The computer search reprint provides abstracts of 150 references concerned with educational practices consistent with the Regular Education Initiative. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Children 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) 16 resources not currently in the databases. (DB)
Practices Consistent with the Regular Education Initiative

150 Abstracts -- April 1990

The Council for Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091
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I. Introduction
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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.
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 (REV) originated in May 1986. 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 REV 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; REV Proposals; REV Practices; Critique of REV Practices; Critique of REV 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; REV: Rationales 'or and Explications of the Concept; REV: 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 REV 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:

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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

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Publications

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

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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
(3) Commercially published materials
(4) 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:

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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.

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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:

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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.
SAMPLE REFERENCES

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Title
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Author(s)
EMERSON, DEBBY H. AND OTHERS

Institution(s)
VOLUSIA COUNTY SCHOOLS, DAYTONA BEACH, FLA.

Publication date
SEP 78

Number of pages
132

SPONSORING AGENCY: OFFICE OF CAREER EDUCATION (DHEW/OE), WASHINGTON, D.C.

Bureau No.: 554/770701

Grant No.: G0077C0050

EDRS PRICE MF01/ PC06 PLUS POSTAGE.

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SECTION IV
ERIC Abstracts
A Consumer's Guide to Personnel Preparation Programs: The Inservice Training of Regular Educators in Special Education.

Adamson, Gary; And Others
New Mexico Univ., Albuquerque.
Dec 1977
86p.


Grant No.: G007502994
EDRS Price - MF01/PC04 Plus Postage.

Journal Type: CLASSROOM MATERIAL (050)
Guides; *Teachers selected bibliography on inservice teacher education. (SBH)

Descriptors: Early Childhood Education; *Inservice Training; *Handicapped Children; Higher Education; *Inservice Teacher Education; *Training Programs; *Evaluation; Program Guides; *Teachers

Making It Work: Practical Ideas for Integrating Exceptional Children into Regular Classes.

Aiello, Barbara, Ed.
Council for Exceptional Children, Reston, Va.
1975
112p.

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

Report No.: Pub-120

Available from: Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($5.50, Publication Number 120)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJAN84

Intended for special education and regular teachers, the guide contains brief articles on the nature of mainstreaming handicapped children: mainstreaming models at the preschool, elementary school, and secondary school levels; specific suggestions for setting up mainstreaming programs, and interviews with five persons involved in mainstream education. The definitions, development, and characteristics of mainstreaming are discussed by Jack Birch. Specific programs are described by Eleanore Lewis (Lexington Nursery and Kindergarten School), Robert Prouty (the diagnostic/prescriptive teacher), and Maxine Couinhan (Mark Twain Programs). Readings providing practical information on setting up mainstreaming programs include "How to Set Up a Resource Room with No Money, No Materials, No Nothing" (Barbara Aiello); "Juggling and a Resource Teacher's Time" (Aiello); "Managing Your Instructional Material Dollar" (Sandra Boland); "Preparing Handicapped Children for a Handicapped Classmate" (Elizabeth Pieper); "A Collection of Criteron-Referenced Tests" (Joan Knapp); and "The Case for Integrated Schooling" (Lisa Blumberg). Also included are transcripts of interviews with five persons involved in mainstream education: an administrator, a resource teacher, a regular classroom teacher, the parent of a mainstreamed child, and a mainstreamed child. (SBH)

Descriptors: Criterion Referenced Tests; Definitions; Elementary Secondary Education; Exceptional Child Education; *Handicapped Children; Interviews; *Mainstreaming; *Program Descriptions; *Program Development; Resource Room Programs; *Resource Teachers; Teaching Guides

Perspectives on the Integration of Regular and Special Education: Eliminating the Knowledge Dichotomy at the University Level.

Aldinger, Loviah E., Ed.
Toledo Univ., Ohio. Coll. of Education and Allied Professions.
May 1983
41p.

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

Grant No.: G008000881
EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); COLLECTION (Q20)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEJAN84

Target Audience: Teachers

Five papers describe ways to integrate knowledge from regular and special education at the university level. L. Hudson and M. Carroll ("The Prospective Teacher Experiences Variation in the Meaning Making of Handicapped and Nonhandicapped Learners") review adaptations in a competency based teacher education program to include information on high incidence handicapping conditions and simulation activities. "A Critique of Present Methods of Teaching Residual..." (cont. next page)
Mathematics* by G. Shirk and R. Geiman proposes an alternate approach which features ongoing diagnosis, evaluation of learning processes and consideration of preferred modes of input. In "Public Law 94-142: Equal Educational Opportunity at Last?" S. Snyder tracus the American concern with common schooling. Implementation of mainstreaming is the topic of the final two papers: "Individualizing Group Instruction in the Regular Classroom: A Mandate for Secondary Teachers" by C. Warger and M. Henning, and "Socialization as a Goal of Mainstreaming" by J. Ahern. (CL)

Descriptors: *Disabilities; Equal Education; Individualized Instruction; *Mainstreaming; Preservice Teacher Education; Socialization; *Teacher Education

ED181647 EC122559 Teaching Mainstreaming: A Practical Teacher In-Service Manual to Get from Here to There. Archibald, David Neshaminy School District, Langhorne, Pa. [1978] 67p.; Print on some pages may be marginally legible due to variable quality of original


Based on the experiences of the Neshaminy School District (Pennsylvania) in developing and providing inservice training for regular and special education teachers involved with mainstreaming gifted and handicapped children, the manual presents a general guide for setting up and providing specific materials and activities for mainstreaming inservice programs. Teacher competencies related to mainstreaming are discussed in terms of attitudes, knowledge, and skills. Aspects of inservice program administration examined include who presents the programs, what is presented, and what materials are to be utilized. Eight specific program activities are described, covering such facets as mainstreaming as profiling the handicapped learner, learning style and informal diagnosis, prescriptive teaching, evaluating the mainstreamed learner, accommodation in the regular classroom, districtwide special education, how it feels to have a handicap, and procedures for the integration of handicapped students. Program evaluation is also covered, and additional sources of information are provided. (DLS)

Descriptors: Educational Diagnosis; *Gifted; *Handicapped Children; Informal Assessment; *Inservice Teacher Education; *Mainstreaming; *Program Descriptions; *Program Development; Program Evaluation; Student Evaluation; Teacher Attitudes; Teaching Skills

Identifiers: *Neshaminy School District (Pennsylvania)
A study was made of six special units for children with special needs in secondary schools with emphasis on the relationship of the units to the main school and the organization and curricular issues which arise in promoting integration. Staff and pupils benefit from the units, and students with varied disabilities are better integrated as a result. (Author/IOU)

Descriptors: *Disabilities; *Mainstreaming; Secondary Education; *Special Classes; *Special Education; *Transitional Programs

Identifiers: *Special Needs Students

ED277529 RC016059
A Timely Option for Rural Education: Dual Certification for Special/Elementary Education.
Bell, David; Steinmiller, Georgine
Oct 1986
EDRS Price - MF01/PC01 Plus Postage.
Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Arkansas
Journal Announcement: RIEJUN73
Target Audience: Practitioners

To address rural schools' growing need for teachers who can teach in both elementary and special education, Arkansas College has begun a 4-year program of dual certification that will prepare teachers for elementary and special education assignments. Serving a largely rural area, Arkansas College has first-hand experience with the problems facing rural schools and is especially sensitive to their needs. The college began to study the dual certification option because of repeated requests from area schools to provide teachers with the training to teach proficiently in more than one area. Many of these rural schools do not need a full-time special education teacher, but do need a teacher who can teach in this area for a portion of the day and at the same time have the training to work in another area for the balance of the day. Dual certification training will not only increase the regular teacher's effectiveness--the special education teacher will also be better prepared to work with students in the mainstream. Such teachers will know what the regular education teacher expects from the student and will better understand how to make the transition between regular and special education experience. A summary of public schools in a 10-county area and a sample academic program check sheet are included.

Descriptors: Academic Achievement; *Diagnostic Teaching; *Educational Programs; Elementary School Students; *Exceptional Child Education; Language Handicaps; *Learning Disabilities; Neurological Impairments; Perceptual Handicaps; Program Development; *Resource Materials; Workshops

EDJ43967 EC190897
Identifying the Components of Success in Mainstreaming.
Bishop, V. E.
Available from: UMI
Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIUMAR87
A survey of regular and special education teachers, principals, parents, and visually handicapped students (total N=300) indicated the most important factors for successful transition (cont. next page)
Dialog File:ERIC - 67-90/FEB.

Mainstreaming were a flexible teacher, peer acceptance and interaction, positive self-image, independence, family acceptance, intrinsic motivation, available support personnel, and adequate special supplies and equipment. (Author/DB)

Descriptors: Administrator Attitudes; *Mainstreaming; Opinions; Parent Attitudes; Student Attitudes; *Success; Surveys; Teacher Attitudes; *Visual Impairments

ED265223 SP511848

Competencies for Teaching Mainstreamed Students.
Blackhurst, A. Edward
Theory into Practice, v21 n2 p139-43 Spr 1982

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Journal Announcement: CIJ0CT82

Competencies required of mainstream classroom teachers were studied through a survey of 14 college and university teacher education programs, a study of 164 effective mainstream teachers, and a national study conducted by the American Association of Colleges for Teacher Education. Skills and abilities found to be important in the studies are described. (CL)

Descriptors: Educational Strategies; Elementary Secondary Education; *Exceptional Persons; *Mainstreaming; Special Education; Teacher Education Programs; *Teacher Effectiveness Teacher Qualifications; *Teaching Skills

ED175748 EC102480

Essentials of Special Education for Regular Educators
Blankenship, Colleen S.; Lilly, W. Stephen
Teacher Education and Special Education, 1, 1, 28-35 F 1977

Language: ENGLISH

Journal Announcement: CIJE1978

Available from: Teacher Education and Special Education, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. This article focuses on the preparation of regular teachers to deal with mildly learning disabled and behavior problem children. (CL)

Descriptors: *Behavior Problems; Elementary Secondary Education; Handicapped Children; *Inservice Teacher Education *Learning Disabilities; *Mainstreaming; *Teacher Education; *Teacher Role

ED074667 EC051514

A Guide for the Teacher of the Trainable Mentally Handicapped.
Blumenthal, Jane; And Others


EDRS Price - MF01/PC14 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG73

The guide for teachers of trainable mentally handicapped children describes behavioral objectives, activities, and instructional materials (primary, intermediate, and pre-vocational levels) for the following curriculum areas: self help skills, social skills, perceptual motor skills, communication skills, functional academic skills, economic usefulness skills, and vocational preparation. Behavioral objectives concern such activities as brushing teeth, using a knife to cut soft meat, learning to take turns, using telephones, using elevators and escalators, making change, and recognizing neighborhood signs. Listed at the end of each curriculum area are additional materials, including books, pamphlets, games, filmstrips, music, and records. Introductory sections deal with professional and personal qualifications for teachers and aides, responsibilities of the director of special education, program evaluation, recreational planning, and community responsibilities for post school planning. Appendices discuss a procedure for integrating special education classes into regular school programs, body image unit, daily schedules, and parent communication; and list guidelines for school aides, materials and equipment needed in classrooms for the trainable mentally retarded, instructional materials of centers, annotated bibliographies for professional libraries and parents, sources of free and inexpensive materials, and companies with listings relevant to special educators. (GW)

Descriptors: Academic Ability; *Behavioral Objectives; Communication Skills; *Curriculum Guides; *Exceptional Child Education; *Instructional Materials; Interpersonal Competence Mental Retardation; Perceptual Motor Coordination; Psychomotor Skills; Self Care Skills; *Trainable Mentally Handicapped; Vocational Education

ED348398 TM511635

Bohmeyer, Elaine Morton; Burke, Joy Patricia
School Psychology Review, v16 n1 p36-49 Spr 1987

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CUMA97

Five cooperative learning techniques are described and classified according to the following categories: (1) type of subject matter; (2) nature of student interaction; (3) interaction among cooperative groups; (4) method of grouping students; (5) basis for evaluation and reward; and (6) practical requirements for implementation. The academic and social benefits of cooperative learning are reviewed. (JAZ)

Descriptors: Classification; *Cooperation; *Counselor (cont. next page)
An investigation of the educational impact of integration of severely handicapped students revealed that over and above functional level, degree of integration, as measured by interaction with nonhandicapped students, was a significant predictor of educational progress, as measured by the proportion of individualized education program objectives met. (Author/CL)

Descriptors: Elementary Secondary Education; Individualized Education Programs; Mainstreaming; Program Effectiveness; Severe Disabilities

SUMMARY

This research was aimed at adapting the Utah State University Classroom Management Program for use in elementary mainstreaming classrooms and evaluating the program's effectiveness in changing teacher and pupil behavior. The program appears to be powerful in changing teacher behavior and an effective classroom management training tool. (Author/AL)

Descriptors: Classroom Techniques; Control Groups: Elementary Education: Elementary School Teachers; Experimental Groups: Mainstreaming; Program Effectiveness; Student Behavior: Teacher Behavior: Teaching Skills

Identifiers: Utah State University Classroom Management Program

SUMMARY

The flexibility inherent in the multi-unit school organizational plan has been instrumental in making possible the placement of special education students in regular classrooms for a portion of their daily instructional program. This provides "unusual opportunities for academic, emotional, and social growth heretofore unavailable to these students. (Author/DN)

Descriptors: Educational Innovation; Elementary Schools: Mainstreaming; Multiunit Schools: Regular Class Placement: School Organization: Special Education: Teaching Methods

Identifiers: New Jersey

SUMMARY

Brinker, Richard P.; Thorpe, Margaret E.

Exceptional Children, v51 n2 p168-75 Oct 1984

Available from: UMI

Language: English

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

Journal Announcement: CIJMJAR85

Educational impact of integration of severely handicapped students was studied. The results revealed that over and above functional level, degree of integration, as measured by interaction with nonhandicapped students, was a significant predictor of educational progress, as measured by the proportion of individualized education program objectives met. (Author/CL)

Descriptors: Elementary Secondary Education; Individualized Education Programs; Mainstreaming; Program Effectiveness; Severe Disabilities

EDU39985 ECO99986

Summative Evaluation: Behavior Management Training Program.


Brinkman, Keith; And Others

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Feb 1976

68p.

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

Grant No.: OEG-9-242178-4149-032

EDRS Price MF01/PC03 Plus Postage.

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEUJNJ77

Target Audience: Practitioners

Presented is the technical report of the Center for Innovation in Teaching the Handicapped behavior management training program designed to provide regular and special education teacher-trainees with the skills necessary for dealing with classroom deviance. Reviewed in part I are the program's purpose (provide training in class management), objectives (which include to increase knowledge of control techniques), and descriptions of the 11 training modules. Outlined in Part II is the purpose of evaluation. The evaluation design is described in part III in terms of the population involved, the measures used, and administration of modules. In part IV, results are presented in table form and discussed for each of the following areas: attitudes toward the program; students' attitudes toward specific program components; trainees' knowledge/skills before and after the program; findings from criterion tests administered after each module; frequency of use of various control techniques; findings from simulation exercises; and findings from structured interviews and open-ended questions/comments. In the final section, it is concluded that the training package was viewed by students as a good vehicle for training; that roleplaying was viewed as fundamentally helpful but should perhaps be varied with other formats; and that trainees felt they would like to know more about situational variables with (cont. next page)
respect to the management problems and data on specific ramifications of the control techniques. Appendixes include sample questionnaires and tests, a list of behavior management control techniques demonstrated and simulated interview questions. (SBH)

Descriptors: Behavior Change; Behavior Problems; Classroom Techniques; Contingency Management; Elementary Secondary Education; Emotional Disturbances; Exceptional Child Research; Program Evaluation; Special Education Teachers; Teacher Education; Teachers.

ED133984 EC029955
Evaluation of the Affective Education Training Program. Final Report 18.9
Brownsmith, Keith; And Others
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Feb 1976
72p.
Grant No.: OEG-9-242178-4149-032
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN77
Presented is the final report of the Affective Education Training Program, designed to help regular and special education teachers become aware of, interested in, and skilled at dealing with cognitive and affective concerns—such as the "classroom climate"; the merging of affective and cognitive learning; and human feelings, needs, and behaviors. Covered in part I are the program's purpose (to humanize education) and objectives (nine statements beginning with an objective for the teacher, and followed by an expected student outcome). The purpose of formative evaluation is briefly outlined in part II. Evaluation procedures are described in part III in terms of the population, measures used, administration of teacher workshops, and administration of measures. In part IV, results are presented in table form and discussed for the following areas: attitude toward training package; teacher's attitudes about feelings, needs, and interpersonal interaction in the classroom; understanding of content; expected and actual use of techniques presented in the package; and open ended comments about the package. Among conclusions and recommendations given in part V are that the content of the Affective Education Training Program is sufficiently interesting for the package to be distributed to the field, and that the audiotape be edited so that terms foreign to the average teacher be omitted or clearly defined. Appendixes include statistical data and sample questionnaires. (SBH)
Descriptors: Elementary Secondary Education; Exceptional Child Research; Exceptional Handicapped Children; Humanistic Education; Inservice Teacher Education; Program Evaluation; Questionnaires; Special Education Teachers; Teacher Attitudes; Teacher Workshops.
A Classroom-Based Model for Assessing Students with Learning Disabilities

Bursuck, William D.; Lessen, Elliott
Learning Disabilities Focus, v3 n1 p17-29 Fall 1987
Language: English
Document Type: JOURNAL ARTICLE (OBI); PROJECT DESCRIPTION (144)
Journal Announcement: CIJUN88B
Target Audience: Practitioners
The article describes C-BAID (Curriculum Based Assessment and Instructional Design), a school-wide curriculum-based assessment system which identifies the learning problems and appropriate programming for elementary grade students with learning disabilities. The system consists of three parts: academic skill probes, work habits observation, and an inventory of the classroom environment. (Author/DB)
Descriptors: Academic Achievement; Classroom Environment; *Curriculum Development; *Diagnostic Teaching; *Educational Diagnosis; Elementary Education; *Learning Disabilities; Models; *Student Evaluation; Study Habits
Identifiers: *Curriculum Based Assessment

Mainstreaming Special Educators: Interface between Regular and Special Education.
Candler, Ann; Sowell, Virginia
Apr 1980
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (OSS): CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas
Journal Announcement: RIEC78B
The paper focuses on the enhancement of the interface between regular educators and special educators with particular emphasis on effective mainstreaming of special education students. It is pointed out that for the interface to take place, positive interpersonal relationships, cooperative teaching conditions, and specific strategies and techniques for assisting the student in transition from special education to regular education are necessary. An agenda for conferences between regular and special class teachers is outlined; information regarding cooperative planning, shared classroom procedures, and innovative techniques is discussed; and the importance of student motivation is stressed. (SBH)
Descriptors: *Cooperative Planning; *Disabilities; Elementary Secondary Education; *Mainstreaming; Teacher Attitudes; *Teamwork

Effective Programming for Student Teachers in Special Education.
Chang, Moon K.
Oct 1985
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEJAN87
Existing four-year teacher preparation programs for special education teachers can be improved in several ways through adjustments to the current curricular and experiential requirements. General and liberal education courses should be required and spread out over the entire undergraduate years (rather than concentrating such courses into the freshman year). During the freshman year, students should take courses in study skills, how to read research studies, and categories of exceptionalities. During the sophomore year, students must begin taking courses in their subject specialization, and then take curriculum and methods courses along with theory courses during the junior year. Adding more courses to an already overcrowded curriculum is not effective, but restructuring present courses may be. Mini-courses within a large course could be arranged for intensive study of a certain topic. In terms of teaching experience, freshman year students should visit both regular and special education classes, and should begin participating in classroom teaching by their sophomore year. Simulation laboratories would provide good experience for the student teachers, who should be supervised by competent faculty and classroom teachers. Student competence must be measured throughout the teacher preparation program. (CB)
Descriptors: *Education Courses; *Education Majors; Higher Education; *Preservice Teacher Education; *Program Improvement: Special Education; *Special Education Teachers; Teacher Education Curriculum; *Teacher Education Programs; Teaching Experience

Minimum Objectives: A Measurement System to Provide Evaluation of Special Education in Regular Classrooms.
Christie, Lu S.; McKenzie, Hugh S.
1974
35p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIE071474
Discussed is the use of minimum behavioral objectives to provide evaluation of special education in regular classrooms. (cont. next page)
Literature which supports the mainstreaming of moderately handicapped children is reviewed briefly. Application of the behavioral model of education on the community level is considered in terms of the basic skills which comprise essential education and the accountability of professional educators. Handicapped children are viewed as those eligible for special services involving changes in the teaching/learning environment. Five assumptions (such as the accountability of the school and community for the child's acquisition of skills) which undergird the concept of minimum objectives are explained. Suggestions are given for developing systems of minimum objectives for student progress within a school year and over a period of years. Use of intervention to accelerate rate of mastering minimum objectives is described, and its application with a 12-year-old girl deficient in mathematics skills is explored. Pointed out is the usefulness of minimum objectives systems in determining eligibility for special education services, in evaluating the effectiveness of those services, and in determining when a child no longer requires special services. Attention is also given to the benefits of a minimum objectives system for gifted students and to the challenge of developing objectives for social behaviors. (LS)

Descriptors: *Accountability; *Behavioral Objectives; Exceptional Child Education; *Handicapped Children; Intervention; *Mainstreaming; Measurement Techniques; Program Evaluation; Sequential Learning; Skill Development; *Student Evaluation

ED274134 EC190608
A Profile Analysis of the Implementation of a Special Education Service Model by Teachers and Principals.
Crealock, Carol M.
Apr 1986
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: Canada; Ontario
Journal Announcement: RIEFEB87
A 3-year study of the processes used to implement Bill 82 (an amendment to the Education Act that provides more effective education for special needs students in Ontario) was reported. Structured interviews were conducted yearly with 59 regular and special education teachers and 26 principals from 26 elementary and secondary schools under the jurisdiction of three school boards in Ontario. Implementation was evaluated in terms of seven dimensions of a special education service model: (1) identification and placement; (2) program planning and objectives; (3) program modification and implementation; (4) review of student placement and progress; (5) communication among relevant people (e.g., students, staff, parents, school board members); (6) evaluation of services. Major areas of improvement were reported in identification, referral, and assessment procedures, in the variety of resources and instructional strategies used, and in monitoring student progress after placement. Areas of concern focused largely on programming and evaluation. Positive changes over the 3-year period were said to be influenced by four factors: quality and experience level of principals and teachers; the degree of school board effort to implement changes mandated by Bill 82; school size, or level (smaller, elementary schools had higher levels of implementation); and regular contact with special education students by principals and teachers. (UM)

Descriptors: Accountability; Board of Education Role; *Compliance (Legal); *Delivery Systems; *Disabilities; Elementary Secondary Education; *Gifted; Legal Responsibility
Program Implementation
Identifiers: *Bill 82 (Ontario); Ontario

EJ256499 EC140742
Competencies for Mainstreaming: Problems and Issues.
Crisci, Pat Eva
Education and Training of the Mentally Retarded, v16 n3 p175-82 Oct 1984
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSION PAPER (120)
Journal Announcement: CIUMAY82
Research competencies needed by regular and special education teachers to enhance the integration of handicapped students is reviewed, and found to be limited. Changing roles and perceptions of regular and special educators are noted, as are findings of inservice attempts to develop mainstreaming skills. (CL)

Descriptors: *Disabilities; *Inservice Teacher Education; *Mainstreaming; Special Education Teachers; Teacher Attitudes
*Teacher Education; *Teaching Skills

ED198143 SP017600
Problems and Issues in Developing Competencies for Mainstreaming.
Crisci, Pat Eva
1980
37p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJUN81
Target Audience: Practitioners
Collective 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 settings; (2) the areas of training for both regular and special education personnel; and (3) the interrelationships among competencies in regular and special (cont. next page)
The Effects of Familiarity on the Success of Children's Help-Seeking

DeCooke, Peggy A.; Nelson-Le Gall, Sharon

Apr 1987

21p.: A version of this paper was presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIE#EBB88

ED209044 PS016848

143

A discussion of classwide peer tutoring as an effective instructional procedure is organized into three major sections: (1) general principles of instruction, (2) description of classwide peer tutoring procedures, and (3) review of effectiveness data concerning classroom process and student achievement outcome. (Author/CL)

Descriptors: Academic Achievement; Disabilities; Elementary Secondary Education; Group Instruction; Peer Teaching; Program Effectiveness; Teaching Methods

ED207978 SP018958

143

Toward a Research Base for the Least Restrictive Environment: A Collection of Papers.

Denmark, George, Ed.; And Others

Kentucky Univ., Lexington.

Jan 1981

168p.: For related documents, see SP 018 172 and SP 018 554.

Sponsoring Agency: Bureau of Education for the Handicapped

(DHEW/OE), Washington, D.C.

(Cont. next page)
The eight papers in this compendium were commissioned from faculty and staff members to provide a research and philosophical base for selected components of a University of Kentucky report on a teaching experience involving mainstreamed elementary school children. That experience was reported in "Perspectives of an Ivory Tower Realist," a monograph written by Catherine V. Morsink. Authors are from the University's Departments of Curriculum and Instruction, Educational Psychology and Counseling, Social and Philosophical Studies, Special Education, and the Office of the Dean. Educating handicapped children in the least restrictive environment was the theme of all of the papers, which reflected components of the knowledge base in one or more of four areas: teaching basic skills; classroom management; individualized instruction; and professional values. Articles are included on: (1) educational program evaluation: an overview of data based instruction for classroom teachers; (2) individualizing instruction in the mainstreamed classroom: a mastery learning approach; (3) the relationship between teacher attitudes and values in mainstreaming the minority child; (4) a model for reading instruction of children with learning disabilities based on functional literacy; (5) teaching spelling and writing skills in the mainstreamed elementary classroom; (6) crisis intervention: behavior management of mildly handicapped children in a mainstreamed setting; (7) mainstreaming: implications for regular teachers and special educators from research in general classroom management; and (8) values, cultural diversity, and classroom practice: the dilemma of unfulfilled expectations. (JO)

Descriptors: Classroom Techniques; Crisis Intervention; Cultural Differences; Elementary Education; Functional Literacy; Individualized Education Programs; Individualized Instruction; Mainstreaming; Mastery Learning; Minimum Competencies; Program Evaluation; Student Behavior; Teacher Attitudes; Teacher Education; Teacher Effectiveness; Values Writing Instruction

Curriculum-Based Measurement, Program Development, Graphing Performance and Increasing Efficiency.

Deno, Stanley L.; And Others
Teaching Exceptional Children, v20 n1 p41-47 Fall 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); NON-CLASSROOM MATERIAL (O65)
Journal Announcement: CIJAN88
Target Audience: Teachers; Practitioners
Four brief articles look at aspects of curriculum based measurement (CBM) for academically handicapped students including procedures of CBM with examples. Different approaches to graphing student performance, and solutions to the problem of making time to measure student progress frequently. (DB)

Descriptors: Diagnostic Teaching; Elementary Secondary Education; Informal Assessment; Mild Disabilities; Recordkeeping; Student Evaluation; Teaching Methods; Time Management
Identifiers: Curriculum Based Assessment

Developing Curriculum-Based Measurement Systems for Data-Based Special Education Problem Solving.

Deno, Stanley L.; Fuchs, Lynn S.
Focus on Exceptional Children, v19 n8 p1-16 Apr 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); TEACHING GUIDE (O52); POSITION PAPER (120)
Journal Announcement: CIJAUG87
Procedures for developing curriculum-based measurement (CBM) systems are presented as an approach to special education problem solving. CBM procedures are discussed within the context of a decision-making matrix, focusing on "what" and "how" to measure and how to use data. An example applies the method to reading-aloud performance. (KM)

Descriptors: Academic Achievement; Decision Making: Diagnostic Teaching; Disabilities; Elementary Secondary Education; Evaluation Methods; Measurement Techniques; Problem Solving; Reading Aloud to Others; Reading Difficulties; Student Evaluation; Test Construction; Test Interpretation; Test Reliability; Test Validity
Identifiers: Curriculum Based Measurement

The Teaching Interaction: A Systematic Approach to Developing Social Skills in Disruptive and Non-Disruptive Students.

Downs, John; And Others
Techniques, vi n4 p304-10 Apr 1985
Journal Availability: see, EC 172 878.
Language: English
Document Type: JOURNAL ARTICLE (O80); NON-CLASSROOM MATERIAL (O65)
Journal Announcement: CIJCT85
Target Audience: Practitioners
The Teaching Interaction approach, a 10-step procedure designed to help regular and special education students learn appropriate social and school-related behaviors, is a positive approach to discipline and car, used by any member of an educational staff. Interactions begin with an expression of affection and incorporate descriptions of the appropriate (cont. next page)
behavior and feedback. (Author/CL)

Descriptors: Behavior Problems; *Disabilities; Elementary Secondary Education; *Interpersonal; Competence; Teaching Methods

ED102790 EC071478
The Challenge of Special Education in Regular High School Classrooms: Applications of the Behavioral Model.

Egner, Ann
1974
19p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL75

ED095688 EC062798
Individualizing Junior and Senior High School Instruction to Provide Special Education Within Regular Classrooms: The 1972-1973 Research Service Reports of the Secondary Special Education Project.

Egner, Ann, Ed.
Vermont Univ., Burlington. Coll. of Education
1973
195p.
Prepared with the cooperation of the Burlington, Chittenden Central, and Chittenden South school districts.


ED185525 EC123535
Mainstreaming of the Special Education Pupil into Regular Physical Education.

Englar, Greg
Nov 1979
EDRS Price - MF01/PC01 Plus Postage.
Language: English

ED102790 EC071478
The Challenge of Special Education in Regular High School Classrooms: Applications of the Behavioral Model.

Egner, Ann
1974
19p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL75

ED095688 EC062798
Individualizing Junior and Senior High School Instruction to Provide Special Education Within Regular Classrooms: The 1972-1973 Research Service Reports of the Secondary Special Education Project.

Egner, Ann, Ed.
Vermont Univ., Burlington. Coll. of Education
1973
195p.
Prepared with the cooperation of the Burlington, Chittenden Central, and Chittenden South school districts.


EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL75

Presented are three examples of the use of the behavioral model to provide special education within regular high school classrooms. The first example describes a math teacher's use of minimum objectives and free-time reinforcement in individual contingency and team contingency situations to motivate students to complete assignments. It is explained that more students consistently completed their daily work when they could earn time off together rather than individually. Focused on in the second example is a teacher's use of self-paced instructional units to teach math skills necessary for completion of course projects to students who otherwise would have been denied entry into the class. The third example recounts a team effort (including four teachers, a guidance counselor, and other personnel) to develop an individualized program for a 12-year-old boy with problems such as poor school attendance and disruptive behavior. Results of application of time out contingency for disruptive behavior, and free-time reinforcement for completed assignments are reported to include positive changes in the boy's attitude toward school, and improvement of reading skills by two grade levels in 65 days. (LS)

Descriptors: *Behavioral Objectives; *Behavior Change; Exceptional Child Education; Learning Disabilities; *Mainstreaming; Mathematics; Motivation; *Operant Conditioning; Program Descriptions; Secondary Education; *Underachievement; Vocational Education

ED185525 EC123535
Mainstreaming of the Special Education Pupil into Regular Physical Education.

Englar, Greg
Nov 1979
EDRS Price - MF01/PC01 Plus Postage.
Language: English

ED815781 EC101261
Individualizing Junior and Senior High School Instruction to Provide Special Education Within Regular Classrooms: The 1972-1973 Research Service Reports of the Secondary Special Education Project.

Egner, Ann, Ed.
Vermont Univ., Burlington. Coll. of Education
1973
195p.
Prepared with the cooperation of the Burlington, Chittenden Central, and Chittenden South school districts.

also considered. An assessment evaluation checklist and a sample physical education teacher evaluation questionnaire are appended. (DLS)

Descriptors: *Disabilities; *Mainstreaming; *Normalization (Handicapped); *Physical Education

EDJ311943 EC171573 Measuring Teacher Effectiveness from the Teacher's Point of View
Engleit, Carol Sue
Focus on Exceptional Children, v17 n2 p1-15 Oct 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); NON-CLASSROOM MATERIAL (OS5)
Journal Announcement: CIUMAY85
The article focuses on the interpretation of teacher effectiveness in regular and special education within the domains of classroom management, instructional organization, and teaching presentation. Effective practices of successful teachers are identified within each domain. (CL)

Descriptors: *Classroom Techniques; *Disabilities; Elementary Secondary Education; Self Evaluation (Individuals); Special Education; *Teacher Effectiveness; *Teacher Evaluation; Teaching Methods

ED241371 S0015238 Learning About Social Behavior. Implementation Guide
Favero, Jane; And Others
Glendora Unified School District, CA
1982
583p.; For supplement dealing with learning disability students. see S0 015 239.
Contract No.: 3281/5539
EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (OS1); TEACHING GUIDE (OS2); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL84
Target Audience: Teachers; Students
Designed for teaching students in regular and special education classes, the guide provides an instructional approach (as opposed to a counseling approach) to teaching social and behavioral skills. This approach, based on the premise that behavioral skills can be developed through instruction, drills, and applied practice, employs concepts from the behavioral dimension of the Structure of Intellcit Model of Intelligence, from assertiveness training, and from the work of Paul Ekman and Wallace Friesen on six basic emotions. The project is built around six instructional units (separate units provided for elementary and secondary levels): (1) basic feelings; (2) understanding interpersonal relationships; (3) problem solving; (4) complex social situations; (5) setting and attaining goals; (6) implications of various actions. Teachers assign project activities, which include group discussion, role playing, modeling, and worksheets. Evaluation instruments, instructions for their use, and a discussion of their development and reliability are included in the document. An assertiveness checklist, behavioral checklist, problem solving checklist, Cognition of Behavioral Units (CBU) Test, and an Evaluation of Behavioral Implications (EBI) are included. Teacher inservice and parent meeting outlines conclude the document. (LH)

Descriptors: *Affective Behavior; Assertiveness; *Behavior Change; Behavior Modification; Check Lists; Elementary Secondary Education; Evaluation Methods; Goal Orientation; Instructional Materials; Interpersonal Relationships; Learning Activities; Learning Disabilities; Problem Solving; *Social Behavior; *Social Development; Special Education
Identifiers: PF Project; Structure of Intellect Model of Intelligence

Feldis, Dorothyann; Nutter, Ronald E.
National Inservice Network, Bloomington, Ind.
Apr 1981
42p.; For related documents, see EC 140 684-687.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Grant No.: G00781840
Available from: National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (OS2)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEMAY82
Target Audience: Practitioners
The facilitator's guide is for an inservice training module on the development of a least restrictive environment for handicapped children by regular and special education teachers. The guide includes an introductory lecturette providing an overview of least restrictive learning. Activities are suggested to help participants identify the school's human resources, physical resources, and the resources of special programs, and to develop a program for the least restrictive environment for first a hypothetical child and then a real child. Case materials on the hypothetical child are appended. (D8)

Descriptors: *Disabilities; *Educational Resources; Elementary Secondary Education; Human Resource; *Inservice Teacher Education; *Mainstreaming, Program Development

ED210883 EC140685 The Development of a Least Restrictive Learning Environment.
Mainstreaming Practices and Evaluation.

Ferrara, Steven F.  
13 Oct 1984  
EDRS Price - MF01/PC01 Plus Postage.  
Language: English  
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); RESEARCH REPORT (143)  
Geographic Source: U.S.; California  
Journal Announcement: RIEDEC81  
Document Type: RESEARCH REPORT (143)  
Language: English  
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)  
Geographic Source: U.S.; California  
Journal Announcement: RIEJAN78  
Type: RESEARCH REPORT (143)  
EDRS Price - MF01/PC01 Plus Postage.  
Language: English  
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); RESEARCH REPORT (143)  
Geographic Source: U.S.; California  
Journal Announcement: RIEDEC81  
Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)  
Geographic Source: U.S.; California  
Journal Announcement: RIEJAN78  
EDRS Price - MF01/PC01 Plus Postage.  
Language: English  
The paper makes two premises: (1) excellence in mainstreaming requires modifications to regular classroom instructional activities, materials, and assessment, and support and assistance for the teachers making these modifications; (2) one criterion to judge the excellence of evaluation of mainstreaming programs is the degree to which an evaluation examines what modifications and support are occurring in mainstream classes. The paper begins with a review of evidence supporting the efficacy of modifying instruction to accommodate handicapped learners in regular classes, and explains why modifications and support are not implemented in a large number of classrooms. An overview follows of the types of evaluations of mainstreaming efforts conducted in the last 10 or so years. Four studies are then described in detail; these four evaluations attempt to focus on effective mainstreaming practices, including modifications and support. Five sets of guidelines are provided to assist evaluators in identifying effective modification and support practices and in focusing on implementation of these practices in regular classrooms. (Author/CL)  
Descriptors: *Disabilities; Elementary Secondary Education; *Feedback; *Field Experience Programs; *Inservice Teacher Education; *Mainstreaming; Models; Preschool Education; Program Descriptions; Teaching Skills  

ED204966 EC133527  
Training Over Time: A Field-Based Model for Inservice Delivery.  
Flechtl, 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 taught. Child performance data were obtained. Follow up data indicated that 60% of the trainees who responded to training used the 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  

ED13672 TM006243  
A Three-Year Evaluation of "Project Mainstream".  
Fine, Jo Renee; And Others  
[Apr 1977  
57p.: Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); Best copy available  
EDRS Price - MF01/PC03 Plus Postage.  
Language: ENGLISH  
Document Type: RESEARCH REPORT (143)  
Journal Announcement: RIEJAN78  
Three years of evaluation activities were conducted by the Institute for Developmental Studies (IDS) at New York University for the 1973-1976 program years of Project Mainstream, a Title III, ESEA project in New York's Lower Hudson Region. This work was carried out with the cooperation and support of the Yonkers, New York school system. Objectives of Project Mainstream were: (1) to train both regular and special education teachers in the theory and application of behavior analysis; (2) to train teachers in specific procedures for the design of individual student curricula; (3) to re-integrate mildly handicapped special education children gradually back into regular classroom programs; (4) to plan for and guide the gradual role change of the special education teacher from a self-contained role to a resource teacher; and (5) to train and work with parents in developing and applying appropriate behavioral techniques in the home to reinforce their children's progress at school. The primary focus for the evaluation was assessment of the effectiveness of re-integrating mildly handicapped children presently enrolled in special classes into regular classrooms. The evaluative summary, recommendations, and requirements for successful project implementation are included. A sociometric rating scale form and a public opinion survey questionnaire form are (cont. next page)
also appended. (Author/NV)

Descriptors: Academic Achievement; Administrator Attitudes; Behavior Change; Behavior Patterns; Classroom Observation Techniques; Cognitive Development; Educational Programs; Elementary Education; Elementary School Students; Individualized Instruction; Learning Disabilities; Mainstreaming; Measurement Techniques; Mild Mental Retardation; Parent Attitudes; Parent Participation; Participant Satisfaction; Program Evaluation; Questionnaires; Self Concept; Social Adjustment; Special Education Teachers Student Attitudes; Teacher Attitudes; Teacher Workshops

Identifiers: Elementary Secondary Education Act Title III; New York (Yonkers); Project Mainstream; Yonkers Public Schools NY

ED190683 EC132410

Developing Special Education Competencies in Regular Educators: California's Plan.
Fl.-Beiner, Paul K.; And Others
[1980]
20p.
EDRS Price - MF01 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 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, restructure, transdisciplinary, inservice, and student teaching models—are briefly described.

Descriptors: Compliance (Legal); Disabilities; Mainstreaming; Preservice Teacher Education; State Programs; Teacher Education; Teaching Skills
Identifiers: California

ED185710 EC123487

Administrative Interventions to Provide Educational Services for Declassified Students.
Fisher, Alan T.
Sep 1979
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas

Journal Announcement: RIESEP60

Administrative steps necessary to provide needed educational programs for transitional students (students who have been declassified and are no longer eligible for special education programming) are discussed. The administrative steps include recognizing the new subpopulation of students, arranging for the gradual transfer of students from special education to regular education, determining available alternative programs and funding resources, and providing opportunities for changing teachers' expectations regarding the academic potential of transitional students. Along with the administrative needs, the school psychologist needs to assume a consultative role in assisting instructional personnel in working with transition students. Research is needed in the areas of identification, instruction, and assessing the academic gains of this population in nonspecial educational curricula. (Author/PHR)

Descriptors: Administrative Change; Administrator Role; Educational Diagnosis; Educational Needs; Educational Responsibility; Elementary Secondary Education; Identification; Intervention; Mainstreaming; Needs Assessment; Research Needs; School Psychologists; Slow Learners; Special Programs
Identifiers: Declassified Students

ED277492 RC015993

Project S.E.R.T. Special Education Training for Regular Educators of Native-Americans.
Foster, Carl
1984
9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEAUG87

The Bureau of Indian Affairs' (BIA) Chinle Agency mainstreamed 85% of its 230 special education students during the 1983-84 school year. A survey of the agency's regular education teachers revealed that many felt inadequately prepared to teach the mainstreamed special education student. Based on this information, the Special Education Office, in cooperation with the University of Arizona, implemented Project S.E.R.T. (Special Education for Regular Teachers) training, providing graduate level instruction to 80 regular teachers for 4 months. Analysis of pretest/posttest results indicated that these teachers significantly improved in special education knowledge. Further, a questionnaire completed by participants at the end of the project showed that special education information received was implemented in the classroom. Although the training of regular teachers in special education knowledge and skills was limited to the Chinle Agency, the training program should be considered by all BIA schools. Assuming that these special education practices of the Chinle Agency are widespread, BIA schools are

(cont. next page)
mainstreaming special education students into classrooms with regular teachers who may be inadequately prepared in special education knowledge and skills. In such cases it could be argued that BIA special education students are placed in restrictive mainstream environments which are providing an inappropriate education. (UHZ)

Descriptors: *American Indian Education; American Indians; Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; Program Descriptions; Program Evaluation; School Demography; *Special Education; Teacher Effectiveness; *Teacher Improvement; Teaching Skills

Identifiers: *Arizona (Chinle); *Bureau of Indian Affairs Schools; Navajo (Nation)

ED195077 EC130854
Mainstreaming: The Glenbrook Model.
Franson, Joseph Paul
1979
1p.; Research conducted at Glenbrook Middle School, Longmeadow, MA.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEAPR81

The author describes an approach to mainstreaming handicapped middle school students in which students were placed in a regular remedial class with a regular education teacher, a special education teacher, and an aide. The model evolved originally because of staffing problems, but achievement in both self confidence and academics resulted in its continuation. It is explained that an earlier decision to have special education courses parallel regular education whenever possible helped to ease the student's transition. The range of special-regular education options and their interrelationships is depicted in a chart. (CL)

Descriptors: *Disabilities; Elementary Education; Learning Disabilities; *Mainstreaming; Middle Schools; *Mild Disabilities; Program Effectiveness; *Remedial Instruction; Special Education; Teamwork

EJ326810 EC181121
A Personal View of Curriculum-Based Assessment.
Gickling, Edward E.; Thompson, Verlinda P.
Exceptional Children, v52 n3 p205-18 Nov 1985
Special Issue: Curriculum Based Assessment.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJMAR86

An evaluation of empirical evidence from three studies published in journal articles and a book chapter indicated insufficient cause to view the Adaptive Learning Environments Model as a successful, large-scale, full-time mainstreaming program for integrating handicapped pupils and remedial/compensatory education students into general education. (Author/JDD)

Descriptors: *Compensatory Education; *Disabilities; Educational Research; Elementary Secondary Education; Instructional Effectiveness; *Mainstreaming; Models; Outcomes of Education; *Program Evaluation; *Remedial Instruction

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

EJ378869 EC210952
Evaluation of the Adaptive Learning Environments Model.
Fuchs, Douglas; Fuchs, Lynn S.
Exceptional Children, v55 n2 p115-27 Oct 1988
For related documents, see EC 210 953-954.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJMAR89

An evaluation of empirical evidence from three studies published in journal articles and a book chapter indicated insufficient cause to view the Adaptive Learning Environments Model as a successful, large-scale, full-time mainstreaming program for integrating handicapped pupils and remedial/compensatory education students into general education. (Author/JDD)

Descriptors: *Compensatory Education; *Disabilities; Educational Research; Elementary Secondary Education; Instructional Effectiveness; *Mainstreaming; Models; Outcomes of Education; *Program Evaluation; *Remedial Instruction

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

Integrated Counseling Services for Exceptional Children: A Functional, Noncategorical Model.
Frith, Greg H.; And Others
School Counselor, v30 n5 p387-91 May 1983
Available from: UMI
Language: English
Document Type: GENERAL REPORT (140)
Journal Announcement: CIJMAR84

Describes the system-wide counseling program of the Vestavia Hills Public Schools, which facilitates interaction between regular and special education. Special emphasis is placed on three major support systems (staffing considerations, school and community resources, and peer participation) incorporated into a noncategorical functional model. (JAC)

Descriptors: Counseling Effectiveness; *Counseling Services Elementary Secondary Education; *Mainstreaming; Models; Peer Relationship; Pupil Personnel Services; *School Counseling; *Special Education; Student Development

Identifiers: Vestavia Hills Public Schools AL
ED208638 EC140307
Grayson, Judith M.; And Others
California Regional Resource Center, Los Angeles.
Mar 1980
21p.
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

ED255115 ED208638
Collaborative Academic Learning Time for Low Achieving and Handicapped Mainstreamed Students.
Gickling, Edward E.
Oct 1984
16p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6,1984).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143): NON-CLASSROOM MATERIAL (055); CONFERENCE PAPER (150)
Geographic Source: U.S.: California
Documa"t Type: EVALUATIVE REPORT (142)
Sponsoring Agency: California Regional Resource Center, Los Angeles.
Grayson, Judith M.; And Others
The paper evaluates findings and implications of curriculum based assessment (CBA), an approach focusing on collecting, interpreting, and using data to help lower achieving students have opportunities for success in mainstreamed settings. An instructional delivery model is presented to gauge the probability of task success and provide a structure for controlling the difficulties encountered by a teacher in deciding what and how to teach. Three performance levels of student functioning are proposed: frustration level, instructional level, and independent level. Percentages of challenge provided for the instructional level constitute a manageable set of criteria to evaluate the suitability of students' assessment. Studies are cited to illustrate the use of the model with attention deficit disordered and low achieving students. (CL)
Descriptors: *Curriculum Development; *Disabilities; Elementary Secondary Education; *Low Achievement; *Mainstreaming; Models; Student Evaluation; *Teaching Methods; *Time on Task

EJ293950 SS01246
Educating the Severely Mentally Handicapped: Lessons for Mainstream Education.
Hackney, Ann
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Journal Announcement: CJMAY84
A study of severely mentally retarded children in Great Britain attending regular schools led to a series of recommendations. These include the need for more information exchange between professionals about the students and teaching techniques. Improvements in school organization and teacher quality, and a change in attitudes toward retardation. (IS)
Descriptors: Access to Education; *Comparative Education; Educational Practices; Educational Research; Elementary Secondary Education; For-Sight Countries; Instructional Improvements; Mainstreaming; *Severe Mental Retardation; Special Education
Identifiers: *Great Britain

ED122479 EC082857
Project S.E.R.T. - Special Education for Regular Teachers.
Hale, Steve; And Others
Apr 1976
10p.; Paper presented at the Annual Internet Convention, The Council for Exceptional Children (b Chicago, Illinois, April 4-9, 1976); For related information, see EC 082 858
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIESEP76
Evaluates in two field tests with 20 regular teachers a set of eight instructional modules designed to develop the competencies of regular teachers involved in mainstreaming handicapped children as part of Project SERT (Special Education for Regular Teachers). The following modules were developed: comprehensive special education, formal appraisal, team planning for student program management, informal assessment, organizing content for individual differences, (cont. next page)
materials selection, classroom management, and evaluation of instruction. Results of the validation process supported the following conclusions: content of the modules was regarded as helpful by regular teachers, both delivery systems (either summer workshop or semester course) were effective in producing perceived competence among participants, participants' shared information and ideas with colleagues, there was a positive impact on participants' attitudes toward special education, and participants preferred the 2-week format. (DB)

Descriptors: Elementary Education; Exceptional Child Education; *Handicapped Children; *Inservice Teacher Education; *Mainstreaming; *Special Education; Teacher Effectiveness; Teachers

Identifiers: *Project SERT

ED039328 UD010032
Modification of Disputing and Talking Out Behaviors with the Teacher as Observer and Experimenter.
Hall, R. Vance; And Others
Mar 1970
Sponsoring Agency: National Inst. of Child Health and Human Development, Bethesda, Md.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIESEP70

Disputing and talking out behaviors of individual pupils and entire classroom groups in special education classes and regular classes from white middle class areas and from all Negro disadvantaged areas ranging from the first grade to junior high school were studied. The classroom teacher in each case acted as the experimenter and primary observer. Various means of recording behaviors were used and reliability of observation was checked by an outside observer, another teacher, a teacher-aide, a student, or by using a tape recorder. Observation sessions varied from fifteen minutes to an entire school day. After baseline rates were obtained, extinction of inappropriate disputing or talking out behaviors and reinforcement of appropriate behavior with teacher attention, praise, and in some cases a desired classroom activity or a surprise at the end of the week brought a return to high levels of inappropriate talking, with a return to low levels when reinforcement for appropriate talking was reinstated. The experiments demonstrated that teachers in a variety of classroom settings could obtain reliable observational records and carry out experimental manipulations successfully using resources available in most schools. (Author)

Descriptors: Antisocial Behavior; Behavioral Objectives; Behavior Change; Black Students; Classroom Observation Techniques; Classroom Techniques; Disadvantaged Youth; Elementary School Students; Junior High School Students; Middle Class; *Social Reinforcement; Special Education; Student Behavior; *Student Teacher Relationship; White Students

EJ366039 EC201629
Hallahan, Daniel P.; And Others
For related documents, see EC 201 625-631.
Language: English
Document Type: JOURNAL ARTICLE (O8O); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIUE368

The article examines the research used to support the Regular Education Initiative, especially the efficacy of 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

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

EJ390562 EC212718
Hanline, Mary Frances; Halvorsen, Ann
Exceptional Children, v55 n6 p487-92 Apr 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O8O); RESEARCH REPORT (143)
Journal Announcement: CIUE3CT9

Interviews with parents of 14 students with disabilities examined the support parents received during their child's transition to an integrated educational placement. Parents consistently expressed satisfaction with integration and professional and personal support received. Parents stressed local school district commitment, an individualized approach to parent involvement, and ongoing communication with parents. (Author/DB)

Descriptors: *Disabilities; Elementary Secondary Education; Interviews; *Mainstreaming; Opinions; *Parent Attitudes; Parent Influence; *Parent School Relationship; Parent Teacher Cooperation; Preschool Education; *Student Placement; Transitional Programs
Mainstreaming: Merging Regular and Special Education.

Hayek, Robert A.

Focus on Exceptional Children, v20 n1 p1-7 Sep 1987

Available from: UMI

Language: English

Document Type: REVIEW LITERATURE (070); JOURNAL ARTICLE (080), NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJFEBB88

Target Audience: Practitioners

Descriptors: *Attention; *Behaviors; *Curriculum Development; *Disabilities; *Elementary Secondary Education; *Inservice Teacher Education; *Learning Problems; *Prevention; *Program Development; *Referral; *Teamwork

Identifiers: *Teacher Assistance Team

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Preventing 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 (080), NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJFEBB88

Target Audience: Practitioners

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

Identifiers: *Curriculum Adaptation Guide

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The Newtonian Mechanistic Paradigm, Special Education, and Contours of Alternatives: An Overview.

Hesiusius, Louis


Language: English

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

Journal Announcement: CIJFEBB90

The article examines theoretical reorientations in special education away from the Newtonian mechanistic paradigm toward an emerging holistic paradigm. Recent literature is critiqued for renaming theories as paradigms, thereby providing an illusion of change while leaving fundamental mechanistic assumptions in place. (Author/DB)

Descriptors: *Disabilities; Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Special Education

Identifiers: Newtonian Mechanics; *Paradigm Shifts

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Behavioral Intervention Program for Remediating Mild Emotional/Behavioral Problems in Rural County Elementary Schools.

Hoover, John J.

Education, v104 n3 p287-90 Sep 1984

Available from: UMI

Language: English

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: CIJ0CT84

Target Audience: Practitioners

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

Identifiers: *Program Development
implemented by author, for mild emotional/behavioral problems in rural elementary schools which allows students to remain in their regular classroom. Emphasizes consultative team approach utilizing itinerant behavioral specialists, school psychologists, and/or special education teachers, and regular classroom teachers. (NEC)

Descriptors: Behavior Modification; *Behavior Problems; Classroom Environment; *Consultation Programs; Elementary Education; *Emotional Problems; *Intervention; *Rural Education; Small Schools; *Teacher Role

EJ334353 EC182444
Mainstreaming and Cooperative Learning Strategies.
Johnson, David W.; Johnson, Roger T.
Exceptional Children, v52 n6 p553-61 Apr 1986
Special Issue: In Search of Excellence: Instruction that Works in Special Education Classrooms.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); NON-CLASSROOM MATERIAL (O85)
Journal Announcement: CIJAUG86
Elements of cooperation learning and the specific actions for implementing it are presented, including positive interdependence, individual accountability, collaborative skills, and group processing. Effects on relationships between disabled and nondisabled students are summarized. The teacher's role in implementing cooperative learning is examined. (Author/CL)
Descriptors: *Cooperation; *Disabilities; Elementary Secondary Education; *Learning Strategies; *Mainstreaming; Peer Relationship; Program Implementation; *Teacher Role; Teaching Methods

EJ334301 EC182292
Special Education Students in Regular Classes: What Happened to the Pyramid?
Junkala, Joan; Mooney, Jean F.
Language: English
Document Type: JOURNAL ARTICLE (O80); RESEARCH REPORT (143)
Journal Announcement: CIJAUG86
Of 9 school districts making high use (HU) and those low use (LU) of regular class placement options, HU special education administrators were generally more positive than LU SS about mainstreaming and placement issues. HU teachers were more positive than LU teachers on several issues, and principals as a group were dramatically more positive than teachers on almost every issue. (CL)
Descriptors: *Administrator Attitudes; *Disabilities; Elementary Secondary Education: Mainstreaming; *Student Placement; *Teacher Attitudes

ED210885 EC140687
Kay, Nancy L.; And Others
National Inservice Network, Bloomington, Ind.
May 1981
49p.; For related documents, see EC 140 684-686.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Grant No.: G00781840
Available from: National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Sponsoring Agency: INDIANA DEPARTMENT OF PUBLIC INSTRUCTION, INDIANA UNIVERSITY
Target Audience: Practitioners
The facilitator's guide is for an inservice training module (5 or 6 hours) on strategies for interaction with severely handicapped students for regular and special education teachers. Suggested activities include a discussion on professional resources, brainstorming on types of interactions possible with the severely handicapped, identification of settings and activities in the local school where teachers or students might interact with severely handicapped students, development of an action plan, and giving personal priorities to actions the participant can take to further the educational programs of severely handicapped students. Overheads, worksheets, and a lecture on the goal of education are also included. (DB)
Descriptors: Educational Objectives; Elementary Secondary Education; *Inservice Teacher Education; *Interaction Process Analysis; *Interpersonal Relationship; *Normalization (Handicapped); *Severe Disabilities

EJ366037 EC201627
Improving Services for Problem Learners: Rethinking and Restructuring.
Keogh, Barbara K.
For related documents, see EC 201 625-631.
Language: English
Document Type: JOURNAL ARTICLE (O80); POSITION PAPER (120)
Journal Announcement: CIJUN98
Target Audience: Policymakers
The proposed merger of special and regular education is analyzed relative to conditions of mild handicap and the capability of the regular education system to serve all pupils effectively. Conditions necessary for restructuring include (cont. next page)
support for research and evaluation, the study of programs as well as individuals, and multiple program models. (Author/DB)

Descriptors: Elementary Secondary Education; Individual Differences; Interdisciplinary Approach; *Mainstreaming; *Mild Disabilities; *Research Needs

Identifiers: *Special Education Regular Education Relationship

**EUJ349257 EC191641**
**Effective Teaching for Mainstreamed Students Is Effective Teaching for All Students.**
Larrivee, Barbara
Teacher Education and Special Education, v9 n4 p173-79 Fall 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: C1JUN87

A large-scale longitudinal study identified, through assessment of 118 classroom teachers and selected mainstreamed students (most of whom were learning disabled), 15 effective teaching behaviors for mildly handicapped students, including assignment of learning tasks with high success rates, frequent positive feedback, efficient use of classroom time, and limited punitive interventions. (Author/DB)

Descriptors: Elementary Secondary Education; *Instructional Effectiveness; *Learning Disabilities; Longitudinal Studies; *Mainstreaming; *Mild Disabilities; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness

**ED252848 CS208671**
**Training Teachers to Use Research-Based Strategies Improves Student Achievement in Spelling.**
Laurent, Cheryl L., Ed.; Stetson, Elton G., Ed.
Education Service Center Region 5, Beaumont, Tex.
May 1984
96p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIEJUN85

Target Audience: Practitioners

Prepared under provisions of a federal grant for preparing teachers of handicapped students in both regular and special education classrooms, the inservice project described in this report was intended to retrain both regular classroom and special education teachers in a Texas school district in the research-based strategies of spelling instruction. The six chapters of the report contain the following: (1) a description of the grant and its rationale; (2) a review of research supporting the need for teacher retraining, on both a national and a state level; (3) descriptions of two studies conducted in the school district to compare teachers' personal beliefs about spelling and their actual teaching practices and their beliefs about spelling and their personal spelling habits; (4) a description of the phase one training model, which involved a central office administrators' awareness session, a building-level administrators' planning session, training of experimental group teachers, training of the control teachers, and selection of experimental and control classes; (5) the results of a study that investigated the effectiveness of the training program; and (6) a description of the second phase training model, used by volunteer teachers throughout the school district. Extensive appendices contain copies of test instruments used in the study, tables of data, and materials used in the training program. (FL)

Descriptors: *Educational Research; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; *Research Utilization; Special Education; *Spelling Instruction; Teacher Effectiveness; *Teacher Improvement; Teacher Role; Teaching Methods

Identifiers: Elementary Secondary Education Act Title VI; *Theory Practice Relationship

**EUJ309602 GS527449**
**Long-Term Effectiveness of the Adolescent Learning Center: A Challenge to the Concept of Least Restrictive Environment.**
LeVine, Elaine; Greer, Martin
Adolescence, v19 n75 p521-26 Fall 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080), RESEARCH REPORT (143)
Journal Announcement: CIJAPR85

Describes the long-term effectiveness of the Adolescent Learning Center, a model classroom for emotionally disturbed adolescents (N=24). Results on a behavioral checklist, student attitude questionnaire, and parents' questionnaire indicated that gains in emotional adjustment continued to accrue significantly upon the students' return to the public school setting (JAC).

Descriptors: *Adolescents; *Emotional Disturbances; Followup Studies; *Mainstreaming; Models; Program Effectiveness; Secondary Education; *Special Schools; *Student Adjustment

Identifiers: *Adolescent Learning Center

**EUJ353991 EC192518**
**Perceived Training Needs of Regular and Special Education Student Teachers in the Area of Mainstreaming.**
Leyser, Yona; Abrams, Peter D.
Exceptional Child, v33 n3 p173-80 Nov 1986
Language: English
Document Type: JOURNAL ARTICLE (000), RESEARCH REPORT (143)
Journal Announcement: CIUSEP87

Responses to a questionnaire revealed that regular education student teachers (N=155) and special education student teachers (N=51) perceived a need for additional training in several similar areas concerned with mainstreaming, including (cont. next page)
communication, classroom management, evaluation, and professional knowledge needs also identified in the research on practicing teachers. (Author/CB)

Descriptors: Classroom Techniques; Comparative Analysis; *Educational Needs; *Higher Education; Knowledge Level; *Mainstreaming; Preservice Teacher Education; *Public School Teachers; *Special Education Teachers; *Student Teacher Attitudes

EJ360401 EC201631
Redefining the Applied Research Agenda: Cooperative Learning, Pre-referral, Teacher Consultation, and Peer-Mediated Interventions.
Lloyd, John Wills; And Others
For related documents, see ED 201 525-530.
Language: English
Document Type: JOURNAL ARTICLE (OBO); REVIEW LITERATURE (O70); POSITION PAPER (120)
Journal Announcement: CIIJUN88
Recent literature on four intervention approaches—cooperative learning, prereferral teams, consulting teachers, and peer tutoring—recommended for accommodating atypical learners in general education settings is reviewed. It is concluded that the research date does not justify reducing special education services. (Author/DB)

Descriptors: Classroom Techniques; Consultation Programs; Cooperation; Elementary Secondary Education; *Instructional Effectiveness; *Intervention; *Mild Disabilities; Peer Teaching; Referral; *Remedial Instruction; Tutoring
Identifiers: Special Education Regular Education Relationship

ED094022 UDO14326
Increasing the Academic Performance of Culturally Disadvantaged Students: A Diamond Among the Class or the Possibility of a Type I Error.
Lloydman, William E.; Parks, A. Lee
Apr 1974
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIENVT74
The general purposes of the present project were: (1) to develop a multifaceted special education system for providing maximum educational support to children regardless of their classification, (2) to demonstrate this alternative through a noncategorical educational model involving regular and special education in management plans for children regardless of variance in their abilities. The target population consisted of approximately 400 Caucasian, inner-city elementary school students in a large midwestern city, whose general academic performance was severely depressed. The model was designed to augment the specific instructional skills of the classroom teachers in working with given children or groups of children. Classroom teachers received instruction in building, implementing, and recording the specific instructional activities, concepts, and/or reinforcement techniques for their classroom; the teachers received university credit for implementing these procedures and recording the target behaviors in the classroom. The project was designed to provide a resource center where teachers could seek guidance, suggestions, assistance, and additional materials. Also, a child could be taken there for a brief period each day to be worked with by the project staff. (Author/JM)

Descriptors: Academic Achievement; Achievement Gains; Curriculum; *Disadvantaged; *Elementary School Students; Individualized Instruction; *Inner City; Inservice Teacher Education; *Program Evaluation; Remedial Instruction; Research Methodology; *Special Education; Statistical Analysis; White Students

ED157218 EC110775
Nabry, Ann; Kaufman, Martin J.
61p.; Some pages in the procedures may have poor print due to colored print in the original; print on forms may be too small to read easily; For related information, see ED 110 776-778
EDRS Price - MF01/PC03 Plus Postage.
Document Type: CLASSROOM MATERIAL (O50)
Journal Announcement: RIEDECF8
Target Audience: Practitioners
Presented at I 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 consists of the following: an overview of the CAPP System; an introduction to Stage I on classroom support (which includes a chart of Stage I activities and a breakdown of activities to be performed by the teacher, specialist, and coordinator; and a glossary of acronyms and terms used in the system); instructions for completing each section of the Classroom Support Folder used to document Stage I information; examples of notes and letters for communicating with parents; and procedures for finalizing the Classroom Support Stage. Also provided is a copy of the Classroom Support Folder which contains sections for recording teacher request for support, classroom planning worksheet, plan for alternative strategy, and additional services recommendations. (SBH)
Descriptors: Conceptual Schemes; Decision Making; (cont. next page)
Mainstreaming Students with Mild Handicaps: Academic and Social Outcomes.

Madden, Nancy A.; Slavin, Robert E.


This work was supported by Grant No. G-00-80-01494 from the Office of Special Education, US Department of Education.

Authors/PIO: Mann, Philip H., Ed.

Descriptors: *Academic Achievement; Effective Objectives; Elementary Secondary Education; Emotional Adjustment; Learning Disabilities; *Mainstreaming; *Mild Disabilities; Peer Acceptance; Self Concept; Student Educational Objectives; *Student Placement

Mainstreaming Handicapped Adolescents into Regular Education Classrooms.

Maher, Charles A.

Techniques, v15 n5 p380-88 Jul 1985

Journal Availability: CPPC, Techniques, 4 Conant Sq., Brandon, VT 03033.

Language: English

Document Type: JOURNAL ARTICLE (060); RESEARCH REPORT (143)

Results of a study involving 49 special education secondary students revealed that the Goal-Oriented Approach to Learning (enlisting the student's help in developing an appropriate classroom program) was superior to traditional procedures in terms of student attainment of instructional goals and teacher utilization of a greater range of instructional strategies. (CL)

Descriptors: *Disabilities; *Goal Orientation; *Mainstreaming; Secondary Education; *Student Participation; Teaching Methods

Mainstream Special Education: Issues and Perspectives in Urban Centers.

Mann, Philip H., Ed.

Miami Univ., Coral Gables, Fla.

EDO93141 ECO62411


Grant No.: OEG-0-72-3999(609)

Available from: Council for Exceptional Children 1920 Association Dr., Reston, Virginia 22091 ($3.50, 10% off for 2-9 copies, 20% off for 10 or more copies)

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: REVIEW LITERATURE (070)

Research contrasting special class placement, partial mainstreaming, and complete mainstreaming of students with mild academic handicaps is critically reviewed. Also reviewed is recent research on programs designed to improve the outcomes of mainstreaming, particularly programs directed at diminishing the rejection of students with mild academic handicaps by their regular class peers. (Author/PN)

Descriptors: *Academic Achievement; Effective Objectives; Elementary Secondary Education; Emotional Adjustment; Learning Disabilities; *Mainstreaming; *Mild Disabilities; Peer Acceptance; Self Concept; Student Educational Objectives; *Student Placement

EDO29274 TM810767

EDO29274

An Evaluation of the Professional Development Sequence on "The Slow Learner in the Secondary School".

Marble, W. O., Jr.

Burnaby School District (British Columbia).

(cont. next page)
Clearing House, v59 n6 p259-62 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); POSITION PAPER (120)
Journal Announcement: RIE01026
Examine the gap between educators of handicapped students and educators of nonhandicapped students to discover ways the gap is destructive and ways it can be bridged. (FL)
Descriptors: *Cultural Differences; Elementary Secondary Education; Mainstreaming; *Special Education; *Student Needs; *Teacher Attitudes

E0102102 SP008880
Special Education and Consulting Teachers.
McKenzie, Hugh S.
Vermont State Dept. of Education, Montpelier, Div. of Special Education and Pupil Personnel Services.; Vermont Univ., Burlington, Coll. of Education.
May 1971
4p.: Based on paper presented at the Banff International Conference on Behavior Modification (3rd. Univ. of Calgary, Calgary 44, Alberta, Canada, April 1971)
EDRS Price - MF01/13:02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN75
One of several possible systems for delivering special education services, a consulting teacher approach seeks to manage and educate handicapped children in regular elementary classrooms. Vermont has adopted this approach for certain handicapped children because it is less costly and disruptive, avoids labeling and extensive testing, provides normal peer models, and trains regular teachers in special education. During a 2-year graduate program, students preparing to be consulting teachers receive training in the individualization of instruction, analysis of behavior, and research as well as supervised experience in consulting with and training teachers through services to 32 handicapped children. The training program is evaluated mainly by services students provide to handicapped children. (An 16-item bibliography is included.) (Author)
Descriptors: Behavioral Science Research; *Consultants; Elementary Education; *Enrichment; *Graduate Study; *Handicapped Children: Individualized Instruction; *Mainstreaming; *Research; Resource Teachers; *Special Education Teachers; Teacher Education
Identifiers: *Vermont

EJ326615 EC181126
Implementing Curriculum-Based Measurement in Special and Regular Education Settings
Marston, Douglas; Magnusson, Deanne
Exceptional Children, v52 n3 p266-76 Nov 1985
Special Issue: Curriculum Based Assessment.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (O80); RESEARCH REPORT (143)
Journal Announcement: CIUMAR86
Two studies document benefits of implementing CBM (curriculum-based measurement) in both special and regular education settings. In Study 1 CBM is demonstrated to be a valid and reliable measurement system that aids teacher decisions regarding student placement, progress, and intervention effectiveness in an elementary school. Study II outlines its implementation in a resource program serving 1,100 mildly handicapped children. (Author/CL)
Descriptors: *Curriculum; Elementary Secondary Education; *Evaluation Methods; *Mild Disabilities; Program Effectiveness; Program Implementation; *Resource Room Programs
Identifiers: *Curriculum Based Assessment

EJ331124 CS732385
Special Education vs. "Regular" Education: Bridging the Culture Gap
Martin, David S.

EJ331124 CS732385
Special Education vs. "Regular" Education: Bridging the Culture Gap
Martin, David S.
ED273048 EC190440
Central Burlington County Region for Special Education, N.J.
Available from Guidance Awareness Publications, Box 106, Rancocas, NJ 08073 ($2.00).
EDRS Price - MF01 Plus Postage. PC No. Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); TEACHING GUIDE (052)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJUN82
Target Audience: Practitioners
This booklet defines mainstreaming procedures through brief responses to questions on: students that should be mainstreamed; the most effective time for mainstreaming a student; why mainstreaming is effective for children with special needs; and how the move from special education to regular class placement can be facilitated. Profiles are presented of specific experiences of regular teachers in dealing with disabled children in their classrooms. A checklist is provided for identifying seven areas in which learning problems may occur. (1) motor development; (2) visual perception; (3) visual motor; (4) spatial organization; (5) (cont. next page)
regulation behavior; (6) language development; and (7) personality development. A copy of a special education mainstreaming form used to report student progress is included. (UD)

Descriptors: Classroom Environment; Classroom Techniques; Developmental Disabilities; Elementary Secondary Education; Individual Development; Learning Disabilities; Mainstreaming Socialization; Special Education; Student Development; Student Placement; Teacher Role; Teaching Methods

ED213155 EC141106


EDRS Price - MF01/PC03 Plus Postage. Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; Pennsylvania

Descriptors: *Disabilities; Elementary Secondary Education; *Personality; Special Education

ED249220 SP025348

Curriculum Assessment and Modification. O'Connell-Mason, Christine; Raison, Susan Blom


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.: 0EG007902045

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEFEB85

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, scales 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. (UD)

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

Identifiers: Education for All Handicapped Children Act
ED203537 EC132801
Peterson, Diana K.; Whitmore, Ladonna
Rocky Mountain Teacher Corps Network, Landers, Wyo. [1980]; 76p.; Print is small. For related documents, see EC 132 802-809.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; Wyoming
Journal Announcement: RIENDV81
The facilitator's manual offers guidelines for conducting a workshop for regular educators which focuses on the following objectives—writing a rationale for mainstream education, describing the various instructional models and the role relationships of personnel within each, describing the characteristics and classifications of special students (both handicapped and gifted), and understanding the ways in which expectations and stereotypes of others affect responses/learning/relationships. Sections cover general and specific workshop objectives; materials, space, and equipment; evaluation of the training session; and directions for conducting the workshop. Included among workshop materials are masters for transparencies, articles for service delivery systems, a teacher training program order form, a materials price list, a bibliography, and a list of agencies for the gifted. (SB)
Descriptors: Attitudes; Cooperation; Delivery Systems; Disabilities; Elementary Secondary Education; Gifted; Group Activities; Mainstreaming; *Teacher Workshops

ED347255 EC191336
The National Education Reports and Special Education: Implications for Teacher Preparation.
Pugach, Marleen
Exceptional Children, v53 n4 p308-14 Jan 1987
For related documents, see EC 191 334-339.
Available from: UMI
Language: English
(cont. next page)
The content and structure of teacher education are examined in light of proposed educational reform as outlined in recent national reports. The need to reconceptualize the preparation of teachers of the mildly handicapped as a response to current efforts to improve the preparation of general classroom teachers is addressed.

Descriptors: Educational Change; Educational Policy; Educational Trends; Elementary Secondary Education; National Surveys; Special Education; Teacher Education; Teacher Education Curriculum

ED240079 SPO23687
Reconceptualizing Support Services for Classroom Teachers: Implications for Teacher Education.
Pugach, Marleen; Lilly, M. Stephen
Feb 1984
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION
(141)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN80
Target Audience: Teachers

A critical examination of problems in delivery services to students with mild learning and behavior problems points out weaknesses in special education programs. These programs have grown indiscriminately, resulting in over-identification of "handicapped" students. The special education placement system is time-consuming and is not the most effective alternative if the goal is to support teachers and help students succeed in the regular classroom. Special education diagnostic, labeling, and instructional procedures have always set it apart from regular education, and presumed differences between students, teachers, and curricular approaches in special and regular education have been overstressed. Increasing numbers of educators are recognizing this "myth of differentness" and are starting to build a common ground, free from misleading categorical labels for children and teachers, and focusing on defining the common elements of regular and special education. Accepting diversity as a norm for regular classrooms can lead to development of alternative group structures, intensive tutoring, or alternative pacing, and these services can be provided by support teachers working within the classroom with the regular teacher. A redefinition is needed in schools of education of the appropriate relationship between programs preparing classroom teachers and those preparing support services personnel. (JD)

Descriptors: Elementary Secondary Education; Learning Disabilities; Mainstreaming; Mild Mental Retardation; Remedial Programs; Resource Teachers; Shared Services; Special Education; Teacher Education; Teacher Role; *Teamwork

ED175177 EC115095
Pysh, Margaret Van Dusen; Chalfant, James C. Illinois State Office of Education, Springfield. May 1978
220p.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: NON-COMMERCIAL MATERIAL (055)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN80
Government: State
Target Audience: Practitioners

Designed for regular and special education administrators, diagnosticians, and teachers, the manual describes recommended practices and procedures for identifying and serving LD (learning disabled) children, as required by Illinois state and federal regulations. The manual is divided into the following four topic areas (sample subtopics in parentheses). Identification and case study evaluation (definition of LD, screening and referral of high-risk students, the comprehensive case study evaluation, eligibility for LD services, individualized education programs); educational program alternatives (continuum of services, transition between levels, program content, professional roles); measurement of student progress and program effectiveness (data collection, program evaluation, case studies); and inservice training (identification of inservice needs, planning considerations, and program evaluation). (CL)

Descriptors: Evaluation Methods; *Identification; Individualized Programs; *Inservice Teacher Education; *Learning Disabilities; *Program Evaluation; Referral; Screening Tests; Standards; Student Evaluation

Identifiers: Illinois

EJ347215 EC191289
Developing a Consulting Program in Special Education: Implementation and Interventions.
Kiesberg, Lenny; Wolf, Ronald
Focus on Exceptional Children, v19 n3 p1-14 Nov 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE
(070); POSITION PAPER (120)
Journal Announcement: RIJMA87

The article presents a five-step model for implementing a consulting teacher model and effective interventions for mildly handicapped students in regular education settings. (cont. next page)
Interventions include principles of effective teaching, mastery learning, peer and cross-age tutoring, cooperative learning groups, and instruction in metacognitive learning strategies. (DB)

Descriptors: *Consultants; Cooperation; Elementary Secondary Education; *Instructional Effectiveness; *Intervention; *Mainstreaming; Mastery Learning; Metacognition; *Mild Disabilities; Models; *Program Development; Resource Teachers

ED175747  EC102479
The Interface Between Regular and Special Education
Reynolds, Maynard C.; Birch, Jack W.
Teacher Education and Special Education, 1, 1, 12-27 F 1977
Language: ENGLISH
Journal Announcement: CJJE1978
Available from: Teacher Education and Special Education. The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. (The authors suggest twelve areas for developing mainstream programs in which regular and special educators can work together. (CL)

Descriptors: Accountability; Delivery Systems; *Education; Elementary Secondary Education; *Handicapped Children; *Mainstreaming; Rating Scales; *Special Education

ED146265  EC102651
Teaching Exceptional Children in All America's Schools: A First Course for Teachers and Principals.
Reynolds, Maynard C.; Birch, Jack W.
Council for Exceptional Children, Reston, Va. 1977
782p.
Available from: The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($15.00, Publication No. 165)

Document Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEMAR78

Endeavoring to prepare and inservice training of regular and special education teachers, the textbook offers a mainstream approach to educating handicapped and gifted students. The first two chapters give an historical overview of the development of special education and discuss some of the major conceptual shifts that seem to be inherent in the mainstreaming movement. Chapter 3 focuses on assessment of both programs and students, and chapter 4 considers how student and program assessments can be matched to provide individualized programs for each exceptional student with particular emphasis on the parents' role in the planning process. Seven chapters provide information on the state of the art in the following areas: giftedness and talents, mental retardation, learning disabilities and behavior disorders, physical and health impairments, speech problems, hearing impairments, and visual impairments. Additional chapters cover emerging trends in school personnel roles and instructional procedures; emerging programs relating to early childhood education, child neglect and abuse, drug handicapped learners, and school age parents; and present problems and issues that appear to hold strong portents for the future development of public school operations. For each issue considered, the authors contrast the prevailing practices with preferred alternatives. Each of the 14 chapters begins with suggestions for students and instructors on how to develop the topic into a learning unit with additional resources and activities. Appended are the names and addresses of organizations concerned with exceptional persons and information on teacher training materials. (SBH)

Descriptors: Behavior Problems; *Educational Trends; Elementary Secondary Education; *Gifted; *Handicapped Children; Hearing Impairments; History; Individualized Programs; Learning Disabilities; *Mainstreaming; Mental Retardation; Parent Role; Physical Disabilities; Program Evaluation; *Special Education; Special Health Problems; Speech Handicaps; Student Evaluation; *Teacher Role; Teaching Methods, Textbooks; Visual Impairments

ED231512  EC152597
The Future of Mainstreaming: Next Steps in Teacher Education.
Reynolds, Maynard C., Ed.
98p.; Papers presented at the annual meeting of the Dean's Grant Projects (7th, Bloomington, MN, April 28-30, 1982).
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Grant No.: DEG007902045
Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 267; $8.50, $7.23 member price; contact CEC for discount on quantity orders).
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: BOOK (010); CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEVEN03
Target Audience: Practitioners

Eight papers from a 1982 meeting of the Dean's Grant Projects examine issues related to the current status and future needs of mainstreaming handicapped students. M. Reynolds begins with "Facing the Future in Dean's Grant Projects," in which he examines the progress of Dean's Grants and suggests that the future will bring problems regarding co-locations, behaing social situations, and related services. In "The 1980s: Teacher Preparation Programs, Handicapped Children, and the Courts," T. Gilhool recaps relevant information concerning state of the art vs. state of (cont. next page)
the practice. R. Johnson and D. Johnson suggest ways to promote constructive student-student interaction in "The Social Structure of School Classrooms." Foundations Aspects of Teacher-Education Programs: A Look to the Future" by C. Lucas suggests the need for major reforms in the role of educational foundations courses. In "A Time to Move for Quality in Teacher Education." D. Scannell identifies reasons for the need to initiate a major effort for excellence in teacher education. S. Lilly considers issues in mainstreaming in "The Education of Mildly Handicapped Children and Implications for Teacher Education." Including the need to prepare special educators as well as regular educators. E. Sontag addresses the issues of relationships between special and regular education, the quality of educational programs, and the future of regular education present in his paper. "Perspectives on the Status and Future of Special Education and Regular Education." A. E. Blackhurst describes efforts at the University of Kentucky in "Mainstreaming: Special Education/Teacher Preparation," and lists such benefits as better prepared teachers and reduced stereotyping. (CL)

Descriptors: Disabilities; Elementary Secondary Education; Foundations of Education; Mainstreaming; Mild Disabilities; Peer Acceptance; Preservice Teacher Education; *Teacher Education Identifiers: *Deans Grant Project


EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Language: ENGLISH Document Type: BOOK (010)

Journal Announcement: RIEAUG78

The book presents excerpts from a conference on future trends in special education. The first section includes seven papers: "Mainstreaming: Dilemmas, Opposition, Opportunities" (S. Sarason); "Pirandello in the Classroom: On the Possibility of Equal Educational Opportunity in American Culture" (R. McDermott and J. Aron); "Special Education and the Future: Some Questions to be Answered and Questions to be Questioned" (R. Jones); "Life-Long Learning by Handicapped Persons" (A. Chickering and J. Chickering); "Organizational Needs for Quality Special Education" (J. Gallagher); "Some Economic Considerations in Educating Handicapped Children" (H. Levin); and "Three Years Past 1984" (R. Schiefelebusch and R. Hoyt). Jr.). Responses of nine participants to the papers and to such issues as teacher education and the relationship between regular and special education are also presented. (CL)

Descriptors: Conference Reports; Educational Trends; Elementary Secondary Education; Futures (of Society); Handicapped Children; Mainstreaming; Special Education; Teacher Education


EDRS Price - MF01/PC06 Plus Postage. Language: ENGLISH Journal Announcement: RIEAQR72

Presented are 16 brief essays concerned with strategies of heterogeneous grouping, administrative change, teacher qualifications, and teacher education for improving regular educational services for handicapped children. The essays were written to widen perspectives on the means by which the Special Education Training Program of the Bureau for Educational Personnel Development (BEPD) might accomplish its mission. Authors address themselves to the following issues: relationship of regular and special education; integration of regular and special education; effects of integration of regular and special education; administrative change needed for integrating regular and special education; qualifications of regular teachers in teaching exceptional children; additional training for regular teachers; supportive help for regular teachers; school structure; roles of school psychologists and other personnel workers in an integrated system; training programs needed by regular teachers that can be provided by BEPD; and existing programs of integrated regular and special education. (CB)

Descriptors: Administrative Change; Exceptional Child Education; Handicapped Children; Heterogeneous Grouping; Teacher Education; *Teacher Qualifications

EJ257970 EC140806 Instructional Variables that Make a Difference: Attention to Task and Beyond. Rieth, Herbert J.; And Others Exceptional Education Quarterly. Attention Disorders: Implications for the Classroom v2 n3 p61-71 Nov 1981 Language: English Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052) (cont. next page)
Journal Announcement: CIJUNE82

Three procedures for increasing the disabled students' academic learning time (ALT) by maximizing allocation time, involvement time, and success rate are discussed, and a direct instructional model for enhancing ALT in both regular and special education environments is described. (CL)

Descriptors: *Disabilities; Elementary Secondary Education; *Models; *Teaching Methods; *Time on Task

Identifiers: *Academic Learning Time

ED194516 EC190544
Teaching Mainstreamed Children to Manage Daily Transitions.
Rosenkotter, Charles E.; Fowler, Susan A.
Teaching Exceptional Children, v19 n1 p20-23 Sep 1986
Available from: UMI
Language: English

Document Type: JOURNAL ARTICLE (OBO); NON-CCLASSROOM MATERIAL (O55)

Journal Announcement: CIJFEB87
Target Audience: Teachers; Practitioners

Based on a study of the differences between the regular and special education teachers handle classroom transitions, this discussion suggests seven steps special education teachers should take to aid students in classroom transitions. A list of 24 different transition cues is included. (UC)

Descriptors: *Classroom Transitions; *Mainstreaming; *Special Classes; Special Education; Special Education Teachers; *Teacher Role

Identifiers: *Classroom Transitions

ED194516 SP017070
Ruch, Charles P.: Chester, Candace W.
Virginia Commonwealth Univ., Richmond.
Oct 1980
140p.
Grant No.: G007801524
EDRS Price - MF01/PC02 Postage.
Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.: Virginia
Journal Announcement: RIEMARY81

This report documents the collaborative efforts of faculty and students in the School of Education at Virginia Commonwealth University to revise the regular program for elementary teachers so that teachers will be adequately prepared to meet the demands of mainstreaming. This two-year effort focused on developing skills in providing relevant instruction for exceptional children in regular classrooms. The project was organized into two components, a small team/big team design focused on changes for the elementary program. Second, support activities were organized to extend project efforts beyond the elementary program and generate new teacher education materials. The organizing structure featured a series of small mainstreaming development teams. Each team was comprised of a faculty member from special education, two from general education, and a graduate assistant. Each team was responsible for the design, development, and field evaluation of a series of learning activities to be incorporated directly into the present preservice elementary teacher program. These teams, together with other key personnel, combined to form an overall project team for curriculum planning and development. The teaming arrangement provided a useful mechanism for general and special education faculty to learn from each other. A significant number of instructional materials were developed and are in use in elementary education courses. (V0)

Descriptors: *Change Strategies; Cooperative Planning; Curriculum Development; Educational Change; Educational Resources; Elementary Education; Exceptional Persons; *Faculty Development; Higher Education; *Mainstreaming; *Preservice Teacher Education; *Program Development; Program Evaluation; School Responsibility; Teacher Education; *Teamwork

ED245452 EC102730
The Use of Multiple Procedures in the Integration of Students with Severe Handicapping Conditions.
Sasso, Gary M.; And Others
Nov 1983
EDRS Price - MF01/PC02 Plus Postage.
Language: English

Document Type. PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.: Colorado
Journal Announcement: RIENOV84

To make integration of severely handicapped students successful, efforts should be carried out jointly by regular and special educators and include programs for both regular and special education students. Suggestions are provided for developing and implementing curricular interventions, structural interventions, activities, and social skill training. A training format for social skills training lists nine objectives, and an example of a lunchtime interaction training program with four adolescent males diagnosed as schizophrenic or autistic is provided. A description of an investigation of the effectiveness of multiple integration efforts (structural intervention, interaction activities, and social skill acquisition) on the attitudes and behavior of nonhandicapped students is also presented. Six severely handicapped autistic children, ages 8-10, and third grade students housed in the same school (but not receiving special educational services) served as the subjects. Results revealed that the... (cont. next page)
socialization training program resulted in significant differences for severely handicapped target and control Ss, and that the information plus experience treatment resulted in increased interactions by nonhandicapped with severely handicapped students. (CL)

Descriptors: Elementary Secondary Education; *Interaction; *Interpersonal Competence; *Mainstreaming; *Severe Disabilities; Socialization; *Student Attitudes

EJ259552 EAS 15254
Using the Team Concept to Facilitate Mainstreaming in Secondary Schools.
Schubert, Marsha; Landers, Mary F.
NASSP Bulletin. v66 n453 p79-84 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (144); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJUL82
Describes a program in Dayton (Ohio) to train regular teachers, special education teachers, and school psychologists, counselors, or administrators to work cooperatively in planning the best mainstreaming situation for individuals students. (Author/WD)
Descriptors: Administrators; *Cooperative Planning; *Mainstreaming; School Counselors; School Psychologists; Secondary Education; *Special Education; Special Education Teachers; Teachers

EJ366040 EC201630
Implementing the Regular Education Initiative in Secondary Schools: A Different Ball Game.
Schumaker, Jean B.; Deshler, Donald D.
For related documents, see EC 201 625-631
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJUN82
The article reviews potential barriers to implementing the Regular Education Initiative (REI) in secondary schools and then discusses a set of factors central to developing a workable partnership, one that is compatible with the goals of the REI but that also responds to the unique parameters of secondary schools. (Author/DB)
Descriptors: Interdisciplinary Approach; *Mainstreaming; *Mild Disabilities; *Program Implementation; *Secondary Education; *Special Education
Identifiers: *Special Education; Regular Education Relationship

ED060609 EC041654
Schwartz, Louis; And Others
Florida State Univ., Tallahassee. Coll. of Education.
Jan 1972
90p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHED/GE), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUL72
The majority of the conference reports on education of the handicapped focuses on regular class placement and teacher education. Presented concisely are 21 program proposal descriptions with funding source, project dates, objectives, philosophy, procedures and evaluation, and literature influencing project. Representative projects concern special education in the regular classroom, a competency-based model training program, training programs for preparation of curriculum specialists for exceptional children, training programs for both special education teachers and regular teachers to meet the needs of exceptional children, consulting teacher programs, and diagnostic and prescriptive teacher projects. Concluding the proceedings are short discussion summaries on process and product of change in education of the handicapped as they relate to colleges and universities, program evaluation, preschool, local school system, and State Department of Education. (CB)
Descriptors: Conference Reports; *Exceptional Child Education; *Handicapped Children; *Mainstreaming; *Program Proposals; *Teacher Education

ED213196 EC141147
Swaw, Terry, Ed.
National Education Association, Washington, D.C.
1981
64p.; For related documents, see EC 141 174-177.
Available from: National Education Association, 1201 16th St., N.W., Washington, DC 20026 (Stock No. 3180-6-00, no price quoted).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: COLLECTION (020); NON-CASEMATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL82
Target Audience: Practitioners
Written by teachers, the manual contains nine chapters designed to help regular and special education teachers teach social studies to handicapped students in the mainstreaming setting. Chapters have the following titles and authors:
Floors" (L. Dunne, O. Knudsen); "Teaching Strategies for Middle-Level Handicapped Students" (L. Barnard); "Modifying Study Guides, Practice and Tests for Students with Learning Difficulties at the Secondary Level" (R. Schlick, et al.); "Cooperative Teaching of Senior High Social Studies to Handicapped Students" (R. Lipelt, K. Meyers); "Improving the Handicapped Student's Self-Concept--Classroom Strategies" (G. Elovitz); "The Open Classroom Approach to Teaching Secondary Social Studies for All Students" (L. Bliemer); "Notes on Teaching History to Socially, Intellectually, or Academically Handicapped High School Students" (G. Castel); and "Teaching Social Studies to Low-Achieving Students in the Secondary School" (D. Wiseman, et al.).

Descriptors: Curriculum Development; Disabilities; Elementary Secondary Education; History; Mainstreaming; Maps; Social Studies; Spatial Ability; Teachers; Underachievement; Underachievement in Special Education.

ED037834# EC004280
Special Education in the Regular Classroom. John Day Books in Special Education.
Siegel, Ernest
Jul 1969

Language: ENGLISH
Document Type: JOURNAL ARTICLE (080): RESEARCH REPORT (143)

Descriptors: Cooperative Teaching; Community; Grades; Exceptional Students; Mathematics; Peer Acceptance; Student Attitudes; Team Assisted Individualization.

ED0122480 EC062858
Meeting Inservice Teacher Education Needs Through Special Projects: Changing Curriculum for Exceptional Children and Special Education for Regular Teachers.
Smith, Richard E.; And Others
Apr 1976
13p.: ill. presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976); For related inf mation, see EC 082 657.

EIRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)

Descriptors: Cooperative Teaching; Community; Grades; Exceptional Students; Mathematics; Peer Acceptance; Student Attitudes; Team Assisted Individualization.

Effects of Cooperative Learning and Individualized Instruction on Mainstreamed Students.
Stavin, Robert E.; And Others
Exceptional Children, v50 n5 p434-43 Feb 1984
Available from: UMI

Language: English
Document Type: JOURNAL ARTICLE (080): RESEARCH REPORT (143)

The study examined effects on 117 mainstreamed academically handicapped students (grades 3-5) of an instructional method, Team Assisted Individualization (TAI), that combined cooperative learning with individualized instruction in mathematics. TAI and individualized instruction both had positive effects on social acceptance, attitudes toward math, and on the peer ratings of behavior. No achievement differences were found. (Author/CL)

Descriptors: Cooperation; Elementary Education; Individualized Instruction; Mainstreaming; Mathematics; Mild Disabilities; Peer Acceptance; Student Attitudes; Team Assisted Individualization.

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Descriptors: Cooperation; Elementary Education; Individualized Instruction; Mainstreaming; Mathematics; Mild Disabilities; Peer Acceptance; Student Attitudes; Team Assisted Individualization.

(cont. next page)
ED190533 SP016458
The Team Approach--An Inservice Training Model for Special Education.
Smith, Tom E. C.; Bradley, R. Jert H. [1974]
12p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Arkansas
Journal Announcement: JRIEDEC80

This paper presents an inservice mode that uses the team approach for classrooms with exceptional children. Rather than providing in-service training to large groups of educators, this model proposes training a team of people who will work together in the same school. The team includes regular classroom teachers, special education resource teachers, speech therapists, the team leader, and school counselors. Activities in the model concern: 1) general information about the exceptional students and the educational implications of their handicaps, 2) the various functions of individual team members, and 3) methods and materials to be used in the teaching of the exceptional students. As a result, educators should better understand the roles and abilities of all members of the service team.

Descriptors: Delivery Systems; Elementary Secondary Education; *Exceptional Persons; *Group Dynamics; *Inservice Teacher Education; Interschool Communication; *Mainstreaming; Program Development; Resource Staff; *Special Education; *Team Teaching

ED210908 EC201895
Facilitating Merger through Personnel Preparation.
Stainback, Susan; Stainback, William
Teacher Education and Special Education, v10 n4 p185-90 Fall 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJUL88
The article presents a rationale for merging special and regular education in elementary/secondary schools. Steps that higher education could initiate to facilitate such a merger include: strengthening collaborative and cooperative efforts, restructuring organizational units, and coordinating with state certification agencies and elementary/secondary schools. (JDD)

Descriptors: *College School Cooperation; Cooperative Planning; Coordination; *Disabilities; Educational Cooperation; Elementary Secondary Education; Higher Education; Integrated Activities; *Mainstreaming; *Preservice Teacher Education; *School Organization; *Special Education
Identifiers: *Regular and Special Education Relationship

ED201895 EC172399
The Merger of Special and Regular Education: Can It Be Done? A Response to Lieberman and Mesinger.
Stainback, Susan; Stainback, William
Exceptional Children, v51 n6 p517-21 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG85
The authors respond to comments on their earlier article in which they proposed the merger of regular and special education. They address the following issues: (1) willingness and capabilities of regular educators; (2) regular and special educator differences; (3) handicapism; (4) advocacy; (5) service availability; and (6) reality. (CL)

Descriptors: *Disabilities; Educational Philosophy; Elementary Secondary Education; *Special Education

ED286653 PS016867
Enhancing Children's Acceptance of Diverse Peers: Interactive Patterns in Two Mainstreamed Multicultural Day Care Centers.
Swadener, Elizabeth Blue
Mar 1987
(cont. next page)
For one school year, the classroom and playground social behaviors of normally developing and developmentally delayed children were analyzed for the occurrence of interactions across gender, across race and ethnicity, and across developmental condition. The potential impact of teachers' nonsexist language, and encouragement of interaction among mainstreamed peers, were also examined. Use of an ethnographic case study approach revealed increased acceptance of mainstreamed children by peers, as well as several patterns of gender-segregated play. Interaction data showed gender to be used more than race and ethnicity in playmate choices at both centers. More cross-gender friendships were observed at the center with a gender-balanced staff. The most gender-segregated play at both centers was seen on the playground and during other gross motor play, followed in frequency by free choice times. During such times, girls were observed attempting to join boys in their play. Implications for early childhood programs and teachers are discussed, along with implications for early childhood programs and the role of teachers in promoting children's acceptance of diversity.

(Author/RH)

Descriptors: Case Studies; Classroom Observation Techniques; *Day Care Centers; *Disabilities; Early Childhood Education; Ethnicity; Ethnicity; Longitudinal Studies; *Mainstreaming; *Peer Acceptance; Racial Differences; Sex Differences; Teacher Influence; Teacher Role

EDJ257621 CS705819
The Development of Listener-Adapted Communication in Physically Handicapped Children: A Cross-Sectional Study.
Thompson, Teresa L.
Western Journal of Speech Communication, v45 n1 p32-44 Win 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: C1JUUN82
Concludes that handicapped children are deficient in listener-adapted communication but that mainstreaming provides an opportunity to improve these skills, especially as age increases. Mainstreamed handicapped children, however, still do not reach the level of communicative skills of nonhandicapped children. (PD)

Descriptors: *Communication Reseac'h; *Communication Skills; Elementary School Students; Grade 1; Grade 3; Grade 6; *Interpersonal Competence; *Mainstreaming; *Physical Disabilities; Social Cognition

ED284406 EC200224
Thousand, Jacqueline S.; And Others
Sep 1986
71p.
Sponsoring Agency: Department of Education, Washington, DC.
Grant No.: GO08302852
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-COREAR M MATERIAL (055)
Geographic Source: U.S.; Vermont
Journal Announcement: RIEDEC87
Target Audience: Practitioners; Administrators
The report describes the first 3 years of the Homecoming Project, which was designed to return disabled students to regular classes in Vermont schools. Fifty-eight such students (of whom 45% were moderately or severely handicapped) were transitioned into regular classes and 19 other students at risk for such placement were maintained in regular education environments. The program model stresses "shared ownership" among regular and special educators and makes use of a local planning team.

(cont. next page)
and the consultative services of education specialists. The first chapter provides an overview of the project followed by a chapter which discusses essential ingredients for successful implementation of the model including administrative and instructional staff commitment, team process, and planning. Fifteen steps in the team planning process outlined in the third chapter. The next chapter looks at the cooperative teaming process, stressing the need to develop positive Interdependence, practice collaborative skills, and monitor and discuss team member performance. Characteristics of the educational specialist and three consultation models are discussed next. The final chapter identifies issues related to implementation of the Homecoming model including reasons for local school placement. Among six appendixes are a parent inventory and a survival skills checklist. (DB)

Descriptors: Consultation Programs; Demonstration Programs; Disabilities; Elementary Secondary Education; Mainstreaming Models; Normalization (Handicapped); Prevention; Regional Programs; Severe Disabilities; Student Placement; Teamwork.

Identifiers: Regular and Special Education Cooperation; Vermont


Five elementary special education students were mainstreamed to a regular classroom for portions of their school day. A support team, consisting of the school psychologist, the principal, and the guidance counselor, was established to monitor their progress and provide assistance with both behavioral and educational problems. Peer tutors were provided to help each mainstreamed student with his/her academic skills, and lessons in social skills were also given. Results showed that the students were successful both socially and academically, and that the social skills lessons carried over to the classroom. Results also showed that the participating teachers had a positive attitude towards the mainstreaming experience. (JDD)

Descriptors: Disabilities; Elementary Education; Interpersonal Competence; Mainstreaming; Peer Teaching; Social Support Groups; Student Placement; Teacher Attitudes; Transitional Programs; Tutoring.


Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, D.C. Grant No.: G0781840 Available from: National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).


The facilitator's guide is for a four session (8 hours) inservice training module on serving young handicapped children in the least restrictive environment by regular and special education teachers. The guide includes an introductory lecturette providing a rationale for early integrated education of the handicapped and examples of successful programs and procedures. Training sessions are designed to be conducted on a small group (about eight persons) basis with active participation and problem solving by all group members and to provide participants with useable lists of goals and objectives for children. Sessions are outlined according to goals and process. Group activities include discussion of the lecturette, identification of child behaviors which correlate with success in normal classroom environments, identification of educational goals of normal preschool and kindergarten classrooms, and identification of activities to teach independent skills to children of different developmental levels. Suggestions for evaluation of the inservice sessions are given. (DB)

Descriptors: Behavior Patterns; Disabilities; Inservice Teacher Education; Mainstreaming; Preschool Education; Student Education Objectives; Success; Teaching Methods.

ED157220 EC110777 Comprehensive Approach to Pupil Planning: Stage III - Instructional Planning (Includes Data Sources Within the CAPP System and Teacher's Instructional Plan). Experimental Edition. Vlasak, Frances Stetson; Kaufman, Martin J. Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services. [1977] 34p.; Print on page 7 may be too small to read easily; For related information, see EC 110 775-778 ('cont. next page)
EDRS Price - MF01/PC02 Plus Postage.

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDECE78

Target Audience: Practitioners

Presented in Stage III 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 a 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

ED167219 EJ210776


EDRS Price - MF01/PC02 Plus Postage.

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDECE78

Target Audience: Practitioners

Presented in 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 evaluation services performed by the Planning and Placement Team (PPT) with sections on the following: Stage II personnel; roles and responsibilities of PPT members; forms for sharing student assessment data; and PPT meeting agenda (which includes determining eligibility for special education services, a review of services provided, and identification of instructional and related resources required to implement selected strategies). Appended are requirements and suggested forms for parental notification and consent, forms for sharing student assessment data, and a special education dismissal form. Also provided is a PPT meeting agenda booklet. (SBH)

Descriptors: Conceptual Schemes; Decision Making; Elementary Secondary Education; *Handicapped Children; Interdisciplinary Approach; *Models; *Program Development; Program Guides; *Records (Forms); *Student Placement; *Teamwork

Identifiers: *Comprehensive Approach to Pupil Planning

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 (080); REVIEW LITERATURE (070)

Journal Announcement: ^IJSEP87

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. (SB)

Descriptors: *Disabilities; *Educational Environment; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Instructional Effectiveness; *Research Needs; *School Effectiveness

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 (080); RESEARCH REPORT (143)

Journal Announcement: CIJRNAL ARTICLE (080); RESEARCH REPORT (143)

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 ALIM 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 (cont. next page)
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; *Program Implementation

Identifiers: Adaptive Learning Environments Model

ED148093 EC103557
Self-Control of Hyperactivity.
Watson, Daniel L.; Hall, Deborah L.
LaMesa - Spring Valley School District, Calif.
29 Jul 1977
48p
Grant No.: 76-26-D
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIE94L5
Evaluated with 86 children (grades 4 through 6) in both regular and special education classes were techniques for teaching children self control of hyperactivity in the regular educational setting. Ss were divided into three groups: control group; placebo-control group, receiving sensorimotor training; and the experimental group, receiving a combination of training in relaxation, biofeedback, and cognitive behavior modification. Pre and post evaluation was done on hyperactive behavior, physical performance, attention span, and muscle tension level. Results showed that the experimental group scored significantly higher on reading comprehension, I.I.s and reduced hyperactive behavior significantly more than the control groups. (Author/SBH)

Descriptors: *Behavior Change; *Contingency Management; Exceptional Child Research; *Hyperactivity; Intermediate Grades; *Mainstreaming; *Relaxation Training; *Self Control Identifiers: *Biofeedback

ED254033 EC117142
Weissman, Carol Sacker; And Others
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
30 Jul 1984
125p.; Submitted by the Office of Institutional Planning and Research.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, D.C.
Grant No.: G008300028
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIE94L85
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 students were examined, and subsequent student placement 1 year later was recorded. Current I.I. 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 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 81 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) (cont. next page)
The school counselor; and (4) the potential for the
counselor's skillfulness in human relations to have a positive
effect on a staffing committee's group decision regarding
IEP's. The appendices contain the matrices 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

ED193810 EC130110
A Comparative Analysis of Administrative Role Expectations
by Regular and Special Education Personnel. Final Report.
Whitworth, Jerry E.; Hatley, Richard V.
Missouri Univ., Columbia. Aug 1979
528p.; Sponsored by: Bureau of Education for the Handicapped
(DHEW/OE); Washington, D.C. Research Projects Branch.
Bureau No.: GO07802651
EDRS Price - MF02/PC22 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEMAR81
To determine the types of training needed by directors of
special education, 74 directors and other school personnel
(superintendents, special and regular classroom teachers, and
building principals) were sent questionnaires designed to
obtain their perceptions of training needs, time requirements
for training, and time spent at different job activities.
Results indicated that few differences existed among position
categories concerning the training of special education
directors. Differences among personnel were largely a result
of the different training of various school positions.
Differences between personnel in the two states were largely
attributable to differing structures for the delivery of
services to exceptional children in Kansas and Missouri.
Directors wanted more preparation in the areas of student
personnel services, guidance and counseling, and school and
community relations. Directors reported spending less time
then they would like to in areas such as curriculum
development, direct services to children, and parent
counseling. The survey instruments are appended. (Author)

Identifiers: *Education for All Handicapped Children Act

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Identifiers: *Education for All Handicapped Children Act

ED193810 EC130110
A Comparative Analysis of Administrative Role Expectations
by Regular and Special Education Personnel. Final Report.
Whitworth, Jerry E.; Hatley, Richard V.
Missouri Univ., Columbia. Aug 1979
528p.; Sponsored by: Bureau of Education for the Handicapped
(DHEW/OE); Washington, D.C. Research Projects Branch.
Bureau No.: GO07802651
EDRS Price - MF02/PC22 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEMAR81
To determine the types of training needed by directors of
special education, 74 directors and other school personnel
(superintendents, special and regular classroom teachers, and
building principals) were sent questionnaires designed to
obtain their perceptions of training needs, time requirements
for training, and time spent at different job activities.
Results indicated that few differences existed among position
categories concerning the training of special education
directors. Differences among personnel were largely a result
of the different training of various school positions.
Differences between personnel in the two states were largely
attributable to differing structures for the delivery of
services to exceptional children in Kansas and Missouri.
Directors wanted more preparation in the areas of student
personnel services, guidance and counseling, and school and
community relations. Directors reported spending less time
then they would like to in areas such as curriculum
development, direct services to children, and parent
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development, direct services to children, and parent
counseling. The survey instruments are appended. (Author)
Mainstreaming.

Although with the Mentally Retarded Educable Child. Wygant, Alice Hawaii State Dept. of Education, Honolulu. Office of Instructional Services

1968

190p.

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN85

A training program, for first through eighth grade teachers, was developed to increase their knowledge, skill, and application of behavior management techniques to use with regular and special education students. The program was designed to maximize teacher dialogue in a supportive climate to increase participants' understanding of the complexity of the professional relationships involved in successful behavior management. A model was created which required ongoing input, dialogue, peer coaching, and observation related to the implementation of behavior management strategies. Instructional materials were selected to stimulate critical analysis of strategies. This approach resulted in the identification of techniques matching the teachers' styles. Lecture and activity sessions provided a conceptual understanding of behavior management systems; techniques for describing, defining, and monitoring behavior; responses to specific problems and strategies for dealing with them; and, techniques of self-assessment and observational strategies for evaluating implemented techniques. Teachers learned to observe and coach each other, providing one another with information relative to the specific behavior management strategy being employed. A post-program evaluation form used by participants is appended with an item analysis of results. (UD)

Descriptors: *Behavior Modification; *Classroom Techniques; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; Instructional Materials; *Mainstreaming; *Peer Groups; Teaching Methods; *Teaching Styles

EDJ341349 EC190408

Regular Education/Special Education Initiative. A Position Paper by the ACLD.

Exceptional Parent, v16 n5 p59-64 Sep 1986

Available from: UMI

Language: English

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

Journal Announcement: CIJJAN87

The Association for Children with Learning Disabilities encourages a Regular Education/Special Education Initiative as a system of integrated planning, delivery, and evaluation of the effective services to disabled children. Specific recommendations regarding the development of pilot projects and competency training for school personnel, related services personnel, parents, and students are presented. (C8)

Descriptors: Competency Based Teacher Education; Delivery

(cont. next page)
EF04718  EC032696

Precision Teaching: In Perspective: An Interview with Ogden R. Lindsley
Teaching Exceptional Children, 3, 3, 114-9 Spr 1971
Language: ENGLISH
Journal Announcement: CIJE 1971

Origins of precision teaching, how it differs from behavior modification, and implications for regular and special education are described. It is emphasized that it is not an approach to classroom teaching, but a system of monitoring daily performance—a measurement technique to increase efficiency and effectiveness of present teaching methods. (KW)

Descriptors: *Precision Teaching: Records (Forms): Teacher Effectiveness: Teaching Methods

ED273056 EC190250

84p.
Sponsoring Agency: Office of Special Education and Rehabilitation Services (ED), Washington, DC.
Grant No.: G0053001774
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJAN 87

In 1984, the American Society of Allied Health Associations (ASAMP) conducted a mail survey of "Cooperative Program Initiatives"—seeking to identify current interdisciplinary training programs established to prepare both health and education professionals to meet the needs of youngsters with handicapping conditions and their families. A total of 350 survey forms were mailed to institutional members of ASAMP, the American Association of Colleges for Teacher Education, University Affiliated Facilities (UAFs), and other institutions with a high probability of conducting interdisciplinary training for professionals serving youngsters with handicapping conditions. Of the 111 survey responses received, 60 institutions reported that they are currently involved in collaborative training programs; 20 of these institutions have collaborative training initiatives between health and education, while 14 have collaborative training initiatives within either health or education.

Twenty-six UAFs reported having collaborative training initiatives. Information is provided on the 60 programs, including: name and location; contact person; brief description of program; and the fields of study involved—allied health, regular education, special education, medicine, nursing, or dentistry. This survey instrument is appended. (JW)

Descriptors: *Allied Health Occupations Education: *Cooperative Education: Dental Schools; *Disabilities; Higher Education: *Institution: Cooperation; *Interdisciplinary Approach: Medical Education; National Surveys; Nursing Education: Vocational Education

ED273056 EC190250

ACRES Rural Inservice Module Consultation: An Resource for Educators.
American Council on Rural Special Education: Education Service District 101, Spokane, WA.
Mar 1983
142p.; Printed on colored paper.
Available from: American Council on Rural Special Education, Western Washington University, Bellingham, WA 98225.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Washington
Journal Announcement: RIEJAN 87
Target Audience: Practitioners

The resource guide is intended to promote positive relationships among special and regular class teachers in rural areas. An introductory section reviews consultation in the educational setting, noting common practices and errors in the consultation process. Seven components of the consulting process are discussed: (1) Identification of students with special needs (pre-referral checklists); (2) consultation services provided by school psychologists (guidelines for working with students with learning problems, classroom management suggestions); (3) use of services of communication disorder specialists (overview of speech and language delays, alternative service delivery systems); (4) use of educational consultants in the regular classroom (special education information network); (5) consultants for hearing and visually impaired students in the mainstream (special equipment, low vision aids); (6) occupational and physical therapists as classroom consultants; and (7) social work consulting (home visits). A section on integrating special programs and a teacher's guide for structuring questions to administrators concludes the guide. (CL)

(Cont. next page)
Language: English
Document Type. LEGAL MATERIAL (090)
Geographic Source. U.S.; New York
Journal Announcement: RIEDEC85
Government: State
The guide is intended to help administrators implement Part 100 Regulations of New York which includes special education within the regular education framework rather than as a separate parallel system. The guide provides a summary of major topics within the Part 100 regulations and discusses implications for students with handicapping conditions in the following areas: curricular requirements K-8; requirements for diplomas and certificates; testing, remediation, and alternative testing; second language requirements; guidance programs; conduct and discipline. Within each topic area, suggestions are offered for planning and implementation.

Descriptors: Curriculum Development; Disabilities; Elementary Secondary Education; Equal Education; Graduation Requirements; State Standards
Identifiers: *New York

ED258433 EC180203
Handbook on Mainstreaming: Nonacademic Activities.
New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
Feb 1982
84p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: L.S.; New York
Journal Announcement: RIENOV85
Target Audience: Practitioners
The handbook provides broad guidelines, suggestions, and descriptions of effective mainstreaming practices in New York City Public Schools. An initial section reviews factors related to successful mainstreaming, including effective school environment, strong administrative leadership, and parental involvement. Eight general principles for implementation are considered, including establishing and defining the necessary behaviors for all students, identifying staff responsibilities and preparing parents, outlining safety 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 presented for elementary and junior high levels and high school levels. 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 (cont. next page)

Descriptors: *Disability; Elementary Secondary Education; Education; *Inservice Programs; *State Standards
Identifiers: *New York
The Educable Mentally Handicapped Student in the Regular Classroom.

Alberta Dept. of Education, Edmonton. 1982

10p.; For related documents, see EC 152 504-511.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Descriptors: *Classroom Management; *Teacher Role; Teaching Methods

ED204911 EC133378


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

Bureau No.: TAAND-AOT

Contract No.: 300-77-0482

EDRS Price - MF01/PC13 Plus Postage.

Language: English

Descriptors: *Classroom Management; *Teacher Role; Teaching Methods

ED231099 EC151974


Monrovia Unified School District, CA. May 1982

237p.

Sponsoring Agency: California State Dept. of Education, Sacramento. Div. of Special Education.

Grant No.: 19-64790-81-3295-7100

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Descriptors: *Disabilities; Elementary Secondary Education; Intervention; Management Information Systems; *Models; Program Evaluation; Referral; Student Placement

ED21112 EC152507

The Educable Mentally Handicapped Student in the Regular Classroom.

Alberta Dept. of Education, Edmonton. 1982

10p.; For related documents, see EC 152 504-511.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Descriptors: *Classroom Management; *Teacher Role; Teaching Methods

ED204911 EC133378


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

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EDRS Price - MF01/PC10 Plus Postage.

Language: English

Descriptors: *Classroom Management; *Teacher Role; Teaching Methods
DIALOG File 1: ERIC - 68-90/FEB.

parentheses): the learning disabilities teacher's role (dismissal criteria, continuum of services); developing school programs (materials used successfully in secondary learning disabilities programs, placement procedures); and writing an individual education program (long term goals, tips on reducing individualized education program writing time). A third section outlines seven specific areas (early childhood, reading, spelling, mathematics, handwriting, career/vocational education, spoken language) including a definition of each area, formal and informal diagnostic tests, and a listing of materials and references. Section IV provides information on the data gathering process and the analysis of individual and group statistics. A final section contains a listing of films, test publishers, addresses of test materials, relevant journals, professional organizations, and additional references. Sample forms, worksheets, and checklists are offered throughout the document. (SB)

Descriptors: Curriculum: Data Collection; *Educational Resources; Elementary Secondary Education; Evaluation Methods; Individualized Education Programs; *Instructional Materials; Learning Disabilities: Program Development; Records (Forms); Resource Materials; Student Evaluation; Teacher Role; Tests
SECTiÓN V

ECER Abstracts
COOPERATIVE TEACHING: A MODEL FOR GENERAL AND SPECIAL EDUCATION INTEGRATION

Bauwens, Jeanne and others


EDRS: NOT AVAILABLE
DOCUMENT TYPE: O80; UMI

Cooperative teaching may be a useful service delivery model for facilitating the merger of general and special education. A rationale is presented for use of cooperative teaching, outlining short-term and long-term benefits, implementation options, and potential barriers and techniques to resolve them. (JOD)

DESCRIPTORS: Disabilities; Elementary Secondary Education; Models; Delivery Systems; Team Teaching; Cooperative Planning; Teaching Methods; Program Implementation; Program Effectiveness

IDENTIFIERS: Regular Special Education Relationship

ACHIEVING THE COMPLETE SCHOOL: STRATEGIES FOR EFFECTIVE MAINSTREAMING

Bilken, Douglas

Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($21.95 hard copy; $15.95 paperback).

EDRS: NOT AVAILABLE
DOCUMENT TYPE: O10; O55;

The book draws on findings of two studies on successful mainstreaming programs to present examples of principles and practices that work. The first chapter introduces the concept of mainstreaming, addressing issues involved in mainstreaming, and suggests there are four forms: teacher deals, islands in the mainstream (e.g., self-contained classes in regular schools), the dual system, and unconditional mainstreaming. Each of the succeeding four chapters address the particular role of principles, teachers, school district administrators, and parents. The concluding chapter covers five principles that promote full integration in schools and society, including that equity requires an institutional commitment, and that normalization must become part of everyday life (CL)

DESCRIPTORS: Disabilities; Mainstreaming; Educational Philosophy; Administrator Role; Teacher Role; Parent Role; Elementary Secondary Education

SPECIAL EDUCATOR'S GUIDE TO REGULAR EDUCATION

Lieberman, Laurence M.

1986-1989

NOTE: For related document, see EC 170 799.

GloWorm Publications, 45 Sheffield Rd., Newtonville, MA 02160 ($10.95)

EDRS: NOT AVAILABLE
DOCUMENT TYPE: O14; O70; O55;

This book serves as a guide to special education teachers who are working with disabled children who are receiving both mainstreamed "regular" education and special education services. The guide's purpose is to provide an impetus for special education teachers to generate ideas and strategies that make sense to regular classroom teachers teaching special needs children in a mainstream setting, subsequently developing a regular education-special education "interface." Special needs children are defined as those with traditional disabilities as well as those with school-based problems who are not handicapped in the traditional sense. Chapters cover such areas as: classroom and special education teachers' perceptions of responsibility for students and instruction; educational failure; process and content of the regular education-special education interface; remediation and compensation; individual differences and standards among regular and special education teachers; individualized instruction and individualized programming; appropriate school behavior curriculum; methods for teaching regular education formats to special education students; parent involvement; and definition of the regular education-special education interface. (CB)

DESCRIPTORS: Disabilities; Special Education Teachers; Teacher Responsibility; Mainstreaming; Educational Cooperation; Teacher Role; Elementary Secondary Education; Teacher Rights; Individualized Education Programs; Parent Teacher Cooperation; Behavior Problems; Individual Differences; Remedial Instruction; Individualized Instruction

TEACHING MAINSTREAMED STUDENTS--METHODS AND TECHNIQUES

McCoy, Kathleen M.; Prehm, Herbert J.

1987-1989

NOTE: For related document, see EC 188 528.

Love Publishing Company, 777 S. Belleaire St., Denver, CO 80222 ($29.95)

EDRS: NOT AVAILABLE
DOCUMENT TYPE: O10; O51

This textbook emphasizes practical guidelines, strategies, and methods that work with exceptional students mainstreamed into regular classrooms. After providing a

(cont. next page)
background of the mainstream movement, philosophy, and labeling practices, the book discusses the specific exceptionalities and proven methods that work with each of them: the learning disabled; mentally retarded; behavior disorders; and physically, visually, and hearing impaired. The next section covers the concept and practice of the Individualized Education Plan, its components, and team involvement in it. Planning and implementation, Classroom organization and management techniques are presented, including behavior management and the affective components of learning, attitudes, and communicating teacher expectations. The final chapters address the basic skill areas, with specific methods for assessing and teaching them. Reading instruction includes identification of problem areas, the related components of reading, and the major reading strategies, including methods developed specifically for slow learners. The language arts discussion covers oral and written language, spelling, and handwriting. Mathematics evaluation and instruction takes into account the assessment tools, instructional content, and specific techniques for helping children with special learning needs in math. Examples, step-by-step suggestions, and vignettes of typical classroom situations are interspersed throughout the text.

Chapter topics include: (1) the concept and practice of mainstreaming; (2) the classification of students; (3) instruction in the mainstream: (4) teaching and teamwork: (5) advanced cognitive development; (6) speech and language impairments; (7) hearing impairments; (8) visual impairments; (9) physical and health impairments; (10) severe and profound handicaps; and (11) facing the future (which addresses such issues as early childhood education, minority students, child neglect and abuse, drug-handicapped learners, and school age parents). Also included are a chronology of select key dates and events in the development of public education in the United States, 1776-1987, and a list of references and suggested readings.

DESCRIPTORS: Disabilities; Elementary Secondary Education; Mainstreaming; Educational Diagnosis; Classroom Techniques; Diagnostic Teaching; Team Teaching; Gifted; Speech Handicaps; Language Handicaps; Hearing Impairments; Visual Impairments; Physical Disabilities; Severe Disabilities; Minority Group Children; Child Abuse; Drug Abuse; Early Parenthood; History; IDENTIFIERS: Noncategorial Special Education; Early Intervention

EC20093
Enhancing Success In Heterogeneous Classrooms and Schools: The Powers of Partnership.
Villa, Richard A.; Thousand, Jacqueline S.
Teacher Education and Special Education 11 p144-54 Fall 1988; 1988-Fal 11P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 142; 080

A discussion of practices associated with successful schooling of students in heterogeneous groupings looks at outcomes-based instructional models, instructional models using peer power, effective use of heterogeneous and multi-age grouping, strategies for redefining school organizational structure, and teacher training content.

DESCRIPTORS: Elementary Secondary Education; Heterogeneous Grouping; Educational Strategies; Institutional Characteristics; Program Effectiveness; Outcomes of Education; Peer Influence; Cross Age Teaching; Administrative Organization; Teacher Education

This book, addressed to teachers and school principals, encourages a noncategorial approach to the provision of special education services whenever possible and advocates the broadest use and interpretation of the least restrictive environment principle. It describes techniques for responding to the needs of a wide range of disabilities in mainstreamed classrooms, but recognizes that certain handicaps and remediations have a clear and distinct knowledge base for teaching that extends well beyond the skills or preparation of regular education teachers and therefore addresses these topics in separate chapters.
SECTION VI

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


