



Inclusive Education Experiences and Intersections of Identity

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Message from the Guest Editors

Dear Colleagues,

Research exploring all aspects that build inclusive education and highlight people's experiences may be considered for this issue including: portraits of persons experiencing inclusion, family experiences at home and at school, assessment tools and practices for inclusive learning communities, use of evidenced-practiced practices, high leverage teaching practices, culturally responsive teaching and inclusion, collaboration and co-teaching, preparation and ongoing professional learning, leadership, policies, technologies, curriculum, architecture, after school and community programs, advocacy, and workplace.

This issue models learning from and with people with neurodiversity and intersections of dis/ability, race, ethnicity, gender, and culture in our communities as the fuel that propels and nurtures inclusive education. Taken together, this Special Issue will further knowledge of evidence-based practices and policies necessary to create inclusive community cultures and educational experiences that enable all to fully participate as well as feel valued and visible.

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Message from the Editor-in-Chief

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