



**ΔΗΜΟΚΡΕΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ**  
**ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ**  
**ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ**  
σε συνεργασία με το  
**ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ**  
**«ΔΗΜΟΚΡΙΤΟΣ»**  
**ΙΝΣΤΙΤΟΥΤΟ ΠΛΗΡΟΦΟΡΙΚΗΣ ΚΑΙ ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ**

ΔΙΔΡΥΜΑΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ:  
ΕΞΕΙΔΙΚΕΥΣΗ ΣΤΙΣ Τ.Π.Ε. ΚΑΙ ΕΙΔΙΚΗ ΑΓΩΓΗ – ΨΥΧΟΠΑΙΔΑΓΩΓΙΚΗ ΤΗΣ ΕΝΤΑΞΗΣ

**ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ**

**Στάσεις και αντιλήψεις των εκπαιδευτικών Γενικής Αγωγής για τον θεσμό της παράλληλης στήριξης στα Δημοτικά Σχολεία.**

Καλλιόφα Χριστιάνα, Α.Μ. 511

Μεταπτυχιακή διατριβή που υποβάλλεται στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τ.Ε.Φ. – Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο Πληροφορικής και Τηλεπικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της Ένταξης»

Εγκεκριμένο από την τριμελή επιτροπή:

Επιβλέπουσα Καθηγήτρια:	Ταβουλάρη Ζαχαρούλα, Συνεργάτιδα Ερευνήτρια Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. «Δημόκριτος»
2 <sup>ο</sup> Μέλος:	Λουκέρης Διονύσιος, Συνεργάτης Ερευνητής Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. «Δημόκριτος»
3 <sup>ο</sup> Μέλος	Καραμπατζάκη Ζωή, Συνεργάτιδα Ερευνήτρια Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. «Δημόκριτος»

Κομοτηνή/Αθήνα 2023

## ΠΕΡΙΛΗΨΗ

Η παρούσα έρευνα διερευνά τις γνώσεις και τις αντιλήψεις 200 εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης σχετικά με την Ειδική Αγωγή και την Αγωγή στο πλαίσιο της παράλληλης στήριξης παιδιών με ειδικές εκπαιδευτικές ανάγκες. Χρησιμοποιήθηκε ένα ποσοτικό ερωτηματολόγιο για τη συλλογή δεδομένων σχετικά με τις γνώσεις, τις στάσεις και τις εμπειρίες των εκπαιδευτικών που σχετίζονται με πρακτικές συνεκπαίδευσης.

Τα αποτελέσματα αποκαλύπτουν μια σημαντική συσχέτιση μεταξύ της ηλικίας των εκπαιδευτικών και των γνώσεών τους στην Ειδική Αγωγή, υποδηλώνοντας ότι όσο αυξάνεται η ηλικία των εκπαιδευτικών τόσο αυξάνονται και οι γνώσεις τους. Επιπλέον, υπάρχει στατιστικά σημαντική αρνητική συσχέτιση μεταξύ των γνώσεων των εκπαιδευτικών και της πολυετής εμπειρίας τους στην παράλληλη υποστήριξη, αν και με πολύ μικρό μέγεθος επίδρασης.

Το φύλο βρέθηκε να παίζει ρόλο στις γνώσεις και τις αντιλήψεις των εκπαιδευτικών. Οι άνδρες εκπαιδευτικοί παρουσιάζουν περισσότερες γνώσεις για την ειδική αγωγή σε σύγκριση με τις γυναίκες δασκάλες, ενώ οι γυναίκες εκπαιδευτικοί έχουν πιο θετικές αντιλήψεις για την ένταξη των παιδιών με ειδικές ανάγκες σε περιβάλλοντα παράλληλης υποστήριξης. Επιπλέον, ο τίτλος εκπαίδευσης των εκπαιδευτικών πέρα από το βασικό τους πτυχίο επηρεάζει σημαντικά τις γνώσεις και τις αντιλήψεις τους.

Η έρευνα υπογραμμίζει τη σημασία της συνεχούς επαγγελματικής ανάπτυξης και της εξειδικευμένης κατάρτισης για την ενίσχυση των γνώσεων και των στάσεων των εκπαιδευτικών απέναντι στη συνεκπαίδευση. Οι προτάσεις για περαιτέρω ανάπτυξη περιλαμβάνουν τη διεξαγωγή συνεντεύξεων ή ερευνών σε βάθος, διαχρονικές μελέτες για την αξιολόγηση της αποτελεσματικότητας των πρωτοβουλιών επαγγελματικής ανάπτυξης.

Συνολικά, αυτή η έρευνα συμβάλλει στην κατανόηση των πρακτικών συνεκπαίδευσης και υπογραμμίζει την ανάγκη για εξατομικευμένη υποστήριξη και κατάρτιση για την ενδυνάμωση των εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης στην αποτελεσματική κάλυψη των διαφορετικών αναγκών των μαθητών με ειδικές εκπαιδευτικές ανάγκες. Τα ευρήματα προσφέρουν πολύτιμες γνώσεις για τους υπεύθυνους χάραξης πολιτικής, τα εκπαιδευτικά ιδρύματα και τα προγράμματα κατάρτισης εκπαιδευτικών για την προώθηση πρακτικών χωρίς αποκλεισμούς και τη διασφάλιση ενός υποστηρικτικού περιβάλλοντος μάθησης για όλους τους μαθητές.

**Λέξεις κλειδιά:** Ειδική Αγωγή, Παράλληλη Υποστήριξη, Αντιλήψεις Εκπαιδευτικών

## Βιβλιογραφία

### Ελληνόγλωσση Βιβλιογραφία

- Παγωτού, Α. (2018). *Απόψεις φιλολόγων δευτεροβάθμιας εκπαίδευσης για τον θεσμό της Παράλληλης Στήριξης*. Μεταπτυχιακή Διπλωματική Εργασία, Διαπανεπιστημιακό - Διατμηματικό Πρόγραμμα Μεταπτυχιακών Σπουδών «Ψυχοπαιδαγωγική της Ένταξης: ένα σχολείο για όλους». Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο
- Χαντολιάς, Κ. (2019) *Απόψεις των εκπαιδευτικών διοικητικών στελεχών και των εκπαιδευτικών ειδικής αγωγής σχετικά με την παράλληλη στήριξη και τα τμήματα ένταξης παιδιών με ειδικές εκπαιδευτικές ανάγκες ή/και αναπηρίες: μια διερευνητική μελέτη*. Μεταπτυχιακή Διπλωματική Εργασία, Πρόγραμμα Μεταπτυχιακών Σπουδών Επιστήμες της Εκπαίδευσης και της Δια Βίου Μάθησης Τμήμα Εκπαιδευτικής και Κοινωνικής Πολιτικής, Σχολή Κοινωνικών, Ανθρωπιστικών Επιστημών και Τεχνών. Θεσσαλονίκη: Πανεπιστήμιο Μακεδονίας.

### Ξενόγλωσση Βιβλιογραφία

- Abedi, J., & Faltis, C. (2015). Introduction: Teacher Assessment and the Assessment of Students With Diverse Learning Needs. *Review of Research in Education*, 39, vii–xiv. <http://www.jstor.org/stable/44668652>.
- Aguilar, E. (2013). *The art of coaching: Effective Strategies for School Transformation*. Jossey-Bass: San Francisco.
- Alexandropoulou, M., Sourtzi, P., & Kalokerinou, A. (2010). Health Promotion Practices and Attitudes Among Nurses in Special Education Schools in Greece. *The Journal of School Nursing*, 26(4):278-288. doi:10.1177/105984051037487
- Altstaedter, L. L., Smith, J. J., & Fogarty, E. (2016). Co-teaching: Towards a New Model for Teacher Preparation in Foreign Language Teacher Education. *Hispania*, 99(4), 635–649. <http://www.jstor.org/stable/44114649>
- An, Z. G., Hu, X., & Horn, E. (2018). Chinese Inclusive Education: The Past, Present, and Future. *Intervention in School and Clinic*, 54(2), 118–122. <https://doi.org/10.1177/1053451218765244>

- Anastasiou, D., Iliadou-Tachou, S. & Harisi, A. (2015). The influence of the school hygiene and paedology movement on the early development of special education in Greece, 1900–1940: the leading role of Emmanuel Lambadarios. *History of Education*, 44(4), 437-459. <https://doi.org/10.1080/0046760X.2015.1039773>
- Anderson, L. K. (2022). Using UDL to Plan a Book Study Lesson for Students With Intellectual Disabilities in Inclusive Classrooms. *TEACHING Exceptional Children*, 54(4), 258–267. <https://doi.org/10.1177/00400599211010196>
- Angelides, P., & Aravi, C. (2006). A Comparative Perspective on the Experiences of Deaf and Hard of Hearing Individuals as Students at Mainstream and Special Schools. *American Annals of the Deaf*, 151(5), 476–487. <http://www.jstor.org/stable/26234409>
- Bădescu, G. (2012). Introduction: Social Inclusion through Education. In D. Pop (Ed.), *Education Policy and Equal Education Opportunities* (pp. 15–48). Open Society Foundations. <http://www.jstor.org/stable/resrep27130.4>
- Beamish, W., Bryer, F.K., & Davies, M. (2006). Teacher Reflections on Co-Teaching a Unit of Work. *International Journal of Whole Schooling*, 2(2), 3-19.
- Beckman, P., & Weller, C. (1990). Active, Independent Learning for Children with Learning Disabilities. *TEACHING Exceptional Children*, 22(2), 26–29. <https://doi.org/10.1177/004005999002200208>
- Belliveau, G. (2007). An Alternative Practicum Model for Teaching and Learning. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 30(1), 47–67. <https://doi.org/10.2307/20466625>
- Berkeley, S., & Lindstrom, J. H. (2011). Technology for the Struggling Reader: Free and Easily Accessible Resources. *TEACHING Exceptional Children*, 43(4), 48–55. <https://doi.org/10.1177/004005991104300405>
- Berninger, V. W., Lee, Y.-L., Abbott, R. D., & Breznitz, Z. (2013). Teaching children with dyslexia to spell in a reading-writers' workshop. *Annals of Dyslexia*, 63(1), 1–24. <http://www.jstor.org/stable/23764724>

- Biermann, J. (2022). Germany: Inclusive Education as a Source of Conflict over School Structures to Preserve Special Education. In *Translating Human Rights in Education: The Influence of Article 24 UN CRPD in Nigeria and Germany* (pp. 64–93). University of Michigan Press. <http://www.jstor.org/stable/10.3998/mpub.12000946.10>
- Bottge, B. A., Toland, M. D., Gassaway, L., Butler, M., Choo, S., Griffen, A. K., & Ma, X. (2015). Impact of enhanced anchored instruction in inclusive math classrooms. *Exceptional Children, 81*(2), 158–175. <https://doi.org/10.1177/0014402914551742>
- Boudah, D. J., Schumacher, J. B., & Deshler, D. D. (1997). Collaborative instruction: Is it an effective option for inclusion in secondary classrooms? *Learning Disability Quarterly, 20*(4), 293–316. <https://doi.org/10.2307/1511227>.
- Boulden, R. (2021). Adaptation of the Teaching Students With Disabilities Self-Efficacy Scale. *Professional School Counseling, 25*(1). <https://doi.org/10.1177/2156759X2111042311>
- Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N. (2016). Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships. *Higher Education, 71*(2), 195–208. <http://www.jstor.org/stable/24756930>
- Bratsis, M. E. (2016). Health Wise: Helping Students Cope With Dyslexia. *The Science Teacher, 83*(4), 12–12. <http://www.jstor.org/stable/44159472>
- Butterfield R. J. (2019). Congenital Muscular Dystrophy and Congenital Myopathy. *Continuum (Minneapolis, Minn.)*, 25(6), 1640–1661. <https://doi.org/10.1212/CON.0000000000000792>.
- Cain, M., Kaboski, J., & Gilger, J. (2019). Profiles and academic trajectories of cognitively gifted children with autism spectrum disorder. *Autism: The International Journal of Research and Practice, 23*(7), 1663–1674. <https://doi.org/10.1177/1362361318804019>

- Cameron, D.L., Tveit, A.D., Jortveit, M., Lindqvist, G., Göransson, K. & Nilholm, C. (2018). A comparative study of special educator preparation in Norway and Sweden. *British Journal of Special Education*, 45(3),56-276. <https://doi.org/10.1111/1467-8578.12231>
- Chandler, B. W., & Sayeski, K. L. (2021). Teaching Writing Through Content: Six Instructional Activities to Improve Students’ Sentence-Level Writing Skills. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599211050087>
- Cipriano, C., Barnes, T. N., Bertoli, M. C., Flynn, L. M., & Rivers, S. E. (2016). There’s No “I” in Team: Building a Framework for Teacher-Paraeducator Interactions in Self-Contained Special Education Classrooms. *The Journal of Classroom Interaction*, 51(2), 4–19. <http://www.jstor.org/stable/26446199>
- Collins, L. W., Sweigart, C. A., Landrum, T. J., & Cook, B. G. (2017). Navigating Common Challenges and Pitfalls in the First Years of Special Education: Solutions for Success. *TEACHING Exceptional Children*, 49(4), 213–222. <https://doi.org/10.1177/0040059916685057>
- Cook, S. C., Collins, L. W., Madigan, J., McDuffie Landrum, K., & Cook, L. (2021). Coaching Co-Teachers: Increasing Specialized Instruction in Inclusive Settings. *TEACHING Exceptional Children*, 54(2), 134–145. <https://doi.org/10.1177/0040059921997476>
- Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1–16.
- de Beco, G. (2014). The Right to Inclusive Education According to Article 24 of the UN Convention on the Rights of Persons with Disabilities: Background, Requirements and (Remaining) Questions. *Netherlands Quarterly of Human Rights*, 32(3), 263–287. <https://doi.org/10.1177/016934411403200304>

- De Witte, K., Titl, V., Holz, O., & Smet, M. (2019). Overview of education systems. In *Financing Quality Education for All: The Funding Methods of Compulsory and Special Needs Education* (pp. 25–40). Leuven University Press. <https://doi.org/10.2307/j.ctvnwc0b1.7>.
- Dimakos, C. I., Tsaganelia, A., & Lavidas, K. (2016). Parental Requests for Evaluation and Authorities Responses: Issues of Accord. *European Journal of Special Needs Education*, 31(4), 565–575. <https://doi.org/10.1080/08856257.2016.1194572>.
- Doobay, A. F., Foley-Nicpon, M., Ali, S. R., & Assouline, S. G. (2014). Cognitive, adaptive, and psychosocial differences between high ability youth with and without autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 44(8), 2026–2040. <https://doi.org/10.1007/s10803-014-20820-1>
- Downie, A., Chamberlain, A., Kuzminski, R., Vaz, S., Cuomo, B., & Falkmer, T. (2020). Road vehicle transportation of children with physical and behavioral disabilities: A literature review. *Scandinavian journal of occupational therapy*, 27(5), 309–322. <https://doi.org/10.1080/11038128.2019.1578408>
- Duran, D., Flores, M. & Ribas, T. (2021). Student teachers’ perceptions and evidence of peer learning through co-teaching: improving attitudes and willingness towards co-teaching. *Eur J Psychol Educ*, 36, 495–510. <https://doi.org/10.1007/s10212-020-00479-0>.
- Eshraghi, A., Safaeepour, Z., Geil, M. D., & Andrysek, J. (2018). Walking and balance in children and adolescents with lower-limb amputation: A review of literature. *Clinical biomechanics (Bristol, Avon)*, 59, 181–198. <https://doi.org/10.1016/j.clinbiomech.2018.09.017>
- Ewing, D.L., Monsen, J.J. & Kielblock. S. (2018). Teachers’ attitudes towards inclusive education: a critical review of published questionnaires. *Educational Psychology in Practice*, 34(2), 150-165. <https://doi.org/10.1080/02667363.2017.1417822>
- Fenty, N. S., Pierce, A., & Schildwachter, J. (2022). Coding Is Lit: Integrating Coding and Literacy in Early Childhood Inclusive Settings. *TEACHING Exceptional Children*, 54(4), 276–285. <https://doi.org/10.1177/00400599211010195>
- Florian, L. (2021). The Universal Value of Teacher Education for Inclusive Education. In A. Köpfer, J. J. W. Powell, & R. Zahnd (Eds.), *Handbuch Inklusion international /*

- International Handbook of Inclusive Education: Globale, nationale und lokale Perspektiven auf Inklusive Bildung / Global, National and Local Perspectives (1st ed., pp. 89–106). Verlag Barbara Budrich. <https://doi.org/10.2307/j.ctv1f70kvj.8>
- Forbes, L., & Billet, S. (2012). Successful Co-Teaching in the Science Classroom. *Science Scope*, 36(1), 61–64. <http://www.jstor.org/stable/43184186>.
- Foxworth, L. L., Hashey, A. I., Dexter, C., Rasnitsyn, S., & Beck, R. (2022). Approaching Explicit Instruction Within a Universal Design for Learning Framework. *TEACHING Exceptional Children*, 54(4), 268–275. <https://doi.org/10.1177/00400599211010190>
- Friend, M., & Bursuck, W. D. (2018). *Including Students with Special Needs: A Practical Guide for Classroom Teachers* (8th ed.). Pearson.
- Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010) Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education. *Journal of Educational and Psychological Consultation*, 20(1), 9-27. <https://doi.org/10.1080/10474410903535380>
- Fuchs, D., & Fuchs, L. S. (2001). Principles for the prevention and intervention of writing difficulties. *Learning Disabilities Research & Practice*, 16(2), 74-84. <https://doi.org/10.1111/0938-8982.00010>
- Ganz, F., Hammam, N., & Pritchard, L. (2021). Sedentary behavior and children with physical disabilities: a scoping review. *Disability and rehabilitation*, 43(20), 2963–2975. <https://doi.org/10.1080/09638288.2020.1723720>
- Genova, A. (2015). Barriers to inclusive education in Greece, Spain and Lithuania: results from emancipatory disability research. *Disability & Society*, 30(7), 1042-1054. <https://doi.org/10.1080/09687599.2015.1075867>
- Genovese, A., & Butler, M. G. (2020). Clinical Assessment, Genetics, and Treatment Approaches in Autism Spectrum Disorder (ASD). *International journal of molecular sciences*, 21(13), 4726. <https://doi.org/10.3390/ijms21134726>

- Ghedin, E., & Aquario, D. (2020). Collaborative teaching in mainstream schools: Research with general education and support teachers. *International Journal of Whole Schooling*, 16(2), 1-34.
- Gilham, C. M., & Tompkins, J. (2016). Inclusion Reconceptualized: Pre-Service Teacher Education and Disability Studies in Education. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 39(4), 1–25. <https://www.jstor.org/stable/canajeducrevucan.39.4.08>
- Gist, C. (2019). From Frazzled to Focused: Supporting Students With Executive Function Deficits. *TEACHING Exceptional Children*, 51(5), 372–381. <https://doi.org/10.1177/0040059919836990>
- Goodman-Scott, E., & Boulden, R. (2022). Development and Validation of the School Counselor Classroom Management Inventory. *Professional School Counseling*, 26(1). <https://doi.org/10.1177/2156759X221111878>.
- Goshgarian, R., & Vora, N. (2018). Pedagogical perspectives: Team-teaching as Feminist Praxis at a Small Liberal Arts College. *Review of Middle East Studies*, 52(2), 348–352. <https://www.jstor.org/stable/26562588>
- Grillo, M. (2022). The Administrator's Role in Universal Design for Learning's Successful Implementation. *TEACHING Exceptional Children*, 54(5), 372–379. <https://doi.org/10.1177/00400599211022030>
- Gulyani, R. (2017). Educational Policies in India with Special Reference to Children with Disabilities. *Indian Anthropologist*, 47(2), 35–51. <https://www.jstor.org/stable/26494030>.
- Harbour, K. E., McDaniel, S. C., Preast, J. L., & Buchanan, D. (2022). Integrating Interventions for Elementary Students Experiencing Co-Occurring Academic and Behavior Needs. *TEACHING Exceptional Children*, 54(5), 362–370. <https://doi.org/10.1177/00400599211025558>
- Harkins Monaco, E. A., Brusnahan, L. S., & Fuller, M. (2022). Guidance for the Antiracist Educator: Culturally Sustaining Pedagogies for Disability and Diversity. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599211046281>

- Hartwig, R., & McMullen, B. (2021). Teaching Self-Protection to Students With Disabilities. *TEACHING Exceptional Children*, 54(1), 16–24. <https://doi.org/10.1177/00400599211038369>
- Herczog, M. (2012). Rights of the Child and Early Childhood Education and Care in Europe. *European Journal of Education*, 47(4), 542–555. <http://www.jstor.org/stable/23357033>
- Hibel, J., Farkas, G., & Morgan, P. L. (2010). Who Is Placed into Special Education? *Sociology of Education*, 83(4), 312–332. <http://www.jstor.org/stable/25746206>.
- Hourigan, R. M., & Hammel, A. M. (2017). Understanding the Mind of a Student with Autism in Music Class. *Music Educators Journal*, 104(2), 21–26. <https://www.jstor.org/stable/26588614>
- Hovland, J. B. (2020). Inclusive Comprehension Strategy Instruction: Reciprocal Teaching and Adolescents With Intellectual Disability. *TEACHING Exceptional Children*, 52(6), 404–413. <https://doi.org/10.1177/0040059920914334>
- Hue, M. T. (2007). Classroom Management for Children with Diverse Learning Needs. In S. N. Phillipson (Ed.), *Learning Diversity in the Chinese Classroom: Contexts and Practice for Students with Special Needs* (pp. 459–486). Hong Kong University Press. <http://www.jstor.org/stable/j.ctt1xwb4p.18>.
- Jackson, K. M., Willis, K., Giles, L., Lastrapes, R. E., & Mooney, P. (2017). How to Meaningfully Incorporate Co-teaching Into Programs for Middle School Students With Emotional and Behavioral Disorders. *Beyond Behavior*, 26(1), 11–18. <https://www.jstor.org/stable/26866779>.
- Johnson, H. N., Wakeman, S. Y., & Clausen, A. M. (2022). Inclusive Supports and Strategies to Increase Opportunities to Respond for All Learners. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599221114432>
- Josephson, J., Wolfgang, C., & Mehrenberg, R. (2018). Strategies for supporting students who are twice-exceptional. *Journal of Special Education Apprenticeship*, 7(2). <https://files.eric.ed.gov/fulltext/EJ1185416.pdf>

- Jury, M., Perrin, A-L, Rohmer, O. & Desombre, C. (2021). Attitudes Toward Inclusive Education: An Exploration of the Interaction Between Teachers' Status and Students' Type of Disability Within the French Context. *Front. Educ.*, 6(655356). <https://doi.org/10.3389/feduc.2021.655356>.
- Ingles, K. E., Gilson, C. B., & Pena, H. (2022). MADE 2 FADE: A Practical Strategy for Empowering Independence for Students With Disabilities. *TEACHING Exceptional Children*, 55(1), 18–28. <https://doi.org/10.1177/00400599211033931>
- Imsen, G., Blossing, U. & Moos, L. (2017) Reshaping the Nordic education model in an era of efficiency. Changes in the comprehensive school project in Denmark, Norway, and Sweden since the millennium. *Scandinavian Journal of Educational Research*, 61(5), 568–583. <https://doi.org/10.1080/00313831.2016.1172502>
- Kármán, B., Szekeres, Á., & Papp, G. (2022). Interventions for acceptance and inclusion of people with intellectual disability: A systematic review. *Journal of applied research in intellectual disabilities : JARID*, 35(3), 641–654. <https://doi.org/10.1111/jar.12968>
- Kauffman, J. M., & Badar, J. (2013). How We Might Make Special Education for Students with Emotional or Behavioral Disorders Less Stigmatizing. *Behavioral Disorders*, 39(1), 16–27. <http://www.jstor.org/stable/23890740>
- Kayama, M. (2010). Parental Experiences of Children's Disabilities and Special Education in the United States and Japan: Implications for School Social Work. *Social Work*, 55(2), 117–125. <http://www.jstor.org/stable/23719968>
- Kaczorowski, T., McMahon, D., Gardiner-Walsh, S., & Hollingshead, A. (2022). Designing an Inclusive Future: Including Diversity and Equity With Innovations in Special Education Technology. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599221090506>
- Kearns, D. M., Hancock, R., Hoeft, F., Pugh, K. R., & Frost, S. J. (2019). The Neurobiology of Dyslexia. *TEACHING Exceptional Children*, 51(3), 175–188. <https://doi.org/10.1177/0040059918820051>

- Klingner, J., Brownell, M., Mason, L. H., Sindelar, P. T., Benedict, A., Griffin, C., Lane, K., Israel, M., Oakes, W. P., Menzies, H. M., Germer, K., & Park, Y. (2016). Teaching Students With Special Needs in the New Millennium. In D. H. Gitomer & C. A. Bell (Eds.), *Handbook of Research on Teaching* (5th Edition, pp. 639–716). American Educational Research Association. <http://www.jstor.org/stable/j.ctt1s474hg.15>
- Koenig, K. P., Bleiweiss, J., Brennan, S., Cohen, S., & Siegel, D. E. (2009). The ASD Nest Program: A Model for Inclusive Public Education for Students with Autism Spectrum Disorders. *TEACHING Exceptional Children*, 42(1), 6–13. <https://doi.org/10.1177/004005990904200101>
- Kokko, M., Takala, M., & Pihlaja, P. (2021) Finnish teachers' views on co-teaching. *British Journal of Special Education*, 48 (1), 112-132 <https://doi.org/10.1111/1467-8578.12348>.
- Kossyvaki, L. (2021) Autism education in Greece at the beginning of the 21st century: reviewing the literature. *Support for Learning*, 36(2), 183-203. <https://doi.org/10.1111/1467-9604.12350>.
- Koutsoklenis, A.& Papadimitriou, V. (2021). Special education provision in Greek mainstream classrooms: teachers' characteristics and recruitment procedures in parallel support, *International Journal of Inclusive Education*, 1-16 <https://doi.org/10.1080/13603116.2021.1942565>
- Kurth, J. A., Miller, A. L., & Toews, S. G. (2020). Preparing for and Implementing Effective Inclusive Education With Participation Plans. *TEACHING Exceptional Children*, 53(2), 140–149. <https://doi.org/10.1177/0040059920927433>
- Kull, R. M., Kosciw, J. G., & Greytak, E. A. (2016). Preparing school counselors to support lgbt youth: the roles of graduate education and professional development. *Professional School Counseling*, 20(1a), 13–28. <https://www.jstor.org/stable/90014851>.
- Lane, K. L., Wehby, J. H., Little, M. A., & Cooley, C. (2005). Academic, Social, and Behavioral Profiles of Students With Emotional and Behavioral Disorders Educated in Self-Contained Classrooms and Self-Contained Schools: Part I—Are They More Alike Than Different? *Behavioral Disorders*, 30(4), 349–361. <http://www.jstor.org/stable/23889848>

- Lebeer, J., Birta-Székely, N., Demeter, K., Bohács, K., Candeias, A. A., Sønnesy, G., Partanen, P., & Dawson, L. (2012). Re-assessing the current assessment practice of children with special education needs in Europe. *School Psychology International*, 33(1), 69–92. <https://doi.org/10.1177/0143034311409975>.
- Lee, Y.-J., & Recchia, S. L. (2016). Toddler Through Preschool: Early Childhood Inclusion: Fostering Classroom Community for Diverse Learners. *YC Young Children*, 71(5), 79–84. <http://www.jstor.org/stable/ycyoungchildren.71.5.79>
- Lewis, A., & Crisp, R. J. (2004). Measuring Social Identity in the Professional Context of Provision for Pupils with Special Needs. *School Psychology International*, 25(4), 404–421. <https://doi.org/10.1177/0143034304048776>.
- Li, L., & Rupp, A. (2021). Conceptualizing Teacher Agency for Inclusive Education: A Systematic and International Review. *Teacher Education and Special Education*, 44(1), 42–59. <https://doi.org/10.1177/0888406420926976>
- Lo, C. O., Lin-Yang, R. C., & Chrostowski, M. (2022). Giftedness as a framework of inclusive education. *Gifted Education International*, 38(3), 431–437. <https://doi.org/10.1177/02614294211049157>.
- Mahlo, D., & Makoelle, T. (2016). Defining inclusive education, inclusive teaching and inclusive classrooms. In M. van der Merwe (Ed.), *Inclusive Teaching in South Africa* (1st ed., pp. 3–20). African Sun Media. <https://doi.org/10.2307/j.ctv1nznfxs4.8>.
- Maia, N., Nabais Sá, M. J., Melo-Pires, M., de Brouwer, A. P. M., & Jorge, P. (2021). Intellectual disability genomics: current state, pitfalls and future challenges. *BMC genomics*, 22(1), 909. <https://doi.org/10.1186/s12864-021-08227-4>
- Mantzikos, C. & Lappa, C. (2023). Feasibility of Inclusive Education in Greece: Current Challenges, Difficulties, and Opportunities. *Medical Research Archives*, 11(2), 1-20: <https://doi.org/10.18103/mra.v11i2.3561>.
- Marrus, N., & Hall, L. (2017). Intellectual Disability and Language Disorder. *Child and adolescent psychiatric clinics of North America*, 26(3), 539–554. <https://doi.org/10.1016/j.chc.2017.03.001>

- Marsh, K. L., Schladant, M., Sudduth, C., Shearer, R., Dowling, M., & Natale, R. (2021). Improving Engagement: Integrating Assistive Technology in Early Literacy. *TEACHING Exceptional Children*, 54(2), 146–153. <https://doi.org/10.1177/00400599211010189>
- McAllister, L. S. (2012). POSITIVE TEACHING: Strategies For Optimal Learning With ADHD And Hyperactive Students. *American Music Teacher*, 61(4), 18–22. <http://www.jstor.org/stable/43540074>
- McCannAn, B.C. (2008) Examination of Teachers' Attitudes toward Co-Teaching and Inclusion. PhD Dissertation. George Mason University Fairfax, VA.
- McGhie-Richmond, D., Irvine, A., Loreman, T., Lea Cizman, J., & Lupart, J. (2013). Teacher Perspectives on Inclusive Education in Rural Alberta, Canada. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 36(1), 195–239. <http://www.jstor.org/stable/canajeducrevucan.36.1.195>
- McGraw, M. L. (2022). Inclusive Practices in Special Education: Language and Literacies. *TEACHING Exceptional Children*, 54(5), 354–361. <https://doi.org/10.1177/00400599211025554>
- McGregor, H. E. (2013). Situating Nunavut Education with Indigenous Education in Canada. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 36(2), 87–118. <http://www.jstor.org/stable/canajeducrevucan.36.2.87>.
- McHatton, P. A., & Parker, A. (2013). Purposeful Preparation: Longitudinally Exploring Inclusion Attitudes of General and Special Education Pre-Service Teachers. *Teacher Education and Special Education*, 36(3), 186–203. <https://doi.org/10.1177/0888406413491611>
- Mitchell, D. (2015) Inclusive Education is a Multi-Faceted Concept. *Ceps Journal*, 5(1), 9-30. <https://doi.org/10.26529/cepsj.151>
- Moore, B., Smith, C., Boardman, A., & Ferrell, A. (2020). Using Video Self-Reflection to Support Collaborative Learning for Students With Learning Disabilities. *TEACHING Exceptional Children*, 53(1), 52–59. <https://doi.org/10.1177/0040059920901860>.
- Monson, R., & Kenyon, K. (2018). Co-Teaching: Risks and Rewards. In M. L. Kozimor-King & J. Chin (Eds.), *Learning from Each Other: Refining the Practice of Teaching in Higher*

- Education* (1st ed., pp. 40–55). University of California Press.  
<http://www.jstor.org/stable/10.1525/j.ctv3znxq0.8>
- Mukherjee S. P. (1966). The prevention and care of blindness and deafness in infants and children in England and Wales. *The Royal Institute of Public Health and Hygiene journal*, 29(4), 125–152.
- Mulholland, M., & O'Connor, U. (2016). Collaborative classroom practice for inclusion: perspectives of classroom teachers and learning support/resource teachers. *International Journal of Inclusive Education*, 20(10), 1070-1083.  
<https://doi.org/10.1080/13603116.2016.1145266>
- Ngwena, C. G. (2013). Human Right to Inclusive Education: Exploring a Double Discourse of Inclusive Education Using South Africa as a Case Study. *Netherlands Quarterly of Human Rights*, 31(4), 473–504. <https://doi.org/10.1177/016934411303100405>
- Nierengarten, G. (2013). Supporting Co-Teaching Teams in High Schools: Twenty Research-Based Practices. *American Secondary Education*, 42(1), 73–83.  
<http://www.jstor.org/stable/43694178>
- Nighswander, M.L., & Blair, P.A. (2022). From Institutions to Inclusion: How Children with Disabilities Gained Educational Rights in the U.S. *The Journal of School Nursing*. 0(0).  
<https://doi.org/10.1177/10598405221105054>.
- Παγωτού, Α. (2018). *Απόψεις φιλολόγων δευτεροβάθμιας εκπαίδευσης για τον θεσμό της Παράλληλης Στήριξης*. Μεταπτυχιακή Διπλωματική Εργασία, Διαπανεπιστημιακό - Διατμηματικό Πρόγραμμα Μεταπτυχιακών Σπουδών «Ψυχοπαιδαγωγική της Ένταξης: ένα σχολείο για όλους». Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο
- Pappas, M., Papoutsi, C., & Drigas, A. (2018). Policies, Practices, and Attitudes toward Inclusive Education: The Case of Greece. *Social Sciences*, 7(6), 90.  
<https://doi.org/10.3390/socsci7060090>
- Parikh Foxx, S., Saunders, R., Test, D. W., & Flowers, C. (2022). School Counselors' Perceptions Regarding Importance of and Ability to Implement Transition Services for Students

- WithDisabilities. *Professional School Counseling*, 26(1).  
<https://doi.org/10.1177/2156759X221090524>
- Pollard, A., & Filer, A. (2007). Learning, Differentiation and Strategic Action in Secondary Education: Analyses from the “Identity and Learning Programme.” *British Journal of Sociology of Education*, 28(4), 441–458. <http://www.jstor.org/stable/30036222>
- Pulkkinen, J., Räikkönen, E., Jahnukainen, M., & Pirttimaa, R. (2020). How do educational reforms change the share of students in special education? Trends in special education in Finland. *European Educational Research Journal*, 19(4), 364–384. <https://doi.org/10.1177/1474904119892734>.
- Obiakor, F. E., Harris, M., Mutua, K., Rotatori, A., & Algozzine, B. (2012). Making Inclusion Work in General Education Classrooms. *Education and Treatment of Children*, 35(3), 477–490. <http://www.jstor.org/stable/42900597>.
- Rabin, C. (2020). Co-teaching: Collaborative and caring teacher preparation. *Journal of Teacher Education*, 71(1), 135–147.
- Raley, S. K., Shogren, K. A., & McDonald, A. (2018). How to Implement the Self-Determined Learning Model of Instruction in Inclusive General Education Classrooms. *TEACHING Exceptional Children*, 51(1), 62–71. <https://doi.org/10.1177/0040059918790236>
- Reichenberg, A., Cederlöf, M., McMillan, A., Trzaskowski, M., Kapra, O., Fruchter, E., Ginat, K., Davidson, M., Weiser, M., Larsson, H., Plomin, R., & Lichtenstein, P. (2016). Discontinuity in the genetic and environmental causes of the intellectual disability spectrum. *Proceedings of the National Academy of Sciences of the United States of America*, 113(4), 1098–1103. <https://doi.org/10.1073/pnas.1508093112>
- Reis, S. M., Madaus, J. W., Gelbar, N. W., & Miller, L. J. (2022). Strength-Based Strategies for Twice-Exceptional High School Students With Autism Spectrum Disorder. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599221108899>
- Rentschler, L. F., Hume, K. A., & Steinbrenner, J. R. (2022). Building Inclusive High School Communities for Autistic Students. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599221098194>

- Ricci, L. A., & Fingon, J. C. (2017). Faculty modeling co-teaching and collaboration practices in general education and special education courses in teacher preparation programmes. *Athens Journal of Education*, 4(4), 351–362.
- Richards, H. V., Brown, A. F., & Forde, T. B. (2007). Addressing Diversity in Schools: Culturally Responsive Pedagogy. *TEACHING Exceptional Children*, 39(3), 64–68. <https://doi.org/10.1177/004005990703900310>
- Rowe, D. A., Blevins, M., Kittelman, A., & Walker, V. L. (2023). Supporting Inclusive Practices in the Least Restrictive Environment. *TEACHING Exceptional Children*, 55(3), 152–154. <https://doi.org/10.1177/00400599231156042>
- Rytivaara, A., Pulkkinen, J. & Palmu, I. (2021). Learning about students in co-teaching teams. *International Journal of Inclusive Education*, 1-16. <https://doi.org/10.1080/13603116.2021.1878299>.
- Sarris, D., Christopoulou, F., Zaragas, H., Zakopoulou, V., & Papadimitropoulou, P. (2020). Self-efficacy of special education teachers in Greece. *European Journal of Education Studies*, 7(4), 150-160. <http://dx.doi.org/10.46827/ejes.v0i0.3051>
- Sayeski, K. L. (2018). State of the Journal. *TEACHING Exceptional Children*, 51(1), 5–6. <https://doi.org/10.1177/0040059918794271>
- Scheef, A. R., Hollingshead, A., Malone, K., Sherman, W. M., Seamans, A., Sabala, T., & Carson, J. (2022). Increasing the Independence of Students With Disabilities in the Classroom Through Indirect Paraprofessional Support. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599221143457>
- Scruggs, T. E., & Mastropieri, M. A. (2017). Making Inclusion Work With Co-Teaching. *TEACHING Exceptional Children*, 49(4), 284–293. <https://doi.org/10.1177/0040059916685065>
- Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research. *Exceptional Children*, 73(4), 392–416. <https://doi.org/10.1177/001440290707300401>

- Selekman, J. (2017). Students With Chronic Conditions: Experiences and Challenges of Regular Education Teachers. *The Journal of School Nursing*, 33(4), 307-315. <https://doi.org/10.1177/1059840516674053>
- Schulze, M. A. (2016). Self-Management Strategies to Support Students With ASD. *TEACHING Exceptional Children*, 48(5), 225–231. <https://doi.org/10.1177/0040059916640759>
- Sharma, A., & Couture, J. (2014). A review of the pathophysiology, etiology, and treatment of attention-deficit hyperactivity disorder (ADHD). *The Annals of pharmacotherapy*, 48(2), 209–225. <https://doi.org/10.1177/1060028013510699>
- Shelton, A., & Wexler, J. (2022). Main Idea Strategy Instruction to Support Middle School Students With Intellectual Disability. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599221081036>
- Sider, S., Maich, K., & Morvan, J. (2017). School Principals and Students with Special Education Needs: Leading Inclusive Schools. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 40(2), 1–31. <https://www.jstor.org/stable/90010122>
- Sigurðardóttir, A. K., & Hjartarson, T. (2016). School Buildings and Classroom Environments in Iceland. In U. Stadler-Altmann (Ed.), *Lernumgebungen: Erziehungswissenschaftliche Perspektiven auf Schulgebäude und Klassenzimmer* (pp. 31–48). Verlag Barbara Budrich. <https://doi.org/10.2307/j.ctvbkk1r7.5>
- Simpson, L. A., & Bui, Y. (2016). Effects of a Peer-Mediated Intervention on Social Interactions of Students with Low-Functioning Autism and Perceptions of Typical Peers. *Education and Training in Autism and Developmental Disabilities*, 51(2), 162–178. <http://www.jstor.org/stable/24827545>.
- Sreckovic, M. A., Schultz, T. R., Kenney, C. K., & Able, H. (2018). Building Community in the Inclusive Classroom: Setting the Stage for Success. *YC Young Children*, 73(3), 75–81. <https://www.jstor.org/stable/26788987>
- Stefanidis, A., & Strogilos, V. (2015) Union Gives Strength: Mainstream and Special Education Teachers' Responsibilities in Inclusive Co-Taught Classrooms. *Educational Studies*, 41(4), 393–413. <https://doi.org/10.1080/03055698.2015.1018872>.

- Strieker, T., Gillis, B., & Zong, G. (2013). Improving Pre-Service Middle School Teachers' Confidence, Competence, and Commitment to Co-Teaching in Inclusive Classrooms. *Teacher Education Quarterly*, 40(4), 159–180. <http://www.jstor.org/stable/teaceducquar.40.4.159>
- Strogilos, V., & King-Sears, M. (2019). Co-teaching is extra help and fun: Perspectives on co-teaching from middle school students and co-teachers. *Journal of Research in Special Educational Needs*, 19(2), 92–102.
- Strogilos, V., King-Sears, M. E., Tragoulia, E., Voulagka, A. & Stefanidis, A. (2023). A meta-synthesis of co-teaching students with and without disabilities. *Educational Research Review*, 38 (100504). <https://doi.org/10.1016/j.edurev.2022.100504>.
- Strogilos, V., Nikolarazi, M., & Tragoulia, E. (2012). Experiences Among Beginning Special Education Teachers in General Education Settings: The Influence of School Culture. *European Journal of Special Needs Education*, 27(2), 185–199. <https://doi.org/10.1080/08856257.2011.645588>.
- Strogilos, V., Tragoulia, E., Avramidis, E., Voulagka, A., & Papanikolaou, V. (2017). Understanding the development of differentiated instruction for students with and without disabilities in co-taught classrooms. *Disability & Society*, 32(8), 1216–1238. <https://doi.org/10.1080/09687599.2017.1352488>.
- Sweigart, C. A., & Collins, L. W. (2017). Supporting the Needs of Beginning Special Education Teachers and Their Students. *TEACHING Exceptional Children*, 49(4), 209–212. <https://doi.org/10.1177/0040059917695264>.
- Tan, R. (2021). Exploring Successful Inclusive Practice in China: An Inclusive Public Kindergarten in Shanghai. In A. Köpfer, J. J. W. Powell, & R. Zahnd (Eds.), *Handbuch Inklusion international / International Handbook of Inclusive Education: Globale, nationale und lokale Perspektiven auf Inklusive Bildung / Global, National and Local Perspectives* (1st ed., pp. 313–328). Verlag Barbara Budrich. <https://doi.org/10.2307/j.ctv1f70kvj.20>

- Taylor, J. C., Hanley, W., Deger, G., & Hunter, W. (2022). Promoting Anti-Racism Practices and the Cycle of Critical Consciousness within Positive Behavior Interventions and Supports Frameworks. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599221120242>
- Tomlinson, S. (2021). A Sociology of Special and Inclusive Education: Insights from the UK, US, Germany, and Finland. In A. Köpfer, J. J. W. Powell, & R. Zahnd (Eds.), *Handbuch Inklusion international / International Handbook of Inclusive Education: Globale, nationale und lokale Perspektiven auf Inklusive Bildung / Global, National and Local Perspectives* (1st ed., pp. 59–74). Verlag Barbara Budrich. <https://doi.org/10.2307/j.ctv1f70kvj.6>
- Torres, C., Farley, C. A., & Cook, B. G. (2014). A Special Educator’s Guide to Successfully Implementing Evidence-Based Practices. *TEACHING Exceptional Children*, 47(2), 85–93. <https://doi.org/10.1177/0040059914553209>
- UNESCO. (1994). The Salamanca Statement and framework for action on special educational needs education. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000098427>.
- van den Heuvel, R., Lexis, M., & de Witte, L. (2015). ICT based technology to support play for children with severe physical disabilities. *Studies in health technology and informatics*, 217, 573–577.
- Vaughn, S., Alsolami, A., & Swanson, E. (2022). Differentiating Instruction for Students Who Are Blind and With Low Vision. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599221113003>
- Veteska, J., Kursch, M., Svobodova, Z., Tureckiova, M., Paulovcakova, L. (2022). Longitudinal Co-teaching Projects: Scoping Review. In: Ifenthaler, D., Isaías, P., Sampson, D.G. (eds) *Orchestration of Learning Environments in the Digital World. Cognition and Exploratory Learning in the Digital Age*. Springer, Cham. [https://doi.org/10.1007/978-3-030-90944-4\\_3](https://doi.org/10.1007/978-3-030-90944-4_3).
- Villa, R. A., Thousand, J. S., & Nevin, A. (2008). *A guide to co-teaching: Practical tips for facilitating student learning* (Vol. 2). Thousand Oaks: Corwin Press.

- Vitrikas, K., Dalton, H., & Breish, D. (2020). Cerebral Palsy: An Overview. *American family physician*, 101(4), 213–220.
- Voltz, D. L., & Elliott, R. N. (1990). Resource Room Teacher Roles in Promoting Interaction with Regular Educators. *Teacher Education and Special Education*, 13(3–4), 160–166. <https://doi.org/10.1177/088840649001300304>
- Werner Juarez, S. (2021). Using Behavioral Skills Training to Support Caregivers Through Educational Telehealth. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599211051007>
- Wright, A. (2014). Creating a positive classroom culture: minute by minute. *Educational Horizons*, 92(4), 12–15. <http://www.jstor.org/stable/42927313>.
- Χαντολιάς, Κ. (2019) *Απόψεις των εκπαιδευτικών διοικητικών στελεχών και των εκπαιδευτικών ειδικής αγωγής σχετικά με την παράλληλη στήριξη και τα τμήματα ένταξης παιδιών με ειδικές εκπαιδευτικές ανάγκες ή/και αναπηρίες: μια διερευνητική μελέτη*. Μεταπτυχιακή Διπλωματική Εργασία, Πρόγραμμα Μεταπτυχιακών Σπουδών Επιστήμες της Εκπαίδευσης και της Δια Βίου Μάθησης Τμήμα Εκπαιδευτικής και Κοινωνικής Πολιτικής, Σχολή Κοινωνικών, Ανθρωπιστικών Επιστημών και Τεχνών. Θεσσαλονίκη: Πανεπιστήμιο Μακεδονίας.
- Yang, S. S. (2018). Perspectives from the Outside: The Value of Cross-disciplinary Team Teaching. *College Music Symposium*, 58(2), 1–3. <https://www.jstor.org/stable/26564891>
- Yell, M. L., McNamara, S., & Prince, A. M. T. (2021). Adapted Physical Education: Meeting the Requirements of the Individuals With Disabilities Education Act. *TEACHING Exceptional Children*, 54(1), 70–78. <https://doi.org/10.1177/00400599211038380>
- Zagona, A. L., Kurth, J. A., & MacFarland, S. Z. C. (2017). Teachers' Views of Their Preparation for Inclusive Education and Collaboration. *Teacher Education and Special Education*, 40(3), 163–178. <https://doi.org/10.1177/0888406417692969>