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ABSTRACT

This supplement to a bibliography on inclusion of students with disabilities contains 44 abstracts of publications and videos. The first section summarizes all the articles from an issue of "The Journal of Special Education" (Summer 1995, Volume 29, Number 2) that was devoted to the subject of inclusion of students with learning disabilities. The articles include five case studies of well-established full-time mainstreaming models for elementary students with learning disabilities; a summary of themes and implications from the five cases; reactions to the five case studies from six reviewers, representing higher education research, policy analysts, and practitioners; and concluding comments. Additional sections of the bibliography present abstracts from other publications, categorized as follows: collaboration, disability awareness, fiscal implications, legal issues, miscellaneous, newsletters, planning, policies, positions, research, strategies/implementation, and videos. Information generally provided in each listing includes bibliographic data, subject descriptors, the abstract, source, and price. (DB)

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ED 401 652

# INCLUSION: AN ANNOTATED BIBLIOGRAPHY

January, 1996 Supplement

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This section contains abstracts of each article from an entire issue of *The Journal of Special Education* that was devoted to the subject of inclusion of students with learning disabilities. In a departure from our custom of alphabetizing abstracts within topical areas, we have elected to group the articles in the order in which they appeared in the journal.

Five of the articles are individual reports of case studies of "well-established full-time mainstreaming models of service delivery for elementary-age students with learning disabilities..." representing a wide geographical distribution and variety in their service delivery approaches. The studies were undertaken in order to address two questions: 1) What is a *special* education in the context of full-time mainstreaming and the Regular Education Initiative? and 2) What are the policy implications of a determination that full-time mainstreaming models fail to provide students with learning disabilities a uniquely *special* education?

The remaining articles in the series consist of a summary of themes and implications from the five cases; reactions to the five case studies from six reviewers, representing higher education research, policy analysis, and practitioners; and concluding comments from the two authors of the case study research.

**Zigmond, N. (1995). An exploration of the meaning and practice of special education in the context of full inclusion of students with learning disabilities. *The Journal of Special Education*, 29(2), 109-115.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; policies; placement; collaboration

**Abstract:** This introductory article to an entire issue devoted to full inclusion of students with learning disabilities explains the approach used and gives an overview of the articles in this issue. Five of the articles are individual reports of case studies of "well-established full-time mainstreaming models of service delivery for elementary-age students with learning disabilities" representing a wide geographical distribution and variety in their service delivery approaches. The studies were undertaken in order to address two questions: 1) What is a special education in the context of full-time mainstreaming and the Regular Education Initiative? and 2) What are the policy implications of a determination that full-time mainstreaming models fail to provide students with learning disabilities a uniquely special education?

The remaining articles in the series consist of a summary of themes and implications from the five cases; reactions to the five case studies from six reviewers, representing higher education research, policy analysis, and practitioners; and concluding comments from the two authors of the case study research.

**Baker, J. M. (1995). Inclusion in Virginia: Educational experiences of students with learning disabilities in one elementary school. *The Journal of Special Education*, 29(2), 116-123.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; placement; collaboration

**Abstract:** This is one of five case studies presented in this special journal issue on inclusion. This case study describes the educational experiences of two students with learning disabilities (LD) who were included full-time in general education classes in one elementary school in Virginia. The students were observed in reading, mathematics, and science classes; data were collected through observations, interviews, and record reviews. The two students were both in classes that used a collaborative teaching model, as were 23 of the 40 students with LD at that school. The remaining LD students were taught in resource rooms and self-contained classes. The authors conclude that the "in-class services consisted mostly of instruction on learning strategies. The majority of the school day of the target students with LD was spent as part of the general education group" (p. 123). No comparison is made of the progress of the included LD students versus the progress of those served outside the regular classroom.

**Zigmond, N. (1995). Inclusion in Pennsylvania: Educational experiences of students with learning disabilities in one elementary school. *The Journal of Special Education*, 29(2), 124-132.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; placement; collaboration; cooperative learning

**Abstract:** This is one of five case studies presented in this special journal issue on inclusion. The school studied in this research effort uses a model of inclusion called MELD (Mainstreaming Experiences for Learning Disabled), developed by the University of Pittsburgh. In this model, all LD students are served in the school and classroom they would normally attend if they had no disability. Special education teachers coteach in every class in the school for 30-minute blocks of time. The two subjects of this study were students with LD being served full-time in a regular education classroom, one in second grade and one in fifth. "Students with LD had the opportunity to participate in all activities in the general education classes: group lessons, independent practice, cooperative learning groups, holiday activities, recess, assemblies, and social events" (p. 132).

**Baker, J. M. (1995). Inclusion in Minnesota: Educational experiences of students with learning disabilities in two elementary schools. *The Journal of Special Education*, 29(2), 133-143.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; policies; placement; collaboration; curriculum

**Abstract:** This is one of five case studies presented in this special journal issue on inclusion. This case study observed two students with learning disabilities (LD), a second grader and a sixth grader, during reading, mathematics, and social studies classes. (The study, conducted in the spring of 1993, also used interviews and school records as data.) Two schools from a school district of 10,500 students, an elementary school and an intermediate school, were represented in this study. The inclusion model used in the district was designed by the school district personnel as part of a continuum of services available to students with LD and EBD.

The second grader was provided both pull-out and in-class instruction in reading and math. The pull-out service was not coordinated with instruction in the literature-based developmental reading program, nor with the spelling and math curriculum.

The intermediate level student was assigned to a sixth-grade homeroom, but reported to a different group for reading. "Chris and other students with LD in the inclusion program participated in general education classes, with some regrouping within the team to facilitate coteaching. Often the students with LD were grouped with low-achieving sixth graders" (p. 142). Chris and his mother were not sure they liked this arrangement, but Chris had gotten used to it and had made friends in his reading group.

Zigmond, N. (1995). Inclusion in Kansas: Educational experiences of students with learning disabilities in one elementary school. *The Journal of Special Education*, 29(2), 144-154.

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; Kansas; placement; collaboration

**Abstract:** This is one of five case studies presented in this special journal issue on inclusion. Two students with learning disabilities participated in the study: one second grader and one fifth grader. Data were gathered from observations, interviews, planning meetings, and record reviews. Interviews were with teachers, the inclusion model developer, the principal, and a parent. This information provided the framework for articulating the context for inclusion, the model of inclusion, the role of the special education teachers, and the educational experiences of the students.

This is the fourth year for this particular model of inclusion based on the Hudson Class-Within-a-Class model (Reynaud, Pfannenstiel, & Hudson, 1987). The school has named their inclusion model the Collaborative Teaching Model. This particular model requires three special education teachers and five general education teachers.

An interview with the principal suggested that learning disabled (LD)/educable mentally handicapped (EMH) students were "searched" out of other buildings so that funding for the teaching staff was maintained. This particular inclusion configuration required a substantial number of students with disabilities at each grade level. All students designated LD/EMH at a specific grade level were clustered into collaborative classes which teamed a special education teacher and a general education teacher. These teachers had the opportunity of planning activities

for the class and assuring individual help from peer "study buddies."

Ultimately this particular model provided a low teacher student ratio; interaction with peers; and general education opportunities. An array of special education services was not maintained in this elementary school.

**Baker, J. M. (1995). Inclusion in Washington: Educational experiences of students with learning disabilities in one elementary school. *The Journal of Special Education*, 29(2), 155-162.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; Washington; placement; collaboration; cooperative learning; CBM; teacher assistance teams; active mathematics.

**Abstract:** This is one of five case studies presented in this special journal issue on inclusion. Two students with learning disabilities (LD), a second grade girl and a sixth grade boy, were observed during reading, mathematics, and social studies classes. Interviews were conducted with the principal, special education teacher, general education teacher, parents, and students. School records were also used as data. The data provided information regarding the context for inclusion, the model of inclusion, the role of special education teachers, and the students' educational experiences. The study was conducted in the spring of 1993 in Washington.

The context for inclusion is a 400-student elementary school (K-6), which is one of five elementary schools in this district. There are 42 LD students served at this elementary school.

The model of inclusion was designed by the staff and researchers at the University of Washington in 1988. All staff participate in this model, and at the time of this study the school was completing its fifth year of implementing their inclusion model. They use cooperative learning, active mathematics, skills for school success, a teacher assistance team, and content based management (CBM).

LD students in this school participated in general education classes. There are also pull-out opportunities managed and scheduled by the special education teacher.

The special education teacher and the paraprofessional fill many roles (cross-age tutoring, individual work, monitoring behavioral interventions, curriculum modification, etc.) at all grade levels in the school. Individual work with the special education teacher, paraprofessional, and peers is available to LD students. Cooperative learning groups as well as the peer tutoring activities are part of the broader context of inclusionary practices at this school.

**Baker, J. M., & Zigmond, N. (1995).** The meaning and practice of inclusion for students with learning disabilities: Themes and implications from the five cases. *The Journal of Special Education*, 29(2), 163-180.

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; policies; placement; collaboration

**Abstract:** This paper discusses and summarizes the five case studies presented in this special issue on inclusion. The authors integrate their findings across the cases and explore the similarities and differences among the schools and models employed. They conclude that the 10 students studied in this research were not receiving, as a rule, much special education:

"Conspicuously absent, as we watched the special education teachers and talked with them about their roles, were activities focused on assessing individual students to monitor their progress through the curriculum. Concern for the individual was replaced by concern for a group-- the smooth functioning of the mainstream class, the progress of the reading group, the organization and management of cooperative learning groups or peer tutoring. No one seemed concerned about individual achievement, individual progress, individual learning" (p. 171).

They also conclude that "students with LD in these models of inclusive education were getting a very good general education" (p. 175). Based on the educational approaches the authors observed in the schools they studied and the conclusions they reached, they leave the reader with several important questions regarding current and future policy:

1) What is inclusion? The models of education provided in the schools studied led the authors to conclude that

inclusion means something different to everyone who uses the term. The one common thread, however, was the notion of inclusion being defined as a place -- the general education classroom. This lack of agreement, or understanding, of inclusion needs attention.

2) Is inclusion a personal philosophy or a schoolwide obligation? An overriding theme in these cases was the notion that inclusion must be voluntary on the part of teachers. The authors suggest that "it is difficult to imagine how a policy of inclusion can be based on volunteerism" (p. 177).

3) Is inclusion an alternative to pull-out services or the next rung up the continuum of services for students who are ready for it? Of major concern was the observation that much of the responsibility for instruction or adaptation of instruction for the LD students in the regular classroom fell to paraprofessionals or peers. In addition, this assistance was often informal and unplanned.

4) Is inclusion more economical? The authors conclude that inclusion requires more, not fewer, resources and that districts and schools are stretching already thin budgets to incorporate this model.

5) What is special education? If it is specific, directed, individualized, intensive, remedial instruction, the authors saw very little of it.

Implications are also drawn for personnel preparation in a model of inclusion:

1) What skills will special educators need for inclusion models? With an increasing emphasis on group instruction, special education teachers require preparation for group orientation as well as for individualized instruction. There is also a clear need for better

interpersonal skills to prepare personnel to work together, for both planning and teaching.

2) Can special educators be prepared at the preservice level to fill the roles required of them in an inclusion model? To keep the "special" in special education, these authors recommend a continued preservice focus on diagnostic and remedial strategies, monitoring progress, and adjusting instruction for individuals and groups. Inservice then can be targeted to collaboration and consultation skills.

3) In the future, will there be a need for teachers trained as special educators? The authors feel that such specialized training is critical to successfully implementating inclusion, but that the reality may be that if general education teachers receive adequate training in learning strategies, schools will be tempted to hire less expensive aides and paraprofessionals to help out in the regular classroom rather than hiring special educators.

These authors raise important issues and questions about the meaning of special education in light of a changing view toward diversity and accommodation.

Gerber, M. M. (1995). Inclusion at the high-water mark? Some thoughts on Zigmond and Baker's case studies of inclusive educational programs. *The Journal of Special Education*, 29(2), 181-191.

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; policies; placement; collaboration

**Abstract:** This is one of seven reviewers' reactions to the five case studies presented in this special issue on inclusion. In the author's opinion, the studies should be especially valued because the focus is at the level of the school, and on learning disabilities, the category within which the largest number of students receive special education.

The studies are discussed as they relate to a theory of "tolerance," referring in this case to students who fall outside the general boundaries of tolerance for learning differences, and who therefore are considered to be at risk for failure in school. The author argues that the general education classrooms in the studies did not receive the resources required to extend the tolerance for individual differences. He goes on to suggest that the "apparent tide" of the movement toward inclusion may in reality have "already reached its high-water mark" because of "severe material scarcities and technological limitations inherent in the organization of mass, compulsory schooling (p. 189)."

**Martin, E. W. (1995). Case studies on inclusion: Worst fears realized. *The Journal of Special Education, 29(2), 192-199.***

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; policies; placement; collaboration

**Abstract:** This article is one of seven reviewers' reactions to the five case studies presented in this special issue on inclusion. The "worst fears" in the title refers to the worry that new inclusive programs might be prone to the same problems experienced by current special education programs. These problems might include less individualized instruction for children; related services offered too infrequently; and a lack of sophisticated outcome measures.

The author points out that while the five studies confirm those and other fears to some degree, there is enough variation in the programs that it is impossible to make meaningful generalizations. He suggests that policy relating to inclusion be informed by a strategy similar to that used in the early childhood arena: a large-scale, federally funded research and demonstration effort.

**McLaughlin, M. J. (1995). Defining special education: A response to Zigmond and Baker. *The Journal of Special Education*, 29(2), 200-208.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; policies; placement; collaboration

**Abstract:** This article is one of seven reviewers' reactions to the five case studies presented in this journal's special issue on inclusion. McLaughlin notes that Zigmond's and Baker's finding that very little "special education" was present in the five classrooms they visited was based upon a definition of special education that is being "openly questioned in schools across the United States" (p. 201). That definition (specially designed, directed, individualized, intensive, remedial instruction) implies, according to McLaughlin, the notion that "special education must be separate, if not in place, then in content or method, from what is being delivered to students without disabilities" (p.201). In fact, a new view of special education envisions system-wide changes that take into account the special learning needs of all students, define expected outcomes, then measure progress toward those goals. Such an approach might use IEP goals for special education identified students to link those students to the outcomes defined by the larger system. The author argues that ultimately, "special education does not just join the mainstream; it helps to alter that mainstream" (p. 206).

**Murphy, J. (1995). Insights on "the context of full inclusion" from a non-special educator. *The Journal of Special Education*, 29(2), 209-211.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; policies; placement; collaboration; systems change

**Abstract:** This article is one of seven reviewers' reactions to the five case studies presented in this special issue on inclusion. This reviewer focuses on three "bedrock difficulties" with inclusion as presented in these five case studies. The first difficulty is the noneducational focus of the experiences of the students with learning disabilities. Based on these case studies, the author likens inclusion to other organizational changes or reforms: they do not necessarily predict educational effectiveness. The second difficulty identified by the author is the displacement of special education's uniqueness (specially designed instruction for a single student) by general education's focus on the larger group of students. The final concern is about accountability. The author laments the observation by Zigmond and Baker that they saw little or no monitoring of the progress of these observed students.

The author concludes, however, with an upbeat note. He suggests a vision of inclusion that would require redirected energy: "If the best of inclusion as an organizational strategy can be coupled with powerful conceptions of learning and teaching--of which we see almost none in the schools sampled for these articles--and with the traditional strengths of special education, then real improvement remains a possibility" (p. 211).

**Pugach, M. C. (1995). On the failure of imagination in inclusive schooling. *The Journal of Special Education*, 29(2), 212-223.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; policies; placement; collaboration; professional development

**Abstract:** This article is one of seven reviewers' reactions to the five case studies presented in this special issue on inclusion. Assuming that the cases here represent the "first generation" of inclusion classrooms, Pugach suggests several questions that arise out of the current research that need to be answered for the "second generation" of inclusion classrooms. The three questions posed are: 1) What are the bottom-line practices we ought to expect in such classrooms and from the teachers who work in them?, 2) What might the relationship look like between the classrooms themselves and the schools and the administrators who lead them?, and 3) How can we best use the descriptions of first-generation classrooms to move the development of such a set of expectations forward?

With the above framework in mind, Pugach revisits the five case studies, noting new and innovative approaches that were used with the classrooms studied. In general, there were several departures from traditional practice, including coteaching and co-planning, variants of peer tutoring, and megacognitive approaches in reading and use of learning strategies—many of which fall within what is considered special education's repertoire. Still, these represent a move away from the traditional and toward the innovative. Pugach also notes a distinctively traditional ring to the organization of the five classrooms visited, with general educators doing the work typically expected of them, and special educators working with individuals and small groups. So, while something different was happening in these classrooms, they were still operating under a "prevailing philosophical

framework." This, Pugach avers, is representative of the "additive" model of inclusion--"appending new methods and pairing teachers" (p. 216). What is required to achieve the goal of truly redesigning schools and classrooms so that student-centered learning is the norm and student experiences are valued is "generative" inclusion--"forcing the production of new knowledge on the part of special and general educators alike from entirely new vantage points" (p. 216-17).

According to Pugach, professional development is a key feature in the school change and reform landscape. Both special education and general education teachers need to participate in continuing education and action research in order to help frame the new structure that will create generative inclusion. Pugach concludes her response with three points: "1) it is hard work to change schools, 2) fundamental curriculum reform is needed for all students, and 3) collaboration is probably one of the best ways to marshal the energy needed to make such profound change happen" (p. 222).

**Scruggs, T. E., & Mastropieri, M. A. (1995). What makes special education special? Evaluating inclusion programs with the PASS variables. *The Journal of Special Education, 29*(2), 224-233.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; placement; collaboration

**Abstract:** This article is one of seven reviewers' reactions to the five case studies presented in this special issue on inclusion. From the authors' abstract: "We have evaluated these case study reports with a set of variables that are essential for success in special education settings--the PASS variables: Prioritized objectives; Adapted methods, materials, and environments; SCREAM (an acronym for effective teacher presentation variables); and Systematic monitoring of progress. The cases described by Zigmond and Baker reveal substantial shortcomings in each of these variables. Further, these shortcomings do not appear to be the result of insincere teachers or ineffective teaching abilities, but rather appear to be an unavoidable consequence of the inclusion programs themselves. Perhaps many of the teachers involved in these settings reported that they were successful because they lacked the type of information that might have provided a more realistic, and perhaps less optimistic, evaluation of the effectiveness of the inclusion settings. Important learning objectives for students with learning disabilities should not be sacrificed in the attempt to accommodate all learners in the same setting."

**Sindelar, P. T. (1995). Full inclusion of students with learning disabilities and its implications for teacher education. *The Journal of Special Education*, 29(2), 234-244.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; policies; placement; collaboration

**Abstract:** This article is one of seven reviewers' reactions to the five case studies presented in this special issue on inclusion. From the author's abstract: "To my eye, the case studies illustrate wonderfully some of the problems inherent in inclusive education (e.g., coteaching, logistics) as well as some of the challenges it presents to teacher educators (e.g., preparing teachers to work collaboratively). I suggest that fundamental school reform offers an alternative to the model of implementation we see in these five schools and that instructional practice in these 10 classrooms may have fallen short of what general educators now recognize as best practice. I also take issue with Zigmond and Baker's concerns about the potential loss of identity for learning disability specialists and argue instead that their skills are needed now more than ever" (p. 234).

**Zigmond, N., & Baker, J. (1995). Concluding comments: Current and future practices in inclusive schooling. *The Journal of Special Education, 29*(2), 245-250.**

**Descriptors:** case studies; learning disabilities; elementary; special education; mild disabilities; placement; collaboration; professional development; policies

**Abstract:** This is the final article in an entire journal issue devoted to five case studies of inclusive schooling for students with learning disabilities. The issue includes seven reviewers' reactions to the case studies. The researchers who conducted the case studies summarize the reviewers' reactions then propose four implications for policy and teacher education that they believe will contribute to their vision of inclusive schooling:

- 1) Adding resources to strengthen the continuum of services. The authors call for more resources to be used for "intensive, direct, special instructions, delivered in a quiet, alternative setting" (p. 247).
- 2) Joining general educators to re-create schools. Calling for special educators to sit at the planning table with general education reformers, the authors caution that "a reformed general education probably will not be sufficient to meet the needs of some students" and that the continuum of services must be maintained.
- 3) Focusing on individual needs. Feeling that the instruction they observed in the case studies they conducted was reactive rather than proactive, spontaneous rather than planned, the authors call for instruction with students with disabilities to be "intensive, urgent, relentless, and goal directed" (p. 249).
- 4) Preserving unique preparation for special educators. Emphasis should be kept on working with individual students, rather than groups of students, to preserve the uniqueness of special education instruction.

In conclusion, the authors call for a balanced approach, combining the values of inclusion with the commitment to teaching individual students. "Future reform efforts that combine inclusive schooling with the additional resources and specially trained personnel needed to achieve the individual educational goals of students with LD, in whatever service option is appropriate, might achieve that elusive equilibrium" (p. 250).

**D'Alonzo, B. J., & Giordano, G. (1995). Inclusion: Seeking educational excellence for students with disabilities. *The Teacher Educator*, 31(1), 82-95.**

**Descriptors:** collaboration; cooperation; cooperative learning; cooperative teaching; court cases; definitions; positions; teacher roles; teamwork

**Abstract:** This paper presents a balanced picture of the pros and cons of inclusive education by summarizing many of the current proponents' and opponents' positions. Assuming that, despite the disadvantages, inclusion is a worthy goal, the authors suggest a list of criteria for pursuing inclusion. They also suggest and describe two strategies that have shown promise in facilitating the inclusion of students with disabilities in the regular education classroom: cooperative learning and educator collaboration.

Graden, J. L., & Bauer, A. M. (1992). Using a collaborative approach to support students and teachers in inclusive classrooms. In S. Stainback & W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms: Facilitating learning for all students* (pp. 85-100). Baltimore, MD: Paul H. Brookes Publishing Co.

**Descriptors:** collaboration, cooperation, cooperative teaching, problem-solving

**Abstract:** This book chapter focuses on the use of collaboration to solve problems involving students with disabilities who are being served in the regular classroom. The authors stress that the type of collaboration they are promoting is based on trusting, non-hierarchical relationships between teachers, or between teachers and specialists or support personnel. Based on the growing recognition that schools are serving more diverse learners than ever before, they emphasize the need for practices that emphasize individual differences. Their philosophy is captured in the following statement: "When educators focus only on child variables and assume that their problems are due to internal causes, such as a disorder or a disability, the important contribution of environmental factors (e.g., teaching strategies, peer interactions, parenting) is diminished or even ignored" (p. 87).

One way to increase educational attention to differences is by collaborative problem solving among adults. Collaboration has two goals: "1) improve the future functioning of the student, and 2) improve the functioning of other students in the classroom, both now and in the future" (p. 90). The way to accomplish this is through a problem solving process that consists of seven steps, which are described in this chapter. Briefly, the seven steps are 1) define and clarify the problem--this needs to be done with patience; 2) analyze the problem and test different hypotheses; 3) explore alternatives through such techniques as brainstorming; 4) select a

strategy; 5) clarify the strategy; 6) implement the strategy and provide support; and 7) evaluate outcomes.

**Source:** Paul H. Brookes Publishing Co.  
P.O. Box 10624  
Baltimore, MD 21285-0624  
(410) 337-9580

**Cost:** \$25.00

Jones, M. M., & Carlier, L. L. (1995, Spring). Creating inclusionary opportunities for learners with multiple disabilities: A team-teaching approach. *Teaching Exceptional Children*, 27(3), 23-27.

**Descriptors:** cooperative learning; cooperative teaching; multiple disabilities; team teaching

**Abstract:** The authors, one a special education teacher and the other a general education teacher, describe their efforts to include students with disabilities in a sixth-grade classroom. With the help of cooperative learning techniques, the students formed groups, assumed roles within the groups, and performed a variety of language arts tasks.

Originally scheduled for one hour a week, the program was so successful that groups were soon meeting one hour a day, four to five days a week. The authors conclude that team teaching and cooperative learning techniques help to eliminate some of the common concerns teachers may have for placing special education learners in the general classroom. Individual learner gains were noted for all students.

The article lists program goals, learner goals, and objectives for group work. A sample checklist is provided for documenting changes in the behavior of students with multiple disabilities during group work. Self-evaluation goals for the group process and a flowchart of evaluation and remediation procedures are also included.

**Hahn, H. (1995, Winter). New trends in disability studies:  
Implications for educational policy. *NCERI Bulletin*, p. 1-6.**

**Descriptors:** disabilities; integration; policies

**Abstract:** By tracking the changing definitions of disability--medical, economic, and sociopolitical--this article discusses the paradigm shifts that have accompanied changes in disability policy. The move has been from a "functional limitations" model, which focuses on impairment, to a "minority group" model, which looks at the external environment rather than personal traits. The author argues that we "need to alter the educational environment rather than to pursue continuous efforts to modify the functional characteristics of disabled students "(p.4). He suggests that "equality of results" should replace "equality of opportunity" as an appropriate standard.

**Source:** National Center on Educational Restructuring and  
Inclusion  
The Graduate School and University Center  
The City University of New York  
33 West 42nd Street  
New York, NY 10036  
(212) 642-2656 or 2151  
Fax (212) 642-1972

Piuma, M. F. (1990). *A benefit-cost analysis of integrated and segregated programs serving individuals with severe disabilities: A sourcebook of technical methods and procedures used in the economic analysis*. San Francisco: California Research Institute.

**Descriptors:** cost-benefit; employment; integration; outcomes; severe disabilities

**Abstract:** This extended case study compared integrated and segregated programs for students with severe disabilities in terms of their economic efficiency. A cost-benefit model was created to determine what monetary benefits were produced by both groups of graduates in relationship to school and adult service costs.

Outcome measures included cost for adult vocational programs, wages earned, taxes paid, and reduction in SSI payments. Short-term results showed little difference in the two kinds of programs. Long-term results showed greater gains over time for graduates of integrated programs, evidenced by lower adult service costs, higher productivity, and higher earnings.

**Source:** California Research Institute  
San Francisco State University  
14 Tapia Drive  
San Francisco, CA 94132  
(415) 338-7847 or 338-7848

**Cost:** \$7.00

Roahrig, P. L. (1995). Fiscal analysis of a special education inclusion program. *ERS Spectrum*, 13(1), 18-24.

**Descriptors:** funding; transportation; staff development

**Abstract:** This study compares instruction, transportation, and staff development costs for inclusive programs in four pilot elementary schools with costs for traditional special education services in nine other elementary schools in the Greater Clark School District in Clark County, Indiana. Although the authors caution that the sample used for this study is relatively small, they feel that the district used is representative of other districts in terms of teacher and aide training and experience factors. They found that "the instructional costs of inclusion programs and traditional special education programs differed very little, with a slight advantage for inclusion programs" (p. 23-24). Transportation costs will most likely be reduced with inclusion programs. Staff development cost differences were not calculated for the two schools, but it was recommended that increased budgets be committed for staff development when inclusion models are employed. In summary, the analysis "demonstrates that inclusion programs are fiscally cost-effective as compared to traditional special education programs" (p. 24), but funding models that drive placement should be changed to placement neutral fiscal programs.

**Lipton, D. (1994, Fall).** The "full inclusion" court cases: 1989-1994.  
*NCERI Bulletin*, p. 1-8.

**Descriptors:** court cases; court decisions; legal interpretations; legal issues

**Abstract:** The Fall 1994 issue of the NCERI Bulletin is completely given over to a review of court decisions relating to the Least Restrictive Environment (LRE) requirements of IDEA. All decisions uphold the standard that students with disabilities be educated in regular education classes unless districts can show that placement in a regular classroom with supplementary aids and services will not benefit the student.

**Source:** National Center on Educational Restructuring and Inclusion  
The Graduate School and University Center  
The City University of New York  
33 West 42nd Street  
New York, NY 10036  
(212) 642-2656 or 2151  
Fax: (212) 642-1972

Yell, M. (1995). *The law and inclusion: Analysis and commentary. Preventing School Failure, 39(2), 45-49.*

**Descriptors:** legal interpretations; free appropriate public education; least restrictive environment; Individuals with Disabilities Education Act (IDEA); legal rights; mainstreaming; schools

**Abstract:** This article provides a brief and concise summary of the meaning of least restrictive environment (LRE), free and appropriate education (FAPE), and Individuals with Disabilities Education Act (IDEA) in relationship to the term or practice of inclusion. Yell cites case law and gives examples that are current and clear. The data clearly point out that while the preference is always to educate in an integrated setting, there are times when that is not the most appropriate setting or least restrictive school environment. Whatever the educational decision (regular classroom, special classes, special schools, home instruction, instruction in hospitals, etc.), the burden of proof lies with the school district. A child/student/parent will not be asked to prove that the child is "worthy" of being included. Finally, "the most important placement factor must be the individual needs of the student" (p. 49).

**Alper, S., Schloss, P. J., Etscheidt, S., & Macfarlane, C. A. (1995).**  
*Inclusion: Are we abandoning or helping students?* Thousand Oaks,  
CA: Corwin Press, Inc.

**Descriptors:** team development; severe disabilities; mild disabilities;  
legal issues; resources; definitions; classroom  
management; curricular adaptations

**Abstract:** This short book provides an overview of inclusion,  
including the history and legal context; insights into the  
roles and responsibilities of each member of an inclusion  
team; and inclusion practices for students with mild  
disabilities and students with severe disabilities. A  
resource section at the end includes annotations of  
several primary resources.

**Source:** Corwin Press, Inc.  
A Sage Publication Company  
2455 Teller Road  
Thousand Oaks, California 91320

**Cost:** \$15.00

**NCERI Bulletin. (1994, first edition). New York, NY: National Center on Educational Restructuring and Inclusion (NCERI).**

**Descriptors:** evaluation; policy; funding; programs; research; restructuring

**Abstract:** This bulletin is published periodically to disseminate information about the activities of the National Center on Educational Restructuring and Inclusion (NCERI). The center promotes and supports educational programs where all students are served effectively in inclusive settings. Toward this goal, NCERI:

- addresses issues of national and local importance
- disseminates information about programs, practices, evaluation, and funding
- provides training and technical assistance
- helps build a network of inclusion districts
- identifies individuals with expertise in inclusion
- conducts research
- infuses inclusion into education restructuring.

**Source:** National Center on Educational Restructuring and Inclusion  
The Graduate School and University Center  
33 West 42nd Street  
New York, NY 10036  
(212) 642-2656 or 2151  
Fax (212) 642-1972

**Cost:** free

**Marockie, H. (1994).** *Appropriate integration of exceptional students in the regular classroom: A strategic planning guide for West Virginia faculty senates.* Charleston: West Virginia Department of Education.

**Descriptors:** staff training; training; state education association; state policy; West Virginia

**Abstract:** This manual from the state of West Virginia was written to assist faculty senates in establishing inclusion practices. The manual has sections covering legal origins, the mission statement for the state education association, objectives, activities, evaluation, staffing, collaboration, training, and resources. The manual is color coded so that each section can "stand alone" for ease in presentation.

**Source:** West Virginia Department of Education

**Cost:** free

**Greyerbiehl, D. (1993).** *Educational policies and practices that support the inclusion of students with disabilities in the general education classroom.* Charleston: West Virginia Developmental Disabilities Planning Council.

**Descriptors:** funding; personnel policies; opinions; planning; procedural safeguards; West Virginia

**Abstract:** This 109-page report provides the results of an investigation examining the impact of funding practices/formulas and personnel practices in the inclusion of students with disabilities in the regular classroom in West Virginia and across the nation. An examination of practices in other states provides information on barriers to inclusion and key strategies for successful inclusion.

**Source:** West Virginia Developmental Disabilities Planning Council  
1601 Kanawha Blvd. West, Suite 200  
Charleston, WV 25312

**Cost:** free

Katsiyannis, A., Conderman, G., & Franks, D. (1995). State practices on inclusion. *Remedial and Special Education, 16*(5), 279-287.

**Descriptors:** state education agencies (SEAs); policies; positions; staff development; professional development; local education agencies (LEAs); attitudes; fiscal implications

**Abstract:** A study to determine states' activities in inclusion was conducted in 1994 and is reported on in this article. Forty states responded to the survey, and 27 of those provided supplemental materials, which were reviewed and analyzed along with the survey results. Areas of state effort reported on include state policy/guidelines on inclusion, date of implementation of inclusion policy, state technical assistance, training, state-supported inclusion programs, research on the effectiveness of inclusion practices, state compliance procedures on inclusion, inclusion course requirements for certification, and the percentage of school districts implementing inclusionary programming. While only 18 states indicated they had developed policies regarding inclusion, 38 states do provide technical assistance and inservice training to districts on inclusion. The most important sources of support listed by respondents were financial assistance, availability of inservice training and technical assistance, the desire to change, support from professional organizations, and administrative support. Barriers included existing state special education funding formulas (most frequently cited), lack of training, attitudes, fear of loss of services or loss of a job, lack of teacher preparation, and others.

Although 33 states reported that their state department has supported inclusion pilot projects, only five were able to supply research reports. Because "few states...have evaluated the impact of inclusionary practices on learners' achievement and socialization," the authors stress the importance of refining and/or expanding "the scope of evaluation and research regarding inclusion"

(p. 285). Acknowledging the controversy surrounding the issue of inclusion as well as the mistakes that can come from overenthusiastic implementation of an ideal, the authors nevertheless point to increased activity and "wide-scale practice changes" that underscore the need for more and better training, changed fiscal policies, and more research and evaluation, so that practice can be aligned with effective results.

**Mitchell, J. (1995).** *Special education issues for discussion: Funding, inclusion, and impact.* Columbus, OH: Legislative Office of Education Oversight.

**Descriptors:** policies; legal interpretations

**Abstract:** A discussion document prepared for Ohio's legislature, this paper addresses the issue of inclusion of students with disabilities as one of three pertinent disability education issues (the other two being funding and educational impact). Inclusion is framed within a discussion of issues having both positive and negative aspects. Scenarios presenting both positive and negative images of inclusion are included.

**Source:** Legislative Office of Education Oversight  
30 E. Broad Street  
Columbus, OH  
(614) 752-9686

**Cost:** free

**Pennsylvania Department of Education. (1995). *Pennsylvania inclusion policy: Placement of special education students*. Gibsonia, PA: GATEWAYS Technical Assistance Initiative.**

**Descriptors:** policies; state policy; checklists; least restrictive environment; planning; legal interpretations

**Abstract:** The Pennsylvania Department of Education issued this policy statement to clarify its interpretation of inclusion (the least restrictive environment requirement of the Individuals with Disabilities Education Act and social membership in a class or community) and to take a stand in support of the working definition of inclusion. This brief (eight pages) paper includes discussions of quality and location; terminology; basis in law; basis in sound educational practice; the planning process; and capacity-building. A checklist for evaluating inclusion in a school is appended to the paper.

**Source:** GATEWAYS Technical Assistance Initiative  
5347 William Flynn Highway, Rt. 8  
Gibsonia, PA 15044-9644  
(412) 961-0294 or 443-7821, ext. 214  
(800) 446-5607  
Fax (412) 443-1310, TT (412) 443-0671

Ferguson, D.L. (1995). The real challenge of inclusion: Confessions of a "rabid inclusionist." *Phi Delta Kappan*, 77(4), 281-287.

**Descriptors:** systems change; reform; restructuring; philosophy; support; teacher roles; diversity; regular education

**Abstract:** The author of this article uses her experiences of advocating for her son's inclusion in general education, together with several years of conducting research on inclusion, to suggest "a new inclusion initiative." She traces her journey from conventional special education-oriented assumptions about inclusion having to do with a place (the regular classroom) and time (all or most of the day) to an understanding that real membership and belonging can only be accomplished through special and general educators working together toward systemic reform. Along the journey, the author discovered that many special education students, though included, were still clearly attached to special education, sometimes followed by clipboard-bearing adults, sometimes "velcroed" to an assistant. Through these and other observations, she formulated the concept of systemic inclusion as "making the full continuum of supports available to the full range of students" (p. 285), whether labeled or not. The result she envisions should be less focus on place and time, greater willingness to accommodate student diversity, and a shift from traditional views of teaching and learning.

Along with a new definition of inclusion, the author suggests three fundamental shifts in the current education system: first, move away "from schools that are structured and organized according to ability and toward schools that are structured around student diversity and that accommodate many different ways of organizing students for learning" (p. 287); second, change the role of teacher from disseminator of knowledge to one of facilitator of learning with emphasis on the learner; and

third, shift from the concept of the school's role being to provide "educational services to one of providing educational supports for learning" (p. 287).

**Missouri PL 94-142 Advisory Panel. (1995). *A discussion paper regarding inclusive education.* Jefferson: Missouri Department of Education.**

**Descriptors:** free and appropriate education; least restrictive environment; full inclusion; integration; IEPs; parents; schools; Missouri

**Abstract:** The Missouri Advisory Panel in its annual report succinctly outlines topics for discussion regarding inclusive education. This paper is in response to a need for Missouri to examine its placement of students with disabilities. Missouri's rate of placing students with disabilities into segregated or self-contained classrooms is higher rate than a number of other states. The paper concludes with beliefs and recommendations of the panel.

**Source:** Missouri Department of Education  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-4212

**Cost:** free

**Block, M.E., Oberweiser, B., & Bain, M. (1995). Using classwide peer tutoring to facilitate inclusion of students with disabilities in regular physical education. *The Physical Educator*, 52(1), 47-56.**

**Descriptors:** peer tutoring; physical education; evaluation; checklists; best practices; curriculum; individualized instruction

**Abstract:** This article details a technique for regular physical education teachers to use in their inclusive physical education programs. Class-wide peer tutoring (CWPT) is a strategy for the diverse class that uses peer-mediated instruction, checklists, partners/tutors, and very specifically articulated skills for each activity. The authors discuss the process of CWPT; training of students; examples of classwide peer tutoring; development of skills checklists, and so forth. While the authors acknowledge that this process initially adds extra work, they argue that the long-term benefits are clearly seen in the success of the students.

**Butler-Hayes, R. (1995).** *A study of high school stakeholders' attitudes about inclusion in the Chicago Public Schools.* Unpublished doctoral dissertation, Chicago, IL.

**Descriptors:** attitudes; surveys; Individuals with Disabilities Education Act; least restrictive environment; principals; parents; students; teachers; research; secondary

**Abstract:** This dissertation used a survey methodology to determine attitudes of stakeholders (students, parents, teachers, and administrators) toward inclusion of students with disabilities in the general education environment. The purpose of the study was to identify factors (such as age, experience, training) related to the various stakeholders' attitudes, and to determine whether negative attitudes could be altered to promote more positive attitudes.

The study was conducted with high school staff, students and their parents in the Chicago School District. Attitude surveys were sent to 1180 individuals and returned by 1036, for a total return rate of 88%. Findings in the area of agreement with the basic goals of inclusion suggest that principals were most in agreement, followed by special education teachers and regular education teachers, respectively. Regular and special education students preferred the regular classroom over self-contained models. Parents of students with learning disabilities were more satisfied with inclusion than were parents of students who were instructed in self-contained or resource class settings.

The following demographic variables positively influenced attitudes: experience teaching students with disabilities (especially when the number exceeded 16); participation in courses and workshops; knowledge of techniques for teaching students with disabilities;

knowledge of causes of disabilities; and good to excellent classroom management skills. As expected, teachers who majored in special education had more positive attitudes than those who majored in general education.

Parents' attitudes toward inclusion are influenced by their knowledge of parents' rights and legal opinions. Membership in an organization also promoted parents' positive attitudes about inclusion. Students generally support inclusion and prefer it: "The ones in protective environments often want to stay in them. Others who have been partly in regular or resource programs usually want more inclusion" (p. 121).

An important implication of this study is that more knowledge, exposure, and experience led to greater acceptance of inclusion. "This bodes well for the power of inservice training and for careful introduction of more and more teachers to the possibilities of serving a broader range of student, by experiencing success with some initial attempts at inclusion" (p. 122).

Hall, L. J. (1994). A descriptive assessment of social relationships in integrated classrooms. *The Journal of the Association for Persons With Severe Handicaps*, 19(4), 302-313.

**Descriptors:** social standing; socialization; developmental disabilities; friendships; elementary

**Abstract:** This study assesses the social relationships of young children in four integrated classes. Observational recordings during indoor and outdoor free play activities, peer nominations, and teacher and peer interviews provided information about social status and strength of association between children with disabilities and their classmates. Results revealed that reciprocal, positive relationships were found between children with disabilities and classmates in all classes. However, the individual differences in social status and social profile of the children with disabilities indicate that varied patterns of social relationships are found in integrated classrooms.

A brief interview with the young children and teaching staff provided valuable information about relationships based on helping or pity, shared interest in activities, and friendship. Expectations regarding the social relationships in integrated classes are discussed. There were reciprocal, positive nominations between the focal children and peers in all classes. "Therefore, associations between children with disabilities and classmates may occur in integrated classrooms without formal teacher or aide interventions" (p. 312).

**Johnson, M. D. (1995).** *The inclusion school setting: Integrating secondary EBD students.* Unpublished master's thesis, Cardinal Stritch College, Milwaukee, WI.

**Descriptors:** serious emotional disturbance; cooperative teaching; classroom management; integrated service delivery; research; secondary

**Abstract:** The purpose of this research paper was "to assess the current research at the secondary level for inclusion school settings, in order to determine its appropriateness for students with varying degrees of Emotional or Behavioral Disorder (EBD), to target the successful elements of inclusive program structures that would accommodate EBD students in integrated settings, and to outline the practical, empirically based means to proactively address behavior management within these settings" (p. 6). The paper features an extensive review of the literature regarding integration of students with EBD between 1989 and 1995, with emphasis on the development of different approaches to special and regular education; the genesis and growth of inclusion; attitudes; professional relationships; and behavior management.

Conclusions and recommendations are drawn from the available literature. A finding the author did not expect was that the greatest barrier to inclusion of students with EBD may well be attitudes and expectations of adults, rather than any potential harm or disruption to students. In this vein, the author makes several recommendations regarding collaborative relationships among teachers and staff that show promise for facilitating integration.

Lipsky, D. K. (1995). *The national study of inclusive education*. New York, NY: National Center on Educational Restructuring and Inclusion.

**Descriptors:** attitudes; evaluation; research; outcomes; restructuring; planning; organization; parents; strategies; support services; fiscal implications

**Abstract:** This study examines the key factors of inclusive education practices as identified by school districts implementing inclusive programs. Data are presented for the following areas:

- 1) the initiation and planning process;
- 2) the role of inclusive education in school and district restructuring;
- 3) the extent of inclusive education;
- 4) staffing and school organization;
- 5) staff attitudes;
- 6) instructional strategies and classroom supports;
- 7) parental response;
- 8) student outcomes and program evaluation;
- 9) fiscal issues.

The data, which was collected through contacts with individual school districts around the country, includes many quotations and vignettes. The key findings from the study are:

- 1) the number of school districts reporting inclusive education programs has increased significantly since 1994;
- 2) outcomes for students in inclusive education programs, both general and special education, are positive;
- 3) teachers participating in inclusive education programs report positive professional outcomes for themselves;
- 4) students with a wider range of disabilities are in inclusive education programs; and

5) school restructuring efforts are having an impact on inclusive education programs, and vice-versa.

The bulk of the report consists of school district descriptive data by state. Every state is included, with varying numbers of districts reported. Questions were asked of school superintendents, and their responses, together with other printed materials, were used to create the school district profiles.

**Source:** NCERI  
The Graduate Center, CUNY  
Room 1530  
33 West 42nd Street  
New York, NY 10036  
(212) 642-2656 or 2151  
Fax (212) 642-1972

**Gibbs, J. (1995). *Tribes: A new way of learning and being together.*  
Sausalito, CA: CenterSource Systems, LLC.**

**Descriptors:** community; inclusion facilitators; best practices;  
facilitation; teachers; students; team development;  
cooperative learning; cooperative games; classrooms;  
collaboration; systems change

**Abstract:** This manual from CenterSource offers many activities to assist in creating an environment for cooperative practices in a classroom, with adults, with children, and across classrooms. These activities, thoughts, and processes could be very helpful with inclusion issues. Inclusion is presented not just as a theory but as an environment and ultimately a webbing of environments. As Spencer Kagen notes in his review of *Tribes*, " The strength of *Tribes* is the systematic approach to developing the external environment as well as children's internal strength and skills to participate in the cooperative classroom."

**Source:** CenterSource  
305 Tesconi Circle  
Santa Rosa, CA 95401  
(707) 577-8233  
Fax (707) 526-6587

**Cost:** \$31.95 plus \$4.50 shipping and handling

**Hammeken, P. A. (1995). *Inclusion: 450 strategies for success.*  
Minnetonka, MN: Peytral Publications.**

**Descriptors:** attention deficit disorder; modifications, adaptations;  
assessment; accommodations; classroom strategies;  
organization; planning; reading; math

**Abstract:** As the title suggests, this book is full of strategies for teachers and other staff to use in setting up and implementing inclusion programs. Most of the strategies, which are numbered for ease of organization, relate to modifications or adaptations that can be made for students with disabilities functioning in a regular classroom. The first chapter is titled "Getting Started," then the next six chapters deal with modifications within various subject areas. There are also chapters on giving directions, large group instruction, classroom assessment, and attention deficit disorder.

**Source:** Peytral Publications  
P.O. Box 1162  
Minnetonka, MN 55345  
(612) 949-8707

**Cost:** \$19.95 plus \$3.00 shipping and handling

Raywid, M. A. (1993). Finding time for collaboration. *Educational Leadership*, 51(1), 30-34.

**Descriptors:** collaboration; schedules

**Abstract:** Fifteen good examples of schools making time for teachers and other staff to collaborate are presented here. Several other "promising arrangements" are also discussed, and lessons are drawn from the examples given. In short, time can be found in one of three ways:

- taking time from what is now scheduled for other things (instruction or staff development, for instance);
- adding additional time to the school day and/or the school year; or
- altering staff utilization patterns so that all administrators regularly do some teaching, for instance, or so that some teachers assume responsibility for more youngsters while other teachers meet.

**Association for Supervision and Curriculum Development (Producer). (1995). *Inclusion*. [Videotape].**

**Descriptors:** collaboration; assessment; classroom modifications; curriculum adaptations; community; elementary; middle school; secondary; self-esteem; transition (secondary)

**Abstract:** **Tape 1: Educating All Students**  
This video takes you to four schools that succeed at including students with special needs into the day-to-day routines of school life. The tape uses all four schools to demonstrate three principles of creating inclusive schools: collaborative partnerships, continuous assessment, and the proper mix of resources, accommodations, and programs. Scenes from these schools in the United States and Canada show teachers and administrators meeting the needs of special education students by using special education teachers and teacher aides, Individual Education Plans (IEPs), and special teams and programs.

**Tape 2: Strategies for the Classroom**  
Using the same four schools from the first tape, this program demonstrates how teachers and staff prepare special needs students for inclusion in a regular classroom and modify lesson plans and teaching strategies to better meet their needs. Examples of classroom practices show how students are accommodated without sacrificing instructional time for other students.

**Tape 3: Profiles of Successful Students**  
Four students, one from each of the schools featured in the first and second tapes in the series, are profiled to illustrate effective integration into neighborhood schools and regular classrooms. Students represent different age and grade levels--elementary, middle and high school. The importance of fostering self-esteem in these students is emphasized, and their parents give testimony to the effectiveness of their experiences with typical students. The secondary student's profile highlights

vocational training that is enabling him to prepare for work after school as well as gain a high school diploma.

**Source:** ASCD  
1250 N. Pitt Street  
Alexandria, VA 22314  
(800) 933-2723

**Cost:** \$680.00 per set for ASCD members or \$780.00 for nonmembers

**Comforty Mediaconcepts (Producer) in conjunction with Illinois State Board of Education/Project CHOICES. (1995). *Step by step: Heather's story*. [Videotape].**

**Descriptors:** elementary

**Abstract:** Heather's story begins when she is eight years old and attending a self-contained special education program. It follows her movement into a regular education classroom in her neighborhood school and documents her experience and that of her parents, teachers, principal, and others involved in her support. It is informative to watch the changes various individuals undergo during this transition and to hear their observations.

Heather's teacher in the regular classroom observes that "teaching special students enables you to teach better to all students." The principal stresses the need for teachers to be supported to make inclusion successful. Heather's mother reports that Heather has been more accepted in her community because of inclusion. Several parents of children without disabilities are interviewed and voice their support for the program. In one poignant interview, the mother of one of Heather's new friends explains that her daughter waits for Heather to finish her lunch because, "Mom, a person is a lot more important than a few minutes of recess."

The film makes it clear that Heather's success extends beyond the classroom: she is invited to friends' homes, performs in concerts, and generally lives a full life as a contributing member of her community. Heather has gained much from the experience and has also enriched the lives of those around her.

**Source:** Comforty Mediaconcepts/Illinois State Board of  
Education--Project CHOICES  
2145 Pioneer Road  
Evanston, IL 60201  
(708)475-0791

**Cost:** \$125.00 introductory price

**LRP Publications (Producer). (1995). *Inclusion: Heaven or hell?* [Videotape].**

**Descriptors:** legal issues

**Abstract:** The purpose of this video is not to promote or oppose inclusive education, but rather to report what the courts are saying and to guide administrators through the process of making legally defensible placement decisions. The tape answers the following questions: 1) Is inclusion appropriate for all students with disabilities?, 2) Can a parent force a school district to place a child in a regular classroom?, 3) When is a child's behavior too disruptive to justify placement in a regular class?, 4) When can cost be a valid issue in determining LRE?, and 5) Do Section 504 or the ADA have any impact on inclusion?

The narrator for this video, Melinda Maloney, stresses that the law contains a strong preference, not a mandate, for placement in a regular education classroom with age-appropriate peers. It is possible, she reports, to make more restrictive placements, but it is difficult. She reviews current court decisions and the tests they have used to arrive at the opinions, noting that socialization benefits often are considered over academic benefits. Her advice to school districts in the event that a parent is pushing for an inclusive placement is a strategy of trial inclusion prior to developing a more restrictive environment, if necessary.

Workbooks to accompany this video should be available in early 1996.

**Source:** LRP Publications  
Dept. 430  
747 Dresher Rd.  
PO Box 980  
Horsham, PA 19044-0980  
(800) 341-7874, ext. 275

**Cost:** \$69 plus \$10.00 shipping and handling

National Professional Resources, Inc. (Producer). (1995). *Howard Gardner's "How are kids smart? Multiple intelligences in the classroom"*. [Videotape].

**Descriptors:** multiple intelligences; learning styles; classroom modifications; curricular adaptations

**Abstract:** According to the flyer accompanying this video, this is "a new and informative video for classroom teachers on Multiple Intelligences (M.I.)". Put together by Dr. Gardner with teachers and students of the Fuller Elementary School M.I. program in Gloucester, Massachusetts, the video allows the viewer to "learn about M.I. theory, the seven intelligences, and observe first hand how teachers in the Fuller program have incorporated M.I. theory into their teaching, classrooms and community", and it is "a must for every classroom teacher struggling with the challenges of increasing diversity, inclusion of students with special needs and the move toward heterogeneous grouping" (from the video flyer).

The seven intelligences are bodily-kinesthetic, interpersonal, intrapersonal, linguistic, logical-mathematical, musical, and spatial. This video illustrates how an understanding of and ability to organize instruction around these different ways of learning can increase teachers' capacity to accommodate a diverse array of learners within the general education environment. A student with disabilities is featured on the tape in an M.I. program, and the parent's perspective is shared.

**Source:** National Professional Resources, Inc.  
25 South Regent St.  
Port Chester, NY 10573  
(800) 453-7461  
Fax (914) 937-9327

**Cost:** \$69.00 plus \$5.00 shipping and handling

## INCLUSION BIBLIOGRAPHY DESCRIPTORS

Ability Grouping  
Academic Performance  
Accessibility  
Accommodations  
Accountability  
Active Mathematics  
Adaptations  
Administration  
Administrators  
Alaska  
Americans With Disabilities Act  
Arizona  
Assessment  
Assistive Technology  
At Risk  
Athletics  
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Collective Bargaining  
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Comprehensive Local School  
Conflict Mediation  
Consultation  
Consumers  
Cooperation  
Cooperative Agreements  
Cooperative Games  
Cooperative Learning  
Cooperative Teaching  
Cost-Benefit  
Court Cases  
Court Decisions  
Cultural Diversity  
Curricular Adaptations  
Curriculum  
Curriculum-Based Assessment  
Curriculum-Based Management  
Daily Living Skills  
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Deafness  
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Hypotonia  
Identification  
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IFSPs  
Inclusion  
Inclusion Facilitators  
Inclusion Factors  
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Individualized Instruction  
Individuals With Disabilities  
Education Act  
Infants  
Inservice Training  
Instruction  
Instructional Strategies  
Instructional Time  
Integrated Service Delivery  
Integration  
Junior High  
Kansas  
Language  
Language Arts  
Leadership  
Learning Disabilities  
Learning Styles  
Least Restrictive Environment  
Legal Interpretations  
Legal Issues  
Legal Rights  
Legislation  
Lesson Plans  
Local Education Agencies (LEAs)  
Low Incidence Disabilities  
Mainstreaming  
Mastery Learning  
Math  
McGill Action Planning System (MAPS)

Medically Fragile  
Mental Health  
Mental Retardation  
Mentoring  
Middle School  
Mild Disabilities  
Mission  
Missouri  
Model Programs  
Moderate Disabilities  
Modifications  
Monitoring  
Multiple Disabilities  
Multiple Intelligences  
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Organization  
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Peer Leadership  
Peer Modeling  
Peer Models  
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Program Evaluation  
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Programs  
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Public Relations  
Qualitative  
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Recreation  
Referral  
Reform  
Regular Education  
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Residential  
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Restructuring  
Rett Syndrome  
Rural  
Safety  
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School Districts  
Schools  
Secondary  
Self-Determination  
Self-Esteem  
Serious Emotional Disturbance  
Service Delivery  
Severe Disabilities  
Site-Based Management  
Social Standing  
Socialization  
Special Education  
Spina Bifida  
Sports  
Staff Development  
Staff Training/Preparation  
State Education Agencies (SEAs)  
State Education Association  
State Policy  
Strategies  
Student Evaluation  
Student Rights  
Students  
Superintendent  
Support  
Support Services  
Support Systems  
Surveys

Systems Change  
Teacher Assistance Teams  
Teacher Certification  
Teacher Education  
Teacher Preparation  
Teacher Roles  
Teacher Training  
Teachers  
Teachers' Unions  
Teaching Strategies  
Team  
Team Building  
Team Development  
Team Teaching  
Teams  
Teamwork  
Technical Assistance  
Technology  
Testing  
Toddlers  
Training  
Transition  
Transition (Early Childhood)  
Transition (From Segregated To Inclusive  
Classrooms)  
Transition (Secondary)  
Transportation  
Traumatic Brain Injury  
Tutoring  
Urban  
Videos  
Vision  
Visual Impairment  
Vocational Education  
Washington  
West Virginia



**U.S. DEPARTMENT OF EDUCATION**  
*Office of Educational Research and Improvement (OERI)*  
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