Abstract
How the education system responds to the persistent low achievement of students who have disabilities is directly related to efforts to improve the quality of their teachers. It is within the daily decisions and acts of teachers, those in both what has come to be called “general education” and those in special education alike, that students with disabilities are either included and can succeed—both socially and . To respond to the challenge of improving educational outcomes for students with disabilities, general and special education teacher preparation have undergone reform to improve collaboration.

ASJC Scopus subject areas
Social Sciences(all)

Access to Document
10.4324/9780203817032

Link to publication in Scopus
Link to citation list in Scopus
Dive into the research topics of 'Working together: Research on the preparation of general education and special education teachers for inclusion and collaboration'. Together they form a unique fingerprint.

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