

Whole Schooling Consortium

International Journal of Whole Schooling



Inside this issue:

Message from the editors	3
Towards Whole Schools: Building a movement for dialogue and action in the 21st century <i>by Michael Peterson</i>	4-7
No child left behind: The emperor has no clothes <i>By Andrew Johnson</i>	8-12
Collaboration, co-teaching, and differentiated instruction: A process-oriented approach to Whole Schooling <i>By Lorri Santamaria and Jacque Thousand</i>	13-27
The curriculum of becoming human: A rumination <i>By Carl Leggo</i>	28-36
Struggling decoders: Reading fluently and making meaning of text <i>By Bill Henderson</i>	37-38
Book review— Peterson & Hittie (2003) 'Inclusive teaching' <i>Reviewed by Sue Lehr</i>	39-43

The six principles of Whole Schooling are...

- (1) empowering citizens for democracy;
- (2) including all;
- (3) providing authentic, multi-level instruction;
- (4) building community;
- (5) supporting learning; and
- (6) partnering with parents and the community.

Visit the Whole Schooling Consortium website at; www.wholeschooling.net

<http://www.wholeschooling.net>

Management Team

- Billie Jo Clausen, Editor
- Tim Loreman, Editor
- Lynne Tamor, Manager,
Whole Schooling Press
- Michael Peterson, Coordinator, Whole Schooling Consortium
- Jen Snape, Marketing
- Laurie Lietz, Marketing

Visit the Journal website at:

[http://www.wholeschooling.net/
Journal_of_Whole_Schooling/IJWSindex.html](http://www.wholeschooling.net/Journal_of_Whole_Schooling/IJWSindex.html)

Mission Statement

The International Journal of Whole Schooling is a fully refereed on-line journal published twice a year and governed by the management team and an independent Editorial Review Board. The International Journal of Whole Schooling is a non-profit venture run by volunteer staff. Subscription is free.

The Journal seeks to discuss issues relevant to Whole Schooling, with contributions from a variety of stakeholders including students, parents, academics, educators, and administrators.

Contributions and feedback are welcome. Please contact Tim Loreman at tim.loreman@concordia.ab.ca or Billie Jo Clausen at bclausen@mesd.k12.or.us

Editorial Review Board



Each article published in the International Journal of Whole Schooling is reviewed by the editors and two or more members of the Editorial Review Board. The following people comprise the Editorial Review Board:

Richard (Dick) Baker	Glen Dunlap	Carol Holst	June Mc Conaghy	Dianne Ryndak
Candee Basford	Karen Feathers	Chris Horrocks	Margaret Mc Vea	Umesh Sharma
Carolyn Biar	Doug Fisher	Andrew Johnson	William Miller	Roger Slee
Joe Bishop	Chris Forlin	Cheryl Jorgensen	Mark Morawski	Lauri Stein
David Boesch	Pam Garriott	Venta Kabzems	Julianne Moss	Noel Strickland
Jeffrey Cohen	Rich Gibson	Liz Keefe	Sigamoney Naicker	Jacqueline Thousand
Jan Colliton	Mavis Hagedorn	Chris Kliewer	Joanne Neal	Vianne Timmons
Nancy Creech	Nancy Hartshorne	Paula Kluth	Thomas Neuville	Richard Villa
Carolyn Das	David Harvey	Carl Lashley	Orah Raia	
Michael Delaney	Bill Henderson	Margaret Latta	Heather Raymond	
Joanne Deppeler	Peter Hick	Brenda Love	Lynne Remson	
Ishwar Desai	Tom Hoeksema	Judy Lupart	Wayne Ross	

The International Journal of Whole Schooling (ISSN 1710—2146) is published by Whole Schooling Press (Edmonton, Canada office). The journal is published twice yearly in September and February. Subscription is free for both individuals and institutions at http://www.wholeschooling.net/Journal_of_Whole_Schooling/IJWSindex.html

Copyright © Whole Schooling Press. All rights reserved. Reproduction and further distribution by subscribers of this journal or individual articles contained within it are encouraged. Whole Schooling Press authorizes subscribing individuals and institutions to make up to 50 copies of journal content without seeking prior permission. We are pleased to assist those subscribers wishing to make more than 50 copies at no charge. These institutions or individuals should obtain permission from journal management via email at tim.loreman@concordia.ab.ca.

The International Journal of Whole Schooling welcomes articles from a wide variety of perspectives - educators, parents, academics, students, advocates, and concerned citizens. Those wishing to submit articles for consideration should consult the guidelines for submitting articles at http://www.wholeschooling.net/Journal_of_Whole_Schooling/IJWSindex.html. There are no page charges in the International Journal of Whole Schooling.

Book review

Michael Peterson and Mishael Hittie, (2003), *Inclusive teaching: Creating effective schools for all learners*, Boston MA: Pearson

Review by Sue Lehr

With the passage of the Education for All Handicapped Children's Act (P.L. 94-142) in 1975, and its subsequent reauthorization in 1997 as the Individuals with Disabilities Education Act (IDEA), U.S. colleges and universities have launched and refined pre-service teacher education programs leading to certification in special education. Likewise, textbook companies have engaged reputable authors to develop comprehensive texts that cover the full range of disabilities, appropriate pedagogical strategies, assessments, and other related topics. The majority of these texts present individual chapters that cover the disability categories identified under IDEA (e.g. learning disabilities, emotional disturbance, autism, etc.).

Peterson & Hittie's (2003) text, however, takes a purposefully different approach that is both refreshing and courageous. The central theme of the text is that the inclusion of students with disabilities in the general education classroom must be framed, not around the deficit characteristics and etiology of the disability, but around the following question,

"How can we teach so that children with dramatically different academic, social-emotional, and sensory-physical abilities learn well together?" (p.xix)

Part One, *Inclusive Schools and Communities*, begins with a cogent discussion of labeling and its purposes, detailing the origins of this practice and the disability movement away from incarceration and segregation, to self-advocacy and empowerment. The development of a community of diverse learners is described through referencing research on effective inclusive practices that maximize opportunities for children to learn with and from each other. Highlighting this section are voices of teachers engaged in inclusive teaching, and descriptions of different grade level schools as they wrestle with this newest reform movement. The authors emphasize the need for collaboration with families and the community. It is refreshing to see this early in the text, and not relegated to the more traditional last or second to last chapter. Strategies for building partnerships, finding appropriate resources for linking the home, the classroom, and the community are all presented.

A significant section in Chapter 4 informs the reader of "MAPS – Student Centered Planning Process", noting that this is "simultaneously simple, complex, and powerful." (p. 115). For pre-service and in-service teachers, the explanation of how to do MAPS, and the accompanying questions and examples, enable them to understand this statement and begin the approach to planning. The chapter also includes a description of 504 plans and the IFSP (Individualized Family Support Plan) process. Throughout this section, there is an emphasis on the importance of respecting and appreciating students who present different learning approaches. There is no hint of the old paradigm of "deficit" or "needs-based" learning. There is the acknowledgement that diverse students learn in diverse ways. Recognizing this, teachers who are thoughtful and creative will design differentiated learning opportunities that build on individual student strengths. The text offers many suggestions of how to accomplish this.

"The central theme of the text is that the inclusion of students with disabilities in the general education classroom must be framed, not around the deficit characteristics and etiology of the disability, but around the following question,

"How can we teach so that children with dramatically different academic, social-emotional, and sensory-physical abilities learn well together?"

Part One closes with an excellent and practical discussion of collaborative teaching strategies. There is a thorough review of approaches such as co-teaching, station teaching, alternate teaching and other methods. Based on their own experiences and observations, the authors caution teachers about the obvious mistakes that can be made when attempting to collaborate. They also present models for collaborative planning and scheduling. The section concludes with a new way of thinking about professional development which engages the practitioner in on-going dialogue and learning.

Part Two, titled Inclusive Teaching, opens with a chapter describing four building blocks of inclusive teaching for reaching every student. Foundations, academic instruction, instructional practices, and adaptations are the focus of each of four chapters in Part Two. Within these chapters, readers learn about a variety of best practices, scaffolding techniques, brain-based learning, and multiple intelligences. Research from the National Curriculum Reports highlights recommendations about how to maximize opportunities for students to learn in meaningful ways. The examples illustrating these recommendations are creative, simple, and very practical. They make learning fun and productive. The authors frame these in terms of the contextual elements of the child's learning style (p. 183), and provide narrative descriptions to assist the teacher in thinking about how he/she can take these varied learning styles into consideration.

Heterogeneous classroom groups, a threatening nightmare to some teachers and administrators, are deconstructed by Peterson and Hittie into the recognition that we must start with the child as a person, a learner, a student. The disability must be a consideration, but it should not be the driving force in planning and implementing curricula. Again, they offer multiple examples of how to design the curricula to engage all learners by embedding scaffolding techniques for teaching literacy, social studies, and math. They recognize, also, that there will be students at the gifted/talented end of the range, second language learners, and individual students with complicated learning disabilities. With each, there are narrative explanations of these differences, charts outlining characteristics that might be present, and how these might translate into academic work in math, reading, writing.

In Chapter 7 (Students with Differing Academic Abilities), Peterson and Hittie provide a sensitive example of how the label of 'mental retardation' has historically been framed as a disability characterized by lesser abilities, lowered expectations, and few challenging opportunities. While not attempting to gloss over these, the authors describe ways in which different types of support can be provided so that the student with a cognitive disability can develop their skills and abilities.

In the chapters included in Part Two, the reader learns about Mental Retardation, Traumatic Brain Injury, and other disabilities, but these discussions are framed in the context of how best to enable students with these disabilities to learn about science, math, and literacy. The chapters describe different types of instructional strategies that teach meaning, skills, conventions and comprehension. It is especially pleasant to read the section on page 225 titled "students as experts". This is a challenging notion for many teachers, but one that needs to be more vigorously explored. The premise of this section is that students want to help each other and, with encouragement, they can and will.

There is another section in this chapter that describes how to plan and engage learners in "thematic, interdisciplinary instruction" (p. 225) that results from teachers organizing lessons around themes. With this as a starting point, Peterson and Hittie provide an excellent graphic on curriculum webbing, accompanied by a narrative example of how this might look. Reading, math, writing, and inquiry workshops are discussed within the concept of the classroom as a larger workshop where everyone is working to learn.

"Heterogeneous classroom groups, a threatening nightmare to some teachers and administrators, are deconstructed by Peterson and Hittie into the recognition that we must start with the child as a person, a learner, a student."

In the professional literature, there is a growing emphasis on authentic learning where students are engaged in developing understanding of meaningful things by connecting learning to their own lives. A relevant example for today's students involves learning about a country that is in the midst of a war by writing to someone's grandparents who live in that country. "Authentic learning, then is not about *preparing* for life. Rather, authentic learning is about *living* life." (p. 233). Traditionally, paper/pencil objective tests/assessments have been used to measure learning. With authentic learning, Peterson and Hittie describe a variety of assessment strategies that not only measure content, but also depth and breadth of understanding. What is so refreshing about this approach is that the assessments are engaging and reveal to the students what they have learned.

Grading, the summative evaluation of what progress a student has made can, at first blush, appear soft and without basis in the heterogeneous classroom. In despair of how to evaluate students who are learning in different ways, at different rates, and with different products that demonstrate their knowledge, assessments and grading can be a nightmare. Peterson and Hittie offer a variety of assessment methods including keeping anecdotal records, using rubrics, and performance assessments. However, they also describe the value of using more traditional approaches. The "special" areas of Art, Music, Physical Education, are included in this area, which is a rarity in most texts.

There is a gold mine of information in Chapter 9 on adapting the instruction to meet the unique needs of each student. The chapter begins with a philosophical position that is grounded in the belief that, because students are diverse and learn in different ways, it is the teacher who must adapt – not the student. They describe an ecological approach for determining adaptations and expectations. One quote expresses this position with clarity; "Although initially we may be instituting change in our class to meet the needs of a specific student – *adapting* – we will eventually incorporate these new ideas into how we run our class – *designing for diversity*." (p. 259). They go on to describe how the teacher must learn about the student, profile their learning style, and the classroom environment.

Principles for effective adaptations (p. 264) poses some thoughtful questions that will enable the teacher to plan instruction, present respectful adaptations and engage the student in learning that does not frustrate, bore, or overwhelm. A chart presented on page 266 is a superb example of how this would look for one student. In fact, the charts that appear on subsequent pages are recipes for success.

A school superintendent once said to me, "Show me how to include students with emotional/behavioral problems, and I will believe that inclusion can work for all students." It was a heady challenge. Chapter 10 is this answer. Beginning with a historical and accurate investigation of the challenges, including the use of medications, the authors draw on state of the art research to inform the reader of multiple ways of supporting students with these challenges in regular classrooms. Rather than viewing the student as aberrant or purposefully disruptive, the chapter focuses on how to build trust, promote safety, provide support, and engage the student in developing academic, emotional and social skills. There are sections on collaboration with mental health professionals, support for families, and equally important, how teachers can support each other. Included in this chapter is a section on teaching students with Autism. Since the prevalence of this disorder is growing at such a rapid rate, and since their inclusion in regular classrooms is growing, this section is particularly informative.

"A school superintendent once said to me, 'Show me how to include students with emotional/behavioral problems, and I will believe that inclusion can work for all students.' It was a heady challenge. Chapter 10 is this answer."

Subsequent chapters discuss in depth the need for creating supportive communities where learning is ongoing and valued, especially for students with social/emotional and/or behavioral challenges. Behavior management, resilience, and building a culture of collaboration and caring are discussed, while more traditional notions of control and subservience are challenged. Integrity is the linchpin in these discussions, with honesty serving as the foundation for building a stronger more cohesive community. There are descriptions of multiple ways how students with behavioral challenges can be responded to with proactive, positive, and respectful approaches. Students are not punished, they are given what they need and crave so that they can achieve success (perhaps for the first time). Their sense of self-esteem especially among their peers is restored .

In a section about challenging behaviors where the authors invite a “call for understanding” there is an excellent presentation on the general causes of disruptive behaviors, and a thoughtful discussion of “what do problem behaviors mean?” (P. 360). In this era of ABA (Applied Behavioral Analysis), this discussion is particularly relevant. Power, control, respect and struggle are the themes explored, and the narrative offers thoughtful strategies that involve peer mediation, support, restorative justice, and nonviolent crisis intervention. A chart on page 374 delineates the “stages of crisis development, counterproductive responses and helpful responses” as part of the crisis cycle. This is a succinct chart that plainly makes sense to practitioners, especially if they are not into control and punishment.

The latter sections of Part Two investigate the education of students with communication, physical and/or sensory complications, including other health impairments. There is a sincere respect for the individuals who must live with these, while at the same time, there are abundant recommendations of how they can be supported in inclusive classrooms. Using the “Universal Design for Learning” approach, the authors diagram and discuss the principles that make this so effective. When one explores these approaches to learning and to environmental design, they seem simple and common-sensical, but Peterson and Hittie describe them in a way that engages the teacher in critiquing their own classroom and pedagogy, and provokes them to recognize where change is needed.

Accommodations and assistive technology are described in Chapter 15. It is quickly obvious that these can be provided, in many cases, without enormous expense. A theme of student control while using technology and accommodations also serves to promote the self-worth of the user, and can only enhance their role in the classroom as a competent learner.

Part Two and the book close with a thoughtful discussion of the role of the teacher in fomenting change. A version of Maslow’s hierarchy of need is shown, called the “pyramid of inclusive teaching” that fosters teacher leadership. Often when asked why he/she chose teaching as a career, the new teacher will invariably answer that “I want to make a difference...” Peterson and Hittie acknowledge that this change can happen, but it will be better and stronger when done collaboratively. In promoting and supporting the development of inclusive schooling, they remark, “We really can make a difference, together.” (p. 481).

This is an exceptional text (no pun intended) for teaching pre-service and in-service teachers how to accomplish inclusion. It is well organized, thoughtful, grounded in the professional literature, and respectful of the individual students, teachers, and families who are engaged in this struggle. They included real life, un-staged, photos from classrooms. Lovely uncaptioned pencil drawings by Martha Perske bear silent witness to how confusing, yet personal, it is to understand the people who wear these disabilities. Interspersed throughout the text are cartoons by Michael Giangreco which serve to illustrate, prod our thinking, and poke fun at what we have been doing to our children for far too long. These cartoons are a very welcome addition to this text. There are sections in each chapter that pose reflective questions (Traveling Notes) that frame the content; voices of teachers parents, and students engaged in inclusive schooling, descriptions of schools and their practices, and questions to engage the reader in thinking about how to bring about needed change. The “Tools for the Trek” sections in each chapter are chock full of ideas, tips, and strategies that teachers will want to try because they make sense. Each chapter ends with suggestions for action and engaging in experiential learning. The companion website offers abundant resources to supplement the text.

Perhaps one of the truly unique features of this book is its universality. I have used it in an introductory sophomore level class for special education majors who are preparing to enter the classroom from the “other side of the desk” – at least in their thinking, and I am planning to use it in a graduate level course preparing practicing teachers for inclusive education (MS Ed. Teaching Students with Disabilities). The language, tone, and grounding of the book reaches all learners. It may seem an odd comment, but it is a fun text to teach from because it inspires while at the same time provides very practical strategies that are do-able. Both as a parent of an adult son with Autism, and as a university professor engaged in disability studies, this text is simply **outstanding**.

Sue Lehr is Associate Professor of Education and Director of the Institute for Disability Studies in the Foundations of Education and Social Advocacy Department at the State University of New York

*“Both as a parent of an adult son with Autism, and as a university professor engaged in disability studies, this text is simply **outstanding.**”*



WE INVITE YOU to join us! You can make a difference! We are growing the Consortium through the grassroots efforts of teachers, parents, faculty, administrators, and community members. If you are interested in being involved, contact us at:

Wholeschooling@comcast.net

<http://www.wholeschooling.net>

The **Whole Schooling Consortium** is an international network of schools and individual teachers, parents, administrators, university faculty and community members. We are concerned with the following central problems that deepen our social and individual problems: segregation of children based on ability, ethnicity, gender, socio-economic status and other characteristics; standardization and narrowing of curricula, stifling creativity, critical thinking, and democratic engagement; narrowly focused standardized assessment that centers schooling around the taking of a test rather than learning and creates competition and rivalry across schools; punishment of schools and educators rather than providing help, support and assistance; consequent creation of school cultures of tension, anger, and pressure preventing what should be a place of joy, fun, community, and care; and lack of attention to economic and social needs of children. Schools, we believe, are central if we are to have a democratic society and inclusive communities where people of difference are valued and celebrated. Schools must be places that encourage the development of the whole child – linking talent development and social, emotional, cognitive, and physical learning. We believe this is necessary and possible.

Education for a Democratic Society

Excellence and Equity Together

