Table OF CONTENTS

Acknowledgments vii

Introduction ix

Part I: Empowerment Through Inclusion

Chapter 1: Communitarian Interpretation of Special Education Law to Create Inclusive Art Learning Environments 3
(Re)Interpretation, (Re)Authorization: Beyond "Normal" Standards
Knowledge to Empower: History of Special Education Law
Inclusion and IDEA
Implementing Inclusion Policy of the Least Restrictive Environment (LRE)

Chapter 2: Empowered by Difference 19
Being Different and Making a Difference
21st-Century Visual Culture Portrayals of Difference
Empowered With Assistive Technologies
Communitarian Approach Toward Difference

Chapter 3: Stakeholders and Inclusion: Joining Forces for a Communitarian Art Class . . . 37
Stakeholders in the Inclusive Art Class
Stakeholders Acting on the IDEA of Inclusion Policy
Stakeholders Affected by the IDEA of Inclusion Policy
Collaboration Among Stakeholders
Theory to Practice: Enacting the Act

Part II: Human Empowerment Through the Arts (HEARTS): A Model for an Inclusive Art Class

Chapter 4: Strategies for Inclusion: Preservice Art Teacher Preparation With the HEARTS Model. 51
Making the Case for Experiences With Difference in Art Education Preparation
HEARTS: A Model for Inclusive Art Education
Including All Students in Art: Strategies for the Art Class as LRE
Benefits of Inclusion
Reflections Leading to Assessment

Chapter 5: Inclusive Assessment in the Inclusive Art Class 65
Evaluating and Valuing Difference in the Inclusive Art Class
HEARTS Assessment Strategies
Shared Assessment

Chapter 6: Exhibiting Transformative Learning and Teaching 79
Reality of Inclusion Practices: Breaking Barriers to Inclusion
Accessible Exhibitions: Design and Engagement
HEARTS Epilogue and Looking to the Future

References 89

Glossary of Common Acronyms 97

List of Figures and Exhibits 99

About the Authors. 101

Index 103