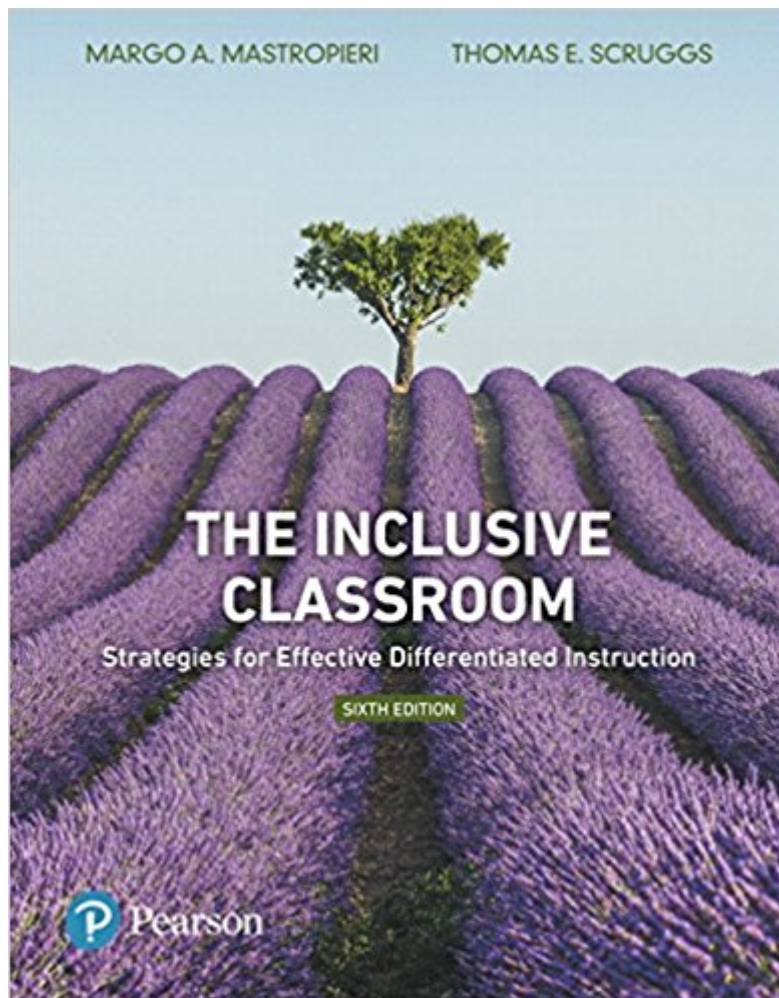


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The Inclusive Classroom: Strategies For Effective Differentiated Instruction, Plus MyEducationLab With Enhanced Pearson EText, Loose-Leaf Version -- ... Edition) (What's New In Special Education)





Synopsis

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Margo Mastropieri, Ph.D., is University Professor Emerita, College of Education and Human Development, George Mason University. She has served as a Diagnostic-Remediator for the Learning Center at Mount Holyoke College, and as a classroom teacher for students with special needs, from preschool to secondary levels, in Massachusetts and Arizona. Prior to her present

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Tom Scruggs is University Professor Emeritus, George Mason University. He served as a classroom teacher for students with special needs, including gifted students, from preschool to secondary levels in Massachusetts and Arizona. Prior to his present position, he served as University Professor of Special Education at George Mason University. Earlier he was a Professor of Special Education at Purdue University, where he also had served as Director of the Purdue Achievement Center; and as a Research Assistant Professor at Utah State University. He earned his Ph.D. from Arizona State University. He has directed or co-directed externally funded research projects in peer tutoring, test-taking skills, mnemonic strategy instruction, and inclusive science and social studies education, at the elementary, middle school, and high school levels. From 1991 to 1997 he served as Co-Editor of Learning Disabilities Research & Practice, the journal of the Division for Learning Disabilities of the Council for Exceptional Children. From 1992 to 2011 he served as Co-Editor of the research annual Advances in Learning and Behavioral Disabilities (Emerald). Since 2009 to 2015 he served as Co-Editor of Exceptional Children. Among his publications (mostly in collaboration with Margo Mastropieri) are over 200 journal articles, 61 chapters in books, and 32 co-authored or co-edited books. In 2010, he received the Scholarly Achievement Award from the College of Education and Human Development at George Mason University. Both authors are

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