inclusive practices in special education classrooms should be embraced. It seems from global research reports that the medical model is still preferred and applied in most special education environments. Such an approach can result in stereotyping and “othering” a child with a disability. Without disregarding the importance of individual and specialised support, it is essential to acknowledge that all children come to school from diverse home and community contexts, as well as with their own vulnerabilities, characteristics and socio-cultural identities.

The aim of this Special Issue is to gather recent and high-quality research reports on a socio-ecological approach towards inclusive teaching and learning practices in special education. Papers may report on original research and systematic reviews. Submissions addressing the following themes are welcomed: advances in the development of theoretical frameworks, inclusive pedagogy, whole-school approaches, enhancing inclusive values and support strategies.

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Message from the Editor-in-Chief

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