



Inclusive Education: The Impact on Students with Disabilities Now and in the Future

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Message from the Guest Editors

Individuals with disabilities are some of the most vulnerable members of our school systems. Many students with disabilities require ongoing support in order to participate in all aspects of daily school life. Support in academic, behavioral, and social aspects is needed for students with disabilities to be successful. Over the past few decades, advances in research and practice have led to significant improvements in our ability to provide services in schools for students with disabilities. Vigilance is required in order to ensure that these advances continue to build and positively improve, such that students with disabilities have a positive school experience.

The aim of this Special Issue is to attract papers that present advances in research and/or practice for students with disabilities in school systems. Papers addressing students with disabilities and methods/strategies to improve the school experience for students and teachers are encouraged. Submissions across all disability types are encouraged and welcomed.





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Message from the Editor-in-Chief

Disability is a multidimensional construct and is the product of complex and situational interactions between an individual's attributes and their environments. This broadens the perspective of disability and allows for the examination of individual, social, and environmental influences on functioning, disability, and ability occurring in historical and cultural settings. Consequently, *Disabilities* is inclusive of all types of disability, across all ages and contexts. We particularly welcome articles from low- and middle- income countries and articles that are authored/co-authored by people with the lived experience of disabilities.

Author Benefits

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Rapid Publication: manuscripts are peer-reviewed and a first decision is provided to authors approximately 39.9 days after submission; acceptance to publication is undertaken in 5.6 days (median values for papers published in this journal in the first half of 2024).

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