Teaching the Special Child in Regular Classrooms.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Office of Child Development (DHEW), Washington, D.C.

The paper presents five basic assumptions related to the teaching of young handicapped children, discusses principles of teaching special children which may be helpful to teachers working in mainstreamed classrooms, and looks briefly at the unresolved questions associated with teaching special children. The principles of teaching young handicapped children are based on the assumptions that: (1) the handicapped child has the same basic needs as all children; (2) handicapping conditions involve the whole child, not just the affected organ, limb or function; (3) handicapped children are individuals; (4) a handicap cannot be overlooked; and (5) handicapped children are entitled to equal opportunities to learn and develop. Teaching young handicapped children requires special knowledge and understanding, active intervention on behalf of the child, and orchestration of the many facets of a total program. The problems of mainstreaming, labeling, age of enrollment, and readiness are discussed. The selected ERIC bibliography on mainstreaming handicapped children includes resumes from "Resources in Education" (RIE), October 1976 through January 1977, and citations from "Current Index to Journals in Education" (CIJE), September 1976 through January 1977. 

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TEACHING THE SPECIAL CHILD IN REGULAR CLASSROOMS

by

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with

ERIC Abstract Bibliography

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TEACHING THE SPECIAL CHILD IN REGULAR CLASSROOMS

The practice of mainstreaming--integrating children with special needs into regular classroom environments--is becoming increasingly widespread in preschool programs of various kinds (including Head Start) and in public school settings at all grade levels. A few states have mandated mainstreaming throughout their entire public school systems. Yet very little is known about the impact of mainstreaming on different children, different age groups and different handicaps.

The intent of mainstreaming is to provide handicapped children with equal opportunities for educational experiences--within what is sometimes termed "the least restrictive environment." But while mainstreaming can benefit many children, the successful mixing of normal and handicapped children in any setting is dependent upon a variety of complex factors.

This paper presents five basic assumptions related to the teaching of young handicapped children in any setting, discusses some principles of teaching special children (based on these assumptions) which may be helpful to teachers working in mainstreamed classrooms, and looks briefly at some of the unresolved questions associated with teaching special children.
The principles of teaching young handicapped children—whether in regular classrooms or in separate programs—are based on certain underlying assumptions:

1. The handicapped child is, first of all, a child, with the same basic needs as all children. Whether blind, crippled, mentally retarded, emotionally disturbed (whatever the nature of the handicap), the child is still a child who is more like "normal" children than different.

2. Handicapping conditions are complex and involve the whole child, not just the affected organ, limb, or particular function directly related to the handicap. Nowhere is the interrelatedness of development more evident than in handicapped children. The teacher who has a young deaf child in the classroom, for example, must be aware that the child's deafness affects more than just the child's ability to hear. The experience of deafness may also have a profound effect on the child's self-image and can certainly influence his social/emotional development, his relationships with other children and adults, and his functioning in group situations, especially those situations in which hearing or speaking is involved.
Handicapped children, even those within the same category of handicapping condition, do not constitute a homogeneous group. Each handicapped child is a unique individual. Obviously, among any group of blind children there will be many differences in intellectual abilities, in personality traits and in interests. For example, observations of a preschool program serving mentally retarded children would likely reveal that some children are active and outgoing and move about in the classroom and on the playground with a high degree of muscular coordination and grace. Other mentally retarded children of the same chronological age might appear awkward or clumsy. The individuality of young handicapped children becomes even more evident as one makes an effort to discover each child's particular strengths and weaknesses.

A handicap is indeed a handicap. It is not a good thing, not an advantage or a blessing. It cannot be lightly dismissed. This assumption should not lead to the conclusion that nothing can be done; each handicap has to be dealt with. However, parents of handicapped children are frequently urged to accept their child's handicap. Such pressure seems unrealistic. Can parents ever really accept their child's handicap? It is likely that an underlying sense of
disappointment always remains. At best, one learns to cope with the fact of the
disability, but it remains a disability, a burden, a liability and not an asset.

Handicapped children are entitled to an equal opportunity to learn and
develop to their maximum potential. This is not to say that all children are
entitled to (or, indeed, should have) the same educational experiences. Sound
teaching practices include providing experiences suitable for each learner.

However, handicapped children should have the same right as all children to equal
opportunities for educational and developmental experiences appropriate to their
individual needs and abilities.

UNRESOLVED ISSUES

These assumptions raise a number of questions and issues related to the
teaching of handicapped children, particularly in the areas of mainstreaming,
labeling, age of enrollment, and readiness.

Mainstreaming: There are many unresolved issues associated with mainstreaming.

For instance, what does "providing the least restrictive environment" mean?
Should the decision of whether or not to mainstream a child be dependent upon the nature or etiology of the child's handicap or to the severity of the handicap—or both? Is it all right to integrate blind or deaf children into regular classes in elementary or preschool programs, but to provide separate programs or classrooms for emotionally disturbed or mentally retarded children? Can mainstreaming serve the needs of the handicapped child without shortchanging other children in the group?

Labeling: The labeling of children has become one of the most controversial issues in special education. Accurate diagnosis of handicapping conditions, involving both identifying and labeling, is crucial to meeting a child's needs effectively. It seems almost impossible to escape some of the unfortunate overtones of stereotyping or stigmatization associated with diagnosis. However, it is urgent to find ways of providing young handicapped children with appropriate services without permanently assigning a stigmatizing label to children and families who need and use these services. Today we are witnessing increased awareness and sensitivity to the range of implications and problems related to the screening, assessment, and diagnosis of handicapping or potentially handicapping
conditions in young children. Recognizing the scope of problems inherent in the labeling (or mislabeling) of children is at least a beginning.

**Age of Enrollment:** A third unresolved issue relates to the optimum timing or age at which children should enter preschool programs. There are uncertainties regarding the age or stage of development at which a child with any given type of handicap might be ready for a group experience. Furthermore, it is not clear whether a child's first or earliest group experiences should be with other handicapped children or in a mainstreamed setting—or both.

**Readiness:** Questions concerning time or age of enrollment raise the issue usually referred to as readiness. The concept of readiness is still problematic, not only in relation to handicapped children but to all children. Some of these issues are related to the status of theories of critical periods or critical stages in the development of the young child. Programmatic responses or attempts to resolve these issues have led to increasing numbers of activities and programs designed to serve younger children. As a result, one can now find programs, including programs for the handicapped, not only for preschool children but also for toddlers and even infants.
These and many other issues remain unresolved, and there is little data and not too much experience to help resolve them; yet decisions still have to be made, and some basic (though tentative) principles of teaching young handicapped children can be formulated.

BASIC PRINCIPLES

These principles, which seem to fall into three broad categories, might be simply stated as follows: teaching handicapped children requires (1) special knowledge and understanding; (2) active intervention on behalf of the child; and (3) orchestration of the many facets of a total program. While these principles apply to teaching all young children, they have special meaning and seem especially important when working with the young handicapped child.

Special Knowledge and Understanding

Being adequately informed about how children develop and learn is a basic requirement for all teachers. This is especially crucial for the teacher working with young handicapped children. These teachers may need to be able to go beyond.
to do more and to know more than other teachers might need to do or know. Five different areas of knowledge can be delineated: (1) baseline knowledge; (2) knowledge about the handicapping conditions; (3) knowledge about the individual handicapped child; (4) knowledge of available resources; and (5) knowledge of one's own feelings about the handicapped.

Baseline Knowledge

Every teacher should know what can be expected of the average or "normal" child and have a keen appreciation for the wide variation or range which can be reasonably considered within normal development. Every teacher, and most certainly the teacher of the young handicapped child, should be able to anticipate typical behavior or functioning, the baseline data for normal development and growth. (For example, most children walk between the ages of 12 to 18 months; if a child is not able to walk by 18 months of age, some serious attention should be given to finding out why this is so).

Baseline developmental data apply to all children, to all groupings or categories of children. Knowledge and understanding of such baseline data is vital for the teacher working with handicapped children. Recognition of the range of typical behaviors, norms, or average achievements for all children can provide the essential
safeguards against attempting to explain all behavior or problems in terms of a child's handicaps. Such data serves as a reminder to the teacher that each handicapped child is first and foremost a child, and that not everything the child does or fails to do is caused by his/her handicap. For example, a two-year-old deaf child who bites other children or who has temper tantrums may simply be exhibiting behavior often seen in two-year-old children, behavior which may or may not be related to deafness. A four-year-old retarded child, like many other children her age, may be much more interested in active play with wheel toys than listening to a story which requires her to sit quietly and listen.

Another aspect of normative developmental data relates to the wide differences in individual learning styles of young children. For example, some children are more visually oriented than others; some children prefer to observe the actions of others before attempting a task or joining an activity; some children accompany their actions with a steady flow of language, while others are very tentative and hesitant about talking or asking questions. It is particularly helpful for the
teachers in mainstreamed classrooms to have an understanding of children's individual learning styles: how these styles might be recognized, whether or not they are age-related or culturally significant, and how they might be utilized or modified.

Above and beyond such developmental data are other kinds of knowledge which may not be expected of regular classroom teachers but are particularly significant for teachers working with handicapped children.

Knowledge about Handicapping Conditions

It seems obvious that as more children become mainstreamed, it would be unreasonable to expect that every teacher who has a handicapped child in his class can become an expert in understanding and dealing with a wide variety of handicapping conditions. However, it will be helpful if each teacher knows as much as
possible about the particular handicaps affecting any children within his/her care. What are the effects or manifestations of the handicap? Are there "typical behaviors" associated with the handicaps? For example, a teacher does not have to become an audiologist or speech therapist in order to help a deaf child improve his speech. However, such a teacher should have a general knowledge about what happens to children who are deaf and how a hearing loss may affect their language and communications skills. To meet the special needs of a child with impaired vision, a teacher should have at least a general idea of how such a child might deal with sensory stimuli and how the disability could affect the way the child learns various things.

General information, too, is needed about children with a particular handicap. Will the child need more time to do certain things, or need more repetition and practice than others in the class to acquire the same mastery of skills? Will the child ever be able to master the same skills?

Knowledge about the implications of the handicap for the child, for his family, and for society, is important. For instance, will the child always be confined to a wheelchair? Or, with therapy and training, is she likely to learn to walk? Will the child require special help throughout childhood or possibly for the rest of her life? What will determine her limitations?
Are there expectations that some aspects of the handicap will diminish? Are there certain times when the child will need help (for instance, getting on and off a school bus) but other times when help is not needed?

Knowledge about a Particular Child

The answers to questions raised above will obviously not be the same for each handicapped child. The teacher also needs a third kind of knowledge: knowledge about each individual handicapped child as a unique human being. The child's prior experiences contribute greatly to his present functioning, and knowledge of his experiences will affect how a teacher interacts with him. For instance, a child who has frequently been hit or hurt by adults may be reluctant to talk, or may be fearful of others. There are extreme examples in which experiences have profound effects on a child's functioning, but there are also more subtle events which affect children's lives and their behaviors.

Knowledge about a particular child includes some understanding of his family. Cultural factors may influence how families cope with the child's handicap. For example, a family living in a rural setting where high value is placed on many relatively simple skills associated with farming or housekeeping might find it easier
to accommodate a retarded youngster than a family in a complex urban setting where there might be a high expectation of academic achievement or complex social coping skills.

It is helpful for the teachers to know how a family copes with the handicap and what the child's home environment is like. What are the child's likes and dislikes? His experiences within the community? Has he traveled with his family? How does he get along with his siblings? Has he had experiences with other children outside his family setting?

It is important to know how this handicapped child sees adults: as supportive, helpful people who give reassurances? Or as threatening people who cause pain or give no help? How does this handicapped child see his world? Is it a world that he can't understand? An unreliable world? One in which he is forced to go from place to place or clinic to clinic? A world in which he looks for answers, but gets none?

Does this child feel he has "failed"--that his family sees him as a failure? Have people treated him as "different", and thus not encouraged him to do things which he might really learn to do? Has he been treated as a handicapped miniature adult? Has too little or too much been expected of him? Is he overprotected at home or at school? Does he get adequate support, or is he left largely to his own devices?
Teachers working with young handicapped children can use every possible source of information to deepen their understanding of each child. Knowing a child involves observing and relating. Providing an individualized program is possible only through knowing and understanding an individual child.

Knowledge about Resources

Knowledge about specific resources available for each handicapped child will be helpful to the teacher involved in mainstreaming. What resources are available to the teacher, the child, the family, and to other persons who may be concerned with a particular handicapping condition? Are there special materials or equipment which can be purchased, constructed, or adapted for use in the classrooms or in the home? Are special training facilities or training procedures needed? Are there existing community agencies which can be tapped for diagnosis, family counseling, or treatment? Are there voluntary agencies or trained persons who might provide special skills needed to serve the handicapped child or his family?
Knowledge of Self

All teachers, but especially the teacher of the young handicapped child, will gain by some special kind of self-knowledge. It is essential for such teachers to be aware of their own attitudes toward handicapped persons in general as well as toward the individual children or families with whom they work. Questions to be faced honestly by each teacher include the possibility of finding satisfaction or glory in the child's or family's dependence on him/her. Is the child's own healthy independence sufficiently promoted? One of the most tempting pitfalls for the teacher is pity. A teacher may be touched, feel sincere concern and/or a high degree of sympathy for the child or for the family. But to attempt to build a teaching program on pity is self-defeating.

Active Intervention

In many preschool classrooms the role of the teacher is that of a facilitator who enables individual children to use the classroom environment and participate in a variety of learning activities. However, the probability that a handicapped child can or will participate in classroom activities is frequently limited without the carefully planned intervention of the teacher. In general, more and different kinds of intervening are needed than for teaching normal children. For example, special efforts must be made to introduce a blind child to the doll corner or to simplify the environment for a child who is easily distracted.
The teacher of handicapped children is therefore a programmer, pacing or timing the introduction of new activities, tasks, or stimuli to allow the child time to master one step before being overwhelmed with new tasks, requests, or distractions. Informality does not always work for the handicapped child; imitation, instruction or coaching (i.e. greater involvement by the teacher) may be required to persuade the child to participate in certain tasks and activities.

It is important for every child to establish trust and confidence in himself and others; for the handicapped child it is crucial. Teaching a child self-help skills (rather than doing for him) can make a difference. Highly individual approaches which take into account all the teacher's knowledge of a particular child and the nature of his handicap may need to be explored. By developing alternative ways of enabling a handicapped child to acquire desired skills, a teacher can achieve the optimum balance between dependence and independence. Intervention is often required in interactions between the handicapped child and other children in order to encourage participation. Such intervention may include discouraging children from doing too much for the handicapped child.

A handicapped child will find it easier to interact with the people and the materials in the classroom if the teacher has allowed room for making mistakes.
and uses the total program to help the child take some risks. The teacher can structure and pace activities so that the risks are not overwhelming and the child can experience success and cope with occasional failures. Intervention requires careful and thoughtful planning based on ongoing observations and review of the child's development. It may be difficult to get cues from the handicapped child without the active involvement of the teacher. For example, it may be extremely hard to know what a handicapped child is thinking or doing with an activity without repeated efforts on the part of the teacher. It can be very useful to explore a variety of approaches. However, the teacher cannot afford to fall for "easy gimmicks". There is no one answer, no such thing as the way to set up the classroom for a blind preschooler or a packaged set of activities to teach math concepts to any mentally retarded youngster.

Intervening on a child's behalf does not mean that the teacher should provide so structured a program that it may no longer reflect a child's interest. Appropriate intervention, dependent upon the teacher's responses to clues in child behavior, is different from a totally teacher-directed approach.

**Orchestration**

The role of the teacher of young handicapped children becomes one
characterized by orchestration of activities both within and outside the classroom. In the classroom, the needs of the handicapped child have to be met, but not at the expense of the other children. Too much difference between the way teachers respond to and provide for a handicapped child and other children can be as harmful as neglecting his special needs. No child profits from being the object of excessive attention or from always being singled out. The total classroom program should reflect an orchestration—a balanced effort—on the part of the teachers.

The concept of orchestration also involves the use of knowledge about resources within the total community, and close working relationships with parents. The teacher will find it useful to explore ways to utilize existing resources such as other professionals (speech therapists, physical therapists, psychologists, audiologists, social workers, physicians, teachers, aides, volunteers and parents, and organizations set up to help the handicapped.

Such persons can provide treatment, therapy, or equipment, usually outside the immediate school environment but coordinated with the school activities. Other resource persons may provide advice or supplementary training or insights to those who deal directly with the handicapped child. Some resource people can help to interpret specific medical or scientific language regarding diagnosis or etiology, to provide helpful information.
The success of any program for young children depends to a large degree on how well the teacher can bridge the gap between home and school. While it is true that parents of handicapped children have special problems which have to be addressed, it is equally true that many of these parents have much to contribute. The orchestration effort by the teacher will be most successful if it involves a two-way interchange with parents.

The teacher of the handicapped child learns to orchestrate the use of these varied resources and may even find ways to generate new ones. In so doing, the teacher truly enlarges the horizons for the child and those concerned with his development.

Teaching young children is always a complex activity. The knowing, intervening, and orchestrating roles of the teacher of young handicapped children add to the complexity. Teaching a handicapped child requires constant awareness of the child’s difference but always within the context that he is a child, and thus like other children.
ABSTRACT BIBLIOGRAPHY

Introduction

This selective bibliography cites recent ERIC documents and journal articles focusing on the mainstreaming of handicapped children into regular classrooms. Entries include resumes from Resources in Education (RIE), October 1976 through January 1977, and citations from Current Index to Journals in Education (CIJE), September 1976 through January 1977.

Most ED-numbered documents are available on microfiche and hard (paper) copy from the ERIC Document Reproduction Service (EDRS). (See order information at the end of this publication.) Journal articles are available only in the journals cited, not through the ERIC system. CIJE provides a list of the complete titles and ordering addresses for all journals indexed.
I. CITATIONS FROM CURRENT INDEX TO JOURNALS IN EDUCATION

SAMPLE CITATION:

Title of Article: The Relationship among Cognitive Preference, School Environment, Teachers' Curricular Bias, Curriculum, and Subject Matter

Author: Tamir, P.

Journal Title: American Educational Research Journal

Volume and Issue Number: 12; 3

Pagination: 235-64, Sum 75

Descriptors: Student Motivation, Cognitive Processes, Individual Characteristics, Student Centered Curriculum, Teaching Styles, Student School Relationship, Grade 12, Sex Differences, Curriculum Design, School Environment

Identifiers: Cognitive Style, Biological Cognitive Preference Test, Israel

Annotation: Examines the possible effects of four important school variables on the cognitive preference styles of students. The variables are the school environment, the attitude of the teachers toward an inquiry-oriented approach, the nature of the curriculum and that of the subject matter. (Author/DEP)

Annotator
EJ143847 SP504726
The Exceptional Person: Approaches to Integration
Zufall, Dorothy L. Journal of School Health; 46; 3; 142-4
Mar 76
Descriptors: *Handicapped Students/ *Regular Class Placement/
*Educational Needs/ Normalization (handicapped)/ Preschool Programs/
Elementary Schools/ Secondary Schools/ Post Secondary Education/
Educational Planning/ Guidelines
Adaptations necessary for the successful integration of handicapped students of all ages are described. (GW)

EJ143388 PS504978
Helping Children Understand the Child with Special Needs
Cleary, Margaret E. Children Today; 5; 4; 6-10 Jul-Aug 76
Descriptors: *Early Childhood Education/ *Regular Class Placement/
*Handicapped Children/ *Empathy/ *Demonstration Programs/
*Classroom Communication/ Peer Acceptance/ Group Discussion/ Role Playing
Identifiers: *Massachusetts Council Developmentally Disabled Describes a program for teaching teachers to help children understand the special needs of handicapped children through the use of group discussions, agency experts, handicapped guests, role playing activities, visual aids, and field trips. (SB)

EJ142984 EC062365
Models in Special Education: Considerations and Cautions
Schworm, Ronald W. Journal of Special Education; 10; 2; 179-86 Sum 76
Descriptors: *Learning Disabilities/ *Regular Class Placement/
*Student Placement/ *Administration/ *Models/ Exceptional Child Education/ Behavior Problems/ Educational Methods
Cautions and considerations for developing and implementing instructional models for students with learning and behavioral problems are examined in view of the need for keeping students as close to the least restrictive alternative as possible. (Author)

EJ142838 EC082258
Use of Normative Peer Data as a Standard for Evaluating Classroom Treatment Effects
Walker, Hill M.; Hops, Hyman Journal of Applied Behavior Analysis; 9; 2; 159-68 Sum 76
Descriptors: *Behavior Problems/ *Behavior Change/ *Class Management/ *Regular Class Placement/ *Observation/
Exceptional Child Research/ Emotionally Disturbed/ Primary Education/ Reinforcement/ Research Methodology

Identifiers: Token Economy
A study involving 24 primary-grade children with behavior problems was conducted to illustrate the use of normative behavioral observation data as a standard for evaluating the practicality of treatment effects produced in other settings. (Author/SB)

EJ142379 CE505215
Open and Special
Binder, Gene Notes from Workshop Center for Open Education; 5; 1; 17-20 Spr 76
Descriptors: *Open Education/ *Special Education/ *Regular Class Placement/ *Individual Differences/ *Individualized Programs/ Special Classes/ Handicapped Children/ Individual Needs/ Individualized Instruction/ Educational Alternatives
Open education offers much more flexibility for mainstreaming than the traditional approach; open classrooms are designed to accommodate children in their individuality. Making adaptations is not upsetting to open classrooms. If children must go to special classes, the open school tendency toward community blurs boundaries between special and regular classes. (Author/AJ)

EJ142178 U0504549
Open and Special
Binder, Gene Notes from Workshop Center for Open Education; 5; 1; 17-20 Spr 76
Descriptors: *Open Education/ *Special Education/ *Educational Change/ *Educational Environment/ Individual Instruction/ Special Classes/ Individual Needs/ Educational Needs
Identifiers: *Mainstreaming Suggests that changes in special education are not going to take place overnight. In fact, they will not take place at all unless the open classroom replaces the traditional classroom. It seems that special education class rooms will be influenced by the open classroom as the open education movement continues to spread. (Author/AM)
This article describes a project that is designed to provide teacher educators with materials to be used for preparing the regular classroom teacher to work with handicapped children. (RC)

Integrated Education

Mainstreaming of hearing impaired students is discussed from the points of view of the child, the school system, and the future. (SB)

Curriculum: Its Perspectives and Prospects

Focused on are the application of current curriculum approaches to selected programs for deaf students. (SB)

Comparative Studies of Academic Achievement Between Hearing Impaired and Non-Hearing Impaired Students at California State University Northridge

Mainstreaming is appropriate to home economics, where independent living skills are taught. Handicapped students can be integrated successfully into an already full and busy classroom. Suggestions to help teachers inexperienced in special education grow in acceptance and specific special education concept guidelines for necessary curriculum design changes are offered. (AU)
Getting the Other Chemistry Right: All in the Same Apple Cart
Roper, Peter; Doe, Bob Times Educational Supplement (London): 3163; 22-3 Jan 76
Descriptors: *Teaching Methods/ *Educational Change/ *Regular Class Placement/ *Student Ability/ *Science Education / Student Needs/ Critical Thinking/ Student Development
In the second of two TES articles on mixed-ability teaching, authors showed how the method operated for science and mathematics at Abbey Wood, and collected reactions of the school's teachers, pupils and parents. (Editor/RK)

Integration of Young TMR Children Into a Regular Elementary School
Ziegler, Suzanne; Hambleton, Donald Exceptional Children; 42; B: 459-61 May 76
Descriptors: *Trainable Mentally Handicapped/ *Interaction Process Analysis/ *Regular Class Placement/ *Student Attitudes / *Peer Acceptance/ Exceptional Child Research/ Mentally Handicapped/ Elementary Education/ Interpersonal Relationship

'Special' Children in a Comprehensive
Gardner, Jean Special Education Forward Trends; 3; 1; 8-11 Mar 76
Descriptors: *Mentally Handicapped/ *Regular Class Placement/ / *Childhood Attitudes/ *Foreign Countries/ Exceptional Child Education/ Elementary Secondary Education
Identifiers: Great Britain
An administrator describes her experiences in gradually integrating educationally subnormal children (11-16 years old) into a regular British school over a 6-year period. (CL)

Social Acceptance of the EMR in Different Educational Placements
Lax, Bernard; Carter, John L. Mental Retardation; 14; 2; 10-3 Apr 76
Descriptors: *Educable Mentally Handicapped/ *Special Classes/ *Student Placement/ *Interpersonal Competence/ Exceptional Child Research/ Mentally Handicapped/ Elementary Secondary Education/ Research Reviews (Publications)/ Regular Class Placement/ Peer Relationship

Experiments on Tape
Whitfield, Eddie Science and Children; 13; 6; 47 Mar 76
Descriptors: *Autoinstructional Methods/ *Blind Children/ *Handicapped Children/ *Instruction/ *Tape Recordings/ Flexible Classrooms/ Science Activities/ Science Education/ Special Education
Identifiers: Mainstreaming
The use of science experiments on tape are shown to provide for individual differences from the gifted child to the handicapped in developing skills in the language art area. Developing significant concepts, and making learning come alive. (EB)
Law and the Handicapped

Molloy, Larry Science and Children; 13; 6; 7-10 Mar 76
Descriptors: *Educational Legislation/ *Handicapped Children / *Science Education/ *Special Education/ Handicapped Students / Legislation/ Normalization (Handicapped)/ Regular Class Placement/ Special Education Teachers
Identifiers: *Mainstreaming

The author defines and discusses the handicapped child and what mainstreaming will mean to both the child and teacher. Statistics are given indicating eight million school-age children are handicapped to the point they need special education. What state legislation and the judicial system are doing about this is discussed. (EB)

Educational Programs and Services, Part I

American Annals of the Deaf; 121; 2; 61-178 Apr 76
Descriptors: *Deaf/ *Public Schools/ *Private Schools/ *Teacher Education/ *Directories/ Exceptional Child Education/ Aurally Handicapped/ Deaf Blind/ Universities/ Regular Class Placement

Part 1 of the Directory of Programs and Services for the Deaf in the United States includes data and results of interviews on mainstreaming hearing impaired students and information on educational programs for the deaf and professionals in deafness. (LS)

The Value of Integrating Handicapped and Nonhandicapped Preschool Children

Guralnick, Michael J. American Journal of Orthopsychiatry; 46; 2; 236-45 Apr 76
Descriptors: *Mentally Handicapped/ *Language Development/ *Social Development/ *Peer Teaching/ Exceptional Child Research/ Preschool Education/ Regular Class Placement/ Peer Relationship/ Change Agents/ Play

Presented are a conceptual and empirical framework and two research reports on the promotion of language and social skills of handicapped preschool children through involvement with nonhandicapped peers. (DB)
Longitudinal Sociometric and Cross-Sectional Data on Mainstreaming Hearing Impaired Children: Implications for Preschool Programming
Kennedy, Patricia; And Others Volta Review; 78; 2; 71-81
Feb/Mar 76
Descriptors: *Deaf/ *Regular Class Placement/ *Peer Acceptance/ *Self Concept/ *Longitudinal Studies/ Exceptional Child Education/ Aurally Handicapped/ Elementary Education/ Social Adjustment/ Preschool Education

Integration of Handicapped Children: Its Effect on Teacher Attitudes
Harasymiw, Stefan J.; Horn, Marcia D. Education; 96; 2; 150-58 W 75
Descriptors: *Handicapped Children/ *Teacher Attitudes/ *Regular Class Placement/ *Educational Research/ *Program Evaluation/ Research Methodology/ Tables (Data)/ Student Teacher Relationship/ Sampling
This study investigated the effect of a program designed to prepare teachers for integration of handicapped students into the regular class. (Author/RX)

One Mainstreaming Program That Works
McNally, Agnes R. Teacher; 93; 4; 39 Dec 75
Descriptors: *Regular Class Placement/ *Handicapped Children / *Program Descriptions/ *Individualized Instruction/ *Team Teaching
A diagnostic-prescriptive resource room program adopted by the Holcomb Campus School of the State University College of Arts and Science, Geneseo, New York, was described. Its aim was to accomplish mainstreaming through incorporating individualized instruction with the team approach. (Author/RK)
II. RESUMES FROM RESOURCES IN EDUCATION

SAMPLE RESUME:

ERI Document Number — ED07650 95 TM04504
(ED#)

Title

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program).

Author(s)

Masters, James R.; Laverty, Grace E.

Sponsoring Agency

National Center for Educational Research and Development (OHEW/OE), Washington, D.C.

Bureau No.: BR-2-C-070
Grant No.: OEC-3-72-0051

Publ. Date: Feb 74 Note: 25p.: For related documents, see TM 004 495-503

EDRS Price (Price through EDRS Price (Price through
"HC" means hard copy.
When listed "not available from EDRS," other sources are cited above.)

Descriptors: Academic Achievement/Academic Failure/ Behavior Change/Classroom Observation Techniques/ Comparative Analysis/Decision Making Skills/Discipline/Elementary Education/Elementary School Students/Humanistic Education/Inservice Teacher Education/Parent Attitudes/Program Evaluation/School Attitudes/Student Attitudes/Student Teacher Relationship/Teacher Attitudes/Teacher Education/Tests

Identifiers: Glasser (William)/New Castle Pennsylvania School District/ Schools Without Failure

Summary

This document summarizes an evaluation of William Glasser's Schools Without Failure (SWF) program carried out during the program's first year of operation in the New Castle, Pa. School District. Ten elementary schools were paired on the basis of size, socioeconomic status, and pupils' past achievement. One school of each pair was randomly assigned to begin teacher training and implementation of SWF; the other school of each pair became a control school. Pre- and posttesting was used to assess pupil achievement and attitudes toward self, school, and others and teacher and parent attitudes toward educational issues. Instructional session and SWF school classroom meeting interactions were measured by the Expanded Category System and the Reciprocal Category System. Results indicated that the program had its major impact on teachers. Little difference existed in the achievement of pupils in SWF and control schools. Some positive changes in SWF school primary pupil attitudes toward being in school and toward doing difficult school work were found. Also, positive changes occurred in SWF school intermediate pupil attitudes toward the importance of doing assignments and learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was reduced. (Author, RC)

Abstractor

Peterson, Reece L.

Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Publ. Date: Aug 76 Note: 28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors: Exceptional Child Education/*Handicapped Children/*Institutions (Training Programs); Instructional Materials/*Regular Class Placement; Resource Centers/*Resource Guides

Provided is a working list of 23 training systems, materials, and resources on mainstreaming identified by the Leadership Training Institute/Special Education. Each one-page entry usually includes such information as purpose, a brief description, contact person(s), address and phone number, and an additional description. Covered are resources with the following titles: "All Together Now--Presentations from the CEC (Council for Exceptional Children) Invisible College on Mainstreaming"; "Competencies for Teaching--Teacher Education, Individual Instruction, Classroom Instruction, and Therapeutic Instruction"; "Computer Assisted Renewal Education (CARE)"; "Council for Exceptional Children Information Center"; "Directory of Training Materials from the Center for Innovation in Teaching the Handicapped"; "Exceptional Teaching: Fundamentals, Operations, Resources, Environment (FORE)"; "The Handicapped Child in the Regular Classroom"; "Individualized Learning Materials (ILM) for Teachers, Supervisors, Principals, and Central Staff"; "Leadership Training Institute/Special Education"; "Learning Opportunities for Teachers"; "Let's Series Modules Preparing Regular Educators for Mainstreaming (PREM)"; "The Lexington Teacher Training Project"; "National Center for Educational Media and Materials for the Handicapped"; "National Instructional Materials Information System (NIMIS)"; "The Preparation of Regular Classroom Teachers to Work with Students with Special Learning Problems--A Preservice Training Project"; "The Principals Training Program (PTP); Public Law 94-142"; "Special Education Administration Simulation in Monroe City (SEASIM)"; "Special Education Administrators Simulation (SEASIM) for Rural/Sparsely Populated Areas"; "Special Education Administrators Training Project (SEATP)"; "The Teacher Training Program (TTP)"; and "Upset in Polymer--An Experience in Mainstreaming".

Presented is a bibliography on mainstreaming of handicapped children with over 500 citations. Entries are listed in alphabetical order by author and usually include such information as title, source, publication date, and page numbers. Also provided is an index which lists authors included in the bibliography under the following topics: administration, art, attitudes/behavior/social acceptance/achievement, background/history/general, dated March 1976 and later, dated 1968 and earlier, efficacy of placement, elementary, emotionally disturbed/behavior problems, hearing impaired, labels/labeling, learning disability, literature, mentally retarded, parents, physical education, physically handicapped, placement/class management/individualized instruction, policy/laws/counts, preschool, project reports/models, resource rooms, secondary, social studies, speech handicapped, teacher associations/unions, trainable mentally retarded, training systems/models, visually impaired, and vocational. (SB)
The final report on Preparing Regular Educators for Mainstreaming mildly handicapped children (Project PREM) focuses on the first year's activities and outlines proposed objectives for the project's second and third years. Covered in an introductory section are Project PREM's main objective of developing and implementing a competency-based program for both preservice and inservice teachers, the background of educational programming for the handicapped, the history of special education in Texas, and Project PREM's purposes and goals. Project activities are noted to be divided into four major cluster areas (sample activities are in parentheses): planning (selection of educators to serve on the planning and development team); identification of competencies and management systems (a survey of state and national planning and training procedures in relation to the mainstreaming concept); major programing activities and evaluation (the pilot testing of the modules and delivery systems with 107 preservice and inservice teachers); and administration and organization. Listed among second year objectives in each of the major cluster areas is the identification of instruments and procedures for evaluating the field experience component. Plans (also listed for each cluster area) for year 3 of the project are noted to involve the integration of the competency-guided modules and field components into existing preparation programs. In a final section on evaluation results, modifications are suggested which include the development of short, objective pre- and post-assessment instruments. Appended is an outline of the goals and objectives of 10 instructional modules covering such topics as handicapping conditions and individualized instruction. (SB)
Teacher's Unions on Mainstreaming.
Sosnowsky, William P.; And Others
Publ. Date: Jul 76 Note: 13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Collective Bargaining/ Elementary Secondary Education/ Exceptional Child Education/ Handicapped Children/ Professional Associations/ Public Policy/ Regular Class Placement/ Teacher Attitudes
Identifiers: AFT/ American Federation of Teachers/ CEC/ Council for Exceptional Children/ National Education Association/ NEA

Examined are three distinct forces--teacher unions, civil rights under law, and educational strategy--which have converged on the issue of educating those handicapped learners who, with proper support resources, can be mainstreamed in regular graded classrooms. Briefly discussed are the American Federation of Teachers (AFT), the National Education Association (NEA), and the Council for Exceptional Children (CEC) definitions of mainstreaming; the process of collective bargaining; and 1975 AFT and NEA policies. Statements on mainstreaming from CEC are included and compared to collective bargaining agreements in force in Michigan during the 1974-1975 school year and key phrases taken from AFT and NEA mainstreaming policies. (SB)

A Comparison of the Achievements of Low Ability Elementary Pupils in Two Models of Instruction.
Harris, Donna
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Academic Achievement/ Educational Methods/ Elementary Education/ Exceptional Child Education/ Individualized Instruction/ Intelligence Quotient/ Open Education/ Performance Factors/ Regular Class Placement/ Slow Learners

Compared were the effectiveness of individualized instruction in a mainstreamed open classroom setting and instruction in a traditional classroom setting on the achievement levels of 56 low ability students (grades 1-6). Two groups of SSs, paired for grade level and IQ, were tested after 1, 2, and 3 years of exposure to the models. There was no significant difference in academic achievement scores of the two groups; however, the expected correspondence between IQ and achievement was found. (IM)
Mainstreaming and Its Effects on the Delivery of Services to the Handicapped: The Speech, Language and Hearing Special Educator.

Blanchard, Marjorie; Nober, E. Harris


EDRS Price MF-$0.83 HC-$1.67 Plus Postage.


Identifiers: *Individualized Educational Programs/ *Massachusetts Special Education Law Chapter 766

A survey questionnaire was distributed to 211 speech and hearing clinicians to assess the changes in the special education process resulting from Massachusetts Special Education Law—Chapter 766, which calls for mainstream reform in the form of individually planned educational programs which involve parents in the educational planning process. Information was gathered in the following areas: general demographic variables (such as clinician's work experience, level of training, and changes in current and pre-Chapter 766 caseload population); attitudes comparing the pre-766 and current importance of 35 specific competencies in such skill areas as identification, evaluation, and therapy; changes in types of professional programs and activities in which clinicians are currently involved as compared to pre-766; and changes in clinicians' caseload profile subsequent to implementation of Chapter 766. Among survey results were that speech and hearing clinicians described a wide spectrum of increased services; that caseload profile changes were notable toward the more organic and central nervous system type problems; and that clinicians needed more experience in working with the younger ages. (Tables presenting statistical data are provided.) (SB)

ED125232 EC090500

Operation Mainstream (Training Teachers to Teach Handicapped Students): A Practicum.

Harris, Petra

Nova Univ., Fort Lauderdale, Fla.

Publ. Date: May 76 Note: 198p.; Practicum, Nova University

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.


Described as part of a doctoral practicum are a summer staff development program, inservice activities, and the resource/consultation teacher approach to enable the mainstreaming of educable mentally handicapped, emotionally/socially maladjusted, and learning disabled children. After an introduction, research is reviewed on special education placement, alternative programs, individualization of instruction, training regular teachers to teach handicapped children, and training noncategorical special education teachers. Aspects of executing the practicum such as assessing needs, planning the workshops, and training the teachers are discussed. It is reported that responses of participating teachers and parents of children in the program are reported to have been highly positive and that most of the practicum objectives were met. Reasons for the practicum's success are given as including staff development, the diversity of supplementary learning materials made available, and intra-staff communication. Among recommendations are that additional research is needed on teacher inservice training as related to mainstreaming and individualized instructional and teaching style. Appendices include a needs assessment checklist, a procedural timetable, and a list of characteristics of teachers in the practicum. (DB)

Opportunities for Otsego, Inc., Cooperstown, N.Y.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Grant No.: H-2055

Publ. Date: 76 Note: 123p.; Developed by: Head Start in Otsego County

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.


Identifiers: New York (Cooperstown)/ *Project Head Start

The manual provides information on procedures—the videotape recording procedure (VTR), the mobile resource center (MRC), and the child services specialist (CSS)—developed and used in the Cooperstown (New York) Head Start Program, a 3-year experimental project for developing ways to deliver services to rural area preschool children with special needs. Covered in Part 1 are the reasons (such as geographical restriction and lack of public awareness) for the unavailability of specialized services for special needs children and the key Office of Child Development (OCD) policy factors such as the requirement that programs provide the handicapped child with learning and playing experiences with nonhandicapped children regarding services for handicapped children in Head Start. Part 2 begins with an overview of the Cooperstown Experimental Project and the case study of a 5 1/2-year-old cerebral palseid child served by the project. Detailed in the remainder of the document are the step-by-step procedures for implementing the project's three major components (VTR, MRC, and CSS). It is noted that the VTR serves as an observation tool for looking at a child's behavior, assessing needs, and leading to a follow-up prescription for the individual child's program; that the MRC is used as a center where children participate in a half-day educational and socialization program in an integrated setting; and that the CSS is a special staff member with general child development background, training, and experience who works directly with the child, his family, Head Start staff, and the community. Appendices and exhibits include a listing of OCD experimental Head Start projects for handicapped children, a list of stimulus materials which can be used for the VTR procedure, and job descriptions and responsibilities of various project staff positions. (SB)

ED125203 EC090437

Results of a Follow-Up Sociometric Research Study and Summary of Longitudinal and Cross Sectional Data on Hearing Impaired Children Enrolled in Regular Classrooms.

Kennedy, Patricia; And Others


EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptions: *Academic Achievement/ Elementary Secondary Education/ Exceptional Child Research/ *Learning Disabilities/ Regular Class Placement/ *Resource Teachers/ *Self Concept/ Special Classes

Investigated was the relationship between academic achievement and self concept with a total of 37 learning disabled (LD) children (between the ages of 8 and 14 years) of whom 19 were enrolled in self contained special classes and 18 were receiving services from resource teachers. SS were administered the Primary Self Concept Inventory and the Wide Range Achievement Test. Results indicated that LD children in the two settings did not differ in academic achievement or self concept and that there was little correlation between academic achievement and self concept as measured in the study for this population. (DB)

ED125204 EC090438

Investigation of the Relationships Between Academic Achievement and Self-Concept in Children with Specific Learning Disabilities.

Houck, Cherry; Houck, Ernest


EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptions: *Academic Achievement/ Elementary Secondary Education/ Exceptional Child Research/ *Learning Disabilities/ Regular Class Placement/ *Resource Teachers/ *Self Concept/ Special Classes

The peer acceptance and self perceived status of 16 elementary grade students with moderate, severe and profound hearing impairments enrolled in regular public school classrooms were examined. Eleven Ss comprised a longitudinal sample and were in the fourth, fifth, and sixth grade at the time of the follow-up study; five Ss were in first grade. Three sociometric tests were administered to the longitudinally studied and first grade hearing impaired children and their classmates to assess both peer acceptance and self-perceived status. Results indicated that these hearing impaired children were as accepted as their normally hearing peers. However, the first grade SS with impaired hearing scored higher than the longitudinal group on all measures. All of the Ss were perceptive of their own social status. (Included is a summary of cross sectional and longitudinal data, a teacher questionnaire, and implications for preschool programming.) (Author/SB)
The Special Day School Placement of High IQ and Low IQ EMR Pupils.

Myers, James K.


EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors: *Academic Achievement/ *Educable Mentally Handicapped/ Elementary Education/ Exceptional Child Research/ Intelligence Differences/ Longitudinal Studies/ Mentally Handicapped/ *Program Effectiveness/ Regular Class Placement,/ *Self Concept/ *Social Adjustment/ Special Classes/ Special Schools

The effectiveness of the special school, special class, and regular class in the education of low IQ (49 to 70) and high IQ (71 to 85) educable mentally retarded pupils (n=20) [all between the ages of 7 and 12 years] was investigated. Effectiveness was determined by academic achievement, self concept, and social adjustment within school settings and social adjustment in community settings over 2 years. The Wide Range Achievement Test, the Piers Harris Self Concept Scale, and an investigator adapted sociometric test were used to assess these factors. Three randomly selected groups of 30 pupils from each group (special school, special class, and regular class) in the school and 10 pupils from each group in the community were studied. Results indicated that there were no significant differences among total groups with the three administrative settings in reading, spelling, or arithmetic; that there were significant differences on some measures of academic achievement when groups were divided in terms of high and low IQ; that there were no significant differences found in self concept among total groups of high IQ groups; that both total groups of pupils and low IQ pupils were significantly better adjusted socially in the special school and special class than in the regular class; and there were no significant differences in the social adjustment of high IQ pupils among the three administrative groups. (Author/SB)

The Effects of a Teacher Consultant Model on Learning Disabled Children.

Bagley, Michael T.; Larsen, Stephen C.

Publ. Date: Apr 76 Note: 15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976); For a related document, see EC 090 391

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors: *Academic Achievement/ *Consultation Programs/ Elementary Education/ Exceptional Child Research/ *Learning Disabilities/ Regular Class Placement/ Remedial Instruction/ Resource Centers/ *Special Education/ *Special Education Teachers/ Student Evaluation/ *Teaching Methods

This study was conducted to determine the academic and behavioral growth of 50 learning disabled students (in grades 2-5) who participated in a teacher-consultant program for 1 year. As part of the program, the consultant provided remedial instruction, visited the regular teachers to monitor and evaluate the work of special students, shared materials, and offered instructional techniques. Predictive levels of achievement for the 50 Ss were obtained through historical regression procedures, and the predicted achievement scores were compared to actual achievement scores. Ss' achievement gains were well beyond the predicted grade equivalents for each of the academic skill areas as measured by the Scientific Research Associates Achievement Test. Results for the affective area, although significant, were not as positive as results from the achievement area. (SB)
Mainstreaming: Origins and Implications.

Reynolds, Maynard C., Ed.
Council for Exceptional Children, Reston, Va.; Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/DE), Washington, D.C.

Pub. Date: 76 Note: 65p.; Proceedings from the Deans' Projects Conference sponsored by The Leadership Training Institute/Special Education, University of Minnesota (July 1975)

Available from: Council for Exceptional Children, 1200 Association Drive, Reston, Virginia 22091 ($3.00, Publication Number 135)

Document Not Available from EDRS.

Descriptors: Conference Reports/ Court Cases/ Educational Needs/ Educational Philosophy/ Educational Trends/ Elementary Secondary Education/ Ethics/ Exceptional Child Education/ Handicapped Children/ Individualized Instruction/ Public Policy/ Regular Class Placement/ Teacher Education

Presented are papers and responses given at the July 1975 Deans' Projects Conference on the origins and implications for personnel training of trends in mainstreaming handicapped children. A paper by E. Martin, director of the Bureau of Education for the Handicapped, identifies problems such as the need for more training of regular teachers. Included is the paper given at Session I by T. Gilhool titled "Changing Public Policies—Roots and Forces" which reviews the implications of recent court cases. Responses to the Gilhool paper are by S. Clifford, D. Lortie, J. Frein, L. Brinegar, and R. Egbert. The main paper of Session II is titled "Consequences for Instruction—the State of the Art of Individualizing" by R. Snow with responses by H. Klausmeier, A. Hilliard, and C. Meisgeiler. "Ethics, Embrage, and the ABC Ds" by R. Cromwell is the main paper of Session III and focuses on the development of valid diagnostic constructs. Responses are by D. Corrigan, R. Johnson, and R. Jones. Also included are an address by H. Bertness titled "Progressive Inclusion—the Mainstream Movement in Tocoma" and a reaction by M. Scriven titled "Some Issues in the Logic and Ethics of Mainstreaming".

Effects of a Mediated Training Course on Teachers and Students in Mainstreaming Programs.

Snow, Stanley H.L.; And Others


Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/DE), Washington, D.C.

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