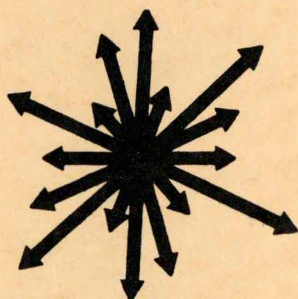


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MAINSTREAMING



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For
Obtaining
Resource
Materials for
Schools

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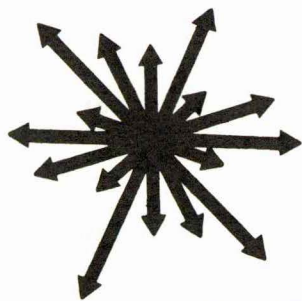
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INFORMS

IOWA NETWORK FOR OBTAINING RESOURCE MATERIALS FOR SCHOOLS
Department of Public Instruction
Educational Media Section
Grimes State Office Building
Des Moines, Iowa 50319

Dear Colleague:

This packet has been developed to provide you with some of the latest material pertaining to "Mainstreaming". In reviewing available information the following topics were selected to be included in the table of contents: rationale, federal and state laws, models, information for administrators, information for teachers, document abstracts, journal citations, references, and resources.

The basis of the material included in this prepacket includes entries from Resources in Education (RIE) and Current Index to Journals in Education (CIJE), primarily from 1974 to 1976. Descriptor (index) terms used to search the Educational Resources Information Center (ERIC) data base and the Council for Exceptional Children (CEC) data base via on-line computer were: handicapped, special education, exceptional child education, and regular class placement (descriptor term used for mainstreaming).

The Retrieval Request Form in the middle of this packet is provided so document abstracts from Resources in Education (RIE) in the form of microfiche can be ordered. Your Area Education Agency (AEA) can provide a microfiche reader, if you need one. Journal citations from Current Index to Journals in Education (CIJE) can also be ordered; these are available as a "hard copy" (paper copy). This packet of information is FREE to teachers and administrators.

The "Resources" are available through the source listed: Each resource is available from the individual source.

If further material is needed, please contact the INFORMS representative at your Area Education Agency (AEA).

Sincerely,

A handwritten signature in cursive script that reads "Mary Jo Bruett".

Mary Jo Bruett
INFORMS

MAINSTREAMING

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Department of Public Instruction

August 1977

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INTRODUCTION

The purpose of this prepacket is to provide selected information concerning a concept called "Mainstreaming" which has permeated much of the current educational literature.

There is an increasing concern among educators from various perspectives that education does not wholesale handicapped children and adolescents back into learning environments in which they will be unable to cope or benefit. Dr. Edward L. Meyen in a speech delivered in Iowa, November 6, 1974, aptly stated what educators in Iowa are becoming increasingly cognizant of:

We have a rare opportunity to improve education for exceptional children but the risks of failure are higher than they have ever been in the history of our profession. We have created in a very short period of time a new or at least a different approach from what has been popular. We don't even have the comfort of knowing whether or not attitudes have changed. We do know that change has been mandated. But people implement change and you don't develop new skills and change attitudes by mandates.

We must remind ourselves that the basic changes which are emerging nationally did not evolve out of a purposeful attempt by special education to improve instruction. It came about via the efforts of advocacy groups concerned with civil rights issues. This is how major social changes occur. But the legislative process was based on evidence related to rights and not to teaching methodology.

The Code of Iowa and the Rules of Special Education have made provisions

allowing for a continuum of instructional service options recognizing that there are some handicapped students needing full integration opportunities because they are able to function academically with a minimum of support, e.g., from a resource teacher or with supplemental assistance. There are, however, students who need alternative curricula. This can be provided in a special class with integration or in a self-contained class with little or no integration. Based on the student's individualized educational plan, special education personnel selectively determine which regular instructional curriculum the student can benefit from in the process of attaining the pupil's educational goal.

Integrating the more severely handicapped students in public schools has been met with some resistance. This is understandable if we consider the multiple needs these students exhibit and the limited understanding, knowledge, and training we have in working with this population. We are, however, in the business of educating all children and cannot select those that have a right to enter the public school doors and those who cannot.

It has been a historical fact in Iowa that severely and profoundly handicapped children have been educated by the private and institutional sector. Public education's responsibility for these pupils has been restructured, consequently the exclusion of these pupils from an appropriate free education is no longer an option.

The educational community's ability to program for all handicapped children and adolescents has created a new horizon in education. The success of this venture will be dependent upon the educational community's ability to change, not wholesale change, but planned and organized change. It will require "homework" and for many, "retooling", both in attitude and skill.



Merry Maitre, Consultant
Mental Disabilities

R A T I O N A L E

Within the past five years several forces have combined to support a movement toward the provisions of educational services within the regular classroom to all but the most severely handicapped children. Early criticism of self-contained special classes came from the ranks of higher education: Later the courts entered the picture and criticized further the delivery of special education to the mildly mentally disabled. Since that time, considerable space in journals and time at conventions have been devoted to individuals advocating mainstreaming.

Several court decisions, state legislation, and finally, new federal legislation have laid the ground work for a legal responsibility on the part of the school systems to provide a free public education in the "least restrictive environment" for all handicapped children. This movement could effect every classroom of the 32,000 teachers in Iowa. Basic to this movement is the assumption that the educational system is responsible for meeting the individual needs of all students.

It is somewhat paradoxical that those who are most vocal in support of mainstreaming are those who will be most removed from having to implement it. Judges, college professors, state department of education consultants, legislators and some district level personnel tell us the benefits that will be forthcoming in the name of mainstreaming. Yet who will have to pull it off? To a considerable extent it will be the responsibility of regular and special classroom teachers: The implied impression is that many teachers are unaware of this reality. Their unions are aware--to date their position has been one of opposition.

It may seem an audacious idea to even consider the notion that handicapped children have the right to be educated with their normal peers. The fact of the matter is that mainstreaming as a concept can be viewed as a pipe dream, legislated or not, and may have little relative importance to the actual real life, everyday needs of handicapped children. Some people feel it may even be harmful. In other words, one could say that it sounds good, but will it work in real schools with real people?

To date, little discussion has focused specifically on what we are trying to accomplish when we mainstream children. It seems desirable that priorities should be assigned to our goals. For example, do we anticipate improved academic achievement on the part of the children mainstreamed; and if so, how does academic achievement rank in terms of importance among alternative goals such as self concept, vocational competence, peer acceptance, and attitudes toward school? The rationale for the importance of this activity is that it is virtually impossible to evaluate various attempts at mainstreaming unless one knows what variables are to be assessed as legitimate outcomes. Hence, consideration of outcomes or goals must be undertaken prior to evaluation, in that the goals will guide the evaluator in the selection of dependent measures. The problem now is how to implement the mainstreaming concept. Our genuine concern should be expressed regarding interpretation of new legislation: We are living in a new era of public involvement. We must be responsive to Congress and to our State Legislature, but we must also be responsive to our own professions, and to the public. Most importantly, we must be responsive to the needs of children. Perhaps our polemic dilemma can be summarized with the following bit of prose on the next page.

**"TO THE WORLD'S GRAPE PICKERS
UPON ENTERING THE VINEYARDS"**

By Don Bates

It has been the policy in the past, both formal and informal, to delineate the grapes. Because of the numerous varieties of grapes, we, the pickers, have let ourselves become specialists in our own variety. Seldom do we let ourselves sin by picking from the wrong arbor, for sinners will be damned.

We now have pickers that specialize only in picking normal grapes; those that pick only healthy grapes; those that pick only sour grapes; those that pick only shriveled grapes; those that pick only subnormal grapes; those that pick only grapes that squeak when squeezed; those that pick grapes that grow only in the dark; and those that pick grapes that grow only in the quietest part of the vineyard.

Now, fellow pickers, a problem has arisen among us. God, in His wisdom, has permitted the grapes to grow and flourish. In so doing, they have come to know one another and, even worse, have joined in a union to produce whole new varieties of grapes of which we were previously unaware. Now we are faced with grapes that are sour and shriveled; grapes that are normal but squeak; normal grapes that grow only in the dark; grapes that grow in the quietest and darkest part of the vineyard; grapes that grow in the dark and are subnormal; and, the very worst of our fears has been realized in finding subnormal, sour, shriveled grapes growing in the darkest and quietest parts of the vineyard.

Fellow pickers, we find ourselves in a terrible dilemma. On arriving at the vineyard, pickers are now seen looking over the various types of grapes trying to find those that they are prepared to pick. Now we are having full scale arguments between the pickers as to whose grapes are whose. While all this dialogue and diagnosing is going on in the vineyard, damned few grapes are being picked. As a matter of fact, if one looks at the vineyard, grapes are now scattered all over the ground and we are trampling them in our haste to find our own. Needless to say, this is a most distressing situation. However, a solution has been reached, which we hope will be agreeable to all concerned. We understand that at first it may work some hardships on various pickers, but please try to bear with us for the time being.

THE POLICY HENCEFORTH WILL BE:

When you enter the vineyard, pick those grapes that are nearest at hand. Be not so concerned over the variety and specialty. Be sure you pick all the grapes that need picking. Be not concerned that someone else is working on the same arbor: grapes are grapes and he may need help.

In short, let's get the crop out or we will all be looking for jobs.

*Sincerely,
The Management (ed. Mann, 1976, pp. 49-50)*

DEFINITIONS

New expressions have entered the technical vocabulary of educators as part of the trend to educate exceptional children with all others. Key terms in the new language are increasingly used. So rapid has been the creation of the vocabulary that the terms defined are not included in the most recent official U.S. Office of Education terminology list.

A "Position Statement on Mainstreaming" adopted by the Iowa State Board of Public Instruction in February, 1974, includes the general interpretation, "best" definition, primary concern, historical perspective, effect of new approaches, provision of many options, development of effective programs and formal statement. The four page mimeographed copy is available through the Retrieval Request Form from INFORMS (included in the center of this packet).

On pages 21-22 of the Mental Disabilities Services Handbook (1977) is a list of items to be considered in the mainstreaming of mentally disabled students into specific learning environments. This list is available through the Retrieval Request Form.

According to Birch, (1974, pp. 12-13), the National Association of State Directors of Special Education (NASDSE) has agreed to a descriptive definition of mainstreaming. This is available through the Retrieval Request Form. The entire monograph is available in the Document Abstracts section of this packet is ED 090 724.

FEDERAL & STATE LAWS

Public Law 94-142, initially, at least, may generate as many problems as it solves; but for the first time in the history of our nation a law has been enacted that has the potential for providing both the legislative and financial backing to provide free public education for all handicapped children, 3 through 18. (Iowa's mandate is from birth to age 21). Surely, this is a single step toward developing equal educational opportunities for all within our pluralistic society. The newsletter, Center, (ed. Mann, 1976) describes the law as follows: On November 29, 1975, President Ford signed into law the Education for All Handicapped Children Act. (Public Law 94-142). The forthcoming funds will provide for assurances that all handicapped children receive a full, appropriate, public-supported education in the least restrictive environment possible. That which has been theory for a number of years is now public law.

The Education for All Handicapped Children Act was first introduced into the 93rd Congress as Senate Bill 6 with the intention of expanding the provision for handicapped children already enacted by that body. It was again introduced into the 94th Congress and was passed by the Senate in June, 1975, while its companion bill 7217 in the House of Representatives passed and the House in July of 1975. From there the bill was sent to a joint House/Senate conference committee. The final vote in the Senate was 87 to seven: The House's vote was 404 to seven. The bill was then sent to President Ford who reluctantly signed it into law.

Public Law 94-142 extends the existing funding formula to states set forth under Public Law 93-380 for the 1976 and 1977 fiscal years, but beginning in 1978, the new law has established authorization which would enable states and local education agencies to receive 5% of the national average per pupil expenditure for the education of all children in the United States. This figure times the number of handicapped children appropriately served within a state establishes

the state dollar entitlement. The term, local education agency, as defined in 121.2 of 94.142 includes intermediate educational units. Furthermore, the percentage of cost that the federal government will assume under the new law increases every fiscal year until it reaches a maximum of 40% in 1980. An important aspect of this law indicates that initially, in 1978, the appropriated funds will be distributed equally between state and local education agencies, but in subsequent years 25% will go to state agencies while 75% will pass through the state agency and to the local education agencies. It will continue to be the state's responsibility, however, to make sure that all educational programs for the handicapped within its boundaries comply with the requirements of Public Law 94-142. All educational programs for handicapped children within the state, including all programs administered by other state or local agencies will be under the general supervision of persons responsible for educational programs for handicapped children in the state education agency and shall meet standards of the state education agency.

Eligibility requirements for states and local districts to qualify for these funds include: (1) that they have in effect a policy that assures all handicapped children the right to free appropriate public education within a detailed timetable, (2) that all handicapped children in need of special services are identified, located, and evaluated (using nondiscriminatory testing and evaluation procedures) including determining which children are receiving needed services and which children are not, (3) that individualized programs are provided for all handicapped in the least restrictive environment, (4) that new services are provided first to children not receiving and education and then to the most severely handicapped children in each disability area, (5) that records are kept on individual planning conferences for each child and that such planning and evaluation conferences be held at least annually, (6) that procedural safeguards be established for children, parents, and guardians including confidentiality of information, and (7) that comprehensive personnel development be

provided through inservice training and other appropriate means.

A state agency further retains the option to refuse to pass through money to Local Education Agencies (LEAs) under certain conditions:

1. When it is determined that a particular district is unable to make effective use of its allotted funds without program collaboration with another district.
2. When an LEA does not adhere to state application requirements.
3. When an LEA does not adhere to state plan requirements contained in the new and existing law.
4. When the LEA program for handicapped children is insufficient in size or scope.

The state will automatically withhold entitlement to any local district which does not serve a large enough population of handicapped children to receive a pass through allocation of \$7,500 or more. The state is further entitled to retain as much as 5% of the annual state allotment or \$200,000, whichever is greater, for its own administrative expenses. It is the responsibility of the governor or other authorized person in each state (in Iowa this is the State Superintendent of Public Instruction) to create an advisory panel of state people concerned with or involved in, the education of handicapped children. The function of the panel is to aid the state in collecting and reporting data to the Bureau of Education for the Handicapped, advise the state of needs of the handicapped who currently have unmet needs, and advise the state in regard to its rules, regulations, and proposals.

In an attempt to preclude mislabeling and exaggeration of the numbers of handicapped students in a state in order to receive the largest federal contribution possible, Public Law 94-142 permits the actual labeling of no more than 12% of a state's children between the ages of 5 and 17 as handicapped, 2% or 1/6

of which may be children with specific learning disabilities.

There are approximately 8 million handicapped children in the United States, 1/2 of which are considered inappropriately served and 1 million of which are unserved in any public-supported manner. Public Law 94-142 gives first priority to funding programs for the unserved population and second priority to the inadequately served population. The unserved population section in Iowa relates, to a large extent, to the young preschool child. The law provides states with an incentive grant which allows up to \$300 for each 3-5 year old handicapped child served.

The specific purposes stated by the Education for All Handicapped Children Act are fourfold: (1) to insure that all handicapped children (ages 3-18) have public funded special education and related services made available to them no later than 1978, (2) to insure the rights of handicapped children and their parents and guardians, (3) to relieve the financial burden placed on state and local governments to accomplish the above-mentioned purposes, and (4) to assess and insure the effectiveness of efforts to educate handicapped children.

The formal statement of the Special Education Division of the Iowa Department of Public Instruction states that the Special Education Division promotes the implementation of a continuum of support services through which a child with a handicap may receive effective services according to needs. It is firmly believed that the assumption that any group of children need only one type of program throughout their school career can only be a disservice to individual children involved. Options for a variety of service models regardless of type or degree of handicap must be developed and maintained throughout Iowa. In no instance should one instructional service model receive a label as being the best for all handicapped children. Adequate special education services require the availability for all instructional service models to all handicapped children.

Chapter 281 of the Code of Iowa, "Education of Children Requiring Special

Education", has one special difference from Public Law 94-142. The definition of "children requiring special education" means persons under 21 years of age including children under 5 years of age, who are handicapped in obtaining an education because of physical, mental, emotional, communication or learning disabilities, or who are chronically disruptive, as defined by the rules of the Department of Public Instruction. The entire chapter can be obtained in the Code of Iowa or as reprinted in the Mental Disabilities Services Handbook, January 1977, Iowa Department of Public Instruction. The complete text of Public Law 94-142 is available through the appendices of the Handbook or by checking this item on the Retrieval Request Form included with this packet.

Some educators see strings attached to the laws, some see ropes and a few even see chains. Based on the need to respond to legislation, resource needs become of critical concern. Mann states in the newsletter, Center (1976), the following must be addressed:

1. Where are our handicapped students and who is responsible for their education; regular teachers, special education teachers, teachers in specially funded programs, etc.?
2. How can present resources be better utilized to serve the handicapped student at the present location?
3. What additional services are required to better serve these students? Will extra dollars really make a difference in terms of better education?
4. What resources are in fact available to us? Will they provide the additional skills that will be necessary to help us to mainstream handicapped students?
5. What vehicles are available for the development of collaborative efforts which will enable us to share our resources for the good of the students?

MODELS

Four Mainstreaming Models are presented as the result of Dunn's (1968) forceful critique of special classes for the retarded. The alternative delivery systems include:

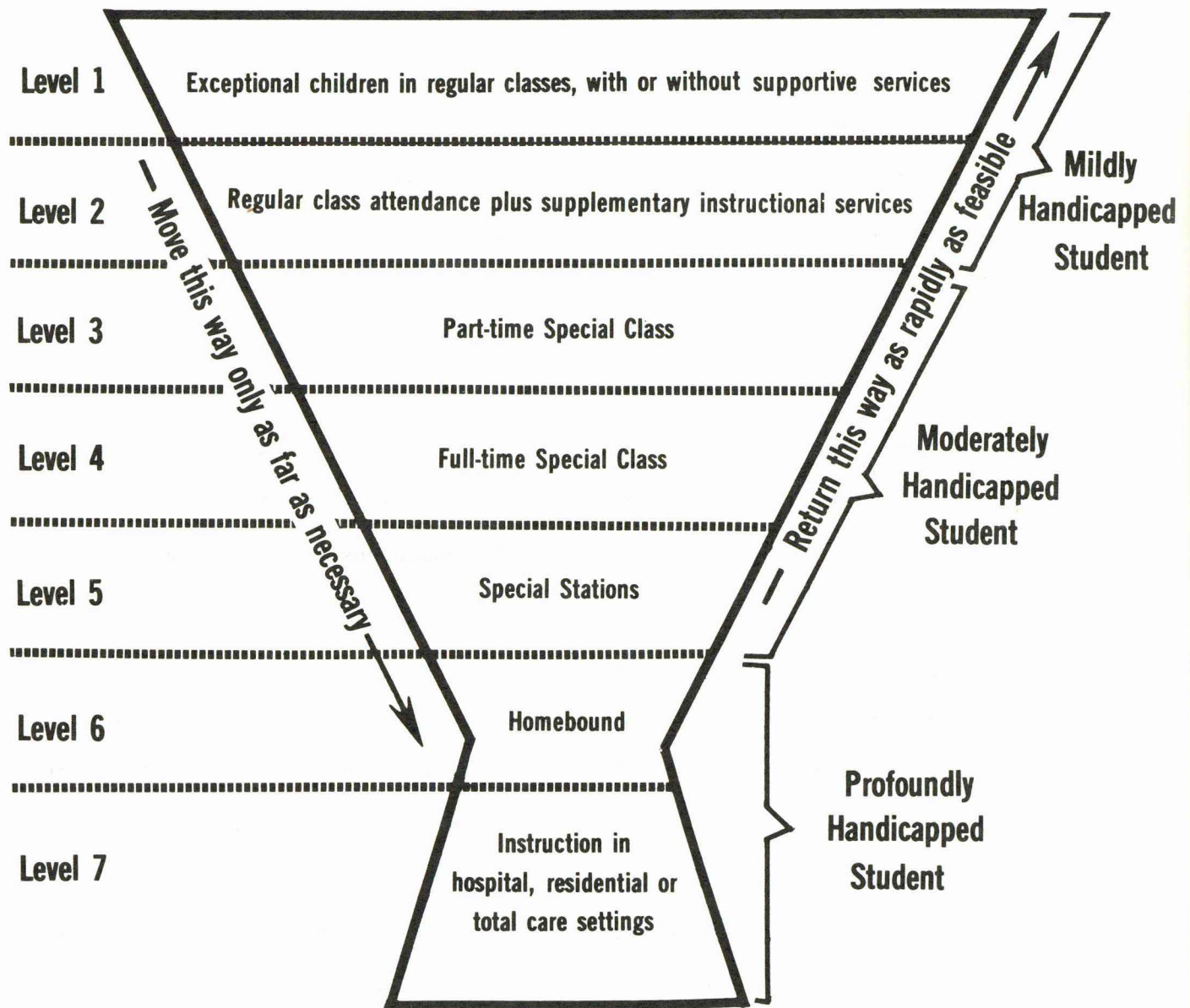
Deno's cascade of services. Deno (1970) proposed that special education "conceive of itself primarily as an instrument for facilitation of educational change". Successful industries invest a part of their resources in research and development resulting in the improvement and development of new products: Deno perceived special education as the research and development arm of regular education. The cascade of educational services (see Figure 1) is proposed to facilitate a system which tailors treatment to individual needs versus a system which sorts out children so they fit conditions designed according to group standards.

Lilly's training based model. In 1970 Steve Lilly offered a definition of exceptionality which emphasizes the characteristics of the school situation versus characteristics of the child. In 1971 Lilly outlined the model to provide services to exceptional children with the policy that " . . . once a child is enrolled in a regular education program within a school, it must be impossible to administratively separate the child from that program for any reason" (p. 745). This zero-reject system places responsibility for failure on the teacher and not on the child: Educators (special and regular) must deal with educational problems in the regular classroom. It should be emphasized that this training based model would replace existing services with many former special class teachers being cast in new roles requiring that the district provide extensive inservice training.

This model represents a major challenge to training institutions since

FIGURE I

The Cascade System of Special Education Service



Adapted from Evelyn Deno, "Lessons Learned in the EPDA Exceptional Children Program," unpublished report to the Bureau of Educational Systems Development, U.S. Office of Education, July 1975.

the effective instructional specialists in Lilly's model must be "experts in all area of behavior and curriculum management, and at the same time, must develop interpersonal skills necessary to conduct successful teacher education" (p. 746).

Gallagher's contract model. The model proposed by Gallagher (1972) is directed mainly toward mildly retarded, disturbed, or learning-disabled primary-age children. It involves the adoption of a formal contract between parents and school officials with specific goals outlined. This intervention program would be no longer than two years. Gallagher emphasizes that the model is not a substitute for all current special education services. It is only a "limited suggestion for dealing with two pressing problems facing special education today" (p. 527). The first problem is the difficulty of replacement of mildly handicapped children in regular education; the second related problem is the tendency to overassign certain minority group children to special education. Gallagher stresses that his proposal is not one to be adopted blindly.

Adamson's and VanEtten's fail-save model. This model (Adamson and VanEtten, 1972) was published as a response to Lilly's (1971) model. They proposed a plan incorporating training aspects and including several alternatives. The "fail" represents the system's failure to meet all children's needs. The "save" represents the adaptation of the system to the child's individual needs. According to the authors, the fail-save method is based on " . . . experience and data gathered from implementing educational diagnosis, itinerant methods and materials, consultant teachers, resource rooms, materials laboratories, and a teacher-based training model" (p. 735). They emphasize that such a model better meets the needs of the exceptional because it offers greater instructional and program alternatives which the diverse exceptional population needs.

The four models described represent the individual authors' particular approaches for improving delivery systems for handicapped children. The models are theoretical in some respects, though they have been implemented with some variation in a variety of applied settings. Deno's concept of a service hierarchy is present in nearly all applied programs. Lilly's emphasis on the in-service role of the special educator is also present in many applied models. Gallagher's suggestions for formally contracted education plans for the individual child are also present, although most programs do not develop the plans in cooperation with parents nor with the formality urged by Gallagher. The "fail-save" model of Adamson and VanEtten has been implemented in New Mexico (Pepe, 1973) with minor changes being made in the model prior to implementation (VanEtten and Adamson, 1973).

Dr. Keith Beery (1972, pp. 8-9) suggests that mainstreaming models be viewed critically with at least the following criteria in mind:

1. Does the model recognize and provide for a continuum of programs for children who are experiencing difficulty? Some people are taking an unrealistic view that no children should ever be removed from regular classrooms. We will always need a variety of educational environments available to children, ranging from all-day, self-contained special education classrooms to individualized "regular" classrooms. Pupils are never "pulled out" for remedial purposes.
2. Does the model consciously work towards and actually accomplish reduction of "pull out" programs? Some profess to, but it doesn't seem to happen.
3. Does the model call for specialists to work in regular classrooms as much as possible?
4. Does the model encourage regular classroom personnel to use special classrooms and equipment?

5. Does the model concentrate on assisting classroom teachers to increase personalization and individualization for all children in the classroom?

6. Does the model provide for an on-going, meaningful staff-development program which is oriented toward practicum and seminar work among staff? Does the staff-development program focus on individualization and have classroom and resource personnel working together?

7. Does the model involve the principal as the educational leader in staff-development and special education programs?

8. Is cross-fertilization between schools within and/or across district lines encouraged so that teachers are observing other classrooms--exchanging ideas and moral support?

9. Are interrelationships between the school and local colleges encouraged so that interns and professors are working in the school?

Many people would add to and/or delete from this list of criteria: The list simply constitutes one view of what is needed for a comprehensive mainstreaming program. This view emphasizes interrelationships among building staff, schools and colleges as well as children and it assumes that educators cannot provide adequately for children unless educators provide adequately for their own continuous professional growth.

information for ADMINISTRATORS

The mainstreaming programs which are in operation vary considerably regarding the administrative organization and services provided. The following suggestions are offered by Chaffin (1974, pp. 17) to administrators who may be considering the initiation or expansion of a mainstreaming program:

1. The decision to mainstream should be accompanied by a decision to provide a comprehensive instructional support system for the children involved and for their teachers.
2. Not all handicapped children will benefit from mainstreaming. Selection of the children to be involved should be done carefully and should be based on the recommendations of persons thoroughly familiar with the social, emotional, and educational needs of a specific student.
3. Mainstreaming plans should be developed at the school building level. Many school buildings are substantially different in terms of the administrative style of the principal, the attitude of the teachers, and the student population in the building. Thus, different approaches to mainstreaming may be necessary depending on the particular climate in the building.
4. Participatory planning may be the most important element in mainstreaming efforts. All personnel (regular and special) who will be involved with handicapped children should be allowed to participate in the planning of the program.
5. If regular classroom teachers are made responsible for exceptional children in their classroom, they should also be allowed to make decisions related to the kind and amount of special education support they, and the child, are to receive.
6. No mainstreaming effort should be attempted without serious attention given to providing inservice education. A systematic inservice education program

will be needed by both the special and regular personnel.

7. The procedures for providing instructional support in each building should be carefully delineated. A detailed description of the kinds of support services provided in the building should also be developed. This practice not only enhances communication among the staff in a building but also provides a basis for a student accounting system.

8. Develop a pupil accounting system as a part of the mainstreaming plan. This accounting system should provide minimally a cumulative record of numbers of children served, type of service provided, who provided the service, and for what duration the service was provided. This form of accounting allows the building staff to monitor their own activities and to determine whether they are providing the kind of service they intended to provide. The accounting system is also useful to the special education person responsible for the administration of decentralized service systems.

9. Obtain data related to student progress and other important variables such as teachers' attitudes toward the program.

10. Report the results obtained from the program to administrators, teachers, parents, and community. Even poor results can improve morale if proper steps are being taken to remedy problem areas.

Specific considerations suggested by the Bureau of Educationally Handicapped Training and Technical Assistance Project's newsletter, Center, (ed. Mann, 1976) include:

1. We need to determine how people feel about mainstreaming.
2. There is a need to overcome or change the attitude of the "gate keepers". They are the ones who control the purse or make the rules.
3. We need to overcome the fear that has prevailed because of misconceptions, misinformation, and most of all a mystique that surrounds the labels we use. Conversely, we must deal with the fear on the part of those who want

out of the perceptions and experiences of the teachers themselves, and not poured in, uninvited, from "experts".

Firm convictions that certain administrative practices are essential are held by special education leaders where mainstreaming has been successful to date. Principals are viewed as the chief field representatives of the mainstreaming concept. Without principals in that role on a continuing basis, mainstreaming could be expected to have a difficult time. Therefore, it is necessary to establish the program concepts firmly with all elementary, junior, and senior high school principals.

School administrators have all the concerns which are found in teachers. However, they have also the motivations to employ management procedures that offer a solid foundation on which to build the highest possible quality educational programs within the financial constraints set by the community's resources.

The understanding support of top school officials, board of education members, and other significant figures in the community must be gained and maintained. Special education directors point to the critical need for feedback to such persons on the positive outcome of the process. The flow needs maintenance even though the program may seem well supported.

information for TEACHERS

The first phase of mainstreaming activities is taking place with little preplanning due to the suddenness with which it has been thrust upon us by the courts and the legislature. MacMillian (1976, pp. 209) provides information for teachers since several factors loom on the horizon as impediments to successful programming. Some naivete' is apparent in the position taken by those who would argue that the impetus for success lies in the support services that will be provided the regular class teachers as they assume responsibility for the mildly mentally disabled. He suggests that the following factors seem ignored in such a posture:

1. The children who will be mainstreamed are "hard to teach" youngsters. Prior to their earlier identification as educable mentally retarded (EMR), the regular class teacher judged them to pose serious learning and/or behavior problems in regular classes. In fact, they posed such severe problems that teachers felt that they could not be handled in classes with thirty or more other children. Stated differently, the teacher and the administration could not cope with these children in regular classes prior to their placement as mildly mentally disabled. What has changed since that time to enable these children to be served in regular classes now?

2. Some of the children in question are members of minority ethnic groups with low socio-economic status. Is general education more relevant for these children than special education? The evidence is not conclusive.

3. There can be little doubt that the "child problems" that led to placement of the mentally disabled in special education classes have not been remedied: Arguments that led to mainstreaming are based on the ineffectiveness of special class placement and the rights of the handicapped. Certainly, if programs were

ineffective, they did little to remediate the problems in learning and behavior that led to the initial referrals.

4. Regular class teachers' attitudes are at least as significant as their skills in implementing mainstreaming. They have neither the formal training nor the experience to deal with children with learning and behavior problems of the sort represented by the group of children in question.

As a result of the foregoing, there needs to be tremendous support provided to the regular class teacher in order to meet the needs of mainstreamed children. How is that going to take place?

Most regular school teachers have never had experience with the handicapped child. This lack often results in fear, which can lead to resentment of the mainstreaming concept. Not only are more students being added to an already burdened schedule, but also they are an unknown. In Iowa, universities and colleges encourage students in education to take an introductory course in special education. Some states have this as a requirement for certification in becoming a regular classroom teacher.

Special education experts are unified and adamant in their belief that, to make mainstreaming work as it should, strong backup support for the classroom teacher is essential. Many school systems now offer special education inservice training to provide regular classroom teachers with information about exceptional children and to help them implement mainstreaming programs.

However, in the current economic setting, the extra personnel and additional funds necessary to make the transition ideal may not be available. If mainstreaming is occurring in a school system, even on a limited basis, and adequate support is not forthcoming, a teacher may have to be more assertive in seeking out the needed aid and advice. A teacher should seek out the building principal who is responsible for the administration and programming of exceptional students within that school building and who can provide information on

available resources.

In the Area Education Agencies there are instructional materials centers available to those involved in the education of exceptional children. Teachers in the local education agencies can request materials from the center. In addition to school and community resources, many local colleges offer workshops and graduate courses designed for regular classroom teachers involved in educating exceptional children.

Accurate assessment of the handicapped child's current level of achievement in any given area is imperative. Once the skills which the child has already mastered are discovered, specific objectives can be set to plan the educational program.

Below are some positive steps by Roberts (1975, pp. 38-39) which can be taken to help the mainstreamed children succeed in a class: Apply available resources as much as possible.

1. Use informal teacher-made tests to assess skills in various academic areas.
2. Be sure the results of previous diagnostic tests and educational recommendations are available; Remember that some may no longer be relevant.
3. Confer with the child's previous teachers.
4. Based on all information acquired, set both short-term and long-range objectives that you feel the child can attain.
5. Break down each objective into small, sequential steps.
6. Decide on the material and methods that will help the student best reach the objectives.
7. Use materials you have and/or contact the special education teacher.
8. Keep records of progress.
9. If there are any problems or questions, contact the special education teacher or building principal.

10. Both parents and the regular classroom students have to be prepared to accept mainstreaming of handicapped youngsters.

Johnny Cash has a song which says:

*So we drilled it out and saw that it would fit
With a little bit of help from an adapter kit
We had that engine running just like a song.*

For awhile (at least) some agencies, organizations and individuals are spending time providing "adapter kits" to those who are involved in mainstreaming efforts at every level of education. It's one thing to identify a need; it's another to respond to it effectively.

According to Lilly (1975, pp. 14-15) certain teacher behaviors will increase the probability that students receiving special services will survive and make progress in the regular classroom, while other teacher behaviors will make it more difficult for such students to function effectively. Nine teacher behaviors are identified and discussed as being beneficial to students with exceptional educational needs:

1. When describing problems of children, specify observable behaviors, avoiding use of labels which imply deficits of a general nature. This is the primary skill needed by classroom teachers in dealing with problems in the classroom. Special education labels have transformed "getting out of the seat too often" into "hyperactivity," and "low in reading skills" into "dyslexia". We must return to describing classroom problems in terms of observable behavior.

2. Set specific, achievable objectives for students with problems of academic learning and/or social behavior, and teach

directly to those objectives. We must focus specifically on one or two problems, disregard all other problems for the moment, and bring about progress within a limited scope. This provides success for both student and teacher, and prevents having such complex and long-range goals that success is always in the future.

3. Deal with problems of social behavior by setting firm, fair rules and enforcing them consistently and impartially. Social behavior is not a problem which can be solved outside the setting in which it is occurring, i.e., the classroom. Thus it is necessary that classroom teachers implement consistent reinforcement and rule-setting procedures and assume primary responsibility for solving these problems (with the help of special service personnel) within the classroom.

4. Identify students who appear to have low self-concepts, and program activities aimed at increasing self-confidence. The "self-concept" is apparently a major factor in learning, and thus it is essential that each teacher define and deal with it on a personal level.

5. In making assignments and evaluating student performance, use as a point of reference the student's previous level of success, not that of other students in the class or school. This level of individualization is necessary if students with learning problems are to find adequate reinforcement for completed work in regular classrooms.

6. When giving directions for completing a task, observe student responses, note students who don't follow directions and, if necessary, alter the content and structure of future directions for individual students. In some cases, students do not respond

to teacher requests, not because they are unable or unwilling, but because they do not understand, and are unwilling to admit it publicly. Attention to this can solve a number of classroom problems.

7. For students with minimal reading skills, provide alternate methods of obtaining information and taking tests to determine the level of information acquisition. Reading assignments can be taped for listening, tests can be given orally. This is not to say that students with reading problems should not be taught basic reading skills, but while these are being taught, students should have alternate means of keeping up in other subject areas.

8. When confronted with problems of academic learning or social behavior, seek advice and help from available resource persons in the school, without requesting that they assume full responsibility for solution of the problem. This stresses both the importance of classroom teachers seeking help with problems, and the value of expecting such help to be for the teachers as well as the children.

9. On a continuing basis, assess the extent to which needs of all students in classrooms are being met. The only constant in education is change, and successful teachers accept change as a way of life, while hanging on to successful elements of past practice. Mainstreaming is an exciting concept which has promise for enhancing the lives of students and teachers. Only if we are interested in knowing how well we're doing, are open to change, and are willing to seek constant self-improvement, will the trip be worth the cost of the ticket.

Johnny Cash's song "One Piece at a Time" has a verse that goes like this:

Now up to now my plan went all right

Until we tried to put it together one night

*And that's when we noticed that something was definitely
wrong.*

The transmission was a '53

The motor turned out to be a '73

*And when we tried to put in the bolts, all the holes were
gone*

It is natural that most classroom teachers respond to the prospect of mainstreaming with mixed emotions, anxiety, and curiosity as well as hope for success. These are normal expressions of concern for the mutual adjustment that is required when children who will make new kinds of demands and require different approaches are placed in the regular classroom. But with supportive assistance from trained special education personnel, diagnostic specialists, and inservice education programs, the transition can be made with ease and become an extremely positive experience when mainstreaming is appropriate.

There is a sense of pride and a feeling of accomplishment that goes along with developing something that is uniquely your own. It's doubtful that Public Law 94-142 was intended to be a blueprint for all to follow in exactly the same manner.

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VanEtten, G. & Adamson, G. The fail-save program: A special education continuum. Instructional Alternatives for Exceptional Children, 1973, 156-165.

Note: Use the Retrieval Request Form in center of packet for requesting material available through INFORMS.

DOCUMENT ABSTRACTS

To order document (on microfiche) enter the ED number on the Retrieval Request Form in the middle of this packet, i.e., ED 090 724.

ED 090 724

TITLE: Mainstreaming: Educable mentally retarded children in regular classes.

AUTHOR: J. W. Birch

PUBLICATION DATE: March, 1974 PAGES: 117

ABSTRACT: Described in the monograph are mainstreaming programs for educable mentally retarded (EMR) children in six variously sized school districts within five states. It is noted that mainstreaming is based on the principle of educating most children in the regular classroom and providing special education on the basis of learning needs rather than categories of handicap. Discussed are reasons for mainstreaming, the districts, and mainstreaming characteristics, as well as terminology and a descriptive definition of mainstreaming. Detailed are pupil composition, program qualities, and implementation modes for the following school districts: Tacoma (Washington), Richardson and Plano (Texas), Tucson (Arizona), Louisville (Kentucky), and Kanawha County (West Virginia). Some of the aspects described that are common to all the programs are motivation for mainstreaming, preparation of teachers, inservice teacher education, parental reactions, and costs. It is recommended that school systems intending to mainstream focus on 10 factors such as concerns of regular class and special teachers, teacher attitudes, inservice education, sensitive administration in pupil placement, and assurance of line administrative support. Listed are school districts in 25 states that are conducting mainstreaming for EMR pupils.

ED 101 522

TITLE: Mainstreaming the EMR is neither a panacea nor a simple solution: A research study.

AUTHOR: P. A. Novotny

PUBLICATION DATE: August, 1974 PAGES: 22

ABSTRACT: Reviewed are research studies and their implications regarding mainstreaming educable mentally retarded (EMR) students. Discussed are studies dealing with topics such as the following: academic changes, learning potential status (stressing the need for individualization), emotional and social adjustment, locus of control (citing the difference between students with high and low learning potential), social acceptance of the EMR (demonstrating that social acceptance does not naturally accompany mainstreaming), teacher attitudinal changes, and factors to consider in integration of the EMR (emphasizing the importance of teacher strategies to foster interaction between students). Listed are nine points to consider in mainstreaming, including the issues of full- or part-time integration and selection of students. Provided are approximately 50 references.

ED 109 740

TITLE: Mainstreaming--A new public policy in education.

AUTHORS: J. W. Birch & B. K. Johnstone

PUBLICATION DATE: February, 1975 PAGES: 11

ABSTRACT: The greatest challenge in education today is ensuring that all schools are as readily and fully accessible to handicapped children as to the nonhandicapped. From every standpoint, whether that of human rights, economic efficiency, educational effectiveness, or social desirability, the national interest is to serve handicapped children equally with all others. Putting this concept into practice means turning away from the traditional segregation of the handicapped. Mainstreaming--progressively including and maintaining handicapped pupils in regular classes while providing top quality special education for them--has emerged as a key concept in the treatment of the handicapped. Under mainstreaming, the handicapped pupils are the responsibility of regular class teachers who are provided with the support and consultation of special educators. Mainstreaming has emerged for a number of reasons--the labeling of children has been rejected, technical and scientific progress has improved instructional apparatus, educators have become aware of the cost of transporting special education students to their own schools, and the courts have ordered changes in the treatment of the handicapped.

ED 111 122

TITLE: Resource room approach to mainstreaming: Survey of the literature.

AUTHORS: G. Donohue & A. D. Rainear

PUBLICATION DATE: 1975 PAGES: 25

ABSTRACT: The manual contains a survey of literature on the resource room approach to mainstreaming for educable mentally retarded children. Intended to facilitate educational planning in New Jersey, the manual reviews research on such topics as the historical development of special education services; admissions procedures; the impact of judicial decisions that reflect changing attitudes toward special education programming; and mainstreaming issues, including the efficacy of special class placement and the effects of labeling. The inconclusive nature of research findings concerning special placement is discussed, and the resource room as an alternative instructional model is explained.

ED 112 492

TITLE: Into the mainstream. A syllabus for a barrier-free environment.

AUTHOR: S. A. Kliment

PUBLICATION DATE: June, 1975 PAGES: 51

ABSTRACT: This syllabus contains practical information necessary to plan a barrier-free environment. The first chapter provides an account of what has happened in the past generation to make buildings and spaces accessible to handicapped persons and reviews the most recent laws, codes, and standards that prescribe the accessibility of buildings. The second chapter describes the basic physical and procedural barrier conditions that the handicapped face. The third chapter contains solutions to the removal of barriers, including drawings illustrating some of the most common conditions. It also contains techniques for organizing community barrier-free action groups and methods for evaluating compliance with applicable laws and regulations. The fourth and final chapter offers supplementary sources of information: annotated published sources, a sample questionnaire for use in evaluating accessibility of buildings, and a listing of public and voluntary agencies whose staffs can help in more detail with guidance in particular areas.

ED 116 442

TITLE: Correlates of success in transition of MR to regular class.

AUTHORS: C. E. Meyers & Others

PUBLICATION DATE: November, 1975 PAGES 246

ABSTRACT: Provided in Volume II of a final report on the status of California educable mentally retarded (EMR) students reassigned to regular classes as a result of legislation are appended forms, instruments and project reports. Included are letters of introduction to various project phases, project data collection forms (including teacher questionnaires), the computer format of EMR transitional study data file, a discussion of dissemination activity, and eight published and unpublished reports of the project.

ED 117 912

TITLE: Exceptional students in regular classes: Interviews with 43 North Dakota elementary teachers.

AUTHOR: C. Markell

PUBLICATION DATE: January, 1976 PAGES: 55

ABSTRACT: Presented are results of interviews conducted with 43 elementary teachers from nine schools having participated in the Upper Midwest Small Schools Project (UMSSP), a program of teacher workshops and diagnostic clinics on exceptionality in the regular classroom. A summary of teachers' responses regarding UMSSP and special students is presented along with statements supporting, neutral to, or not supporting the concept of integration. Discussed are three major recommendations concerning more course work relating to exceptional children, more direct contact and experience with the various systems for delivering educational services to exceptional children, and more contact with exceptional children. Appendixes include a copy of the interview questionnaire, letters sent to administrators of UMSSP schools, teacher statements regarding mainstreaming, teacher responses about problems with mildly retarded students in the regular class, and teachers' recommendations for teacher education.

ED 119 445

TITLE: Mainstreaming and early childhood education for handicapped children: A guide for teachers and parents.

AUTHORS: S. Wynne & Others

PUBLICATION DATE: April, 1975 PAGES: 110

ABSTRACT: Written primarily for educators and parents interested in the education of young handicapped children, the document contains a review and analysis of the research literature concerned with preschool mainstreaming in the context of the present range of the preschool programs. In the introduction, it is reported that information comes from interviews and site visits as well as from a review of the literature, and that the ability and attitude of the teacher appear to be the most important factors in the success of an integrated program. The following six chapters cover such topics as trends in the education of young handicapped children (from 1861 to the present), the effectiveness of early intervention programs, approaches to early childhood education mainstreaming (partial and complete mainstreaming), elements of a mainstreamed early childhood education program (including program design, teacher role, and parent participation), major issues in mainstreaming (such as assessment and placement of young handicapped children, reasons for favoring mainstreaming, and preparation for elementary school), and unanswered questions about mainstreaming (which include "what type of curriculum obtains the greatest gains with which kinds of children?"). Appended is a bibliography of about 50 articles, books, and documents and 10 children's books with information usually including author, title, source, publication date, description, and availability. Also provided is a list of organizations, bibliographies, and other sources of information noted to be helpful to educators and parents of handicapped children.

ED 120 899

TITLE: Administrative implications of mainstreaming.

AUTHOR: D. Coursen

PUBLICATION DATE: 1976 PAGES: 33

ABSTRACT: "Mainstreaming" is defined as a program whereby handicapped children are placed in regular classrooms for all or part of the school day, with steps taken to see that their special needs are satisfied within this arrangement. Key court decisions are cited because the implications of mainstreaming for contemporary education can be properly understood only within the broad context of the current legal and educational status of the handicapped. The pros and cons of the special education debate are summarized, and the classification methods and effects of labeling on children are criticized. Program attributes that seem to be essential to any effective effort to mainstream include individualized instruction, a spectrum of services and resources, and inservice teacher training to prepare teachers to educate the handicapped.

ED 122 477

TITLE: Minimum conflict mainstreaming.

AUTHORS: E. Awen & Others

PUBLICATION DATE: April, 1976 PAGES: 31

ABSTRACT: Computer technology is discussed as a tool for facilitating the implementation of the mainstreaming process. Minimum conflict mainstreaming/merging (MCM) is defined as an approach which utilizes computer technology to circumvent such structural obstacles to mainstreaming as transportation scheduling, screening and assignment of students, testing, and grading. It is noted that MCM has the advantages of reducing clerical loads, preventing waste in financial and educational areas, and freeing human and mechanical resources for use in the teaching/learning process. Some impediments to mainstreaming (such as negative attitudes, detrimental effects of labeling, and lack of teacher support systems) are reviewed and the use of MCM to neutralize impediments is described.

ED 122 478

TITLE: Stretching strategies: Individualized learning for successful mainstreaming.

AUTHOR: R. P. Arent

PUBLICATION DATE: April, 1976 PAGES: 13

ABSTRACT: Mainstreaming of handicapped children in regular classes requires the stretching of normal individualized teaching methods to include meeting the needs of handicapped or gifted learners. A learning loop consisting of diagnosis, educational prescription, instruction, and evaluation should be applied. Instructional strategies appropriate for both handicapped, exceptional, and regular students include varying the grouping, varying the pace or rate for each student, establishing an accepting and congenial environment, varying the materials, varying the adult and peer helpers, and matching teaching and learning styles. Competition should be minimized and open communication with the parents maintained.

ED 122 479

TITLE: Project S.E.R.T. - Special education for regular teachers.

AUTHORS: S. Hale & Others

PUBLICATION DATE: April, 1976 PAGES: 10

ABSTRACT: Evaluated in two field tests with 50 regular teachers was 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, 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.

ED 122 480

TITLE: Meeting inservice teacher education needs through special projects:
Changing curriculum for exceptional children and special education
for regular teachers.

AUTHORS: R. E. Smith & Others

PUBLICATION DATE: April, 1976 PAGES: 13

ABSTRACT: Described are a Texas special education region's activities with the 3-year Project CCEC (Changing Curriculum for Exceptional Children) which provides training in the application of the theories of J. Piaget to the education of exceptional children, and with Project SERT (Special Education for Regular Teachers) which trains regular classroom teachers in the competencies needed for mainstreaming handicapped children. Briefly described is the training program format of CCEC including the following modules: "Exceptional learners - A new Approach", "Developmental theory - Cognitive development in children", "Assessment - Piaget's clinical model", "The classroom - Where the interaction is". Described for Project SERT are the following instructional modules: "Comprehensive special education", "Formal appraisal", "Team planning for student program management", "Informal assessment", "Organizing content for individual differences", "Materials selection", "Classroom management", and "Evaluation of instruction".

JOURNAL CITATIONS

To order a copy of the journal article enter the EJ number on the Retrieval Request Form in the middle of this packet, i.e., EJ 085 001.

EJ 085 001

TITLE: The case for "special" children.

AUTHOR: E. G. Lewis

PUBLICATION CITATION: Young Children, 1973, 28(6), 368-374.

ABSTRACT: The practice of integrating handicapped and normal children in a preschool setting is discussed with emphasis on logistical issues, teacher behavior, and the extra learning benefits involved for the normal children in the program.

EJ 102 654

TITLE: In-service training: Preparing to meet today's needs.

AUTHOR: E. J. Heath

PUBLICATION CITATION: Academic Therapy, 1974, 9(5), 267-280.

ABSTRACT: Rapid changes in the field of regular and special education have increased the urgency of supplying relevant in-service teacher training programs to help regular teachers serve an increased number of exceptional children in their classrooms.

EJ 104 289

TITLE: Regular-class adjustment of EMR students attending a part-time special education program.

AUTHOR: T. M. Flynn

PUBLICATION CITATION: Journal of Special Education, 1974, 8(2), 167-173.

ABSTRACT: A study investigated the effect of a part-time special education program on the social-personal development of EMR students. Three groups of 61 EMR students enrolled in special education, 61 EMR students eligible for the special class and awaiting placement, and 61 normal students were compared. Both retarded and normal students were rated on a School Adjustment Scale (SAS) by their regular class teachers, and no significant difference in scores was found between special class and waiting list students. The retarded students, both in special education classes and on the waiting list, were interviewed and the results indicated that they had a favorable opinion of the special education program.

EJ 119 373

TITLE: Placement in regular programs: Procedures and results.

AUTHORS: N. G. Haring & D. A. Krug

PUBLICATION CITATION: Exceptional Children, 1975, 41(6), 413-417.

ABSTRACT: Evaluated with 48 elementary age students classified as educable mentally retarded was an instruction program to facilitate the return of the students to regular classes.

EJ 122 632

TITLE: Evaluation of a program of systematic instructional procedures for extremely poor retarded children.

AUTHORS: N. G. Haring & D. A. Krug

PUBLICATION CITATION: American Journal of Mental Deficiency, 1975, 79(6), 627-631.

ABSTRACT: A demonstration program was conducted in which 54 inner-city children classified as educable mentally retarded were selected on the basis of age, IQ, family income, race, and achievement scores. They were then placed into self-contained classrooms with two classes being taught by precision-teaching procedures and two classes being taught by the methods particular to their teachers. Results showed that a high percentage (60 %) of the children taught by precision-teaching procedures were capable of acquiring the basic skills necessary for regular class placement.

EJ 123 099

TITLE: Mainstreaming the preschooler.

AUTHOR: J. W. Klein

PUBLICATION CITATION: Young Children, 1975, 30(5), 317-326.

ABSTRACT: Describes ways of identifying the handicapped and integrating them with "normal" children. Advantages, potential problems and the apparent impact of mainstreaming are discussed briefly.

EJ 127 777

TITLE: Problems in implementing resource programs in rural schools.

AUTHORS: W. J. Harris & C. Mahar

PUBLICATION CITATION: Exceptional Children, 1975, 42(2), 95-99.

ABSTRACT: Discussed are problems which impede the development and effectiveness of resource programs to serve mildly handicapped children in rural schools including lack of organizational readiness, system shock, interpersonal roadblocks, and the shortage of competent resource teachers.

EJ 128 144

TITLE: Helping teachers work with "unteachable" children.

AUTHORS: W. G. Allard & Others

PUBLICATION CITATION: Children Today, 1975, 4(5), 15-16.

ABSTRACT: Describes a summer workshop designed to prepare teachers to work with severely handicapped children in their classrooms. Teachers learned to use a behavioral task analysis model developed previously.

EJ 134 128

TITLE: Status quo is certain death.

AUTHOR: M. D. Hightower

PUBLICATION CITATION: Journal of Rehabilitation, 1976, 42(2), 32-35, 41, 43.

ABSTRACT: Analyzed is the role of rehabilitation personnel in a rapidly changing world. Cited are the effects of such current trends as mainstreaming demands for establishing professional standards reviews, funding mobility, and emphasis on accountability. The author contends that the profession is faced with an identity crisis which can be met through collaborative planning, evaluation, and imaginative leadership.

EJ 134 574

TITLE: Research implications.

AUTHORS: R. Altman & E. L. Meyen

PUBLICATION CITATION: Education and Training of the Mentally Retarded, 1975, 10(4), 276-283.

ABSTRACT: Research on the efficacy of special classes is reviewed in terms of academic achievement, personal and social adjustment, and the role of labeling.

EJ 138 859

TITLE: The Circle of human needs.

AUTHOR: G. Christensen

PUBLICATION CITATION: Instructor, 1976, 85(7), 103-106.

ABSTRACT: Presented in question and answer form is an interview on the current issues and concerns relating to special education and exceptional children. Areas covered include reasons why handicapped individuals are rejected, the effects of labeling, and the advantages and disadvantages of mainstreaming.

EJ 139 405

TITLE: Integration of trainable students in a regular high school building.

AUTHOR: A. Brown

PUBLICATION CITATION: Education and Training of the Mentally Retarded, 1976, 11(1), 51-52.

ABSTRACT: Student advocates have helped trainable mentally retarded students adjust to placement in regular high school building.

RESOURCES

Order directly using the address which is listed with each resource.

TITLE: Competencies for mainstream teachers derived through the perception of state directors of special education.

AUTHORS: E. L. Chiappetta & T. M. Monaco

PUBLICATION DATE: Unknown PAGES: 2

ABSTRACT: Rank ordering of cognitive competencies affective competency and personality characteristics for special education teachers are listed in this two page mimeograph copy.

AVAILABLE FROM: INFORMS (mark Retrieval Request Form in center of this packet).

TITLE: Informal diagnosis and prescriptive programming: A Workshop.

PUBLICATION DATE: 1976

ABSTRACT: The materials in this document were developed by the Midwest Regional Resource Center, Des Moines, Iowa, to assist in workshops for teachers. Process oriented modules are provided that can be replicated for inservice participants. Following is a list of the task modules: (1) "Defining the problem and identifying what will meet the student's need", (2) "Task analysis", (3) "Error pattern analysis", (4) "Systematic inquiry", (5) "Summarizing and defining the problem and informal diagnostic procedure modules", (6) "Discovering what the child can and can't do and setting priorities", (7) "Behavioral objectives", (8) "Learning methods", (9) "Summarizing the behavioral objectives and learning methods modules", (10) "Task analysis materials", (11) "Matching learner characteristics with material characteristics", (12) "Designing materials for the educationally handicapped".

AVAILABLE FROM: The media centers which are located in the fifteen Area Education Agencies.

TITLE: Making it work: Practical ideas for integrating exceptional children into regular classes.

AUTHOR: B. Aiello

PUBLICATION DATE: 1975 PAGES: 112

ABSTRACT: 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 definition, 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), Maxine Counihan (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 children for a handicapped classmate" (Elizabeth Pieper); "A collection of criterion-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.

AVAILABLE FROM: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091 (\$5.50)

TITLE: Models for mainstreaming.

AUTHOR: K. E. Beery

PUBLICATION DATE: 1972 PAGES: 117

ABSTRACT: Intended for classroom teachers, the book focuses on values of mainstreaming mildly handicapped children, ways to organize instruction, and six model programs. Various ways the schools systems have handled the typical child are identified including rejection, institutionalization, segregated classes, and resource rooms and personnel. A rationale for mainstreaming is offered which notes the failure of studies to show the efficacy of special education and classes. Considered are forms of mainstreaming such as reassignment and types or organization including task analysis, slip sessions, team teaching, and multiage grouping. Project Catalyst is reported to have shown the importance of organizational development within the general education faculty for successful mainstreaming. Appended are descriptions of the following models: Compulsory Reassignment, The North Sacramento Project, The Diagnostic-Prescriptive Teacher, The Helping or Crisis Teacher, The Madison Plan and Fail-Save Continuum Model.

AVAILABLE FROM: Dimensions Publishing/Adapt Press, Inc.
408 West Avenue North
Sioux Falls, South Dakota 57104 (\$4.95 Prepaid)

TITLE: Mainstreaming: Helping teachers meet the challenge.

PUBLICATION DATE: 1974 PAGES: 34

ABSTRACT: The table of contents includes the: introduction; mainstreaming; definition and practice; impacts of mainstreaming on teachers' roles; preparation of teachers; present status; local, state and federal response; discussion and assessment; and recommendations.

AVAILABLE FROM: National Advisory Council on Education Professions Development
Room 308
1111 - 20th Street, N.W.
Washington, DC 20036 (FREE)

TITLE: Mainstreaming: Infopac no. 9.

AUTHOR: J. D. Sullivan

PUBLICATION DATE: 1975 PAGES: 32

ABSTRACT: An information package is presented to help teachers understand the nature and problems of mainstreaming handicapped children into regular classrooms. Included in the document are the following: "Briefing memo no. 8: Mainstreaming handicapped students with regular students - are teachers prepared?" (a review of literature); "State laws and regulations on mainstreaming" (a discussion of several state laws); "Information document: Speaking of mainstreaming - the integration of handicapped students into regular classrooms. An annotated bibliography" (information on 61 materials); "Mainstreaming the handicapped" by Myron Brenton (an article on physically handicapped children); "Classroom integration of exceptional children" by David Krug and Donna McMinn (a classroom model) and "Diverting the stream" by Toni Linden (a discussion of problems concerning, and suggestions for facilitating mainstreaming).

AVAILABLE FROM: National Education Association
1201 16th Street, N.W.
Washington, DC 20036 (FREE)

TITLE: Preparation of elementary teachers to use special skills (PETSS).

PUBLICATION DATE: 1977

ABSTRACT: This project was developed cooperatively between Drake University and the Iowa Department of Public Instruction. Twenty-nine modules were developed that can be used at the pre-service level to assist students in colleges to be better prepared in working with exceptional students or at an inservice level with teachers and other professionals who are attempting to upgrade their skills. The modules can be used individually as well as in group activities. The following is a list of the modules developed and coordinated by Karen Ford, College of Education, Drake University: (1) "How to tutor", Jerry Caster; (2) "Introduction to education", Lloyd A. Stjernberg; (3) "Orientation to teacher preparation", Lloyd A. Stjernberg; (4) "The teacher as a writer", Lloyd A. Stjernberg; (5) "Reading professional literature", Lloyd A. Stjernberg; (6) "Using campus resources", Lloyd A. Stjernberg; (7) "Children and youth with learning and adjustment problems", Terry Penniman; (8) "Instructional services for children and youth with learning and adjustment problems", Terry Penniman; (9) "Human relations training", Ray Hock; (10) "Enhancing self-worth", Lloyd A. Stjernberg; (11) "Introduction to teaching theory and practice", William R. Abell; (12) "Writing instructional objectives", Karen Ford; (13) "Development of observation skills", Karen Ford; (14) "Educational measurement and evaluation: Teacher-controlled processes", Richard Brooks; (15) "Designing classroom assessment", Marjorie Prentice and Lloyd A. Stjernberg; (16) "Task analysis: What, why, and how", Marjorie Prentice; (17) "Developing learning centers", Karen Ford; (18) "Human resources: Who are teachers?", Cynthia Cox; (19) "Grouping for purpose", Jane Bell; (20) "Observation: Analysis and self analysis-Phase I", Marjorie Prentice and Lloyd Stjernberg; (21) "Observation: Analysis and self analysis-Phase II", Robert Evans; (22) "Educational measurement and evaluation: Standardized measures", Richard Brooks; (23) "Conducting and using classroom assessment", Marjorie Prentice and Lloyd Stjernberg; (24) "Creating a community of learners: An introduction to classroom management", Jane Bell; (25) "Helping pupils to meet classroom expectations", Jerry Caster and Barbara Poehlein; (26) "Identification and use of support services and personnel", Karen Ford and Cynthia Cox; (27) "Selecting educational media for instruction", Donald Moon; (28) "Developing parent teacher relationships", Betty Bader; (29) "The teacher as a member of the staffing team", Cynthia Cox.

AVAILABLE FROM: The media centers which are located in the fifteen Area Education Agencies.

TITLE: Reintegrating mentally retarded people into the communities.

PUBLICATION DATE: 1975 PAGES: 23

ABSTRACT: An annotated bibliography of print and audiovisual information and training materials which contains 123 references. These references document innovative efforts enabling mentally retarded individuals to move out of institutional settings. It is designed for use by training personnel, planners, and administrators who are involved in community reintegration programs.

AVAILABLE FROM: Program for the Analysis of Deinstitutionalization Resources
The Council for Exceptional Children
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