

Special Issue

Effective Inclusion of Students with Disabilities in Secondary Schools

Message from the Guest Editors

Limited empirical research on effective inclusion of students with disabilities in secondary schools exists. Despite limited knowledge of effective inclusion of students with disabilities, there is an implementation gap of inclusive academic and behavioral practices. Our goal of this Special Issue is to contribute to our limited knowledge of effective implementation of inclusive education of secondary students with disabilities in secondary classrooms and schools. Researchers who have research-based (RB) and practice-based (PB) evidence of school-wide or class-wide models of inclusion shown to improve outcomes of secondary students with disabilities are strongly encouraged to submit manuscripts for this Special Issue. The themes may include, but are not limited to, evidence-based inclusive practices; multi-tiered systems of support (MTSS); supplemental, targeted interventions; peer-mediated interventions (PMIs); collaboration; co-teaching; specially designed instruction (SDI); universal design for learning (UDL); and individualized education programs (IEPs) for including secondary students with disabilities in general education.

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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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