

Book Review

Title: *Educating the Disabled: Enabling Learners in Inclusive Settings*

Author: George R. Taylor & Frances T. Harrington

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Reviewer: Judy Riffle

George R. Taylor and Frances T. Harrington wrote *Educating the Disabled: Enabling Learners in Inclusive Settings* for administrators in charge of educating people with disabilities. Specifically, the book pertains to “directors of special education, supervisors, consultants, superintendents, principals, coordinators of education, research directors, psychologists, counselors, social workers, site-based management teams, and teachers aspiring to become school administrators” (p. vii). This book is a good review for those already knowledgeable about special education, a thorough introduction for those with little background in this area, and an effective textbook for graduate school leadership courses. In addition, research based reform practices are outlined; strategies for effective change, team-building, and involving all stakeholders are included. For instance, the authors cite Michael Fullan’s change philosophy as being helpful to administrators, and stress the importance of such items as using research-based educational practices, sharing a common focus, and keeping high expectations for all students.

Taylor and Harrington focus on how administrators can facilitate inclusive classroom settings using a team approach. Some school administrators do not thoroughly understand special education or why they should consider inclusion as an option, but this publication is a great start to a possible paradigm shift in their thinking or as a straightforward reform tool.

Chapters span from effective teacher development, fair student assessments, encouraging cultural awareness, special education laws and court cases, making accurate decisions about student placements and goals, the inclusion debate, involving parents and community, and reporting student progress to parents. Tools such as an observation checklist and a parental due process checklist are included as well. The inclusion chapter has important information, such as ensuring all children are placed according to their individual needs; inclusion research results; and how parental involvement helps ensure success.

Anyone involved in education who may be confused about the special education process, or with a dream of supporting inclusive practices, should read this book. Overall, it is a valuable addition to the existing literature on inclusion. However, for those very knowledgeable about special education law and services, several chapters can simply be skimmed as a review. As an interesting summary of relevant research, the special education process, and inclusive strategies, it is well worth the price as an additional textbook or as an addition to a professional library.

This book is available in hardback and paperback editions, but could not be found in audiotape, large print, or Braille editions on the publishing website or other mainstream bookseller establishments.