

INDEX

- Adolescents, 108, 214
Advocacy, 76, 80, 175–181, 199,
216, 231, 238
Advocates, 178–180
Assumptions, 5, 41, 88, 92, 94, 156,
196, 211–213, 227, 265,
267–268
Attention Deficit Hyperactivity
Disorder (ADHD), 124–125,
127, 129, 131–132, 134–137,
195, 241
Attitudes, 28, 70, 74, 80, 84,
108–109, 213–214, 215, 221,
238, 256
Autism Spectrum Disorder (ASD),
42, 216, 235, 240

Belonging, 63–70, 110, 119, 133,
135, 156, 158–159, 164, 177,
186, 192, 197, 211, 256, 260,
264–266, 267

Change, 48, 54, 73, 82, 85, 98,
136–138, 211, 240, 265, 267,
269
Children with disabilities, 19,
38–39, 42–44, 51, 57–58, 72,
74–77, 79–81, 83–84, 87–94,
101, 103, 151–169, 176–178,
180, 196, 234–235, 248,
256–258

Collaboration, 72, 82, 93, 110, 117,
136, 156, 161–163, 180,
195–196, 197, 212, 226, 228,
230–231, 238, 240, 244–245,
255–269
Comedy, 13–15, 18–19, 22–23, 26
Confidence, 8–9, 20, 27, 131,
163–166, 169, 215
Confirmation bias, 91–92
Courage, 34, 64, 209–221,
262–263, 268
Culture, 22, 41, 81, 91, 153,
155–158, 169, 178, 213

Developmental community centers,
117
Disability/disabilities, 9, 11–29, 34,
36, 39, 42–44, 64, 67, 73, 80,
87–94, 97–110, 126, 150–169,
175, 184, 211–213, 215,
234–235, 255–269
Disability studies, 27–28, 67, 125
Discourse studies, 125–127, 131,
134, 136
Diversity, 23, 69, 81, 119, 125–126,
128, 156, 184–185, 187, 195,
217, 219, 238, 264

Early childhood education, 160
Ecocultural theory, 39, 42, 57, 59
Emotional caretaker, 118

- Empathy, 110, 131–132, 200, 248, 258, 268–269
- Employment, 6, 8, 58, 82, 125, 128, 130, 178, 210, 236, 239, 242–243
- Exclusion, 11–29, 81–82, 126–127, 257
- Families, 13, 17–20, 26–28, 38–41, 44, 50, 52–53, 55, 57–59, 64, 69, 73, 75, 80–81, 83, 93–94, 98, 100, 103–104, 107, 110, 131, 153–154, 156, 159, 161–162, 167–169, 173–174, 177–178, 180–181, 184, 195–199, 200, 210, 235, 238, 245, 255–269
- Family involvement, 107, 195–196, 237–239
- Family routine, 39–41, 50, 57–59
- Father and self-determination, 92, 216, 266, 269
- Father involvement, 82–83, 102, 195–196, 197–199, 230, 237–238, 245
- Fathers, 51, 87–94, 97–110, 238, 263
- Feedback, 131, 157, 187, 195, 197, 229–230
- Full-inclusion preschool, 154, 157, 160, 162, 165, 168, 173
- Gifted students/learners, 116, 119
- High functioning autism, 155, 161, 240
- Hope, 100, 180, 209–221, 261, 263
- Humanistic psychology, 125
- Humor, 6, 13, 17, 20–23, 265
- Identity, 24, 31–32, 52, 99–101, 131, 260–263, 266, 269
- IEPs (Individualized Education Program), 237
- Inclusion, 11–29, 31–36, 78, 151–169, 176, 178, 209–221, 264–265, 268
- Inclusive education, 36, 57, 68, 71–85, 125–127, 131–132, 134, 136–137, 144, 150, 175–181, 184–185, 205–206
- Inclusive education, barriers, 78–80
- Inclusive education, values, 128, 134, 137
- Instructional design, 185
- Label/labeling, 7, 69, 89, 119, 127–132, 213, 262–263
- Leadership, 83, 163, 173, 177, 181, 184, 186–187
- Learning communities, 183–200
- Mainstream students/learners, 247
- Narratives, 11–29, 125
- Needs, 38, 41, 51–52, 57, 67, 98, 104, 106, 134, 149–150, 239–240
- Nonviolent Communication (NVC), 133
- Opportunity, 3–10, 260, 263–264
- Optimism, 8, 209–221, 263
- Pacific countries, 78, 81, 83, 85
- Parent involvement, 195–197, 237–238, 245
- Parent collaboration, 136, 162, 180, 230, 240, 244–245, 260

- Parental attitudes toward inclusion, 74, 215
- Parental perspectives, 73, 75, 78
- Parental resources, 214
- Parents, 63–70, 151–169, 197, 205, 211–213, 217, 219–220, 229, 234, 244–245, 263–265
- Parents, communication with, 56, 82, 133–134, 161–162, 165, 168, 176, 197, 226, 228–232, 238, 245, 258, 260
- Paternal response to disability, 100
- Performance, 15, 19, 22–25, 27, 126, 128, 130–131, 137, 229
- Policy reform, 72
- Post school options, 248
- Preschool, 149, 151–169
- Protector, 99, 104, 117–118
- Purposeful listening, 226–227, 231

- Recognition, 81, 128–132, 134, 136, 263
- Reflection, 57–58, 225–232, 266–267, 269
- Reflexivity, 258, 268–269
- Resilience, 103, 107–108, 164, 216
- Resistance to inclusion, 176, 265
- Respect, 40–41, 52, 132, 134–136, 156, 211, 213–214, 219, 221, 227, 238

- Schools/schooling, 3–9, 13–19, 28, 31–36, 40, 44–45, 48–49, 54, 67–69, 72–79, 81–84, 86, 91–94, 105, 108, 115–119, 125–132, 135, 138, 143–144, 148–150, 151–169, 173–174, 175–181, 184–185, 187, 190–192, 195–197, 213–216, 219, 221, 225–232, 233–248, 255–269
- Self-contained classrooms, 116
- Self-determination, 92–93, 133, 216, 237, 240, 266, 269
- Siblings, 97–110, 119, 191, 263, 265
- Social and emotional learning (SEL), 186
- Special education, 8, 24, 27, 31–36, 77, 79, 82, 87, 91, 116–117, 125–127, 130–131, 134, 144, 161, 168, 173, 184–185, 203, 205, 225, 234, 238
- Special needs students/learners, 119, 129, 143, 148–150, 190, 205, 227
- Special Olympics, 117–118
- Stereotype threat, 89–90, 94
- Strengths-based assessment, 187
- Strengths-based programming, 187
- Systemic change, 72–73

- Teacher, 5, 7–9, 19, 32–34, 79–80, 82, 84, 88, 104, 106, 118, 130–137, 143, 150, 155–157, 160–164, 168–169, 173, 176–178, 180–181, 184–190, 194–199, 203–206, 220, 225–232, 242, 246–247, 258, 260
- Three-Block Model of UDL, 185–190
- Transformative experiences, 89, 92, 94
- Transition/transition programs, 18–20, 27, 55, 92, 135, 173, 184, 233–248, 261, 264, 269

Trust, 108, 132, 134, 136, 179,
255–269

Universal design for learning
(UDL), 185

Values, 38, 72, 75, 98, 110, 137,
157, 179, 181, 259–260

Work, 8–10, 22, 24, 33, 44, 51,
53–55, 57–58, 81–83, 92, 100,
117, 186, 189, 195, 205,
212–213, 229–230, 232, 239,
245

Youth, 31, 36, 64, 92–93, 125, 132,
235–237, 239, 242