



Inclusive High Schools: Learning from Contemporary Classrooms

By Douglas Fisher Ph.D., Caren Sax Ed.D., Ian Pumpian Ph.D.



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Addressing both process and outcome, this book provides a framework for developing inclusive high schools by taking detailed account of high schools that have struggled, strategized, and ultimately achieved success. Themes discussed include:

- building crucial school-based relationships
- developing support strategies
- communicating responsibilities
- preparing for the classroom
- establishing continuity
- planning lessons and adapting curricula
- redistributing school resources

High school teachers, administrators, university faculty, and parents will recognize the common challenges in adopting inclusive practices and find proven strategies that can be used as starting points for solutions.

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Editorial Review

Review

Listed as resource under Teaching Strategies for Inclusive Classrooms

About the Author

Douglas Fisher, Ph.D., is Associate Professor in the College of Education, Department of Teacher Education, at San Diego State University, where he teaches classes in English language development and literacy. His background includes adolescent literacy and instructional strategies for diverse student needs. He often presents at local, state, and national conferences and has published numerous articles on reading/literacy, differentiated instruction, accommodations, and curriculum development. He serves as Director of Professional Development for the City Heights Educational Collaborative in San Diego, California.

Caren L. Sax, Ed.D. is Assistant Professor in San Diego State University's rehabilitation counseling graduate program. She also coordinates the Certificate of Rehabilitation Technology with the College of Engineering and the Pupil Personnel Services credential with the Department of Counseling and School Psychology. She has taught courses in assistive technology, transition, special education, and rehabilitation, both on campus and via distance education. Through funding from federal and state grant projects, she has directed research, demonstration, and training projects related to the applications of assistive technology, systems change efforts for school-to-adult life transition services for students with disabilities, and continuing education opportunities for community rehabilitation personnel. Dr. Sax has written extensively and presents at conferences, seminars, and symposia held locally, statewide, nationally, and internationally.

Ian Pumpian, Ph.D., Professor in Educational Leadership, has been a special education teacher, teacher educator, keynote speaker, and educational visionary. His expertise includes system change efforts, school reform, and inclusive education.

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Excerpted from chapter 1 of **Inclusive High Schools: Learning from Contemporary Classrooms**, by Douglas Fisher, Ph.D., Caren Sax, Ed.D., & Ian Pumpian, Ph.D., with invited contributors.

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We Had to See it Ourselves: An Introduction to Inclusive High Schools

This book is about high schools that have changed the way in which supports and services are provided to all students and about the people who have made these changes happen. The reflections of teachers and the case studies of schools in this book were selected with the intention of providing a range of demographic

information about inclusive education. Both general and special educators' voices are represented in this book, as are rural and urban schools, small and large schools, and schools with diverse student populations. The teachers and schools featured in this book were also purposely selected to demonstrate some of the different ways in which systems evolve to become more inclusive.

We first got together and talked about inclusive education for all students when we were awarded the Research, Development, and Demonstration grant from the state [Department of Education]. We had been providing mainstreaming and inclusive experiences for students with mild disabilities for several years, but students with more severe disabilities were often not part of our efforts. Now, don't get me wrong, we had a few parents that advocated on behalf of their children to be in regular classes, and we always accommodated individual requests. For the most part, our program for students with severe disabilities was significantly more community based and vocationally oriented.

Each chapter makes a unique contribution to the book. Taken together, they provide credible evidence to support inclusive education and the need for restructuring at the secondary school level. Each chapter in this book provides several concepts to consider with regard to the relationship between inclusive education and high school restructuring.

Chapter 2 identifies themes of general education reform and how these reforms affect students with disabilities. In addition, it provides an overview of change models and the ways in which schools have begun to implement inclusive, restructuring efforts. This framework is presented to provide a context for the other chapters in the book.

Chapters 3 and 4 provide personal accounts of changes in practice from the perspectives of a special educator and a general educator, respectively. Chapters 5-7 provide case studies of three high schools that have undergone changes to implement inclusive education. The remainder of the book provides reflections on these personal accounts and case studies from policy makers, educators, and parents.

In Chapter 3, David Zaino, a high school special education teacher, discusses his personal and professional changes of opinion about inclusive education. He relates a compelling story about a student named Christina and her journey from a Romanian orphanage to an inclusive American high school. In addition, he provides an analysis of the current research on inclusive education. Through his discussion of Christina and his analysis of changes in the field of special education, he shares his personal and professional journey. This journey has taken him from being a staff member in a sheltered workshop for transition-age students to becoming a valued member of a comprehensive high school.

In Chapter 4, Eileen Bagg-Rizzo, a high school English teacher, paints a different picture of inclusion for us. She discusses a student with an individualized education program (IEP) and the changes in that student's educational goals as she moved from a segregated junior high school to an inclusive high school. Bagg-Rizzo also writes of her own educational experiences and the absence of individuals with disabilities in her own life. Similar to Zaino's reflections, Bagg-Rizzo's describe her own growth from working as a content specialist prepared to teach a select group of high achievers to working as a teacher prepared to set high expectations for achievement among all learners.

In Chapter 5, two high school teachers, Karen Rodifer and Elizabeth Castagnera, discuss the changes at their school. Their high school case study combines a case-by-case approach to inclusive education with whole-school change. In addition, their chapter covers block scheduling, senior projects, and curriculum modifications.

In Chapter 6, Lois Chappell, a vice principal, and Lyn Pratt, a high school special education teacher, explain the change that their school experienced in moving toward inclusive education. Their high school case study

illustrates how a state-funded pilot project facilitated whole-school change. A number of activities that have been used at their school to introduce diversity and disability into content-area classes are explained. These activities provide teachers with ways to enter the inclusion conversation with their students.

In Chapter 7, Cheryl M. Jorgensen, a research professor at the Institute on Disability at the University of New Hampshire, provides an overview of the opening of a new, inclusive high school. Her case study examines a phased-in approach to whole-school change. She allows readers an inside look at the way in which a school's operating principles can create an inclusive agenda. She offers a glimpse at the operation of the school by explaining how teachers create inclusive lessons. Her chapter also covers new uses of time, critical friends, and governance structures in an inclusive secondary school environment.

The authors of Chapters 8-11 discuss the personal reflections and case studies presented in Chapters 2-7. Reflections on those previous chapters are provided from the perspective change theory and inclusive education (Chapter 8); policy, achievement, and inclusive education (Chapter 9); personal development and inclusive practices (Chapter 10); and parent involvement in educational efforts (Chapter 11). In Chapter 8, colleagues from the University of Hawaii — Garnett Smith, Robert Stodden, and Ronald James — join in reflecting on the changes that teachers and schools experienced. They propose a framework for considering and understanding school change. In Chapter 9, Virginia Roach provides another analysis of the teacher and school changes presented in the case studies in this book. She examines these changes from the perspective of policy analysis and identifies three components of student achievement that must be addressed: curriculum, instruction, and placement. In Chapter 10, Ian Pumpian discusses the need for a change in teacher education practices and policies. His analysis of the need for a comprehensive system of professional development indicates that training programs must be aligned with the outcomes that school administrators and educators seek, and he proposes a way to achieve that goal. In Chapter 11, Barbara Buswell, a parent and Co-Director of the PEAK Parent Center, reminds readers of the role that parents continue to play in education. She also challenges readers to consider another needs: continuity, a theme that provides a suitable conclusion for the book. Buswell believes that parents and educators must become responsible for learning about effective practices to be implemented with students with and without disabilities and relaying that information to teachers and students without continuity, parents and educators just keep starting over and over again in trying new practices.

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Users Review

From reader reviews:

Carol Hughes:

A lot of people always spent their own free time to vacation or maybe go to the outside with them household or their friend. Do you realize? Many a lot of people spent that they free time just watching TV, or playing video games all day long. If you would like try to find a new activity that's look different you can read a new book. It is really fun for yourself. If you enjoy the book that you simply read you can spent all day long to reading a reserve. The book *Inclusive High Schools: Learning from Contemporary Classrooms* it is very good to read. There are a lot of individuals who recommended this book. We were holding enjoying reading this book. When you did not have enough space to bring this book you can buy the actual e-book. You can

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Rhonda Munoz:

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Michelle Gilbert:

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