

Special Issue

Evidence-Based Practices in Inclusive Education for Teachers

Message from the Guest Editors

Inclusive education has become increasingly important. We are inviting original empirical research articles (employing qualitative, quantitative, or mixed design methods) and systematic review and/or meta-analyses that address the following topics (among others): Understanding of diversity and inclusion in today's classroom.

- Understanding of Evidence-Based Practices (EBPs) and their importance in education.
- Critically evaluating and applying educational research.
- Implementation of EBPs in the classroom, including goal setting and measuring outcomes.
- Use of data-based decision making to guide instruction and support student learning.
- Universal design for learning and use of assistive technology to support inclusive education.
- Evidence-based instructional practices and differentiated instruction.
- Positive behavior support and disciplinary practices.
- Collaboration with professionals and families to apply EBPs.
- Awareness of cultural competence and the importance of considering students' diverse backgrounds and needs.
- Ongoing professional development and continuous improvement in the use of EBPs in inclusive education.

Guest Editors

Prof. Dr. Mian Wang

Department of Education, University of California, Santa Barbara, CA 93106, USA

Prof. Dr. Garry Hornby

Institute of Education, University of Plymouth, Drake Circus, Plymouth, Devon PL4 8AA, UK

Deadline for manuscript submissions

closed (20 June 2024)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.5
CiteScore 4.8



mdpi.com/si/163715

Education Sciences
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.5
CiteScore 4.8



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Education)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.8 days after submission; acceptance to publication is undertaken in 3.8 days (median values for papers published in this journal in the second half of 2024).