

# Integrated Lifecycle Services for Persons with Disabilities: A Theoretical and Empirical Perspective (Disorders of Human Learning, Behavior, and Communication)



The field of education is under pressure, both external and internal, to improve the services provided to all students. In American society, and elsewhere, there is a concern that current educational practices fail to adequately prepare many students to be productive citizens. There has been a call for educational services that are more responsive to the needs of students, that use effective educational practices, that involve parents and the local community, and that adequately prepare teachers to assume more professional roles. Over the last several decades special educators have addressed these and other critical issues as they relate to students with disabilities. The knowledge gained from these endeavors can be useful in the reshaping of schools for all students, those with disabilities and those without. Indeed, this information may be useful for services beyond school whether for young children or adults. This volume has been written to address how people with disabilities can be effectively served in settings with their nondisabled peers. Because many of the students who are not well served by current educational practices have similar needs as students with disabilities, it is anticipated that some of this information may be useful in the discussion regarding the reshaping of educational systems. It is also anticipated that the material presented will help in the design of more effective coordinated systems that serve people with disabilities throughout their lives.

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