

# Foreword

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**E**ducators must ensure that students who enter classroom environments are welcomed with appropriate pedagogical approaches that match their diverse needs. We have, thankfully, entered a new century of learning in which classrooms include students of all abilities. Inclusion is not a fad; it is an ongoing philosophy that invites and prepares children to prosper beyond classroom walls into accepting societies. It is obvious from the contents of this book, *40 Active Learning Strategies for the Inclusive Classroom, Grades K–5*, that our authors, Dr. Linda Schwartz Green and Dr. Diane Casale-Giannola, are firm believers in the application of effective inclusive classroom practices.

Their book outlines ways for teachers to creatively deliver the curriculum. As the pages unfold, you will discover palatable strategies that allow students to enthusiastically ingest the educational experiences while being active learners. The authors have addressed learners' emotional and academic characteristics with quality-leveled differentiated instruction. Terms such as brain-based learning, differentiated instruction, and information processing come alive through the vignettes, step-by-step directions, activities, and reflections. The text steers students and teachers in the direction of learning for retention with active strategies that connect to both the concepts and individual learners.

Creating inclusive classrooms can be an undertaking fit for Sisyphus if you allow yourself to be dissuaded by the enormity of the goal. However, the authors have simplified this task for educators of primary grade students. During their years of experience in the field of special education, they have accumulated an array of active learning strategies that support the unique needs of learners in inclusive environments. The applicable strategies convey the curriculum to students' minds by engaging the children with fun learning experiences to solidify the knowledge. At the same time, educators are then equipped with motivating ways to teach. This active engagement translates to higher retention and, ultimately, achievements across the curriculum for students in inclusive classrooms.

Education was never a one-size-fits-all approach because learners have always exhibited diversity in prior knowledge, abilities, motivation, and preferred styles of learning. However, resources such as this text were not always readily available. Differentiation of instruction requires that teachers have strategies such as these at their fingertips. In this fast-paced world, we as educators need to honor students' learning characteristics and, at the same time, make them smile while they learn. *40 Active Learning Strategies for the Inclusive Classroom, Grades K–5*, accomplishes just that!

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