

Office of Educational Research and Improvement (ED), Washington, DC.

Apr 90

R188062007

91p.; For related documents, see EC 231 831-832. Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C579, $16.00 nonmembers; $12.80 members).

Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Information Analysis Products (071)

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*Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Mainstreaming; Normalization (Handicapped); Program Effectiveness; Regular and Special Education Relationship

*Education for All Handicapped Children Act

The computer search reprint provides abstracts of 118 references concerning the efficacy of Public Law 94-142 (the Education for All Handicapped Children Act) and the least restrictive environment concept. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases. Introductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists, without abstracts, eight resources not currently in the databases. (DB)
Efficacy of P.L. 94-142 and the Implementation of the LRE Concept

118 Abstracts -- April 1990
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SECTION I

Introduction
Introduction

This Computer Search Reprint is designed to introduce the student and/or researcher to the current literature in the field. The monograph consists of the following sections.

Section I: Introduction provides an overview of the contents of the Computer Search Reprint.

Section II: Resources on the Regular Education Initiative (REI) describes the series of three Super Search Reprints on the REI literature.

Section III: Understanding a Computer Search of ERIC and ECER Documents details the information necessary to productively use the bibliographic citations from the Educational Resources Information Center (ERIC) and Exceptional Child Educational Resources (ECER) databases. This section describes the arrangement of articles from ERIC and ECER and explains the DIALOG Information Services' printout format. Section III also informs readers how to locate actual copies of journal articles, documents, and other products listed in the search, and provides sample order forms for the ERIC Document Reproduction Service (EDRS).

Section IV: ERIC Abstracts and Section V: ECER Abstracts are reprints of on-line searches of the DIALOG Information Services System.

The ERIC and ECER abstracts cited above are supplemented by a further bibliographic listing in Section VI: Resources Not Currently in the Databases.

This product was prepared with funding from the U.S. Department of Education, Office of Educational Research and Improvement (OERI), under contract no. RI88062007. The opinions expressed in this document do not necessarily reflect the positions or policies of OERI or the Department of Education.
SECTION II

Resources on the Regular Education Initiative
Resources on the Regular Education Initiative

Background

The idea of compiling a comprehensive annotated bibliography encompassing documents and articles in the ERIC and Exceptional Child Education (ECER) databases on the topic of the Regular Education Initiative (REI) originated in May 1988. Under the leadership of Thomas M. Skrtic, Chairperson of the ERIC Special Education/Regular Education Partnership Task Force, the project was launched by the ERIC Clearinghouse on Handicapped and Gifted Children. The objective was to identify and organize the REI literature into a usable resource document that could serve as the foundation for future research and discussion. Originally, there was to be one collection with several chapters. By the time the project was concluded, however, it was clear that the information would be more useful if it was divided into separate collections:

- Efficacy of P.L. 94-142 and the Implementation of the LRE Concept
- The Regular Education Initiative: Rationales For and Against
- Practices Consistent with the Regular Education Initiative

Searching and Sorting

The first phase in the development of these documents entailed the task of sorting hundreds of abstracts from the ERIC database into categories. To accomplish this enormous task, Dr. Skrtic enlisted the help of Research Assistant Professor Ron Wolf at West Virginia University. Originally the citations were sorted into fourteen categories of which seven were considered central to the issue at hand: P.L. 94-142 Efficacy; P.L. 94-143 Features; REI Proposals; REI Practices; Critique of REI Practices; Critique of REI Proposals; and Theoretical/Alternative Perspectives. In addition to sorting the existing citations into categories, Dr. Wolf and his team of graduate students identified additional resources to add to the original list.

The second phase of the work involved the printing of several separate smaller searches that included the selected documents from relevant categories. Six searches were created: Efficacy of P.L. 94-142 Implementation; REI: Rationales for and Explications of the Concept; REI: Specific Practices Consistent with the Concept; Critiques of the Regular Education Initiative; Critiques of Practices Associated with the Regular Education Initiative; and Theoretical Perspectives on the Concepts of Special Education and Disability.

The new set of searches were then sent to educators actively involved in the REI debate, as well as those who have been studying all aspects of P.L. 94-142 implementation.

Ten reviewers were invited to participate in the process. Because of the demanding nature of the task, not all reviewers were able to respond. Listed below are those who helped with the final selection and made suggestions for additional documents:

Steven R. Forness
University of California, Los Angeles
Comments from each reviewer were carefully considered as ERIC staff molded the final documents into usable collections. Documents identified by reviewers as essential to the issues were searched for in both the ERIC and the ECER databases and added to the list of resources. In cases where the documents were not found, they appear without abstracts on a list of additional resources. These materials, for the most part, have been requested and will be abstracted for future editions of these searches. Many of the documents were too new to have been processed.

The final selection of three reprint topics resulted from the substantial overlap in certain categories. For example, documents dealing with the rationales related to the REI concept also deal with the theoretical and alternative perspectives that surround the issues.

The building of these search reprints would have been impossible without the professional contributions of those who donated their time and effort to the task. In addition to the reviewers named above, sincere appreciation is also extended to the following graduate assistants:

Melody J. Tankersley, University of Virginia; Robin Bolling, Jean C. Faieta, Elizabeth Dooley, Lisa Bloom and Angela Humphreys-Lipinski, West Virginia University.
Other Products Available From The Council for Exceptional Children

No. M21 Alternative Views and Theoretical Applications in Special Education is an audiotape album containing eight presentations recorded at the 1989 CEC Preconvention Training Program in San Francisco, CA. Individual tapes include:

- No. M10 Four Paradigms of Social Scientific Thought: Multiple Views of Special Education and Disability. **Presenter:** Tom Skrtic
- No. M11 Special Education and Disability from a Functionalist View. **Presenter:** Tom Skrtic
- No. M12 Special Education and Disability from a Structuralist View. **Presenter:** Sally Tomlinson
- No. M13 Special Education and Disability from an Interpretivist View. **Presenters:** Diane and Philip Ferguson
- No. M14 Special Education and Disability from a Humanist View. **Presenter:** Dwight Kiel
- No. M15 Using the Radical Structuralist Paradigm to Examine the Creation and Use of Learning Disabilities. **Presenter:** Christine Sleeter
- No. M16 Holism or: There is no Substitute for Real Life Purposes and Processes. **Presenter:** Louis Heshusius
- No. M17 Toward a Metatheory of School Organization and Adaptability: Special Education and Disability as Organizational Pathologies. **Presenter:** Tom Skrtic

Other Audiotapes on Evolving Practices in Special Education

- No. M18 Managing Change and Team Building. **Presenter:** Alan Coulter
- No. M19 Accommodating for Greater Student Variance in Local Schools. **Presenters:** Richard Villa and Jacqueline Thousand
- No. M20 Effective Supervision. **Presenter:** Stevan Kukic

Publications

**R315 A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators.** David E. Greenburg

Order Products from:

The Council for Exceptional Children
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SECTION III

Understanding a Computer Search of ERIC and ECER Documents
Understanding a Computer Search of ERIC and ECER Documents

This section provides information on:

(1) how to read citations from the ERIC and ECER databases.

(2) how to locate and/or order journal articles and other documents from libraries, ERIC Document Reproduction Service (EDRS), and University Microfilms International (UMI).

How Are Citations Arranged?

This Computer Search Reprint is derived from two databases: 1) the ERIC database which contains over 400,000 journal annotations and 300,000 education related document abstracts and, 2) the Exceptional Child Education Resources (ECER) database which supplements ERIC and contains more than 70,000 abstracts of published literature in special education. Because it is not possible to merge these databases, there are two sections to your search. The first section is drawn from the ERIC database and the second section includes additional abstracts from the ECER database. Each section is arranged alphabetically by author.

What Information is Provided?

Each reference contains three sections. bibliographic information, indexing information, and an abstract of the document. (NOTE: Journal article citations from the ERIC database, those with an EJ number, may have no abstract or only a brief annotation.

(1) The bibliographic section provides:

a. Document identification or order number (ED, EJ, or EC)
b. Publication date
c. Author
d. Title
e. Source or publisher
f. Availability (most documents are not available from the Clearinghouse or CEC)

(2) The descriptors and identifiers indicate the subject matter contained in the document.

(3) The abstract provides an overview of document contents.

Sample references are enclosed to clarify the various parts of a citation.

How Do You Locate Actual Copies of Journal Articles, Documents, and Products Listed in Your Search?

Four basic types of references will appear in your search:

(1) Journal articles
(2) Documents available from the ERIC system
Commercially published materials
Doctoral dissertations

Please note that CEC Information Services/ERIC Clearinghouse on Handicapped and Gifted Children does not provide copies of any of the documents or articles in your search except those published by CEC.

Journal Articles

Copies of journal articles can usually be obtained from one or more of these sources:

a. The periodical collection of a library
b. The journal publisher (see Source Journal Index enclosed for addresses of publishers)
c. University Microfilms International or other article reprint services

A reprint service is available from University Microfilms International (UMI) for many of the journals cited in your search. A note may appear in the citation that a reprint is available from UMI. If not, check the Source Journal Index enclosed, the journal list in the front of a recent issue of Current Index to Journals in Education (CIJE), or call UMI. Check the latest issue of CIJE for current UMI prices.

UMI articles are reproduced to approximately original size, to a maximum of 8 1/2 x 11 inches. All material on a page is copied, including advertising. Line drawings such as maps, tables, or illustrations are reproduced with close approximation to the originals. Photographs do not reproduce well, but arrangements can be made for special high-quality reproduction on photographic paper. The scheduled turnaround time from UMI is three days, and the price includes postage via first class mail.

Please include author, title of article, name of journal, volume, issue number, and date for each article required.

Send to: Article Copy Service - CIJE
University Microfilms International
300 N. Zeeb Road
Ann Arbor, MI 48106
800/521-0600

ERIC Documents

ERIC documents will have an ED number (ED followed by six digits) in the first line of the citation. Many of these documents are part of the ERIC Microfiche Collection. There are over 600 libraries in the U.S. which subscribe to the ERIC Microfiche Collection. In these libraries you can see and often make copies of these documents (for a minimal fee). If you would like to know the location of the ERIC Microfiche Collection nearest you, you can call CEC/ERIC at 703/264-9474.

Copies of most ERIC documents are also available from the ERIC Document Reproduction Service (EDRS). You can use the order form enclosed to order these documents. (Please note: The EDRS prices quoted in the citation may be out of date. Use the current EDRS order form enclosed to compute the correct price based on the number of pages of the document)

To find out if a document is available from EDRS, check the first line of the citation for an ERIC Document number (an ED followed by six digits). Occasionally, you will see ED followed by an abbreviation for a month and the letters RIE (e.g., EDJUNRIE). This indicates that the ED number was
not available when the abstract was produced, but the document will be available from EDRS. Next to "EDRS" you may also find one of these notations:

- **Not available** - This document is not available from EDRS. Check the citation for another source of availability.
- **MF;HC** - The document is available from EDRS in either a microfiche or paper copy format.
- **MF** - The document is only available on microfiche.

**Commercially Published Materials**

Citations of commercially published materials (books, films, cassettes, training packages, and other materials) will include the publisher's name and address and a price (whenever possible). If you cannot find these materials in a library or resource center, they can be purchased from the publisher.

**Doctoral Dissertations**

Copies of doctoral dissertations may be purchased from University Microfilms International (UMI). The address for ordering, order number, and prices are provided in the citations.

If you have any questions about your computer search, you are welcome to call CEC/ERIC at 703/264-9474.
THE CAREER/EDUCATIONAL AWARENESS TEACHING MODULE IS ONE OF A SERIES OF SIX MODULES PREPARED BY PROJECT SPICE (SPECIAL PARTNERSHIP IN CAREER EDUCATION) AS A MEANS OF PROVIDING CAREER AWARENESS INFORMATION TO EDUCABLE MENTALLY HANDICAPPED STUDENTS (AGES 11-TO-13 YEARS). AFTER AN OVERVIEW, A MIDDLE PROFILE IS PROVIDED WHICH CHARTS THE ACTIVITIES AND RESOURCES OR MATERIALS NEEDED. THE OBJECTIVES OF THE MODULE ARE TO ENABLE THE STUDENT TO NAME 10 WORKER TITLES, NAME THE SCHOOL SUBJECT MOST NEEDED BY EACH, NAME THE LEVEL OF EDUCATION REQUIRED FOR EACH FROM A LIST OF 10 WORKER TITLES, NAME THREE JOBS WHICH NEED THE MOST EDUCATION/TRAINING FROM A LIST OF 10 WORKER TITLES, AND NAME THREE JOBS WHICH NEED THE LEAST EDUCATION/TRAINING FROM THE SAME LIST. APPENDED ARE STUDENT RESOURCE MATERIALS. ALSO INCLUDED IS THE PROJECT SPICE ACTIVITY BOOK, WHICH WAS DESIGNED TO REINFORCE STUDENTS LEARNING. (PHR)

Descriptors: ACTIVITY UNITS/ *CAREER AWARENESS/ *CAREER EDUCATION/ CURRICULUM/ *EDUCABLE MENTALLY HANDICAPPED/ *LEARNING MODULES/ *RESOURCE MATERIALS/ SECONDARY EDUCATION/ TEACHING GUIDES/ TEACHING METHODS

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Identifiers—Indexing terms not included in the Thesaurus of ERIC Descriptors

Descriptors—Indexing terms from the Thesaurus of ERIC Descriptors (Asterisks indicate major concepts)

*Note: EDRS MF indicates microfiche reproduction only.
Commercially Published Material

Clearinghouse accession number

EC104089

Title
School Stress and Anxiety: Theory, Research and Intervention.

Author(s)
PHILLIPS, BEEMAN N.

Publication date
1978-165P.

Publisher
HUMAN SCIENCES PRESS, 72 FIFTH AVE., NEW YORK, NY 10011

Price
($)9.95.

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EC102984

Title
Teacher Identification of Elementary School Children with Hearing Loss.

Author(s)
NODAR, RICHARD H.

Journal title, volume, date, and pagination
LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS; V9 N1 P24-28 JAN 1978; 1978-JAN SP.

EDRS:
NOT AVAILABLE

Indicates journal is not available from the ERIC Document Reproduction Service.
ECER Source Journal Index

CEC regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for EXCEPTIONAL CHILD EDUCATION RESOURCES (ECER). Some of these articles are indexed and submitted for announcement in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current April 1990).

**Academic Therapy, Pro-ed Journals, 5100 Shaul Creek Blvd., Austin TX 78756-5897**

**ACEH Journal, University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta. T6G 2G Canada**

Advanced Development, Snowpeak Publishing Co., Inc., P.O. Box 3489, Littleton, CO 80122

**American Annals of the Deaf, 814 Thayer Ave., Silver Spring, MD 20910**


American Journal of Art Therapy, Vermont College of Norwich University, Montpelier VT 05602

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville MD 20852**

**American Journal on Mental Retardation, 6000 Executive Boulevard, Suite 200, Rockville MD 20852**

American Journal of Mental Retardation, 1719 Kalorama Rd., NW, Washington DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington DC 20402


Archives of Disease in Child, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria VA 22304

Art in Psychotherapy, Ankeho International, Inc., 7734 Highbridge Terrace, Fayetteville NY 1066

**ASHA, American Speech and Hearing Association Journal, 19501 Rockville Pike, Rockville MD 20852**

Assignment Children (Les Comets de L’Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneva 4, Suisse

Augmentative and Alternative Communication (AAC), Williams & Wilkins, 428 E. Preston St., Baltimore MD 21202

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

**Australia and New Zealand Journal of Developmental Disabilities, P.O. Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood MA 02090**

**Australian Journal of Remedial Education, 319 High St., Kew 3101, Australia**

**B.C. Journal of Special Education, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada**

Behavior in our Schools, Huen's Vista College, Fourth & College Sts., Storm Lake, IA 50588

Behavior Modification, Sage Publications, 2111 W. Millcrest Drive, Newbury Park CA 91320

**Behaviors Disorders, Council for Children with Behavior Disorders, Indiana University, 205 E. 16th St., Bloomington IN 47401**

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125 Australia

British Journal of Physical Education, Ling House, 162 King’s Cross Road, London WC1X 9DH England

**British Journal of Special Education (formerly Special Education Forward Trends), National Council for Special Education, 12 Hollycroft Avenue, London NW3 6JG England**


Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

**Canadian Journal of Special Education, University of British Columbia, 2125 Main Hall, Vancouver B.C. Canada V6T 125**

**Career Development for Exceptional Individuals, Division on Career Development, Council for Exceptional Children, 1920 Association Drive, Reston VA 22091**

**CEDR Quarterly, Phil Delta Kappa, PO Box 789, Bloomington IN 47401**

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage IL 62321-0399


**Child and Family Behavior Therapy, Haworth Press, 149 Fifth Ave., New York NY 10010**

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

**Child Care, Health and Development, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL England**

**Child Care Quarterly, Human Sciences Press, 72 Fifth Ave., New York NY 10011**

Child Psychiatry and Human Development, Human Sciences Press, 72 Fifth Ave., New York NY 10011

**Child Welfare, 67 Irving Place, New York NY 10003**

**Children & Youth Services Review, Pergamon Press, Fairview Park, Elmsford NY 10523**

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., NW, Washington DC 20016

**Children's Legal Rights Journal, William S Heen & Co., Inc., 1285 Main St., Buffalo NY 14209**

**The Child Neuropsychologist, SWETS, North America, Inc., Box 517, Berwyn PA 19312**

**Creative Child & Adult Quarterly, 8019 Spring Valley Dr., Cincinnati OH 45256**

Creativity Research Journal, 320 South Stanford St., La Habra CA 90631

Def American, 5125 Radnor Road, Indianapolis IN 46226


Diagnostics, Bulletin of the Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

Directrice Teacher, The Ohio State University, 356 ARPS Hall, 1945 N. High St., Columbus OH 43210

**Disability, Handicap and Society, Caxfax Publishing Co., 85 Ash St., Hopkinton MA 01748**

Disabled U.S.A., President's Committee on Employment of the Handicapped, Washington DC 20210

Early Years, Allen Raymond Inc., Hale Lane, Dursley GL11 3OB

Educating Able Learners, GSI, EAL, P.O. Box 11388, Ft Worth, TX 76116-0388

**Education and Training in Mental Retardation, 1920 Association Drive, Reston VA 22091**

**Education and Treatment of Children, Clinical Psychology Publishing Co., Inc., 4 Conant Square, Brandon, VT 03033**

Education of the Visually Handicapped, see Review

Entourage, G. Allen Rocht Institute, Kinmen Bldg., York University Campus. 4700 Keele St., Downview, Ontario M3J 1P3

European Journal of Special Needs Education, NFER-Nelson, Darville House, 2 Oxford Rd., East, Windsor, SLA 1DF, United Kingdom

The Exceptional Child, see International Journal of Disability, Development, and Education

**Exceptional Children, 1920 Association Drive, Reston VA 22091**


**Exceptional Parent, 1170 Commonwealth Ave., 3rd Floor, Boston MA 02134**

Focus on Autistic Behavior, Pro-ed, 8700 Shaul Creek Blvd., Austin, TX 78758-6897

**Focus on Exceptional Children, Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222**

Gallaudet Today, Office of Alumni & Public Relations, Kendall Green NW, Washington DC 20002

**Gifted Child Quarterly, National Assn. of Gifted Children, 4175 Lovell Rd., Box 30-Sie. 140, Circle Fines. MN 55014**

**The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637, The Gifted Child Today (GCT), P.O. Box 637,
Special Education: Forward Trends. see British Journal of Special Education

Special Education in Canada. see Canadian Journal for Exceptional Children

Special Services in the Schools. The Haworth Press, Inc., 12 West 32nd St., New York NY 10017-0200


Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teacher Education and Special Education. Special Prev. Suite 2107, 11230 West Ave., San Antonio TX 78213

Training Exceptional Children, 1920 Association Drive, Reston VA 22091

Techniques. CPPC Techniques, 4 Count Southc, Brandon, VT 0733

Topics in Early Childhood Special Education. Pro-Ed, 5241 Industrial Oaks Blvd., Austin TX 78735

Topics in Language Disorders. Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg MD 20877

The Tower Review, College of Education, Central State University, Edmond OK 73034-0129

Training Quarterly on Developmental Disabilities (formerly Training Quarterly on Mental Retardation). Temple University Woodhaven Center, 2900 Southhampton Rd., Philadelphia PA 19154

Volta Review, 3417 Volta Place NW, Washington DC 20007

*Copies of journal articles available from UMI, University Microfilms International, 300 N. Zeeb Rd., Ann Arbor, MI 48106. 800/521-0616.
*Journals monitored for CIEE.
**Copies of journal articles available from Multimedia, Ltd., 158 Pearl St., Toronto, Ontario M5H 1L3.
**Copies of journal articles available from University of Kansas, Dept. of Human Development, Lawrence, KS 66045.
***Copies of journal articles available from Library Sales Representative, The Haworth Press, 75 Griswold St., Binghamton, NY 13904.
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  - Signature
- Deposit Account Number
  - Signature

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SECTION IV

ERIC Abstracts
Handicaps Going?

Affleck, James Q.; And Others
Exceptional Children, v54 n4 p339-48 Jan 1988
Available from: UNI
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: CIGMAY88
Achievement data of elementary learning-disabled students in both an Integrated Classroom Model (ICM) and resource rooms were compared. The ICM was shown to be more cost effective than resource room programs while achieving similar results on reading, math, and language tests for learning-disabled students and on general achievement tests for regular students. (Author/JDD)

Descriptors: *Academic Achievement; Comparative Analysis; *Cost Effectiveness; Elementary Education; *Instructional Effectiveness; *Learning Disabilities; *Mainstreaming; Outcomes of Education; *Resource Room Programs; Student Evaluation; Student Placement

Where Is Special Education for Students with High Prevalence Handicaps Going?
Algozzine, Bob; Korinek, Lori
Exceptional Children, v51 n5 p388-94 Feb 1985
Available from: UNI
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: CIJUN85
Data from 50 states indicating the proportion of students classified in 10 categories of exceptionality were compiled and analyzed. Analysis indicated consistent increases in numbers of learning disabled students, consistent decreases in numbers of speech impaired and mentally retarded students, and relatively constant numbers of emotionally disturbed and physically disabled students. (Author/JCL)

Descriptors: *Disabilities; Elementary Secondary Education; *Incidence; *Mild Disabilities; *Statistical Data; *Trend Analysis

Problems in Estimating the Costs of Special Education in Urban Areas: The New York City Case.
Anderson, David F.
Journal of Education Finance, v7 n4 p403-24 Spr 1982
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
POSITION PAPER (120)
Journal Announcement: CIJE883
Discusses a study estimating the instructional, administrative, and per-pupil costs of implementing school-based support teams in special education programs in three New York City districts. Draws on the results to describe the p. "..." of defining and estimating special education costs in urban schools, and of interpreting cost-related conclusions. (Author/RW)

Descriptors: Cost Effectiveness; *Cost Estimates; Elementary Secondary Education; Expenditure per Student; *Mainstreaming; *Program Costs; *Research Problems; *Special Education: Tables (Data); Urban Schools

Identifiers: *Bronx; *Brooklyn; *City Board of Education; *New York City School District 10; *New York City School District 15; *New York City School District 6

A Longitudinal Comparative Study of the Self-Esteem of Students in Regular and Special Education Classes.
Sattle, James; Blowers, Tom
Journal of Learning Disabilities, v15 n2 p100-02 Feb 1982
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: CIJUN88
The study examines changes over 3 years in self-esteem and perception of ability in 75 children in regular classes and special education classes. Findings indicated that 68 learning disabled or educable retarded children in special education classes experienced greater gains in self-esteem and perception of ability scores than $s$ in regular classes. (Author/DB)

Descriptors: *Learning Disabilities; Longitudinal Studies; *Mild Mental Retardation; *Self Esteem; *Special Classes

Bennett, Randy Elliot; Ragosta, Marjorie

Aug 1984
90p. For Report No. 2, see TM 840 763.
Report No.: ETS-RR-84-31
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; New Jersey
Journal Announcement: R1EAPP85
This is the first in a series of publications emanating from a four year research effort designed to further knowledge of admissions testing and handicapped people. The report is divided into three major sections describing (1) the development of the research program, (2) a context for conducting that research, and (3) major research issues and activities for addressing those issues. The history of the research program is linked to Section 504 of the Rehabilitation Act of 1973 and a study by the National Research Council, which recommended a substantial research program. The present program is a response to that recommendation. The context for research on admissions testing presented in the paper concerns the definition of handicapping conditions and the characteristics of handicapped people. That the characteristics of handicapped people differ in significant ways from those of the general population raises important issues for admissions testing, such as the extent to which disabled individuals currently have access to the admissions testing process; the fairness of test content to handicapped examinees; the extent to which admissions tests equivalently predict academic success for handicapped and nondisabled populations; and whether the preadmission identification, or flagging of scores, emanating from modified tests, can be avoided. (Author/BW)
Descriptors: *Academic Achievement; Disabilities; Elementary Education; Mainstreaming.

ED251485 TM840757

A Closer Look at Mainstreaming. Bogdan, Robert
Educational Forum, v47 n4 p425-34 Sum 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150);
RESEARCH REPORT (143)
Journal Announcement: CI0JUL83
Discusses a study of the efficacy of mainstreaming. The goal of the study was to see what actually went on in schools, how people thought about mainstreaming, what they did about it, and how teachers, administrators, and students experienced it. (UWM)
Descriptors: Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Mainstreaming; *Program Effectiveness.

ED276329 EA516122
'Does Mainstreaming Work?' Is a Silly Question. Bogdan, Robert
Phi Delta Kappan, v64 n6 p427-28 Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120);
RESEARCH REPORT (143)
Journal Announcement: CI0JUL83
Describes the variety of attitudes toward mainstreaming characterized by the 25 mainstreaming programs currently being studied in an ongoing research project. Suggests that the failure of mainstreaming efforts is traceable to organizational problems, interorganizational politics, and lack of skill and/or willingness on the part of school personnel. (PGD)
Descriptors: Disabilities; Elementary Secondary Education; Mainstreaming; *Program Attitudes; Program Effectiveness.

ED221988 EC150056
Survey of Teacher Attitudes toward the Role of the Resource Program. Bond, Carole L.; Dietrich, Amy
Nov 13 1981
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Tennessee
Journal Announcement: R2EANR83
As a result of a pilot program developed to foster communication between the regular class teacher and the special education resource teacher, a survey was completed by 103 teachers. Surveys were then statistically analyzed to (cont. next page)
DIALOG File 1: ERIC - 88-90/FEB.

determine the attitudes of the regular classroom teacher toward the special education resource program. Teachers were asked questions regarding their present grade level assignment and their knowledge/experience regarding special education. None of the items related to grade level, having special education students in the classroom, coursework in special education, or knowledge of special education resource programs had a significant effect on total scores. Among other findings were that while 98 percent responded in favor of continual communication between regular class and special education resource teachers, only 74 percent believed that the regular class teacher had any obligation to inform the resource teacher of new concepts for which the resource student would be responsible or for the tests the student must take; and that although 98 percent had resource students mainstreamed into their classes, less than 50 percent had ever taken a special education course. (CL)

Descriptors: *Disabilities; Knowledge Level; *Mainstreaming; *Resource Room Programs; *Special Education; *Surveys; *Teacher Attitudes

EJ234322 EC130352
The Efficacy of Special versus Regular Class Placement for Exceptional Children: A Meta-Analysis
Carlberg, Conrad; Kavale, Kenneth
Journal of Special Education, v14 n3 p295-309 Fall 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR81
Fifty primary research studies of special versus regular class placement were selected for use in a meta-analysis. Special classes were found to be significantly inferior to regular class placement for students with below average IQs and significantly superior to regular classes for behaviorally disordered, emotionally disturbed, and learning disabled children. (Author)
Descriptors: *Disabilities; Elementary Secondary Education; *Grouping (Instructional Purposes); *Mainstreaming; *Special Classes; Special Education; *Student Placement

EJ310078 EC171004
Integration of Mildly Handicapped Cerebral Palsied Children into Regular Schools.
Center, Yola; Ward, James
Exceptional Child, vii n2 p104-13 Jul 1984
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR84
Eighty-five mildly handicapped cerebral palsy children (6-16 years old) integrated into regular schools were assessed to identify characteristics associated with academic success and social acceptance. About 50 percent were successful in reading accuracy and comprehension, 45 percent in arithmetic, and 50 percent were socially acceptable to peers. (Author)
Descriptors: Academic Achievement; *Cerebral Palsy; Elementary Secondary Education; *Mainstreaming; *Mild Disabilities; *Peer Acceptance; *Student Characteristics
Identifying Learning Disabled Students: A Summary of the National Task Force Report.

Chalfant, James C.

Learning Disabilities Focus, v1 n1 p9-10 Fall 1985

A task force report on promising practices in identification touches upon the problem of identification, eligibility, pre-referral activities, teacher support teams, high-risk students, team decision making, and transitioning and exiting procedures. The need to clarify regular and special education roles in this matter is emphasized. (CL)

Descriptors: *Decision Making; Elementary Secondary Education; *Eligibility; *Handicap Identification; *Learning Disabilities; *Teacher Role; Teamwork


Chalfant, James C.

NETWORK, Inc., Andover, MA; Trinity Coll., Burlington, VT.

Northeast Regional Resource Center.

Dec 1984

163p.; Prepared by the SEP National Task Force on Specific Learning Disabilities.

Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.

Contract No.: 300-83-0187

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Vermont

Journal Announcement: RIENOV85

The report examines current problems in assessing and identifying learning disabled students and recommends practices to solve these problems. An initial chapter reviews the reasons for misidentification of this population. Section I presents a summary of identification practices drawn from guidelines of 50 state educational agencies, the District of Columbia, and 48 local educational agencies. Sections II through IV deal with these practices in greater detail, including such topics as the following: determining eligibility (terminology and definition, exclusionary criteria, the discrepancy criterion); identification procedures (pre-referral activities, teacher support teams, identification of high risk students); and decision making (team decision making, transitioning and exiting procedures). It is recommended that: (1) on the state level, practices and procedures already in operation should be reviewed and refined; and (2) on the local level, guidelines need to be more clearly delineated, and known improvements applied. The long-range implications are that: (1) the roles of special education versus regular education should be redefined; (2) the concept of "eligibility" ought to be reviewed; and (3) there is a great need for regular education to develop special help alternatives for any student who may need assistance. (CL)

Descriptors: *Decision Making; *Definitions; Elementary Secondary Education; *Eligibility; *Handicap Identification; High Risk Persons; *Learning Disabilities; Referral

ED218844 EC143106

Institutional Constraints and External Pressures Influencing Referral Decisions.

Christenson, Sandra; And Others


Oct 1981

28p.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Contract No.: 300-80-0622

Report No.: IRLE-RR-58

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEDEC82

Information about the process for referring students to special education was collected from 47 regular and 5 special education teachers. Organizational factors, such as "district procedures" or an individual's perceptions of the professional competence of referral recipients, and availability of services were examples cited as institutional constraints. Outside agency influence, socio-political climate, federal or state requirements, and concerns of parents were cited as external pressures that may be influential in referral decisions. Consistency of the institutional constraints between special education directors and teachers suggested the need for reorganization of the team decision making process. (Author/CL)

Descriptors: Compliance (Legal). *Disabilities, Elementary Secondary Education; Organizational Climate; *Referral; *Student Placement; Teacher Attitudes

ED215474 EC142133

Issues in the Administration of Special Education.

Colella, Henry V., Ed.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Forum, v5 n6 Win 1979 1979

21p.

Available from. The Forum, 582 Baldy Hall, SUNY/Buffalo,

(cont. next page)
Mainstreaming: A Systemic Approach.

Handicapped—Whose Education; propped competence PRDPROJECT DESCRIPTION (141)

Muenster); In General Education" (C. Podolsky); "Career Education for the Neglect—Does Regional Education with Emphasis on the Task of Regional Associates" (R. Guarino); "An Educator's Perspective—Due Processes Hearings" (E. McManus); "Collective Negotiations—Does It Lead to Erosion of Administrative Preemptive or Enhancement of Quality Instruction" (M. Fletcher); "Factors That Support Appropriate Integration of the Handicapped into Regular Classes" (R. Reger); "In-Service Training—The Road to Improving Instruction of the Handicapped In General Education" (C. Podolsky); "Career Education for the Handicapped—Whose Responsibility Is Supervision?" (G. Muenster); "The IEP as a Management Tool in Special Education" (P. Irvine) and "Due Process Procedures" (J. Gross). (DB)

Descriptors: *Administration; Administrator Qualifications; Career Education; Collective Bargaining; *Disabilities; Due Process; Federal Legislation; Individualized Education Programs; Inservice Education; Mainstreaming; *Special Education; State Departments of Education; State Legislation

Identifiers: New York

EJ298211 EC161946 Teacher and Student Behaviors in Regular and Special Education Settings.

Crealock, Carol M.


Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAU84

Observation of teacher and student behaviors in four areas (teacher cognitive, teacher management, student on-task and student off-task) revealed that teachers spent 48 percent of total classroom time in cognitive activities. (Author/CL)

Descriptors: *Classroom Observation Techniques, Classroom Techniques: *Disabilities; Special Education Teachers; *Student Teacher Relationship; *Time on Task

ED198143 SPQ17600 Problems and Issues in Developing Competencies for Mainstreaming.

Crisci, Pat Eva


EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEJUN81

Target Audience: Practitioners

Selective research studies were examined to determine the competencies necessary for successfully mainstreaming handicapped students. An understanding was sought of: (1) the problems associated with competency development for mainstreaming situations; (2) the areas of training for both regular and special education personnel; and (3) the interrelationships among competencies in regular and special education. Competencies in specific abilities, skills, and techniques are identified. Administrator responsibilities are discussed with particular emphasis on dealing with teacher burnout resulting from the stresses that accompany mainstreaming situations. Suggestions are made for curricular reform in schools of education that will prepare special and regular teachers for mainstreaming and also for the development of significant inservice programs. (UD)

Descriptors: *Administrator Responsibility; Classroom Techniques: *Competence; Diagnostic Teaching; Disabilities; Internship Programs; *Mainstreaming, Needs Assessment, Postsecondary Education; Program Development, Program Implementation, Special Education Teachers, Stress Variables; Student Evaluation, Teacher Attitudes, *Teacher Education Programs; Teacher Educators; *Teacher Responsibility
Special Educators. 

**Dialog File 1: ERIC - 88-08/FEB.**

**ED273133** RC504904

**Should Non-Handicapped Pupils Be Served.**

Davis, William

Education, v103 n1 p30-32 Fall 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

**Teacher Response**

TeacherRelationship; Rejection Mainstreaming; Classroom special with behaviors special education teachers were more tolerant of inappropriate a asked questions on their sense of personal responsibility for behaviors regular of teacher. An examination was made of perceptions of misbehavior perceptions has been resolved from both legal and programing perspectives. (Author/BRR)

Descriptors: *Cooperative Planning; *Eligibility; *Resource Teachers; *Role Perception; *Special Education

**ED214156** SPQ19142

**Toleration of Maladaptive Classroom Behaviors by Regular and Special Educators.**

Doris, Sherri; Brown, Ric

[1980]

11p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY82

One of the major concerns in educating children with exceptional needs in the public school is the extent to which these children are socially accepted by teachers and peers. It has been suggested that the teacher may influence students' perceptions of handicapped children and that attempts to improve the social position of these children depend upon the teacher. An examination was made of perceptions of misbehavior of mildly mentally retarded children by special education and regular teachers. Forty-three regular teachers and nineteen special education teachers responded to a questionnaire asking them to indicate their degree of tolerance of 51 classroom behaviors identified as inappropriate. In addition, they were asked questions on their sense of personal responsibility for a student's behavior. Results of the study indicate that the special education teachers were more tolerant of inappropriate behaviors than were the regular class teachers, and were more likely to feel personally responsible for successfully coping with behavior problems. The reason for this may be that special education teachers feel more capable of influencing student outcomes because of specialized training. (UD)

Descriptors: Antisocial Behavior; Behavior Problems; Classroom Environment; Elementary Secondary Education; Mainstreaming; Mild Mental Retardation; Peer Acceptance; Rejection (Psychology); Self Concept; Special Education Teachers; Student Alienation; Student Teacher Relationship; Teacher Attitudes; Teacher Behavior; Teacher Response

**ED352418** EC192263

**Secondary Programs in Special Education: Are Many of Them Justifiable?**

Edgar, Eugene

Exceptional Children, v53 n6 p555-61 Apr 1987

Special Issue: The Transition from School to Adult Life. For related information see EC 152254 to EC 192263

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJAUG87

The current national emphasis on transition to the community and work for mildly handicapped students has resulted in close scrutiny of the outcomes of special education. A radical change in secondary programs for the mildly handicapped is needed, away from academics and toward functional, vocational programs. (Author/DB)

Descriptors: Curriculum Development; *Education Work Relationship; *Mild Disabilities; *Outcomes of Education; *Relevance (Education); Secondary Education; *Special Education; *Vocational Education

**ED176837** EC120275

**Voices from the Classroom: Teacher Concerns with New Legislation for Serving Handicapped Children. A Report on a Study of Reactions to P.L. 94-142.**

Engler, Richard E., Jr.; And Others


Nov 1978

76p.

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

Contract No.: 300-76-0328

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAY82

Teacher questions and concerns regarding the implementation of Public Law 94-142, the Education for All Handicapped Children Act, were examined in visits to six local education agencies (LEAs). Types of LEAs visited included an eastern township, a southwest city, a midwest city, a remote town, and an eastern metropolis. Chapters of the report focus on the problems posed by Public Law 94-142, the settings of the visited LEAs, the teachers and their concerns, typologies of concerned teachers, and lessons learned and recommendations. Among conclusions resulting from the visits and contacts with educators are the following. that priorities of teachers are weighted by their sense of professional values and practices, that information about Public Law 94-142 has spread with great unevenness, that LEAs vary greatly in their support of teams of teachers working together on educational problems at the building level, that LEAs vary in the ways they facilitate (cont. next page)
working relationships between regular and special education teachers, and that an audit process can possibly hinder and weaken resources for education of the handicapped. The following recommendations to the Bureau of Education for the Handicapped were received from the study: (1) create a forum for building knowledge and sharing experiences, (2) create a teachers' review body at the LEA level, (3) create regional assistance teams, (4) develop and disseminate guidelines on documentation and IEP (Individualized Education Program), and (5) create policy-review offices at the national level for developing and disseminating policy positions. An appendix describes the evolution of study methodology. (PHR)  

Descriptors: *Educational Legislation; Elementary Secondary Education; *Handicapped Children; Rural Education; *School Districts; *Special Education Teachers; *Teacher Attitudes; Urban Education  

Identifiers: *Education for All Handicapped Children Act  

ED204956 EC133527  
Training Over Time: A Field-Based Model for Inservice Delivery.  
Flechtlin, Barbara; And Others  
Apr 1981  
Sponsoring Agency: Office of Special Education (ED), Washington, D.C.  
Grant No.: G007803105  
EDRS Price - MF01/PC01 Plus Postage.  
Language: English  
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)  
Geographic Source: U.S.; Tennessee  
Journal Announcement: RIEDEC81  
A field-based inservice training program designed to update teaching skills of professionals working with young mainstreamed handicapped children is described. Two programs—Using Skills Effectively and Using Resources Effectively—were conducted in cycles with 73 elementary regular and special education teachers and daycare providers. Class experiences are alternated with work on the job. Sample objectives and progress forms are included. Training results are reported to seven cycles and are grouped by age of children. Child performance data were obtained. Follow-up data indicated that 60% of the trainees who responded 6 weeks after training used their training with other children. Considerations of motivation's effect on performance are addressed. Advantages of the field-based model include opportunities for application of the skills, with feedback. (CL)  

Descriptors: *Disabilities, Elementary Education, *Feedback *Field Experience Programs; *Inservice Teacher Education; *Mainstreaming; Models; Preschool Education; Program Descriptions; Teaching Skills  

ED198683 EC132410  
Developing Special Education Competencies in Regular Educators: California's Plan.  
Finkbeiner, Paul K.; And Others  
[1980]  
20p.  
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.  
Language: English  
Document Type: PROJECT DESCRIPTION (141)  
Geographic Source: U.S.; California  
Journal Announcement: RIEJUL81  
California's approach to training regular education teachers to deal with mainstreamed handicapped students as mandated by P.L. 94-142, the Education for All Handicapped Children Act, is described. Training focuses on preservice education and the (cont. next page)
state's development of competencies regarding exceptional students for teachers and administrators. Implementation considerations of the teaching skill regulations are noted for institutions of higher education and the State Commission for Teacher Preparation and Licensing. A series of workshops on the teaching skills is described. Alternative models—the intrinsic core component, restructuring, transdisciplinary, inservice, and student teaching models—are briefly described. (CL)

Descriptors: *Compliance (Legal); *Disabilities; *Mainstreaming; *Preservice Teacher Education; State Programs

*Teacher Education; *Teaching Skills

Identifiers: *California

EU311795 EC171225

From Special to Secondary School for Children with Learning Difficulties.

Fleeman, Anne M. F.

Special Education: Forward Trends, v11 n3 p23-26 Sep 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMA985

Twenty students with learning difficulties transferred to regular schools were followed to determine factors affecting outcome, management, and rate of transfer. Conclusions included the need to involve all professionals involved with the pupil and/or family and the need to increase resources in secondary schools. (CL)

Descriptors: Followup Studies; *Mainstreaming; *Mild Mental Retardation; *Moderate Mental Retardation; Program Evaluation Secondary Education: Success

EU362081 CEE158443

Beyond Special Education: Toward a Quality System for All Students.

Gartner, Alan; Lipsky, Dorothy Kerzner


Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJAPR88

Reviews the first decade of the Education for All Handicapped Children Act and evaluates the process of providing education to handicapped students. Examines changes in the place of the disabled in American society. Argues that a single educational system, special for all students, is needed. (Author/CH)

Descriptors: *Access to Education; *Disabilities; *Educational Discrimination; Elementary Secondary Education; Federal Legislation; Individual Needs; *Mainstreaming; *Special Education

Identifiers: *Education for All Handicapped Children Act

EU320579 TMS10598

The Microeconomics of Referral and Reintegration: A Paradigm for Evaluation of Special Education.

Gerber, Michael M.; Semmel, Melvyn I.

Studies in Educational Evaluation, v11 n1 p13-29 1985

Available From: UMI

Language: English

Document Type. JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJUC985

A microeconomic paradigm is proposed for the evaluation of special education in schools. The special education process is described in three phases: referral to special education by the classroom teacher; special classroom program; and mainstreaming. The relationship between referral by teachers, classroom resources, and students' desirable outcomes is examined. The need for national policy formation is briefly discussed. (GDC)

Descriptors: *Disabilities; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; *Evaluation Utilization: Models; Policy; *Program Evaluation; Referral; *Special Education

Identifiers: *Evaluation Problems; Microeconomics

EU136171 ECO81355

Mainstreaming: Affect or Effect

Gickling, Edward E.; Theobald, John T.

Journal of Special Education, 9, 3, 317-28 F 1975

Language: ENGLISH

Journal Announcement: CIJE1976

A 46-item questionnaire designed to assess teacher attitude toward mainstreaming mildly handicapped students and communication between regular and special education was completed by 230 regular educators and 96 special educators. (Author)

Descriptors: Communication Problems; Educational Philosophy Elementary Secondary Education; Exceptional Child Research: *Handicapped Children; *Mainstreaming; Special Classes; Special Education Teachers; *Teacher Attitudes; Teachers

EU166000 ECO92757

Labels and Teacher Expectations

Gillung, Tom B.; Rucker, Chauncy N.

Exceptional Children, 43, 7, 464-5 Apr 1977

Language: ENGLISH

Journal Announcement: CIJE1978

Investigated with 258 regular or special education teachers was the effect on teacher expectations of describing mildly handicapped children in terms of labeled (learning disabled, retarded, or emotionally disturbed) behavioral descriptions or of non-labeled behavioral descriptions. (MH)

Descriptors: *Disabilities; Elementary Education; Emotional Disturbances; *Expectation; *Labeling (Of Persons); Learning Disabilities; Mainstreaming; Mild Mental Retardation; Special...
Education; Teacher Attitudes; Teachers

**EJ266797** CG522863

**Course** in the Schools, v19 n3 p402-07 Jul 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJEABST

Compared college professors’ (N=37) and classroom teachers (N=96) views of competencies necessary for mainstreaming. The results indicated that teachers attach more importance to the set of competencies than do professors; there were significant differences between the two groups on approximately one-third of the items. (Author)

Descriptors: Comparative Analysis; Disabilities; Elementary Education; Elementary School Teachers; Higher Education; Mainstreaming; Teacher Attitudes; Teacher Characteristics; Teacher Educators; Teacher Qualifications; Teaching Skills

**ED208628** EC140307


Grayson, Judith M.; And Others

California Regional Resource Center, Los Angeles.

Mar 1980

Z


Contract No.: 300-77-0476

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR82

The paper examines the status and issues involved in collaboration between special education and regular education, a relationship critical to the implementation of P.L. 94-142, the Education for All Handicapped Children Act. A model for interagency collaboration is applied to the situation, with responsibilities, utilization of resources, and procedures examined in terms of current practice and need. A chart outlines recommended approaches to collaboration through personnel development, demonstrations and model sites, technical assistance networks, new legislation, and an attitude change campaign. (CL)

Descriptors: Cooperative Planning; Demonstration Programs; Disabilities; Educational Cooperation; *Special Education Teachers; Staff Development; Teacher Attitudes; Teachers

Identifiers: Education for All Handicapped Children Act; Regular and Special Education Cooperation

**EJ316337** CE515566

A National Survey of Mainstreamed Hearing Impaired High School Sophomores.

Gregory, James F.; And Others

Journal of Rehabilitation. v51 n1 p55-58 Jan-Mar 1985

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAUG85

Data on 886 mainstreamed, hearing impaired high school sophomores were compared to those on 26,418 of their normally hearing peers on demographic characteristics, academic achievement, and indices of motivation. In all areas of academic achievement tested, the pupils with hearing disabilities fared more poorly than did those with normal hearing. (Author/CT)

Descriptors: *Academic Achievement; Career Choice; Demography; Hearing Impairments; High Schools; Hispanic Americans; *Homeless; Mainstreaming; *Student Motivation; Surveys; Television Viewing

Identifiers: *High School Sophomores

**EJ366039** EC201629


Hallahan, Daniel P.; And Others


For related documents, see EC 201 625-631.

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)

Journal Announcement: CIIJUN88

The article examines the research used to support the Regular Education Initiative, especially the literature on the efficacy of special education and studies examining the Adaptive Learning Environments Model, a mainstreaming program. The support provided by these lines of research, however, is seen to be minimal. (Author/DB)

Descriptors: Elementary Secondary Education; Evaluation; Instructional Effectiveness; Mainstreaming; Mild Disabilities; *Research Reports

(Cont. next page)
DIALOG File: ERIC - 88-90/FEB.

Identifiers: *Adaptive Learning Environments Model; *Special Education Regular Education Relationship

EJ292444 SP513539
Regulation and Schools: The Implementation of Equal Education for Handicapped Children.
Hargrove, Erwin C.; And Others
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAPR84
This issue of "Peabody Journal of Education" is devoted to a study of one metropolitan school district's attempts to implement Public Law 94-142 beyond satisfying the law's requirements to real changes in services. Chapters cover: (1) background, enactment, and implementation of the law; (2) the school system; (3) elementary schools; (4) secondary schools; and (5) future prospects. (PP)
Descriptors: Case Studies; Disabilities; *Educational Legislation; Educational Strategies; Elementary Secondary Education; *Equal Education; Futures (of Society); Government School Relationship; *Mainstreaming; *Program Implementation; *School Districts; Special Education
Identifiers: *Education for All Handicapped Children Act

ED175212 EC120165
Mainstreaming: Merging Regular and Special Education.
Hasazi, Susan E.; And Others
Phi Delta Kappa Educational Foundation, Bloomington, Ind. 1979
48p.
Available from: Phi Delta Kappa Educational Foundation, 8th Street and Union Avenue, Bloomington, Indiana 47401 ($0.75)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEJAN80
The booklet on mainstreaming looks at the merging of special and regular education as a process rather than an end. Chapters address the following topics (sample subtopics in parentheses): what is mainstreaming; pros and cons of mainstreaming; forces influencing change in special education (educators, parents and advocacy groups, the courts, federal policy and legislation); the intent of P.L. 94-142, the Education for All Handicapped Children Act (state requirements, local education agency requirements, zero reject model of education, individualized educational program, least restrictive environment, nondiscriminatory testing, and due process safeguards); roles and responsibilities of regular and special educators parent-teacher partnership (professional mishandling of parents and parents' mishandling of professionals); implications for the future (research); and gaining community support. (CBH)
Descriptors: *Change Agents; Elementary Secondary Education *Handicapped Children; Individualized Programs; *Legislation; *Mainstreaming; Parent Teacher Cooperation; State of the Art Reviews; *Teacher Role
Identifiers: *Education for All Handicapped Children Act

ED171006 EC115215
A Comparative Analysis of Administrative Role Expectations by Regular and Special Education Personnel.
Hatley, Richard V.; Whitworth, Jerry E.
Apr 1979
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Missouri
Journal Announcement: RIECOT79
The report examines the state of the art in the preparation of special education directors and presents findings from questionnaires completed by personnel in 34 Kansas and 39 Missouri districts. Detailed ratings are provided for the importance of knowledge/training/experience on 24 aspects, including fiscal procedures, curriculum development and supervision, staff personnel selection, school law, collective negotiations, school/community relations, and legal issues of special education. Among conclusions drawn are that all categories of personnel have fairly consistent perceptions of the special education administrator's job, and that training in general administrative and special education processes is needed for preparation of a special education director. (CL)
Descriptors: Administrator Characteristics; *Administrator Education; *Administrator Qualifications; *Exceptional Child Research; Handicapped Children; Special Education

ED163691 EC112619
Effectiveness of Early Education for Handicapped Children.
Hayden, Alice H.; And Others
87p.; Print is poor and may not reproduce well in hard copy
Contract No.: 300-76-0518
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Washington
Journal Announcement: RIEEMAY79
(cont. next page)
The findings of this study were obtained by locating, in the post-preschool setting, 116 preschool graduates previously diagnosed as handicapped. Their past ability status, present ability and achievement status, and current demographic status were documented. These data were analyzed to determine the extent to which the benefits of the preschool experience were maintained following preschool and the variables which were most beneficial to maintaining these benefits. The following three criteria were used to determine if these benefits were maintained: class placement (regular vs. special education); gain scores (cognitive and receptive language); and achievement performance in relation to a contrast group of Ss with no preschool background. The results suggest that benefits of the preschool experience were maintained as evidenced by the following data: 34% of the graduates are now keeping pace with peers in regular education program; cognitive growth gains achieved during preschool were maintained in the post-preschool setting; in all achievement areas, when compared to a contrast group, posttest scores were significantly higher and most, though not all, posttest scores were significantly higher; and variables which most influenced maintenance of benefits were diagnosed handicapped condition and rate of cognitive gain while in preschool.

Descriptors: Academic Ability; Academic Achievement; Cognitive Development; Exceptional Child Research; Handicapped Children; Preschool Education; Scores; Special Programs; Placement

ED217618 EC142702

Is Special Education Worth the Cost? ED158448 EC111278
Hays, Robert B.
1977 8p.: Paper presented at the Mid-Atlantic Research and Development Association Conference; For related information, see EC 092 201
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJAN79

Summarized are findings and reported in tables are data from the 1975-76 evaluation of Pennsylvania's special education services for 2,308 trainable and educable mentally retarded, physically handicapped, brain injured, and socially and emotionally disturbed elementary and secondary students. It is explained that measures of student progress (statistical means and variances for each handicapping condition), program ratings, and cost analyses of special education, compared to regular education indicated three major findings. The quality of instructional programs is generally good; the students are generally making excellent progress in basic skills and social maturity; and costs on an average daily membership basis for the five major categories range from about two to three and one-half times higher than regular education. (CL)

Descriptors: Academic Achievement; Cost Effectiveness; Emotional Disturbances; Exceptional Child Research; Handicapped Children; Mental Retardation; Mild Mental Retardation; Neurological Impairments; Physical Disabilities; Program Effectiveness; Program Evaluation; State Programs; Trainable Mentally Handicapped

Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV82

The document contains the final report of a project to determine the factors that account for disproportionate representation of minority students in special education programs, especially programs for mentally retarded students; and to identify placement criteria for practices that do not affect minority students disproportionately. Chapter 1 looks at six potential causes of disproportionate placement of minorities in educable mentally retarded (EMR) programs: legal and administrative requirements, characteristics of students, quality of the instruction received, possible biases in the assessment process, characteristics of the home and family environment, and broader historical and cultural contexts. Chapter 2 describes characteristics of EMR students, then reviews the historical origins of special education in America with attention to the role of the standardized intelligence test for identification and placement of mentally retarded students. A third chapter is split into two sections—one on the instruments measuring the instruments that comprise a comprehensive battery for assessing a child who is unable to learn normally in the classroom, and the other on an ideal assessment process in which the comprehensive assessment would be embedded. Chapter 4 considers the components of effective education programs for EMR students and reviews three approaches to instruction (the separate class structure, the resource room, and the teacher consultant model). A final (cont. next page)
chapter lists recommendations for improvements in special education referral, assessment, and placement procedures and instructional practices. More than half the document is comprised of six background papers with the following titles and authors: "Biological and Social Factors Contributing to Mild Mental Retardation" (J. Chonko); "Classifying Mentally Retarded Students—A Review of Placement Practices in Special Education" (W. Bickel); "Testing in Educational Placement--Issues and Evidence" (J. Travers); "Effects of Special Education Placement on Educably Mentally Retarded Children" (K. Heller); "Some Potential Incentives of Special Education Funding Practices" (S. Magnetti); and "Patterns in Special Education Placement As Revealed by the OCR Survey" (J. Finn).

Descriptors: *Cultural Differences; Educational Methods; Elementary Secondary Education; *Evaluation Methods; Financial Support; *Mild Mental Retardation; *Minority Groups; Resource Room Programs; Special Classes; *Student Evaluation; *Student Placement; Testing

ED115096 EC080669

The Futures of Children: Categories, Labels and Their Consequences. (Highlights, Summary, and Recommendations for the Final Report of the Project on Classification of Exceptional Children).

Hobbs, Nicholas


Jun 1975

44p.; For related information see EC 071 101, EC 071 102 and EC 071 103


EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RISEPR76

Presented is a summary of the Final Report of the federally funded Project on Classification of Exceptional Children. Reviewed is the scope of the project which emphasized such aspects as the effects of labeling on individual children and the technical adequacy of diagnostic and classification systems. Among limitations ascribed to categories and labels are imprecision and insensitivity to individual changes. Problems in institutional care resulting from labeling are considered. Individualized program planning is seen to be one alternative approach to traditional classification. Provided are major project recommendations in seven broad areas (including funding and manpower training), and listed are seven priority needs including support for parents and fairness to disadvantaged and minority group children. (CL)

Descriptors: *Classification; Clinical Diagnosis; Exceptional Child Research; *Handicapped Children; *Labeling (of Persons)

Identifiers: Final Reports; Project on Classification of Exceptional Children

EJ366122 EC201812

Preparing Special Educators for Mainstreaming: An Emphasis upon Curriculum.

Hoover, John J.

Teacher Education and Special Education, v10 n2 p58-64 Spr 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (OBO); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIUJUN88

Target Audience: Practitioners

Aspects of curriculum affecting the success of mainstreaming handicapped students are considered. The concepts of explicit, hidden, and absent curricula are discussed relative to curricular adaptations. A "Curriculum Adaptation Guide" is presented to assist in the selection and adaptation of curricular elements. (Author/DB)

Descriptors: *Curriculum Development; *Disabilities; Elementary Secondary Education; *Mainstreaming

EJ328827 SP515385

Relationship Between Sources of Anxiety of Elementary Student Teachers and Attitudes Toward Mainstreaming.

Hoover, John J.; Sakofs, Mitchell S.

Journal of Research and Development in Education, v10 n1 p49-55 Fall 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)

Journal Announcement: CIJAPR86

A study of 61 preservice teachers in K-6 classrooms investigated the subjects' overall attitude toward mainstreaming, their confidence in their ability to work with handicapped children, and their attitude toward the role of the regular teacher in special education evaluation and placement. (MT)

Descriptors: *Anxiety; Cooperating Teachers, Elementary Education; *Mainstreaming; *Preservice Teacher Education; Self Esteem; Student Placement; *Student Teacher Attitudes

EJ231412 AA532189

The Principal's Role in Implementing Public Law 94-142.

Johnson, Alex B.; Gold, Veronica

Clearing House, v54 n1 p32-35 Sep 1980

Available from: Reprint: UN

Language: English

Document Type: JOURNAL ARTICLE (OBO); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIUFEB81

This article describes some of the important provisions of PL 94-142 and outlines the extent of the building principal's involvement in their implementation. It discusses the (cont. next page)
principal’s role in coordinating mainstreaming efforts between regular and special education personnel and suggests strategies for facilitating regular teachers’ acceptance of mainstreamed youngsters. (Author/PHR)

Descriptors: Administrator Guides; *Administrator Role; Coordination; Elementary Secondary Education; Federal Legislation; *Mainstreaming; *Principals; *Program Administration

Identifiers: *Education for All Handicapped Children Act

EJ190577 EC110981
The Challenge of Renegotiating Relations between Regular and Special Education--A Conversation with Maynard C. Reynolds. Jordan, June B., Ed.
Education and Training of the Mentally Retarded, v13 n3 p303-08 Oct 1978
Language: ENGLISH
Journal Announcement: CIUMAR79

Presented in question and answer format, the article reports on an interview with M. Reynolds which focused on the challenge of renegotiating relations between regular and special educators in light of their changing roles, and the implications of Public Law 94-142 (Education for All Handicapped Children Act) and the individualization of education plan it requires. (Author/PHR)

Descriptors: Federal Legislation; *Handicapped Children; Individualized Programs; *Interviews; *Role Perception; Special Education; *Special Education Teachers; *Teacher Attitudes; *Teachers

Identifiers: Education for All Handicapped Children Act; Reynolds (Maynard)

EJ347257 EC191338
Lack of Focus on Special Education in Literature on Educational Reform. Lilly, M. Stephen
Exceptional Children, v53 n4 p225-26 Jan 1987
For related documents, see EC 121 334-339.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIUMAY87

It is suggested that current shortcomings of special education services may lead authors of national education reports to focus on improvement of general education opportunities for all students rather than increased compensatory education. Special educators must work toward more effective integration of regular and special education. (Author)

Descriptors: Delivery Systems; *Educational Change; *Educational Policy; *Educational Trends; Elementary Secondary Education; *Mainstreaming; *Mild Disabilities; National Surveys; *Special Education

EJ366044 EC201634
Developing Public Policy Concerning "Regular" or "Special" Education for Children with Learning Disabilities. Martin, Edwin W.
Learning Disabilities Focus, v3 n1 p11-16 Fall 1987
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJUN88

The article reviews the history of public policy, legislation, and services affecting learning disabled children in the context of professional differences concerning definitional issues, and anxieties about current initiatives to serve learning disabled students in the regular classroom. The need for solid research on effective instruction with these groups is stressed. (DB)

Descriptors: *Definitions; *Delivery Systems; *Educational Legislation; Educational Needs; Educational Policy; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; *Public Policy

Identifiers: *Regular Education Special Education Relationship

EJ366069 EC201659
The Integration of Students with Severe Handicaps into Regular Public Schools: An Analysis of Parents Perceptions of Potential Outcomes. McDonnell, John
Education and Training in Mental Retardation, v22 n2 p98-111 Jun 1987
Available from: UMI
Language: English

(cont. next page)
Mental Retardation; Racial Composition; Special Education; Student Placement

Elementary Secondary Education; Equa) Education; Males; Mild Referenced Tests; special education settings. (CJM)

Relation to Instructional Quality.

In a study involving 15 regular-education teachers and 15 special-education primary teachers, judgment ratings by regular-education teachers depended both on the characteristics of the target child and the integration ratio in the free-play activity. Special-education teachers' judgments also were influenced by child characteristics but not the integration ratio. (Author/CL)

Descriptors: *Mainstreaming; *Mental Retardation; Primary Education; Special Education Teachers; *Teacher Attitudes

Mainstreaming: Parental Perceptions.

Surveyed parents (N=159) of learning disabled, mentally retarded, and emotionally disturbed children regarding their reactions to mainstreaming handicapped children. Results indicated that parents of learning disabled children were significantly more supportive of this educational procedure than were the other two groups of parents. Possible reasons are discussed. (Author)

Descriptors: Comparative Analysis; Elementary Education; *Emotional Disturbances; *Learning Disabilities; *Mainstreaming; *Mental Retardation; *Parent Attitudes; Parent School Relationship; Parents: Special Education; *Student Placement

Assessment In Context: Appraising Student Performance in Relation to Instructional Quality.

Discusses report by a National Research Council panel on the overrepresentation of minority children and males in special education programs, especially for the educable mentally retarded. Two key issues: (1) validity of referral and assessment procedures, and (2) quality of instruction received in regular classroom and special education settings. (CJM)

Descriptors: Academic Achievement; Black Students; Criterion Referenced Tests; *Educational Diagnosis; Educational Needs; Elementary Secondary Education; Equal Education; Males; *Mild Mental Retardation; Minority Group Children; Social Status; *Racial Composition; *Special Education; *Student Placement


Nevin, Ann; And Others

California Univ., Santa Barbara. Graduate School of Education.

15 Dec 1981

203p.
Sponsoring Agency. California State Dept. of Education.
A three phase study was conducted on the role of regular classroom teachers in implementing individualized education programs (IEPs) for mainstreamed special education students. IEPs in 20 elementary sites were reviewed in phase 1. 59 elementary teachers were surveyed in phase 2, and 16 of those surveyed participated in interviews in phase 3. Five major research issues were addressed in the study: role specification of the IEP document, characteristics of the IEP implementer, environmental characteristics, and child characteristics. Findings from the three data sources were highly consistent, suggesting that regular class teachers were basically uninvolved in the formal aspects of IEP development and implementation (they typically did not attend IEP meetings, did not receive a personal copy of the completed IEP, and rarely referred to one when they did have it). Teachers with more skills, training, and experience in special education, and those who had students from resource specialist programs, were likely to be more involved in the formal IEP process. Informal involvement in the process was noted through meetings with special education teachers. It was concluded that regular class teachers should be included in IEP meetings whenever possible, should be provided with a personal copy of the IEP, and should be given training in diagnostic/prescriptive teaching, special education techniques, collaboration skills, available special education services, and relevant legislative requirements. (CL)

Descriptors: *Disabilities; Elementary Education; *Individualized Education Programs; *Mainstreaming; Program Development; Program Implementation; Teacher Attitudes; *Teacher Role

ED249220 SP025348
Curriculum Assessment and Modification.
D’Connell-Mason, Christine; Raison, Susan Blom
Minnesota Univ., Minneapolis, National Support Systems Project.
Jul 1982
120p: For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Evan Jordan and Charlie Lakin.
Grant No.: DEG007902045
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEFEB05
Target Audience: Teachers; Practitioners
This module (part of a series of 24 modules) is on adapting curriculum to the needs of mainstreamed students. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scaled for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and journal articles on regular and special education curricula are included. (JD)

Descriptors: Change Strategies; *Curriculum Development; Curriculum Evaluation; Higher Education; Instructional Development; Learning Modules; *Mainstreaming; Preservice Teacher Education; *Special Education; *Teacher Education

ED257296 EC172724
Mainstreamed Secondary Students and Course Proficiency Testing without Modifications.
Pace-Chappell, Edwina
Apr 1985
The paper addresses the issues of testing modifications with handicapped students in Houston (Texas) Independent School District. Using descriptive data, the performance of secondary mainstreamed and nonhandicapped students on course proficiency field tests without modifications are compared. Approximately 65% of the mainstreamed students were learning disabled or special handicapped. Comparisons of scores on criterion referenced tests (without adaptations) for 14 academic courses revealed that mainstreamed Ss performed as well or better than their nonhandicapped peers on five tests (Algebra I, geometry, world history, world geography, and U.S. history). Data further suggested that testing modifications are necessary for mainstreamed students on course proficiency tests in English and science, although testing without modifications seemed appropriate for the areas of mathematics and social studies.

It is concluded that testing modifications are not the answer to the high failure rate for mainstreamed students in maximum competency programs, but that students with a low probability for success should not be mainstreamed. (CL)

Descriptors: *Disabilities; *Mainstreaming; *Minimum Competency Testing; Secondary Education; *Testing

ED203538 EC132802


Peterson, Diana K.; Whitmore, Ladonna

Rocky Mountain Teacher Corps Network, Landers, Wyo.

[1980]

54p.; Print is small. For related documents, see EC 132 801-809.


EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (140); RESEARCH REPORT (143); POSITION PAPER (120)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEOC'T85

The paper addresses the issues of testing modifications with handicapped students in Houston (Texas) Independent School District. Using descriptive data, the performance of secondary mainstreamed and nonhandicapped students on course proficiency field tests without modifications are compared. Approximately 65% of the mainstreamed students were learning disabled or special handicapped. Comparisons of scores on criterion referenced tests (without adaptations) for 14 academic courses revealed that mainstreamed Ss performed as well or better than their nonhandicapped peers on five tests (Algebra I, geometry, world history, world geography, and U.S. history). Data further suggested that testing modifications are necessary for mainstreamed students on course proficiency tests in English and science, although testing without modifications seemed appropriate for the areas of mathematics and social studies.

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Descriptors: *Disabilities; *Mainstreaming; *Minimum Competency Testing; Secondary Education; *Testing

DIALOG File: ERIC - 68-90/FEB.


EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (140); RESEARCH REPORT (143); POSITION PAPER (120)

Geographic Source: U.S.; Tennessee

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Language: English

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DIALOG File: ERIC - 68-90/FEB.


EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (140); RESEARCH REPORT (143); POSITION PAPER (120)

Geographic Source: U.S.; Tennessee

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Descriptors: *Disabilities; *Mainstreaming; *Minimum Competency Testing; Secondary Education; *Testing
Elementary Education: *Intervention: Mainstreaming

ED150121 SP012141

Teachers Talk: P1 94-142 Reaches the Classroom. A Look at Early Reactions to the Education for All Handicapped Children Act.

Pipes, Lana, Ed.
Feb 1978
60p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN78

This publication documents the firsthand experience of teachers as they work to implement the Education for All Handicapped Children Act (Public Law 94-142). A panel consisting of three regular classroom teachers, two special education teachers, and a school counselor discussed the problems involved in meeting the requirements of the Act and possible solutions to these problems. Discussion among panel participants focused largely on the individualized education plan (IEP), the first provision of the Act, upon which further implementation rests. The preparation of the IEP, the placement of handicapped children in the least restrictive environment, and the in-service and preservice personnel development needed to write and implement IEPs in both regular and special education are explored. Further discussion followed on the subject of the effects in the classroom, in terms of attitudes and achievement, on both the handicapped and nonhandicapped students. (UD)

Descriptors: Educational Planning; Elementary Secondary Education; Federal Legislation; Handicapped Children; Individualized Instruction; Inservice Teacher Education; Mainstreaming; Parent Participation; School Responsibility. Special Education; Teacher Attitudes

Identifiers: Education for All Handicapped Children Act

ED252034 EC171191
Reschly, Daniel J.; And Others
Nov 1984
Sponsoring Agency: Special Education Programs (ED/6SERS), Washington, D.C.
Grant No.: 008101156
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type. RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEJUN78

The convergent and discriminant validity of a wide range of cognitive and social competence measures were investigated with 400 students (7-11) stratified by race (white and black) and educational placement (regular and special education for minor handicapped students). The majority of special education students were classified as learning disabled. As expected, the special education Ss scored substantially below regular education Ss on all academic competence indices (including the Wechsler Intelligence Scale for Children Revised and the Peabody Individual Achievement Test). The magnitude and pattern of differences among special and regular education students were quite similar for black and white Ss. Special education Ss obtained substantially lower scores on all social competence indices (including classroom sociometrics and the Adaptive Behavior Inventory for Children). The magnitude of differences among regular and special education students suggested relatively little overlap of distributions for white and black students. Discriminant function analysis suggested relatively strong convergent and discriminant validity using the criterion of handicapped child vs. regular education placement. A multitrait-multimethod analysis of the academic and social competence measures yielded less positive results, suggesting relatively high method variance and relatively low trait variance for the social competence measures. Among implications noted are that social competence measures, particularly with minority students, are likely to be valuable adjuncts to traditional assessment practices. (Author/CL)

Descriptors: Academic Ability; Black Students; Competence Elementary Education; Interpersonal Competence; Learning Disabilities; Mild Disabilities; Social Behavior; Sociometric

ED235192 AA31952
Mainstreaming--A Concept in Need of Operational Clarification.
Patt, Evelyn; Watkins, J. Foster
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CILJUN81

With special reference to Alabama schools, the authors review the development of the mainstreaming concept and consider some of the attitudinal, definitional, organizational, and regulatory problems inhibiting this realignment of regular and special education. (Sul)

Descriptors: Administrative Change; Administrative Problems; Attitudes; Definitions; Delivery Systems; Mainstreaming; Program Implementation

Identifiers: Alabama
The paper focuses on differences between regular and special education and suggests ways in which the principles of P.L. 94-142 (the Education For All Handicapped Children Act) can be extended to the education of nonhandicapped students. Special education mandates by P.L. 94-142 differs from regular education in six dimensions: mandate for appropriate educational environments or individualization, attention to the social climate and to social goals, the role of the parents in the educational process, staffing patterns and interdisciplinary process, and accountability. Applications to regular education of these principles might result in a variety of changes, including reduced class sizes, development and implementation of social skills curricula, use of release time to allow teachers to meet with parents, increased interdisciplinary consultation, and greater accountability for student outcomes. Impediments to such changes exist, but the benefits of extending the merits of P.L. 94-142 to all of education are great.

Descriptors: *Accountability; *Compliance (Legal); *Disabilities; Elementary Secondary Education; Federal Legislation; *Individualized Instruction; Interdisciplinary Approach; Interpersonal Competence; *Parent School Relationship; Program Implementation; *Social Environment; *Special Education

Identifiers: Deans Grants Program; *Education For All Handicapped Children Act

The study compared adaptive behavior, social adjustment and academic achievement of educable mentally retarded, learning disabled, behavior disordered, and regular class elementary children (N=120). Significant differences were found in adaptive behavior, social adjustment, and academic achievement among the four groups; none of the instruments, however, was able to differentiate among all four categories of children.

Descriptors: *Academic Achievement; *Adaptive Behavior (of Disabled); Behavior Disorders; Elementary Education; Learning Disabilities; Mental Retardation; *Mild Disabilities; *Social Adjustment

The study tested a model of the relationship between educational mainstreaming and the achievement of 225 hearing-impaired students. Evaluation using path analysis indicated that the model adequately represents the relationships in the data among student background, achievement, placement, and later employment.

Descriptors: *Career Development; *Hearing Impairments; Longitudinal Studies; *Mainstreaming; *Models; *Prediction
To determine the extent to which the long-term goals and short-term instructional objectives of the Individualized Education Programs (IEPs) can be documented as being predicated upon the psychoeducational assessment, the IEPs and corresponding psychoeducational assessments of 243 students identified as educable mentally retarded, emotionally disturbed, or learning disabled were collected and analyzed.

Among IEPs, the referring teacher was involved in IEP development only 15% of the time; and parents and school psychologists were involved in only 26% of the cases. Findings emphasized the need for inservice training regarding necessary IEP components and translating diagnostic information into an appropriate educational program. (CL)

Descriptors: Disabilities; Educational Diagnosis; Elementary Secondary Education; Individualized Education Programs; Psychoeducational Methods; Student Educational Objectives

Predictors of Successful Transition from Self-Contained Special Education to Regular Class Settings.

Schneider, Barry H.; Byrne, Barbara M.

Psycology in the Schools, v21 n3 p375-80 Jul 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Rated the adjustment of 129 newly mainstreamed learning disabled, emotionally disturbed, and mildly developmentally disabled pupils. While the teachers were, in general, very satisfied with the pupils' progress in both academic and behavioral areas, satisfaction declined after grade six. IQ data did not predict satisfactory adjustment. (UAC)

Descriptors: Age Differences; Elementary Secondary Education; Emotional Disturbances; Foreign Countries; Learning Disabilities; Mainstreaming; Mild Mental Retardation; Predictor Variables; Student Adjustment; Student Placement

Identifiers: Canada

A three year study of Learning Disabled Children in Mainstreamed and Self Contained Classes.
Education, n10 n3 p231-38 Spr 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: CDJSEPB
Discusses results of a three-year investigation of personal, social and academic adjustment by learning disabled students. Concludes that younger children in self-contained classrooms achieve more academic and personal success than older ones and those in mainstreamed classes. Identifies five critical factors affecting educational outcomes with learning disabled children. (JD)
Descriptors: Academic Achievement; Age Differences; Behavior Change; Class Organization; Elementary Education; Learning Disabilities; Mainstreaming; Self Contained Classrooms; Social Behavior; Student Improvement
Identifiers: Chicago

ED279140 EC192102
Schrag, Judy A.
1987
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; Washington
Journal Announcement: RIJEULB87
Written from the perspective of a state director of special education, the paper identifies and discusses accomplishments in special education during the 10 years since the Education for All Handicapped Children Act (P.L. 94-142) was enacted. Current problems and issues, and future challenges within the following key areas of change: (1) access to education for all handicapped children; (2) continuum of services from birth to adulthood--early childhood intervention; (3) continuum of services from birth to adulthood--transition programs for older students with handicaps; (4) least restrictive environment; (5) special education manpower; (6) monitoring of special education programs/related services; and (7) programs for gifted students. Despite the increasing financial challenges facing special education the future is likely to bring solidified regular and special education partnerships, programming for underserved and underserved groups of handicapped students, improved implementation of the continuum of services delivery approach, increased effective integration of severely handicapped into the public schools, maintenance of procedural safeguards along with efforts to reduce the legalistic burdens on special education, increased emphasis on technical assistance in state monitoring of special education programs, and continuation and enhancement of gifted programming. (DB)
Descriptors: Access to Education; Accountability; Administrator Attitudes; Delivery Systems; Disabilities; Educational Trends; Education Work Relationship; Elementary Secondary Education; Equal Education; Federal Legislation; Futures (of Society); Gifted; Labor Force; Mainstreaming; Normalization (Handicapped); Program Evaluation; Retrenchment; Special Education; Trend Analysis
Identifiers. Early Intervention; Education for All Handicapped Children Act

ED359842 EC160860
Communication of IEP Goals and Student Progress among Parents, Regular Classroom Teachers, and Administrators Using Systematic Formative Evaluation.
Sevcik, Bonita; And Others
Apr 1983
41p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-114
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEAPR84
Reactions of 12 parents, 25 teachers, and 11 administrators to various aspects of students' reading programs and progress in elementary school resource rooms throughout the year were investigated. Survey data were collected on participation, satisfaction, and clarity as part of a study that examined the effects of resource room teachers' use of a formative evaluation system on student achievement in reading. Teachers of experimental group students first wrote curriculum-based individualized education program (IEP) goals and objectives in reading. Then teachers developed curriculum-based measurement systems to match specific goals and objectives. Measurement data were used to modify instructional programs. Results indicated that participation in and clarity of the students' programs and progress were lacking, with evidence of a difference in special education/regular education communication between two districts. (Author/CL)
Descriptors. Administrator Attitudes; Disabilities, Elementary Education; Formative Evaluation, Individualized Education Programs; Parent Attitudes; Remedial Reading; Resource Room Programs; Student Educational Objectives, Teacher Attitudes

EJ347258 EC191339
The New Push for Excellence. Widening the Schism between Regular and Special Education.
Shepard, Lorrie A. (cont. next page)
Exceptional Children, v53 n4 p327-29 Jan 1987
For related documents, see EC 191 334-338.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); POSITION PAPER (120)
Journal Announcement: CIJMAY87
The article cites high costs associated with assessment and staffing of children classified as learning disabled. It is suggested that overreferral of hard-to-teach children perpetuates teaching deficiencies. Professional entrenchment is discussed, and placing a cap on the percentage of mild handicaps funded by state and federal governments is recommended. (Author/UK)
Descriptors: Delivery Systems; *Educational Policy; *Educational Trends; Elementary Secondary Education; Financial Support; Handicap Identification; Learning Disabilities; *Mild Disabilities; Professional Recognition; *Special Education; *State Federal Aid

ED291177 CE2101791
The Education for All Handicapped Children Act: Schools as Agents of Social Reform.
Singer, Judith D.; Butler, John A.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: CIJNOV87
The authors report findings of a study on the Education for All Handicapped Children Act's implementation in five school districts across the country, conducted from 1982 through 1985. They focus on equilibration between federal demands and local capacity. Significant attitude transformation and social reform have occurred, but inequities remain. (Author/CH)
Descriptors: Attitude Change; Compliance (Legal); Elementary Secondary Education; *Exceptional Persons; Federal Regulation; Normalization (Handicapped); *School District Autonomy; *School Responsibility; *Social Action; *Special Education
Identifiers: *Education for All Handicapped Children Act

ED306334 CE0118194
Skrtic, Thomas M.; Ana Others
Kansas Univ., Lawrence. Dept. of Special Education.
1985
887p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No. 400-81-0017
EDRS Price - MF06/PC36 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEJUL86
The report discusses a field study of the implementation of major requirements of P.L. 94-142, the Education For All Handicapped Children Act, by rural districts, and presents detailed case studies of five districts' responses. The first volume introduces the naturalistic model of inquiry, noting its philosophical underpinnings and basic characteristics. Operational Procedures in carrying out the field study research are addressed, including design update, site selection, data analysis, draft reviews, and steps to assess trustworthiness of the data (including its credibility, transferability, and dependability). Results of the field study are examined in terms of organizational/governance issues, service and delivery mechanism issues, effectiveness and impact issues. Among conclusions and policy recommendations offered is the need to clarify and simplify P.L. 94-142; provide more resources, proportionately, to rural (cont. next page)
Facilitating Mainstreaming by Modifying the Mainstream.

Stainback, William; And Others

Exceptional Children, v52 n2 p144-52 Oct 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (OBO); POSITION PAPER (120)

The authors examine some of the underlying problems in the current organizational structure of the schools that hinder regular classroom teachers from being able to adapt their instruction to meet diverse student needs and suggest modifications needed in the traditional structure. (Author/CL)

Descriptors: *Compliance (Legal); *Cooperative Programs; *Delivery Systems; *Disabilities; *Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Needs Assessment; *Program Administration; *Program Effectiveness; *Rural Education; *School District Autonomy

Identifiers: *Education for All Handicapped Children Act


Swann, Will


Language: English

Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)

A study involving 240 students (undergraduate special education, graduate special education, undergraduate regular education, and graduate regular education) indicated that the label ascribed to a child significantly affected his/her perceptions of student academic behavior, and to a lesser degree, social behavior. The assigned attribute did not alter teacher perception. (Author/CL)

Descriptors: *Comparative Education; *Disabilities; *Educational Practices; *Educational Research; *Educational Trends; *Elementary Secondary Education; *Foreign Countries; *Mainstreaming

Identifiers: *England

The Effects of Labels and Assigned Attributes on Teacher Perceptions of Academic and Social Behavior.

Taylor, Ronald L.; And Others

Education and Training of the Mentally Retarded, v18 n1 p45-51 Feb 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (OBO), RESEARCH REPORT (143)

A study involving 240 students (undergraduate special education, graduate special education, undergraduate regular education, and graduate regular education) indicated that the label ascribed to a child significantly affected his/her perceptions of student academic behavior, and to a lesser degree, social behavior. The assigned attribute did not alter teacher perception. (Author/CL)

Descriptors: *Comparative Education; *Disabilities; *Educational Practices; *Educational Research; *Educational Trends; *Elementary Secondary Education; *Foreign Countries; *Mainstreaming

Identifiers: *England
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.: New York
Journal Announcement: RIEMAY83
Target Audience: Practitioners

State Allocation and Management of P.L. 94-142 Funds.
Thomas, Margaret A.
EDRS Price - MF01/PC03 Plus Postage
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.: California
Journal Announcement: DIA8016

ED244441 EC162454
Instructional Intervention Research: An Integrative Summary of Findings.
Thurlow, Martha L.; Ysseldyke, James E.
Sep 1983
79p.
Sponsoring Agency. Special Education Programs (ED/USERS), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRDL-RR-143
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEOCT84
Target Audience: Practitioners
Descriptors: Decision Making; Elementary Secondary Education; *Instruction; *Learning Disabilities; Teaching Methods

Six years of studies on assessment and identification issues for learning disabled (LD) students are summarized, and implications for instructional intervention are noted. In chapter 1, findings on four topics are highlighted (sample findings in parentheses): instruction prior to referral (only about one-half of the school day is instructional time); individualized educational plans (subjective teacher evaluation has the greatest influence on daily instruction); interventions for special needs students (classroom teachers believe they are inadequately trained); and interventions for LD students (there are no differences in time allocated to instruction for LD and non-LD students). Implications of these findings for practice are considered in chapter 2 in terms of instructional time considerations, instructional decision making, and interactions between regular education and special education. Chapters 3-6 present evidence from the studies for the major findings of the study. A final chapter, chapter 7, summarizes the data sources and research procedures used in the previous chapters. (CL)

Descriptors: Decision Making; Elementary Secondary Education; Individualized Education Programs; Intervention; Intervention; Learning Disabilities; Teaching Methods

ED157219 EC110776
Comprehensive Approach to Pupil Planning: Stage II - Planning and Placement (Includes Planning and Placement Team Meeting Agenda). Experimental Edition.
46p.; Print in forms may be too small to read easily; For related information, see EC 110 775-778
EDRS Price - MF01/PC02 Plus Postage.
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC78
Target Audience: Practitioners

Presented is Stage II of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide focuses on the instructional planning team with sections on the following: Stage III personnel; roles and responsibilities of planning team members; the teacher's instructional plan; and revision of the teacher's instructional plan. Appended are suggested forms for parental involvement and notification and a list of developmental scales and instructional objective banks useful in developing the teacher's instructional plan. Also provided are a sample form for the teacher's instructional plan and a booklet listing data sources within the CAPP System. (SBH)
Descriptors: Conceptual Schemes; Decision Making; Elementary Secondary Education; Handicapped Children; Instructional Design; Instructional Programs; Interdisciplinary Approach; Models; Program Development; Program Guides; Records (Forms); Teamwork
Identifiers: Comprehensive Approach to Pupil Planning
Program Design and Student Outcomes.

**DIALOG F:ER 1: ERIC - 88-90/FEB.**

**EJ354109 EC192642**

Toward Achieving Educational Excellence for All Students:
Program Design and Student Outcomes.

Wang, Margaret C.
Remedial and Special Education (RASE), v8 n3 p25-34 May-Jun 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); REVIEW LITERATURE (070)
Journal Announcement: CIUSEF87
A discussion of recent developments and research on school improvement efforts precedes a review of information needs for broadening the data base on implementation and evaluation of innovative school improvement programs for handicapped and nonhandicapped students. A table matches effective classroom learning environments and expected student outcomes. (CL)
Descriptors: *Academic Achievement; *Disabilities; *Mainstreaming; *Models; Program Effectiveness
Identifiers: Adaptive Learning Environments Model

**EJ311828 EC171258**

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program.

Wang, Margaret C.; And Others
Remedial and Special Education (RASE), v5 n6 p21-32 Nov-Dec 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); RESEARCH REPORT (143)
Journal Announcement: CIUMAY85
The article reports results of a study on the Adaptive Learning Environment designed to integrate moderately handicapped students in regular classes on a full-time basis. Data supported the ALEN as a feasible and effective approach and identified significant reading and math achievement gains for regular and special education students. (CL)
Descriptors: *Academic Achievement; *Disabilities; *Mainstreaming; Program Effectiveness; Program Evaluation; Program Implementation; Teaching Methods
Identifiers: Adaptive Learning Environments Model

**EJ298145 EC161680**

Effective Special Education in Regular Classes.

Wang, Margaret C.; Birch, Jack W.
Exceptional Children, v50 n5 p391-98 Feb 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); RESEARCH REPORT (143)
Journal Announcement: CIJAUG84
A study of 156 K-3 classrooms revealed that the Adaptive Learning Environments Model, an educational approach that accommodates, in regular classes, a wider-than-usual range of individual differences, can be implemented effectively in a variety of settings, and that favorable student outcome measures coincide with high degrees of program implementation. (Author/CL)
Descriptors: *Disabilities; *Mainstreaming; *Models; Primary Education; Program Effectiveness
Identifiers: Adaptive Learning Environments Model

**EJ163584 AA262529**

Street-Level Bureaucrats and Institutional Innovation: Implementing Special-Education Reform.

Weatherley, Richard; Lipsky, Michael
Harvard Educational Review. 47, 2, 171-97 1977
Language: ENGLISH
Journal Announcement: CIJSEP87
Examines the implementation of Chapter 766, the dramatically innovative state special-education law in Massachusetts. Shows how the necessary coping mechanisms that individual school personnel use to manage the demands of their jobs may, in the aggregate, constrain and distort the implementation of special-education reform. (Editor/RE)
Descriptors: Educational Finance; *Educational Legislation; *Educational Practices; Government Employees; Program Development; Program Evaluation; Research Methodology; Special Education; Specialists; Student School Relationship Tables (Data)

**ED254033 EC171742**


Weissman, Carol Sacker; And Others
Nassau County Board of Cooperative Educational Services, Westbury, N.Y. 30 Jul 1984
i25p.; Submitted by the Office of Institutional Planning and Research.
Sponsoring Agency. Special Education Programs (ED/OSERS), Washington, DC.
Grant No.: G008300028
EORS Price: $FO1/PCO5 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUL85
Two separate studies were conducted to determine what factors contributed to and predicted mainstreaming of handicapped youngsters, and to study the Impact of early intervention and P.L. 94-142 (the Education for All Handicapped Children Act) on mainstreaming. In Study A, 434 elementary-level special education student records were examined, and subsequent student placement 1 year later was recorded. Current 10 data on the family's stability and a rating of the student's hostile behavior, were the variables that tended to discriminate the most between handicapped (cont. next page)
youngsters who were placed in less restrictive educational settings and those who remained in a segregated special education school. Study B examined the impact of early intervention (no preschool, regular school, special education preschool) on educational placement in the mainstream continuum for 281 handicapped children, aged 5-8, and compared the amount and type of mainstreaming before and after the implementation of P.L. 94-142. No significant trends were found in either case. However, higher socioeconomic status of parents, regardless of type of early intervention, seemed to indicate a trend toward mainstreaming after the implementation of P.L. 94-142. (JW)

Descriptors: *Disabilities; Elementary Education; Followup Studies; *Intervention; *Mainstreaming; Preschool Education; Special Education Placement; Success Identification
Identifiers: *Early Intervention: Education for All Handicapped Children Act

ED174886 CG013887
The Counselor's Role in Individualized Education Program (IEP) Development.
Wheaton, Peter J.; Vandergriff, Arvil F.
Nov 1978
EDRS Price - MF10/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN80
Training techniques available for school counselors which can be utilized in working with regular classroom teachers, special education teachers, placement committee staffings and in the liaison role currently emerging are described. The materials presented address the following areas of concern. (1) Recent trends in special education programming, such as the requirements of Public Law 94-142, which have contributed to a changing counselor role; (2) the challenge of the individualized education program (IEP), which details the unique needs of the handicapped child and is accentuated by the requirements that a group of people develop, implement as well as monitor the program; (3) strategies for effective group problem solving which appear to be the responsibility of the school counselor; and (4) the potential for the counselor's skillfulness in human relations to have a positive effect on a staff's decision-making processes. The appendices contain the inserts which provide the model and forms for use in developing IEP's. (Author)
Descriptors: *Counselor Role; Educational Innovation; Educational Legislation; Elementary Secondary Education; Handicapped Students; *Individualized Instruction; *Mainstreaming; Program Descriptions; *Program Development, *Special Education; Student Needs
Identifiers: *Education for All Handicapped Children Act

ED349348 EC191841
From Referral to Placement: Teachers' Perceptions of Their Responsibilities
White, Richard; Calhoun, Mary Lynne
Exceptional Children, v53 n5 p460-68 Feb 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); RESEARCH REPORT (142)
Journal Announcement: CIJUN87
Eleven special education resource teachers from seven North Carolina education agencies outlined their responsibilities in the student referral-to-placement process. Among shared responsibilities were making the initial contact with the refferring teacher, positive and productive, developing the individualized education program (IEP), and encouraging parent attendance at the IEP conference. (Author/JW)
Descriptors: *Disabilities; Due Process; Elementary Education; Individualized Education Programs; Parent School Relationship; *Placement; *Referral; *Resource Teachers; *Role Perception; *Special Education; Special Education Teachers; Teacher Responsibility; Teacher Role
Identifiers: North Carolina
stigmatization of students placed in special programs, and frequent transformation of the placement decision into a battlefield between parents and school. Recent experience has shown that the most effective solution is to adapt regular programs so that students with learning problems can succeed in the regular classroom. Recommended strategies for assisting the student in the regular class include: (1) increased instructional time; (2) support systems for teachers; (3) empowerment of principals to control all programs and resources at the building level; and (4) new instructional approaches. OSERS is committed to encouraging the partnership of special and regular education and to increase individualization of instruction through support of research and demonstration, personnel preparation, and special studies program priorities. (DB)

Descriptors: *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Programs; *Government Role; *Instructional Effectiveness; Interdisciplinary Approach; *Mainstreaming; *Needs Assessment; *Special Education

Identifiers: Office of Special Educ Rehabilitative Services
*Special Regular Education Interface

EJ331407 EC181824
Will, Madeleine C.
Exceptional Children, v52 n5 p411-15 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); POSITION PAPER (120)
Journal Announcement: CIJUN86

The Assistant Secretary for the Office of Special Education and Rehabilitative Services of the U.S. Department of Education, Madeleine Will, discusses problems in educating children with learning difficulties, notes reasons for needed changes, and comments upon the importance of early identification, curriculum based assessment, and parent involvement. (CL)

Descriptors: *Disabilities; Educational Trends; Elementary Secondary Education; *Federal Programs; *Special Education

EJ306842 EC170555
Let Us Pause and Reflect--But Not Too Long.
Will, Madeleine C.
Exceptional Children, v51 n1 p11-16 Sep 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); CONFERENCE PAPER (150)
Journal Announcement: CIOFEB85

The Assistant Secretary for the Office of Special Education and Rehabilitation examines the achievements of special education, looks beyond the traditional services to the disabled and recommends collaboration among human service delivery systems. Barriers to progress in special education are discussed and solutions proposed. (Author/CL)
Generalizations from Five Years of Research on Assessment and Decision Making.

Ysseldyke, James E.; And Others

Exceptional Education Quarterly, v4 n1 p75-93 Spr 1983

Language: English

Descriptors: Elementary Secondary Education; Evaluation Methods; Learning Disabilities; Program Evaluation; Referral; Student Evaluation

Five years of research findings on assessment and decision making for learning disabled (LD) students are summarized through 41 generalizations. The generalizations deal with five issues: which students to refer for psychoeducational evaluation; which students to declare eligible for LD services; how to plan specific instructional interventions for individuals; how to evaluate the extent to which pupils are profiting from instruction; and how to evaluate the effectiveness of particular instructional programs. Data supporting each generalization are described briefly. Among implications are the need to consider alternative approaches, to adopt an ecological model of students' learning and behavioral problems in educational settings, and to spend more time and resources in teaching and instructing rather than in testing and labeling. (Author/CL)
ED278188 EC191733
Iowa State Dept. **Education, Des Moines. Bureau of Special Education.
1986
20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.: Iowa
Journal Announcement: RIEJUN87
Government: State
Target Audience: Policymakers
The report, developed by a special Iowa task force, examined issues of definition, criteria, and identification procedures for learning disabilities as a point of departure for the examination of current practices affecting learning disabled students in Iowa. The committee's working definition of learning disabilities is presented as a basis for further discussion. Issues of definition and identification considered include the transition from a conceptual to an operational definition, problems in operationalizing the discrepancy between ability and achievement, problems with tests, objective versus subjective information, differentiation from other influences on learning, the acceptability of learning disabilities, and difficulties with predicting performance. Aspects of the service delivery system discussed are the need for role clarification of regular and special education, the lack of quality pre-referral activities, overemphasis on the identification of learning disabilities at the expense of data interpretation and program development, problems in determining the best environment for a student, and financial considerations. Among seven task force recommendations are that the state's current rule on learning disabilities not be changed at the present time; that the current procedural manual on the identification of students with learning disabilities be revised; and that special education personnel provide direct assistance to general education staff in serving special needs students within the general education program. (DB)
Descriptors: Definitions; Delivery Systems; Elementary Secondary Education; Eligibility; Financial Policy; Handicap Identification; Learning Disabilities; Student Placement; Testing Problems
Identifiers: Iowa

ED268753 EC182357
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.: Minnesota
Journal Announcement: RIESEP86
The task force report describes development and results of a questionnaire on mainstreaming completed by 122 parents of special education students and 458 regular and special education teachers, administrators, and support staff. Findings include the following: special education staff are seen as the most interested, knowledgeable, and supportive of mainstreaming although implementation responsibility of mainstreaming falls on regular educators, class size and teacher workloads are of great concern; regular educators are more concerned with the effects of mainstreaming on regular education students and consider the student's attitude less important than the special student's success; and special educators are more concerned about mainstreaming effects on the special education student and generally view the teacher's attitude as critical to student success. Recommendations are offered regarding student count, staffing patterns and needs, inservice education needs, and suggested strategies for improving communication, attitudes, and competencies. An appendix supplies responses to a question on concerns about mainstreaming. (CL)
Descriptors: Administrator Attitudes; Disabilities: Elementary Secondary Education; Mainstreaming; Parent Attitudes: Success; Teacher Attitudes; Teacher Role
Identifiers: Minnesota (Saint Paul)

ED267580 EC182724
1986
391p.: For other annual reports in this series, see ED 245 526, ED 231 179, ED 215 553-554, ED 175 070, ED 175 196, and ED 254 056. Volume II; an Index of Special Education Programs discretionary grants and contracts for fiscal year 1985, is not available from ERIC.
EDRS Price - MF01/PC16 Plus Postage.
(cont. next page)
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG86
Government: Federal

The report examines the progress made in implementing the requirements mandated by the Education of the Handicapped Act, as amended by PL 98-399, with a specific focus on activities during the school year 1984-85. Data are presented regarding four major topics: (1) students receiving a free appropriate public education (factors associated with serving handicapped children who have complex needs); (2) the implementation of key provisions of the act assuring the rights of handicapped children (69% of all handicapped children reported by the states received most of their educational program in regular classes, more special education teachers and related services personnel are reported to be needed in every category); (3) assisting states and local agencies in educating all handicapped children (financial assistance figures are given for the EHA-B State Grant Program, and Special Education Programs' state program review procedures are described), and (4) efforts to assess and assure the effectiveness of programs educating handicapped children (a majority of states are in initial stages of implementing program evaluation practices). Extensive appendices include a description of early education state grants and data tables for child count, personnel, and least restrictive environment. (CL)

Descriptors: *Compliance (Legal); *Disabilities; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; Government Role; *Handicap Identification; *Program Evaluation; *Program Implementation; Referral; Screening Tests; State Aid; State Programs
Identifiers: *Education for All Handicapped Children Act; *Education of the Handicapped Act 1970

Barriers to Full Participation of Lower Socioeconomic Parents of Special Education Students in School Activities.
San Diego State Univ., CA. Dept. of Special Education
Mar 1981
120p.

Grant No.: 37-3062-80-3293-7100
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC82
Government: State
Target Audience: Practitioners

The study, involving 160 families, was designed to identify the barriers that lower socioeconomic parents of special education students encounter when they attempt to participate in their child's educational program and to develop a handbook of ideas based on parents' suggestions for overcoming those barriers. Interviews were conducted with parents and teachers in seven areas: level of participation in school site activities, extent of participation in educational decision making, difference in participation related to placement, special education compared to regular education parent participation, barriers to parental participation identified by parents, barriers identified by teachers, and strategies and activities recommended by parents. Among major findings were that parents of learning disabled students participated less than parents of physically or severely handicapped students, and barriers to participation identified by parents varied slightly with ethnicity but most barriers were features for participation, and familiarizing staff and children on student needs. Responsibilities are listed for school administrators, special education teachers, regular education teachers, the Division of Special Education Supervisor, and general school staff. Activity suggestions are offered for facilitating mainstreaming in lunch, assemblies, trips, and special events. Activities are suggested for elementary and junior high levels and high school level's. Information is given regarding program and safety considerations, strategies for accomplishing activities, and special considerations in regard to specific students. The guide concludes with a listing of resources on mainstreaming (training materials, books for teachers and students, films, strips, films and video tapes, and kits). (CL)

Descriptors: Administrator Role; *Disabilities; Elementary Secondary Education; Learning Activities; *Mainstreaming, *Program Implementation; Safety; *Staff Role; *Student Attitudes; Teacher Responsibility; Teacher Role
Identifiers: *New York City Board Of Education
consistent across all groups. Appendices, which make up more than half the document, include interview forms, letters, and consent forms.

Descriptors: *Disabilities: Elementary Secondary Education; *Lower Class; *Parent Attitudes; *Parent Participation; Questionnaires; *Teacher Attitudes

ED181577 EA012874


Available from: National School Boards Association, Office of Federal Relations, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007 ($5.00 prepaid)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB80

The report examines reasons for widely different proportions of handicapped children identified in 24 local school districts across six states and surveys the implementation of special education programs in these districts. Interviews are said to have been conducted with over 1000 persons, including students, teachers, parents, administrators, and advocacy group representatives. Among findings concerning identification of children are data collection problems, variation in diagnosis and resource availability, and delays in federal approval of state plans. The second part of the report addresses the status of special education today, with an analysis of eight problems (such as inadequate resources, isolation of regular and special education, arbitrary and arbitrary eligibility requirements for special education, and implementation problems with individualized education plans and least restrictive environment principles). Issues briefly covered include identification of minority students, deinstitutionalization, and regular teacher education. (CL)

Descriptors: Clinical Diagnosis; Elementary Secondary Education; *Handicapped Children; *Identification; Individualized Programs; Program Effectiveness; Program Evaluation; *Special Education; State of the Art Reviews; Surveys

ED156663 SP012848

A Teacher's Reference Guide to PL 94-142. INFO PAC No. 11.


Available from: National Education Association Distribution Center, The Academic Building, West Haven, Connecticut 06516 ($3.00).

EDRS Price - MF01/PC01 Plus Postage. PC NC Available from EDRS.

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEV78

Target Audience: Practitioners

Major provisions of Public Law 94-142, the Education for All Handicapped Children Act, are cited and discussed in this guide for teacher association leaders and staff. The role of local and state educational agencies in providing a free, appropriate, public education for handicapped students and methods for involving teachers, their associations, and parents in this effort are investigated. Relevant passages from Section 504 of the Rehabilitation Act of 1973 (a civil rights law addressing, among others, the topic of education) and of PL 94-142, as well as supporting regulations for each of the Acts, are highlighted. The document is divided into four sections devoted to: (1) general provisions of PL 94-142 (cont. next page)
DIALOQ File 1: ERIC - 88-90/FEB.

purpose, definition of terms, priorities, relationship between PL 94-142 and Section 504; (2) providing a free, appropriate, public education for handicapped children; placement, evaluation, interpretation, and consultation services; (3) special teacher concerns: class size, personnel, compliance procedures, student care, elimination of physical barriers, coordination of regular and special education programs, inservice education, teacher association involvement; (4) rights of parents of handicapped children - parent participation in the IEP, independent evaluation, parental consent and notification, confidentiality of information, and procedural due process rights of parents.

Descriptors: *Administrator Guides; Administrator Role; Exceptional Child Education; Handicapped Children; Mainstreaming; Parent Role; Reference Materials; Student Evaluation; Student Placement; Teacher Role; Teaching Guides

Identifiers: Parent Rights; Public Law 94-142; Rehabilitation Act 1973

ED153365# EA010552
Albuquerque Public Schools, N. Mex. 1978 85p.; For a related document, see ED 114 908 Available from: Director of Organization, Analysis and Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, New Mexico 87125 ($6.50; 10% discount for 6 or more copies) Document Not Available from EDRS.
Language: ENGLISH Document Type: STATISTICAL MATERIAL (110) Journal Announcement: RIESEP78

This basic planning document is intended for use by the Albuquerque, New Mexico, board of education and school district administrative staff for educational programming and more effective use of school facilities. The results of this study tend to confirm previously established relationships between school population size and the cost of operating the schools as reflected in annual per pupil expenditures. Minimum and maximum school sizes based solely on economic considerations are intended to serve as guidelines for investigating individual school operations. The 1977-78 data presented here indicate a continuing enrollment decline in most Albuquerque schools. Tables of statistical data cover school size and pupil costs plus special education costs, school size and occupancy rates plus administrative and instructional costs, regular and special education student transportation costs, and summary data for elementary, junior high, and senior high schools. (Author/DS)

Descriptors: Declining Enrollment; Educational Facilities; Educational Planning; Elementary Schools; Elementary Education; Enrollment Rate, Expenditure Per Student; High Schools; Junior High Schools; School Districts; School District Spending; School Size; School Statistics; Special Schools; Student Costs; Tables (Data)

Identifiers: Albuquerque Public Schools NM
SECTION V

ECER Abstracts
A Legal Perspective of Special Education: A Review.
Brulle, Andrew R.; Barton, Lyle E.
[80] 40P.
DOCUMENT TYPE: 070;
EDRS: NOT AVAILABLE

The literature review addresses the assessment, placement, treatment, and employment rights of the handicapped in relation to their implications for teachers, administrators, and university personnel. Assessment is considered in terms of eligibility criteria/definitions of handicapping conditions, responsibility for assessment, fair and appropriate assessment, and independent evaluations. A section on placement reviews past and present litigation concerning appropriate educational placement of exceptional children, looks at litigation specific to the least restrictive environment concept, and discusses the provision of education services in light of recent judicial decisions. Another section focuses on the right to treatment, the right to an education, specific details regarding treatment, behaviorism, and legal procedures to be followed before the utilization of behavioral techniques (such as aversive treatment, punishment, shock or drug therapy, restraint, and timeout). A final section looks at employment with attention to past legislation, litigation related to discrimination, and occupational qualifications. Among the pieces of legislation cited are P.L. 94-142 (the Education for All Handicapped Children Act) and the Rehabilitation Act of 1973, Section 504. (SB)

DESCRIPTORS: Disabilities; Elementary Secondary Education; Mainstreaming; Education Reform; Policy Implementation; Special Education; Legal Problems; Student Placement; Economic Conditions; Policy; Identification; Bureaucracy; Court Litigation; Disability; Federal Legislation; Society; Social Discrimination; Special Education; Handicap Identification; Eligibility; Definitions; Student Placement; Mainstreaming; Legal Problems; Behavior Modification; Employment; Social Discrimination; IDENTIFIERS: Education for All Handicapped Children Act; Rehabilitation Act 1973 (Section 504);
SECTION VI

Resources Not Currently in the Databases
RESOURCES NOT CURRENTLY IN THE DATABASES


