

PREFACE

The third edition of *Case Studies for Inclusive Schools* provides a major revision of the second edition but retains the original objective of the book, which is to provide teacher-education students with a stimulating format for understanding a variety of inclusion issues in the schools. As my career in higher education has progressed, I have continued to be impressed with the value of case-based teaching. Over the course of teaching both graduate and undergraduate students, I have come to the understanding that my students learn best and enjoy learning most when they are taught through the use of case studies, or “stories.” On innumerable occasions, I have watched a sea of glazed expressions turn to heightened interest, and I have listened to the inevitable hush that descends upon the classroom as I begin a retelling of the experiences that I have encountered in my long career in the field of special education. My case studies have allowed me to give life to my teaching. Through the years, I began to write down the stories I observed and put them into different formats for group projects, exam questions, and portfolio artifacts. Student response has always been overwhelmingly positive. It seems my students are fascinated by the problems that occur in real-life situations—and they certainly appear to be much more interested in this content than in their textbooks. I have exploited this interest by making these case studies an integral part of all the classes that I teach. It is my distinct impression that since modifying my courses in this manner, my students not only are much more receptive learners but also retain information better because they can relate it to authentic experiences.

The third edition of *Case Studies for Inclusive Schools* continues to focus on problem solving from a collaborative perspective. It is my sincere belief that students with disabilities are best served when concerned parties work together to provide them with the most appropriate education possible. Families, teachers, and administrators need to join together to establish a support system that enables a child with disabilities to fulfill his or her potential. As with the first and second editions, this book does *not* attempt to make any recommendations concerning the best instructional method, placement, or any other course of action with regard to solving specific problems. It was written to encourage teacher-education students to explore the different attitudes, problems, and situations that arise in the schools.

The cases that were included in this book were not intended to provide exhaustive coverage of the multitude of different inclusion issues that exist for all children and adolescents with disabilities. The objective was to provide a sampling of problems associated with integrating students with disabilities into general education classrooms with nondisabled peers. Because of the individual differences in children, parents, teachers, and administrators, it would be impossible to develop a compendium of cases covering all the challenges of inclusion and curriculum accessibility in the schools. In the current edition, there are 57 case studies, 13 of which are new cases. A feature of the third edition is the inclusion of cases from contributors who are my colleagues at Metropolitan State University of Denver. These seven contributed cases, noted as such within the chapters, provide varied perspectives on disabilities related to my colleagues’ areas of expertise. The case study questions selected for the book reflect current instructional concerns, including assistive technology, curriculum accessibility, response to intervention, and evaluation issues for students as well as teachers. Additional features of the current edition are described on the following pages.

Acknowledgments

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who contributed new cases to the third edition. The cases written by Rebecca Canges, Diane Carroll, Kara Halley, Tina Herring, Cynthia Lindquist, Barb McKenzie (with Jason Lister), and Ann Morrison are valuable additions to the casebook. I am indebted to my insightful students who piloted the cases and helped me to frame the questions that were not always obvious to me. A very special thanks goes to all of the schools I have worked with who have shown me, year after year, that complex problems can be creatively solved when teachers and families work together to achieve inclusion goals. And finally, I am appreciative of the contributions of Carol Catardi and Lee Corbett, friends and long-time special education teachers, who provided valuable consultation to this project.