

Special Issue

Cultivating Inclusive Classrooms: Practices in Special Education

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.

Guest Editors

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Deadline for manuscript submissions

closed (31 January 2025)



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About the Journal

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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