



Book Series

## *Caribbean Discourse in Inclusive Education*

Series Editors

Stacey Blackman, *University of the West Indies*; Dennis Conrad, *SUNY Potsdam*

Caribbean Discourse in Inclusive Education is an edited book series that aims to give voice to Caribbean scholars, practitioners, and other professionals working in diverse classrooms. The series is intended to provide an ongoing forum for Caribbean researchers, practitioners, and academics, including those of the Diaspora, to critically examine issues that influence the education of children and youth in inclusive settings and promote the equity in education agenda.

We invite authors/volume editors to submit proposals for books that might be included in this series. Authors/volume editors can submit proposals to the series editors: Dr. Stacey Blackman at [Stacey.blackman@cavehill.uwi.edu](mailto:Stacey.blackman@cavehill.uwi.edu); & Professor Dennis A. Conrad at [conradda@potdams.edu](mailto:conradda@potdams.edu).

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- Responding to Learner Diversity and Learning Difficulties
- Caribbean Discourse in Inclusive Education

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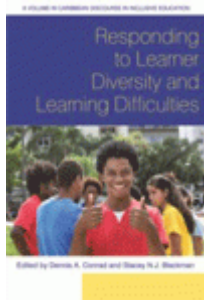
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## Responding to Learner Diversity and Learning Difficulties

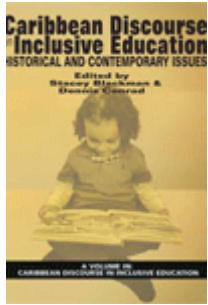
Dennis Conrad, SUNY Potsdam; Stacey Blackman, University of the West Indies

2018. Paperback 9781641133326 \$45.99. Hardcover 9781641133333 \$85.99. eBook 9781641133340 \$65.

Caribbean Discourse in Inclusive Education Volume II “Responding to Learner Diversity and Learner Difficulties” shares selected critical reflections and recommendations on the way educational communities respond to student diversity and difficulties learning. These contexts include the Caribbean, the Diaspora, and beyond. Authors explore issues and strategies for realizing and sustaining the agenda of education for all within primarily, but not limited to, the Caribbean. While the authors are aware of the ongoing debate between the terms ‘education for all’ and ‘inclusive education’, we use these terms interchangeably. We hold the position that inclusive education is about commitment to removing barriers to optimum learning for all learners regardless of age, ability, ethnicity, gender, geography, race, religion, sexual orientation or other differences. ‘Responding to Learner Diversity and Difficulties’ extend the discourse to include stakeholders committed to sharing their experiences and strategies for overcoming barriers to inclusive education.

This second volume presents research that examines how teachers can respond to students with disabilities and difficulties learning, teach challenging curriculum content in mathematics and literacy, build citizenship through student voice, improve teacher practice via co-teaching and critical reflection, promote inclusive practice through leadership and advocacy. It can be used as a core text or companion reader for students at the undergraduate and graduate levels, lecturers, practitioners, researchers and policy makers.

**CONTENTS:** Foreword, *Jerome De Lisle*. Preface, *Dennis A. Conrad and Stacey N. J. Blackman*. **PART I: RESPONDING TO CHILDREN, YOUTH, STUDENTS WITH DISABILITIES AND LEARNING DIFFICULTIES.** Embracing Diversity in the Early Year’s Setting: Challenges and Opportunities for Teacher Professional Development, *Mónica Lourenço and Ana Isabel Andrade*. Supporting Student Diversity and Learning Difficulty: A Strengths Based Culturally Responsive Model of Support in Mathematics, *Elishaba Kiru, Audrey M. Sorrells, and Chelseia Charran*. Meeting the Needs of Students at Risk Especially English Language Learners and Immigrants in an Urban Classroom: A Case Study, *Benedict L. Adams*. From At-Risk to Take a Risk: Strategies for Supporting Gifted African American Males with Dyslexia, *Shawn A. Robinson and Joy Lawson Davis*. Leading the Charge: Teacher Perceptions of Working with Students At-Risk of or Identified with Emotional and Behavioral Disorders, *Nickisha Borris-Lezama and Dyanis Conrad-Popova*. **PART II: RESPONDING TO CURRICULUM CHALLENGES.** From Academic Performances and Learning in Mathematics to a Transcultural Knowledge: An Example in the Cultural Environment of Martinique, *Mélissa Arneton and Line Numa-Bocage*. D.A.N.C.E. into Differentiation: Innovative Learning and Language Teaching, *Holly W. Arnold*. Using Selected Culturally Diverse Books to Improve Caribbean K-12 Curricula: A Critical Inclusive Perspective, *Charline Barnes Rowland and Faith-Ann McGarrell*. Cooperative Learning as Critical Culturally Sustaining/Responsive Pedagogy, *Harriet J. Bessette and Joya Carter Hicks*. Creativity and Dyscalculia: Building on Strengths - Circumventing Deficits, *Fredricka Reisman*. When the Humming Hurts: The Strength that Lies Beneath, *Sheryl D. Scales and Deborah J. Conrad*. **PART III: TEACHERS AND STUDENTS’ RESPONSES TO DIVERSITY.** Culturally Relevant Teacher Self-Efficacy among Pre-Service and In-Service Teachers in St. Lucia: An exploration, *Talia Esnard and Christine Descartes*. Learning from our Stories: Narratives in Culturally Sustaining Pedagogy, *Kelly Puzio, Sarah N. Newcomer and Kristen L. Pratt*. Exploring the Potential Benefits of Co-Teaching for Learner Diversity and Learning Difficulties: Two Voices, *Lisa Lamondie-Grenville and Lisa M. Philip*. Teaching CCSS Mathematics: Engaging Students with Learning Disabilities in General Education Classrooms, *Susan J. Courey and Kiera Chas*. **PART IV: ADVOCACY AND RESPONSIVENESS.** Models to Promote Parent Involvement in Children’s Education within the U.S. Virgin Islands, *Carla M. Sewer and Nerissa LeBlanc Gillum*. Barbadian and Vincentian Students’ Understandings of Difference, it’s Tensions and Including All Students, *Stacey N. J. Blackman, Ken Williams, Dennis A Conrad, and Theresa AboDeeb-Gentile*. Responding to Barriers to Inclusion: The Voices of Tertiary Level Students with Disabilities in Barbados and Trinidad and Tobago, *Stacey N. J. Blackman, Dennis A. Conrad and Lisa M Philip*. Transformative Teacher Leadership IS Inclusive Education: A Cross-Cultural Consideration of Teachers’ Work in Jamaica and The United States, *Eleanor Blair*. About the Contributors.



## Caribbean Discourse in Inclusive Education Historical and Contemporary Issues

Stacey Blackman, University of the West Indies; Dennis Conrad, SUNY Potsdam

2017. Paperback 9781681237978 \$45.99. Hardcover 9781681237985 \$85.99. eBook 9781681237992 \$65.

Caribbean Discourse in Inclusive Education is an edited book series that aims to give voice to Caribbean scholars, practitioners, and other professionals working in diverse classrooms. The book series is intended to provide an ongoing forum for Caribbean researchers, practitioners, and academics, including those of the Diaspora, to critically examine issues that influence the education of children within inclusive settings. The book series is visionary, timely, authoritative and presents pioneering work in the area of inclusive education in the Caribbean, as part of the broader South-South dialogue. It is essential reading for students in undergraduate and postgraduate programmes, scholars, teachers, researchers and policy makers at the regional and international level. The first book in this series entitled Historical and Contemporary Issues will trace the history and examine the Caribbean's trajectory towards the development of inclusive education in the 21st Century. The main premise of the book is that inclusion remains an ideologically sound goal, which remains elusive in the Caribbean. It will also provide a wider platform to discuss other factors that influence the development of inclusive education such as school climate, culture and ethos, LGBT issues, teacher training and professional development, pedagogy, pupil perspective, curriculum, policy and legislation.

**CONTENTS:** Foreword, *Jean Crockett*. Preface, *Stacey Blackman*. **PART I: BUILDING THE STRUCTURE TO SUPPORT IE.** From Charity Education Towards Inclusion: The Development of Special and Inclusive Education in Barbados, *Stacey Blackman*. Special Education in Trinidad and Tobago: Does Educational Vision and Change Lead to Success? *Joan Pedro*. Towards Inclusive Education in Trinidad and Tobago: Policy Challenges and Implications, *Elna Carrington Blaides and Dennis A. Conrad*. **PART II: SHAPING THE LANDSCAPE OF INCLUSIVE EDUCATION.** You Know Who Is Me? Culturally Inclusive Education, *Dyanis Popova*. Inclusive Education Across the School Curriculum: Providing Greater Access Through Language, *Iris Hewitt-Bradshaw*. Student Assessment Systems in the Caribbean as an Obstacle to Inclusive Education: The Case of Trinidad and Tobago, *Jerome De Lisle, Nadia Laptiste-Francis, Sabrina McMillan-Solomon, and Cheryl Bowrin-Williams*. Historical Conundrums: Extending Inclusivity to Jamaica's Children in State Care Education in Jamaica: Inclusive of Whom? *Sandra Richards Mayo*. Inclusivity or Exclusivity: An Educational Leadership Perspective, *Ian Marshall*. A Comparison of Barbadian and Grenadian Teachers' Beliefs About Creativity, *Grace-Anne Jackman and James E. J. Young*. Exploring The Transition into Hybrid and Online College Teaching Through Collaborative Self-Study, *Dennis A. Conrad, Elna Carrington-Blaides, and Dyanis A. Popova*. **PART III: VOICES FROM THE TRENCHES.** Voices From the Trenches: Teachers' Perspectives On Inclusion, *Kimberly Glasgow-Charles, Lisa Ibrahim-Joseph, and Laurette Bristol*. The Invisible Student: Engaging in A Courageous Conversation About Homosexuality and Formal Schooling in Jamaica, *Andrew Campbell*. Listening to The Voices of Children With Learning Disabilities (LD) and or Attention Deficit Hyperactivity Activity (ADHD) on Their Experiences of Transitioning to High School, *Dawn-Marie Keaveny*. Surviving the Serengeti: A Safe Corner Perspective, *Kirk Felix, Margaret Bruce, Suzanne Charles, Nickisha Borriss-Lezama, and Myrtle Blackman*. Mobilizing Critical Pedagogy to Teach Queerly, *Keitha-Gail Martin-Kerr*. Barbadian Teachers' Perspectives of School Culture: Support and Inclusion of Students With Disabilities, *Stacey Blackman*. Biographies.



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