

To KIM
 Date 4/7 Time 1102

WHILE YOU WERE OUT
 M ELAINE HOLLAND
 of EDUCATION DEPT
 Phone 401 0419

Area Code	Number	Extension
TELEPHONED	☒	PLEASE CALL ☒
CALLED TO SEE YOU	☐	WILL CALL AGAIN ☐
WANTS TO SEE YOU	☐	URGENT ☐

RETURNED YOUR CALL ☐

Message ~~HOW CAN~~

Operator

To KIM
 Date 4/8 Time 208

WHILE YOU WERE OUT
 M JIM BUTTON
 of DEPT of EDUC
 Phone 205 8239

Area Code	Number	Extension
TELEPHONED	☒	PLEASE CALL ☒
CALLED TO SEE YOU	☐	WILL CALL AGAIN ☐
WANTS TO SEE YOU	☐	URGENT ☐

RETURNED YOUR CALL ☐

Message RE: SOMAZA
~~LARRY~~
205-9079
205-9439 try

Operator

AMPAD
EFFICIENCY®

23-021 - 200 SETS
23-421 - 400 SETS

CARBONLESS

PHOTOCOPY
PRESERVATION

AMPAD
EFFICIENCY®

23-021 - 200 SETS
23-421 - 400 SETS

CARBONLESS

PHOTOCOPY
PRESERVATION

(202) Jason
484-2660

(203) 841-7031

452 West 57th Street, #
New York,
N.Y. 10019

May 11th 1993

Dear Kim,

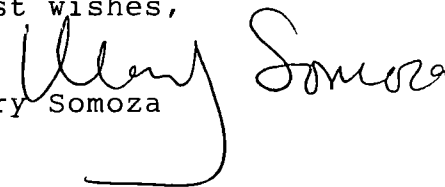
I wish I had good news about Alba and her school but as you can see by the enclosed letter, the Board of Education is still making my life impossible. I was informed this morning that they needed all this paperwork, and the review is scheduled for to-morrow at 1 p.m. Obviously we had to cancel and I feel really terrible for the professionals who were volunteering their time.

The President sent Anastasia a beautiful hand written letter which she will treasure for the rest of her life. I know he is extraordinarily busy and I do not want to bother him at this time. I just wanted you to know what is going on and to keep you informed.

We will keep him in our prayers these days because we know from the heart what an exceptional human being he is.

Best wishes,

Mary Somoza

A handwritten signature in cursive script, appearing to read "Mary Somoza", written in dark ink. The signature is fluid and stylized, with a long horizontal stroke at the bottom.

Mr. Jack Colombo,
Chairperson,
Committee on Special Education,
330 West 18th Street,
New York,
N.Y. 10011

Mary Somoza,
452 West 57th Street
New York,
N.Y. 10019
(212) 307-9010

May 11th 1993

Dear Mr. Colombo,

It was with great dismay that I was informed by my advocate this morning about the additional requirements needed for my scheduled review for my daughter Alba Somoza for to-morrow. As you can imagine, it is impossible for me to produce eye examinations, medical examinations and an "explanation" of her psychological testing within twenty four hours.

I do not understand why, if you had in your possession my child's psychological reports since early March, it is only now you inform me ^{that} you need clarification. Why was I not informed months ago when I applied for this review to supply a medical examination, particularly when you have one on record from my triennial? Why an examination from the State College of Optometry is vital to my child's review and placement is also bewildering to me, particularly as it has never been required for placement before.

The professionals attending the review on my behalf went to great effort to organize their schedules to be able to attend on my behalf to-morrow, now I must call them to cancel. I find it very discourteous and unprofessional for the Committee on Special Education to spring this on me at the last moment. I feel that due to all the media attention surrounding my daughters meeting with President Clinton, this last minute change might not necessarily have been your direct decision. I do know however that the CSE has asked many people to attend this review and I do not want it to turn into a circus. I initially had planned to attend with just my advocate and attorney, however, you insisted my psychologist and communication specialist be present and they agreed to attend. I would appreciate receiving a list of persons you intend to have present when we finally sit down to discuss this placement.

With much hardship and the obvious delay to the resolution of my case, I will supply you with the required documents and appreciate the earliest possible review date for my daughters case.

Yours sincerely,

Mary Somoza



c.c. President Clinton
Mr. Richard Riley - Secretary of Education
Mr. Alan Bergman - Governmental Activities UCP
Mr. Gayland Kirkland - Advocates for Children
Ms. Ellen Gallagher - Ms. Joan Harrington AFC

93 MAR 26 P2:23

The Somozas remain very positive and feel the Town Meeting was "one of the most important things that's happened in our lives." According to Mrs. Somoza, the community and media support has been overwhelmingly favorable, and has been helpful in heightening public consciousness of the situation facing special education students in New York.



THE WHITE HOUSE
WASHINGTON

4-7-93

Dear Anwarina—

Thanks so much for
the wonderful message from
you and your friends.

I have asked some people
to look into your sister's school
situation. I hope we can help.

Keep your chin up. You
are a remarkable person.

Sincerely

Bill Clinton

DeeDee

June 8, 1993

212/307
EOLG

MEMORANDUM

FROM: Kim Tilley (x 2131)
SUBJECT: ABC News Interest in Anastasia Somoza

Linda Pattillo of ABC News called regarding Anastasia and Alba Somoza. She is working on a story for this evening for "World News Tonight" with Peter Jennings.

She is inquiring because Anastasia's hearing last week did not go well and there is a hearing ~~tomorrow~~ ^{today} for Alba. Mary Somoza, their mother, referred her to me.

Specifically she wants to know what has been the President's involvement with the Somozas since the Kids Town Meeting? She is aware of the letter the President sent in April, but she wants to know if there has been any contact with the Education Department, or has the White House intervened on their behalf in any other way?

Linda Patillo can be reached by calling 1 800 SKY TALK (PIN 521-9900#) and then leaving a voice message. A message can also be left at 212-456-4040.

How do you wish to handle this?



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

June 8, 1993

TO: Kim Tilley
Communications Research
The White House

FROM: Elaine Holland
Office of Intergovernmental and Interagency Affairs
Department of Education

SUBJECT: New York Case of Anastasia and Alba Somoza

I wanted to alert you to a development in the Somoza case. Jim Button, with the Office of Special Education and Rehabilitative Services at the Department of Education, spoke this morning with Alan Bergman of United Cerebral Palsy Association (202-842-1266). Mr. Bergman reported that ABC news, or a local affiliate, is covering Mrs. Mary Somoza and her daughter Alba as a news angle surrounding the Somoza's Individualized Education Program (IEP) meeting to be held today. Though ABC will not attend the IEP meeting, they will be speaking with the Somoza's prior to the meeting and do a follow up segment after the meeting.

When I spoke with you on May 12, 1993, I relayed a conversation that Mr. Bergman had with Mrs. Somoza. According to Mrs. Somoza, the day before Alba's IEP meeting scheduled for early May, the New York school system called the advocacy group that is assisting the Somoza's to request more information and tests (a new medical exam and ophthalmological exam.) Mrs. Somoza was extremely angry about this last minute request, which she believes was unnecessary. It delayed the IEP meeting until today.

I hope this information is helpful. As always, the Department of Education is happy to assist you. Please call me at 202-401-0419 if we can be of any help.

cc: Ray Cortines
Assistant Secretary Designate, OIIA

Post-It™ brand fax transmittal memo 7671		* of pages * 1	
To	Kim TILLEY	From	Elaine Holland
Co.	WH Communications	Co.	Dept Educ
Dept.		Phone #	401-0419
Fax #	456-2239	Fax #	

MEMORANDUM
OF CALL

Previous editions usable

TO:

Kim

☐

YOU WERE CALLED BY-

☒

YOU WERE VISITED BY-

OF (Organization)

referred by: Mary Samora

☐

PLEASE PHONE ▶

☐

FTS

☐

AUTOVON

212-210-1568

☐

WILL CALL AGAIN

☐

IS WAITING TO SEE YOU

☐

RETURNED YOUR CALL

☐

WISHES AN APPOINTMENT

MESSAGE

re: Children's visit to WH
(one girl in wheelchair helped
little girl to get twin sister
in same class & a decision
was made today)

RECEIVED BY

DATE

6-8

TIME

12:16

63-110 NSN 7540-00-634-4018

☆ U.S.G.P.O. 1992 312-070-40024

STANDARD FORM 63 (Rev. 8-81)
Prescribed by GSA
FPMR (41 CFR) 101-11.6

ABC covering meeting

Prob. w/ fed imposition

sup of Pres.

401-0419

Elaine Holland

MEMORANDUM
OF CALL

Previous editions usable

TO:

Kim

☐ YOU WERE CALLED BY-- ☒ YOU WERE VISITED BY--

Joanna Molloy - Daily News Reporter

OF (Organization)

referred by: Mary Samora

☐ PLEASE PHONE ☐ FTS ☐ AUTOVON

212-210-1568

☐ WILL CALL AGAIN ☐ IS WAITING TO SEE YOU

☐ RETURNED YOUR CALL ☐ WISHES AN APPOINTMENT

MESSAGE

re: Children's visit to WH
(one girl in wheelchair helped
little girl to get twin sister
in same class & a decision
was made today)

RECEIVED BY

DATE

6.8

TIME

12:15

63-110 NSN 7540-00-634-4018

☆ U.S.G.P.O. 1992 312-070-40024

STANDARD FORM 63 (Rev. 8-81)
Prescribed by GSA
FPMR (41 CFR) 101-11.6



ASSISTANT SECRETARY FOR
INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

April 27, 1993

Kim ~

These articles appeared in a special section of the April 21 USA TODAY. I thought you might be interested in them if you hadn't seen them already.

Also enclosed is a letter which President Clinton sent to Anastasia on April 7. Jim Button received this via fax from his friend at United Cerebral Palsy association. It's just FYI. Call if we can help!

—
Elaine Holland
Special Assistant
202-401-0419

Can inclusion be an intrusion?

Kids with disabilities enter regular classrooms

By Dennis Kelly
USA TODAY

CEDAR FALLS, Iowa — Teacher Jacky Venenga puts third grader Ben Snyder, on the spot with a question about fractions. Ugh!

What's one-sixteenth taken seven-sixteenths?

"Six-sixteenths," Ben says in words muffled by his problems. Nothing unusual about this classroom except that Ben has cerebral palsy, uses a specially designed chair that helps him sit up straight, and in many U.S. schools would never be in a class with the "regular" school kids. He'd be assigned to a special school for students with disabilities or put in a "pull-out" program that him in a regular class part of the day, but pulls him for special instruction.

But Hansen Elementary School here is part of a growing attempt nationwide to that even the most severely mentally and physically disabled students should be in regular classrooms.

Mainstreaming to the max. It's called the "inclusion" movement, but it's another line of controversy in the often angst-ridden debate about the best way to help the 4.3 million U.S. students with disabilities.

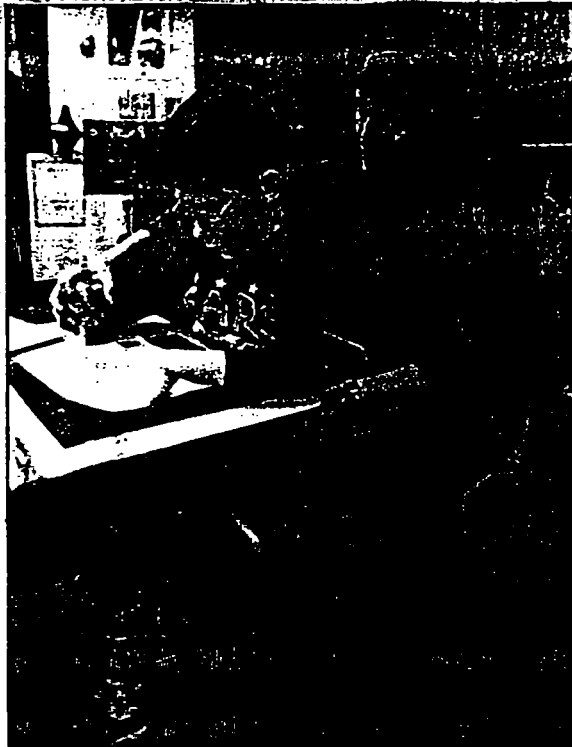
There were almost no schools mainstreaming kids with severe disabilities five years ago. Now those that do number about 300 to 400, says Bill Stainback, education professor, University of Northern Iowa. He and wife Susan Stainback, also an education professor there, are strong inclusion advocates.

"In the last year or two, we've seen more and more interest than ever before in the U.S.," Bill Stainback says.

But other educators and parents say the reality is that some kids must have special schools, and that by forcing certain kids into regular classrooms, the inclusion movement has gone too far.

"We made a terrible mistake at one time in our history by saying all children with disabilities should be pulled out and placed in special settings or classes," says James M. Kauffman, education professor at the University of Virginia. "I think we may be on the verge of making an equally appalling mistake by assuming that now all of them, no exceptions, belong in regular classrooms."

Federal law says students with disabilities should be in the least restrictive environment possible. But it allows for so-called "continuum of services" from pull-out pro-



ALL FOR ONE, ONE FOR ALL: Mainstreaming fosters a sense of belonging at Hansen Elementary School in Cedar Falls, Iowa. Left, third grader Ben Snyder gets help from teaching aide Diane Shannon; above, second grader Nicole Bengston hugs principal Jim Jackson; below, Carrie Petersen, left, Sonya Foutch and Lindsey Dodd sit close in class.



grams to special schools.

Hansen Elementary educators think their program is proof that inclusion works. Their program focuses on those with severe disabilities. Children with learning problems such as dyslexia or attention deficit disorder are in a "transition program" with part of their schooling in the regular classrooms and part in pull-out sessions.

Some Hansen kids have serious physical and mental problems — like second grader Nicole Bengston, 8, who because of encephalitis at age 3 cannot walk or speak words; or Sonya Foutch, 11, who, because of a brain injury, was left paralyzed on her right side. Other students

have Down's syndrome. Several aren't toilet trained.

So there are always concerns when schools consider full inclusion. Hansen principal Jim Jackson says teachers say they're not trained well enough to cope. Others fear these children will take up too much class time with disruptive behavior or academic deficiencies.

Teachers here say they already have wide disparities in academic levels to which they have to teach. And behavior problems exist among non-disabled kids, too.

Jackson says other schools can do what his did: Take money spent on special schools and transportation to pay for associates who pro-

vide individual care for the children in class virtually all day.

"We haven't spent any more money," Jackson says. "We have the same staffing we would have if we had self-contained classrooms."

Others think that's not realistic for every child.

"If you do that across the board in every school across the country, the cost factor is enormous," says Bill Ellis, director of professional services, the National Center for Learning Disabilities.

Some parents think inclusion is a wonderful ideal, but doesn't work for everyone.

Bonnie Clemans, a parent in Azusa, Calif., said her school system pushed her 16-

year-old son, B.J., into mainstream classes even though cerebral palsy causes him to function at the level of a 5-year-old. At times, he's sat in the front of a classroom with no supervision or instruction.

"I'm saying the best intentions still may not be beneficial to the severely handicapped," Clemans says.

The National Center for Learning Disabilities says it's not opposed to inclusion, but it takes thorough training of teachers and others to make it work — something not happening now, Ellis says.

Further, there are concerns that states and local districts are using inclusion to dump responsibility for special education students.

"There's a sense that the whole issue is being used to save money, by eliminating services (not necessary when there's inclusion)," Ellis says.

But Stainback argues that the failures of school systems to provide resources for disabled kids is not an argument against inclusion, but a reason for more vigilance.

"We have to continue our advocacy to be sure money and resources and people now in special education are integrated (into the regular classrooms)," he says.

Hansen's principal Jackson says inclusion is just the right thing to do.

"What we really believe is that everyone belongs in a regular school," says Jackson. "That's what it takes, an attitude that everybody can belong that we need to figure out how to teach them."

In 'Educating Peter,' the whole class learns a lesson



WORKING OUT WELL: Teacher Martha Ann Stallings helps Peter Gwazdauskis in Blacksburg, Va. The class' year was documented in the Oscar-winning 'Educating Peter,' airing on HBO May 12.

Glenn Comeau, HBO

By Nicole Carroll
USA TODAY

Peter Gwazdauskis rolls on the classroom floor, his legs caught in a chair. A few feet away, his third-grade class works on a science project.

No one comes to help. Peter is learning to help himself.

He has Down's Syndrome. And this is his first year in a regular public school.

"I really thought Peter could come in the first day and with help continue to do what he needed to do," says his teacher, Martha Ann Stallings. "It soon became clear that Peter's not going to sit in his desk when the other kids do. He's not going to feel comfortable sitting in a corner with the other kids when I'm reading a story."

Stallings' school, Gilbert-Lincolns Elementary in Blacksburg, Va., had just begun enrolling special needs kids. It was going to be a learning experience for everyone. But Stallings had an extra challenge — her year would be

seen by millions of TV viewers.

Her class was chronicled for *Educating Peter*, a documentary premiering May 12 on HBO that won an Academy Award last month.

"We didn't know what was going to happen when we started," says documentary producer Gerardine Wurzburg. "We wanted to honestly let the camera show you what happened."

"As a human being, I have a lot of faith in kids. I thought some positive things would come out of it."

The kids weren't so sure.

Opening scenes show Peter lunging for boys in the bathroom, kicking a friend during phys ed and grabbing a violin out of the hands of a classmate during show and tell.

"I was really kinda scared of him cause he was making these really loud noises," one boy tells the camera. "Why do we have him in our class? He's probably not going to learn anything."

Artie, the boy kicked during P.E. says: "He had strangled

me and already pulled my finger back, so I didn't really start off to like him."

Stallings says she knew something had to change. Peter had an assistant teacher with him at all times. And a disabilities specialist spent an hour a day with him. But the kids needed more say.

"We decided as a class to concentrate more on the positive than the negative," she says. "If he took the lunch count and came back without interrupting anyone, we'd be real proud of him."

Every time Peter did something well, Stallings would put a check on the board, meaning the class got one extra minute of recess. Kids stopped trying to do everything for Peter, and Stallings stopped doing everything for them.

"It was difficult at first," she says. "But soon I could sit back and see it was going to be solved. The whole class jelled and seemed to watch and care for each other and seemed to know what was best for Peter."

She began expecting more out of Peter, too. When the class was writing about the environment in their journals, Peter would cut and paste pictures of the sun, a frog, the snow in his. When they would give oral reports, Peter would introduce the speakers.

He became part of the class. And he knew it.

The outbursts stopped. Cooperation began. A scene later in the year catches Peter playing soccer. From the sidelines, his class cheers: "Let's go, Peter, let's go. Let's go Peter, let's go."

"He changed because we changed," says Jill, who sat across from Peter all year. "He changed because we changed our minds about him."

The last day of school finds Peter with his arm slung around his new best pal, Artie.

"You think you're teaching Peter things. But really, Peter's teaching you things," Jill says. "We might be teaching him stuff like how to do things. But he's teaching us more how to think and how to react."

Colleges widen the realm of careers

By Tamara Henry
USA TODAY

Traditionally, the rule of thumb for counselors working with college students who are disabled was: psychology or social work for those with vision problems; computer programming for those using wheelchairs; printing for the hearing impaired.

Forget science, math, medicine or engineering. "But we now have hope," says Virginia W. Stern of the American Association for the Advancement of Science.

Stern points to the Americans with Disabilities Act of 1990, which adds a new category to the Civil Rights Act of 1964. The ADA toughens and broadens the federal Rehabilitation Act of 1973.

All colleges are required to make campuses accessible as well as provide the special aids, equipment and personnel so students with disabilities can have experiences equal to their peers.

For example, colleges academic programs in accessible buildings, and buy technology, hire sign-language interpreters and take other steps to ensure that academic programs are available to the disabled. Also, shuttle buses must be open to those with disabilities.

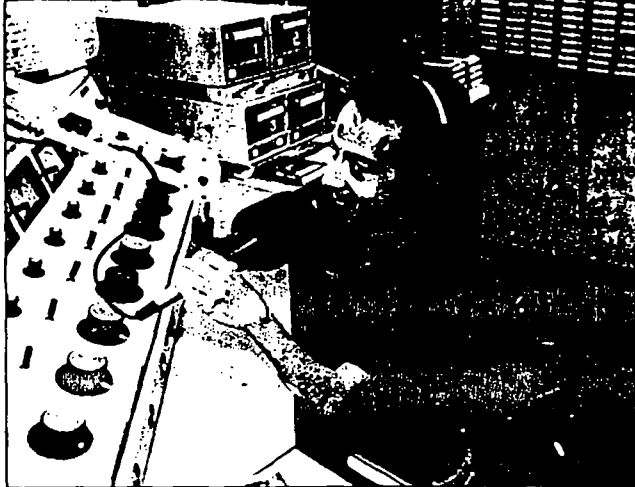
What the new law means to Stern is that budding scientists and engineers can't be easily deterred.

Greg Fowler, an engineer who is blind, tells of the difficulty he "finding people who read material in engineering physics" and the other courses he took during the 1970s as an undergraduate at Michigan State University as a graduate student at Stanford University.

"I was never openly discouraged by anyone within the university," says Fowler, 40, who works at Cisco Systems in Park, Calif. "There were people I spoke to ... but they never said that's not an area you should go into."

Stern's group found in a study that students with physical disabilities face the highest hurdles to science. In 1988, 94,000 scientists and engineers had a physical disability, accounting for 2% of the science/engineering workforce. There are about 1.3 million engineers.

Other findings were that: Many campus disabled services offices had trouble adapting laboratory settings or technical texts to meet specific needs.



ON THE AIR: John Sorenson, whose juvenile rheumatoid arthritis makes it hard to reach some equipment, nonetheless works as a DJ at the University of Maryland campus radio station.

vided quadriplegic students with lab assistants, but only 30% could promise accessible labs or special equipment. Only 16% could offer a note-taker, and only 10% offered to accommodate students during tests.

Students with disabilities often were forced to approach professors, explain the nature of their disabilities and suggest the adaptations needed for the course. "This assumes, however, that the student already knows the course and the laboratory content, which is rarely the case," says the study.

Bill Scales, director of Disabled Student Services at the University of Maryland, says statistics he's collected over 12 years found gradual improvements in campus environment for students with disabilities, especially within the last few years.

"Nowadays with all the technology that we have and the legal requirements to accommodate students, you find them majoring in everything, all across the board."

Jim Post, 22, of Wilkes-Barre, Pa., who was injured in a 1985 diving accident at a Boy Scouts camp, has a slightly different problem. He was encouraged throughout his four years at King's College and graduated last May with honors from its pre-med program.

Now, however, he is the only pre-med graduate not yet accepted by a medical

school because of a state requirement to perform cardiopulmonary resuscitation.

Post, with "a burning desire" to become a psychiatrist, has reapplied, hoping the ADA will help.

"I'm not asking to be an emergency room doctor. I'm

not asking to be a surgeon. I've limited my options to things my disability wouldn't interfere with," he says.

Renee Kirby, assistant director for Disabled Student Services at Temple University, says her school has had a very diverse program.

"We had a blind student graduate from the medical school. A severe cerebral palsy graduate with honors from the physics program," she says. "Temple has always had students cross those traditional lines. The reason they are able to do that is because of the academic and non-academic support services they receive from the school."

Students have transferred here because other schools haven't given them support services they need, she adds.

John Sorenson, 28, is satisfied with the University of Maryland's support services as he works towards a major in radio, television and film.

The main difficulty for Sorenson, who has juvenile rheumatoid arthritis, is maneuvering around the campus radio studio where he works weekly as a disc jockey. He says most of the equipment is designed for persons sitting in a high chair or standing up. He has an assistant while on the air, but he cannot make commercials or reach all the equipment needed for the job.

"I have the base knowledge for these skills but I'm not adept at them. I don't have the opportunity to practice them. That may certainly limit me when I'm seeking a DJ job," he says.

Available services; things to ask about

All colleges and universities are required under the Americans with Disabilities Act to remove physical and other barriers. Here are some available services:

► **Educational Support.** The Association on Higher Education and Disability says many institutions help with preregistration and provide interpreting services for the hearing impaired, reader or note-taking services, personal care assistants, taped textbooks, adaptive testing and equipment, large print materials, braille materials, talking calculators or Braille printers.

► **Psychiatric Disabilities.** The State University of New York at Purchase, through its Supported Education Program, teaches students with psychiatric disabilities academic skills, such as preparing for exams and note-taking, as well as specific interpersonal skills like negotiating with professors. The program is patterned after a program model developed at Boston University.

► **Peer Orientation.** Ball State, Muncie, Ind., offers a network where new students with disabilities are matched with upperclassmen with similar disabilities. Also, the school encourages students with disabilities to work on campus.

Questions to

A student who uses a wheelchair: Are the campus store, the main library and the student union accessible? How about the counseling center, the sports arena, the health services? Do some of the buildings have elevators that operate with keys and how could I get a key?

A student with a hearing impairment: What systems do your signing interpreters use? Are there oral interpreters? Is there a TTY/TDD available to use on campus? Do any of the televisions in the dorms have closed-captioning?

A student with a disability: Is there tutoring available and who pays? Can I get extended time for taking tests?

A student with a hearing impairment: If I need a reader, who is responsible for finding, training, scheduling, and paying someone to help me out? Are there talking calculators, or automated reading machines such as Kurzweil available?

A student with a health problem: Can I get a permit to bring my car on campus and park closer to the buildings in which my classes are held?

— Tamara Henry

Understanding flourishes at mainstreamed Iowa school

By Dennis Kelly
USA TODAY

CEDAR FALLS, Iowa — Staff and parents at Hansen Elementary School here clearly believe in full inclusion of students with disabilities.

No amount of skepticism about how it works, and whether it always does, seems to derail their support for the idea.

Consider, for instance, that many of the severely disabled students at Hansen school are seriously behind in academic achievement.

In the fourth-grade class, for instance, teacher Linda Hansen leads her students through long division problems involving three-digit numbers. Meanwhile, Steven Mondt, a Down's syndrome child, sits with an associate — a staffer caring for his needs — simply trying to identify numbers like 8 or 12.

Aren't such disparities arguments for putting students with disabilities in separate classes?

Not at all, say Hansen and other teachers who argue that in any classroom there are students of wide academic ability.

"I have (non-disabled) students having problems doing long division," she says. "Should I put them back in third grade?"

But what of behavior problems that distract

the non-disabled? In first grade, Ben Jensen, a Down's syndrome child, pulls the hair of a girl beside him. She shakes her head and he stops.

That's minor stuff, but teachers insist regular students present behavior problems, too, and it's just a matter of dealing with those.

Educators also point to another benefit: that non-disabled students grow up with greater understanding — and less fear — of the disabled. The kids in Trina Brewer's fifth-grade class proved that as they sat around a library table with classmate Sonya Foutch, 11, who is paralyzed on her right side from a birth trauma that also caused neurological damage.

"At first, it was hard to accept people with disabilities," says classmate Amy Boyce. "Except now I treat them the same as everybody else."

Adds Carrie Petersen, "I kind of have come to appreciate her. I've gotten to be really good friends with Sonya."

Sonya smiles as she listens to it all. "My friends are just great," she says.

Monica Bengston, mother of Nicole, 8, who became disabled from encephalitis at age 3, says she had no idea what "full inclusion" was until the school offered it. Now she's glad it's here.

"I just know in my heart I wanted her to be in a regular school," she says.



By Harry Baumert

STUDENT GETS A BOOST: First grader Ben Jensen, who has Down's syndrome, gets a steadying hand at the blackboard from classmate Hilary Weber at Hansen Elementary School.

USA TODAY - 4/21/93 Special Section

ABILITYLINE

A LOOK AT EFFORTS UNDER WAY TO HELP KIDS WITH DISABILITIES

HAVE BIKE, WILL TRAVEL: Kramer Largent, a 7-year-old who has spina bifida, will soon own a three-wheeler, custom-made at the University of Tulsa in Oklahoma. He's tried other bikes for kids like him, but couldn't maneuver them. The new model requires leg use only. The project started when Kramer's dad, former Seattle Seahawk Steve Largent, talked to a mechanical engineering professor, who turned the idea over to a student team. "It's really rewarding to see Kramer riding around," says Stefan Radloff, 21. "His father told me once that this is like giving wings to a bird." Largent may try to market the bike — and wants to call it "Wings."

FIRST PERSON: Third-graders in Charlotte, N.C., get a taste of what it's like to have a disability through a "Celebration of Ability." It got its roots 10 years ago when Cindy Teal's wheelchair (she has multiple sclerosis) inspired questions from her son's classmates. Teal spoke to her son's class; other teachers asked her to come to their classes. Now, students spend a day on the subject, during which they put on devices to simulate a particular disability (eye patches for blindness, mitts for cerebral palsy). Kids "learn very quickly that they could put on a shoe or feed themselves (even with) a mitt on their hand," says Teal, who now lives in Camden, S.C. That's the point, she says: "We emphasized not what people couldn't do, but what people could do."

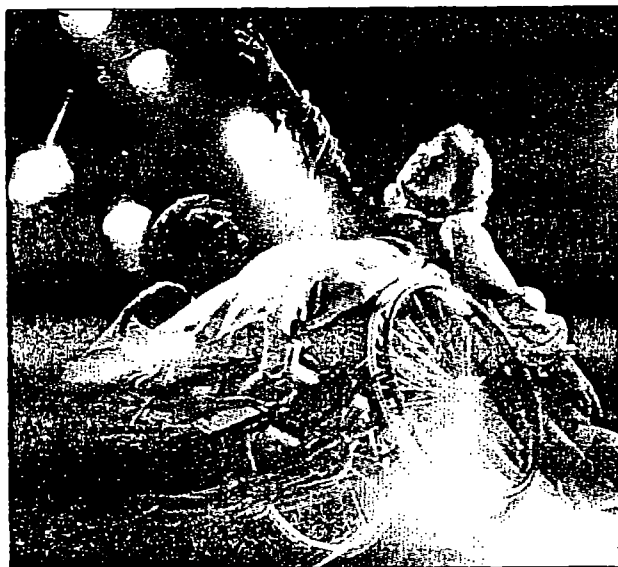


Multiple Sclerosis Society
TEAL: Talk emphasizes the abilities of the disabled

DESIGNS THAT WORK: Milwaukee School of Engineering seniors used to make designs for hypothetical problems. Then, last year, professor Dan Brandt thought, "Why not a real project that will benefit" someone? The idea was welcomed by the Southern Wisconsin Center for the Developmentally Disabled, which is shifting from recreation to helping people "find some success in doing work," says the center's Bill Baker. For students, the challenge is to make tools that require minimal effort — such as pushing a lever. Among items now in use: a paper shredder and a device that cuts milk cartons so they can be recycled.

BONDS OF BUDDYSHIP: College students get companionship and more with Best Buddies, which pairs them with a mentally retarded person. Started in 1987 by Anthony Kennedy Shriver (son of Sargent and Eunice), then at Georgetown University, the program has 138 chapters, with about 3,500 pairs of volunteers. Many "come in saying, 'I'm really going to help these kids,'" says Shannon Oliver, a junior at the University of North Carolina, Chapel Hill. But she says they find they, too, have much to learn.

GREAT EXPECTATIONS: You need a hammer, you go to a hardware store. You need a catcher's mitt, you go to a sporting goods store. But where do you go if have cerebral palsy and need school supplies? Jackie Brand began that search 12 years ago for daughter Shoshana, now 18, who has limited vision. It took three years. "Kids can't wait three years," Brand says — which is why she started a center where people can get access to the latest technology. Today, her Albany, Calif.-based Foundation for Technology Access operates 46 such centers nationwide.



A DANCING TURN: Mary Verdi-Fletcher takes a spin with Dancing Wheels, a Cleveland-based dance company.

WHEELS IN MOTION: Maybe you love dance. Maybe you have a disability. Maybe you're curious. It matters not to Mary Verdi-Fletcher why you watch a dance performance by Dancing Wheels. It just matters that you enjoy it. Verdi-Fletcher, 37, founded the company 13 years ago when she decided spina bifida, a condition that means she uses a wheelchair, need not deter her from dance, the passion that "kept calling" even when she tried not to listen. Today, the Cleveland-based company of dancers "with and without disabilities" gives about 150 demonstrations a year.

By Mary Beth Marklein

USA TODAY - 4/21/93
Special Section

Taking a chance and excelling

By Mary Beth Marklein
Special for
USA TODAY

Bobby Walsh says he "would like people to know they should give kids with disabilities a chance." It's a message he imparts by words and example.

Walsh, 22, was born with cerebral palsy. He cannot walk, talk or use his hands. Abandoned at birth, he was raised for many years in institutions and foster homes. Because he could not communicate, he was labeled "learning disabled" and placed in special education programs.

But Walsh, of Scranton, Pa., did not lack the ability to learn. And through the perseverance of Joseph and Catherine Walsh, who adopted him in 1982, he went to public schools, equipped with a computer system that allowed him to work alongside his classmates. There, despite initial fears among teachers and administrators, he flourished: At West Scranton High School, he was a National Honor Society member, and named homecoming king and most popular boy of his class. He graduated last year 26th of 191.

Now a freshman at Marywood College, Walsh earned a 3.25 GPA last semester. His dad, who retired last June, takes his son to school, carries books, takes notes and records lectures.

"He gets all the same books and everything that the other kids get," says the elder Walsh. His son uses a communications device he operates with an optical pointer attached to his head. That al-



ACHIEVER: Joseph Walsh pushes his son, Bobby, around campus.

lows him to speak or print out words on a machine.

Eventually, Walsh says, "I would like to be successful, get a job and get married." He's already been offered two jobs after he graduates, one by the Pennsylvania Assistive Technology Center, a state office that provides equipment and services to people with disabilities.

Walsh says he's keeping his options open, but computers are his passion. His mother once confided that she would "literally have to turn the computer off and take the equipment from him to get him to go to bed," says the technology center's Kristen Swengel.

Swengel says Walsh is an inspiration — and a "very successful example" of what happens when a person is given a chance.

"He is above and beyond the disability," she says. "He does not perceive of himself as (disabled). I don't think that's how anybody perceives him."

Programs that impart sensitivity

By Michelle Healy
USA TODAY

Sandra Gordon realized there was a huge need to change non-disabled students' attitudes about their peers with disabilities when she began her career teaching special education in the late 1960s.

"My kids were basically ostracized" by everyone in the school, recalls Gordon, now a senior vice president with the National Easter Seal Society.

"Not only did other kids make fun of them, but so did other teachers and the principal, too. I saw what it did to the self-esteem of the disabled students. It was horrifying."

From that experience, Gordon became determined to create "something to change the way non-disabled kids, their parents and teachers think about kids with disabilities."

That something is Friends Who Care, Easter Seals' five-year-old disability awareness curriculum for elementary through junior high students.

It is one of several projects designed to educate and sensitize non-disabled students to people with special needs.

The number of these programs has grown in recent years as people have become more conscious of those around them with disabilities, says George E. Ayers, executive director, The Council for Exceptional Children.

That visibility is heightened in schools, Ayers says, as more communities have adopted mainstreaming and now, inclusion policies that bring disabled students into general education classrooms.

Kids are ideal audiences for this kind of education, he says, because compared with adults, "they tend to be more open and receptive to those with differences. As we get older, we tend to be more judgmental."

Like similar awareness curriculums, Friends Who Care mixes classroom discussions, guest speakers, nuts and bolts facts, video, posters, and simulation activities to help kids learn about vision, hearing, learning, and physical disabilities.

In the section about vision disabilities, for example, kids work in pairs to learn to be sighted guides: they also try to read through wax paper to understand vision impairment.



By Mark Elias, AP

LESSON IN BLINDNESS: Teacher Ronna Pritikin-Berk blindfolds Brian Pollack, 12, to teach kids about visual impairment at Martin Luther King Jr. Laboratory School in Evanston, Ill.

The heart of the program, says Gordon, is very frank conversation intended to make kids as young as 8 "confront their own feelings" about being judged, ignored, or teased because of a disability.

You can't do this "in a soft way," she says. "You can't just say, 'Don't call kids names.'"

Ronna Pritikin-Berk, an Evanston, Ill., teacher who's used Friends Who Care with her elementary class at Martin Luther King Jr. Laboratory School, was impressed that it didn't confuse acceptance with pandering.

"A really nice thing was that the kids started to see the other children as human beings who are not that fragile. Instead of being too polite or too nice, they could see them on the same level. Not a pedestal."

A sampling of other nationally available

disability awareness programs include:

► **The Kids on the Block.** One of the oldest and best known programs, it also tackles differences bluntly via an unusual tool: a multiracial team of 3 1/2-foot tall puppets.

"The program started out as disability awareness only, but has expanded to include programs on social concerns, educational differences and medical differences" such as sexual molestation, gifted and talented learners, and AIDS, says Jennifer Bolden of the Columbia, Md.-based Kids on the Block education company.

"The use of puppets breaks down barriers," freeing kids to ask any question about a character's disability, says Bolden. "They forget the puppeteers are there."

► **Including All of Us.** A guide for intro-

More...

USA TODAY - 4/21/93 Special Section

Programs that impart sensitivity

By Michelle Healy
USA TODAY



NEW KIDS ON THE BLOCK: Multiracial puppet shows help pupils understand the feelings of people with disabilities.

...dancing disability issues to the very young — preschoolers through grade 2.

"A lesson on transportation would also include wheelchairs," says Merle Froschl, Educational Equity Concepts, a New York consulting firm. "A unit on the senses would talk about options for people who don't hear well or see well." The key is "letting these issues become a part of kids' world view."

► **The National Multiple Sclerosis Society's annual READaTHON.** A fund-raising effort that combines reading, disabilities awareness and volunteerism. Through assembly presentations and classroom workshops conducted by local MS chapters, students are introduced to the realities of having a disability and encouraged to identify and change community barriers.

► **Jamie's Great Discovery.** A curriculum guide/video program designed to sensitize third- and fourth-graders to kids with communication disorders.

Developed by the Rockville, Md.-based American Speech-Language-Hearing Association, it covers the science of hearing and speech, hearing prevention, and the problems of those with communication disorders.

Parents can pitch in, too

Teaching kids sensitivity to people with special needs isn't just a job for classroom instructors. Parents can also share the responsibility.

"One way to begin is by reaching out to parents of children with disabilities," says Stanley Klein, publisher of the Boston-based *Exceptional Parent* magazine.

Most likely "they'll want your friendship and an opportunity for the kids to establish a relationship" — getting together for birthday parties, play groups, sleepovers or other after-school activities, he says.

If you're concerned about providing for a disabled playmate's special needs, talk to the parent about what you may or may not need to do, says Sandra Gordon, National Easter Seal Society. Don't hesitate to "admit that you're a little nervous."

Adults who get to know people with differences as individuals present a model "that's critical" to raising unbiased, understanding kids, says George E. Ayers of The Council for Exceptional Children.

"If (parents) convey that attitude to children, the kids themselves will be more open," he adds.

Parents can also model awareness and sensitivity by working to ensure that their community is accessible for people with disabilities, from churches and synagogues to recreation programs, Klein says.

He also recommends using images and story lines in the media featuring characters with disabilities — such as TV shows like *Life Goes On* or advertisements for Sears — as opportunities to talk about differences.

"It's very important to talk about," says Klein. "It's important to emphasize that this is a child just like you who just can't do certain things, and that all of us have areas where we can't do certain things."

INTO THE MAINSTREAM

Athletics for disabled brings out the good sports

By Anita Manning
USA TODAY

MINNEAPOLIS — At the top of the sixth there's a runner on first. Jim Christy, coach of the South High Tigers, whizzes his electric wheelchair around the edge of the indoor playing field to offer a word of advice to the player on first.

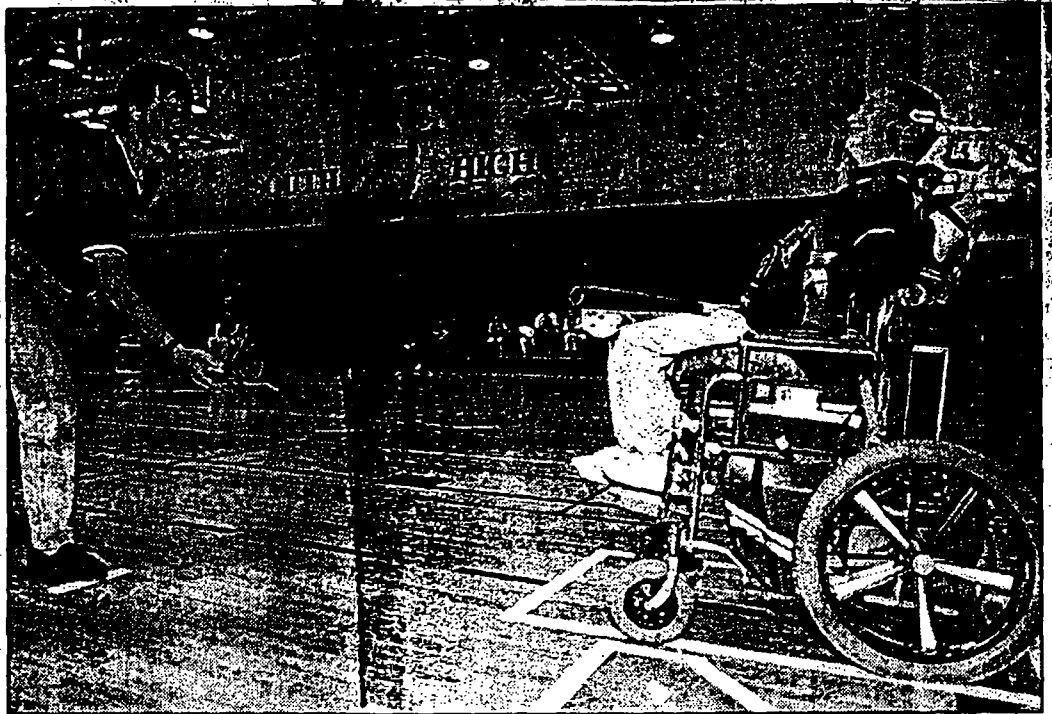
A batter moving up toward the plate uses a metal walker to brace her steps. When she makes a hit, a teammate will run for her.

While players on the bench and fans in the stands keep up the usual patter of encouragement and free advice heard at any sporting event, the plastic whistle ball is thrown. The batter whacks it and the runners take off. Final score: Tigers, 15; Osseo 79ers, 6.

This is the season opener for the Minnesota Association for Adapted Athletics' softball league, which Christy believes is the only high school interscholastic league for disabled kids in the USA.

Softball is one of three interscholastic high school sports, along with hockey and soccer, offered for students with disabilities. There are two divisions, one for teens who are mentally handicapped, with games designed to be more physical but less complex, and one for those with physical impairments, with adaptations in the rules and playing field.

Seven players are on South High's softball team: six boys and a girl. Their physical impairments range from the mild to the severe, including asth-



PLAY BALL: Richard Jackson pitches to teammate Corey Johnson, 17, who then wheels to first base as the South High Tigers win their adapted softball game. Johnson has cerebral palsy.

ma, coordination disorders, congenital bone disease and spastic cerebral palsy.

In the stands sits Ernie Burnham, a burly man in an athletic jacket, whose son, Ernie ("Bud"), 18, a tall, blond senior, is on the field. "I get more enjoyment watching these kids play than watching so-called 'normal' kids," Burnham says, keeping one eye always on the action. "I don't consider them handicapped anymore."

It doesn't take long to get beyond the idea that these athletes are different from any

kids playing anywhere.

They feel the fever of competition, tempered by a level of good sportsmanship that inspires their fans, coaches and officials.

"They've got the real spirit of the game," says umpire Carter Holmes, who has been officiating high school sports since 1969. "It's wonderful to see what they can do. Some kids are really very athletic. They do wheelies in their wheelchairs and turn in another direction just like that."

What impresses him most,

though, is their love of the game. "It's what sportsmanship and athletics were a long time ago. They come out here and do the best they can."

Burnham says since his son Ernie started playing floor hockey and now softball, "I've seen him progress, just being able to compete."

For the athletes, "it's fun and it gives me something to do, other than staying home," says catcher Justin Eckblad, 16, a South High sophomore. "We're out to win, but we're out to have fun, too."

More...

INTO THE MAINSTREAM

Athletics for disabled brings out the good sports



Photos by Kathy Strauss, AP

WHO'S ON FIRST: Coach Jim Christy moves around the baselines in the Tigers' season opener in Minneapolis.

Coach Christy, who has cerebral palsy, has seen that firsthand. "The kids have a real respect for each other and each other's ability," he says. He recalls a floor hockey game when "one of the kids from South had fallen. An opposing team member stopped and picked her up, and they went on playing. That's something you don't see in other leagues."

The program has its roots in Christy's youthful love of sports. When he was in eighth grade, he was in a gym class playing adapted floor hockey, a game designed for students with physical disabilities. "I

asked my teacher why we couldn't play other schools, like other phys ed kids did," he says.

While in college, Christy and a friend rewrote the NCAA hockey rules for adapted play, and in 1974, a league of four teams was formed, two from a Minnesota high school and two from a local camp for handicapped kids. Since then, it has grown and gained respect.

Starting next fall, the leagues will be sanctioned by the state high school athletic association, a formality that Christy, chairman of the Minnesota Association for Adapted Athletics,

and others hope will bring it to the attention of more young athletes.

As a coach, Christy says, "I've always played to win, but winning wasn't my primary goal." His overall goal is to provide a competitive experience and build self-esteem in his students. Still, he confesses, "when the game starts, I want to win."

The team is good not only for the players but for everyone at South High, Minneapolis' largest high school with 1,800 students, Christy says. "It's one more way for other kids to see that just because these kids are physically disabled, they have the same desire of playing and winning," he says. "It's one more avenue kids can relate on. It shows how people are alike."

Getting to know his teammates is the biggest benefit of participating, says Thad Lesiak, 18, a senior who competes in shot put and discus with the regular high school team. A disease affecting his knees keeps him from playing football or baseball for the regular team, but he qualified for the Tigers.

"I like coming out and being with these people," he says. With a sensitivity beyond his years, Lesiak says, "people tend to push people who are different aside. They'll set them apart in special ed or group homes or whatever. ... They're so frightened by the way (disabled) people look that they don't get to know the person inside. And that's the best part."

The Hospital for Sick Children

For 108 years there has been a transitional care hospital in the District of Columbia prepared to respond to diverse and changing needs of the city's children: the Hospital for Sick Children. A unique and cost-effective resource holding a special spot along the continuum of care, the Hospital has been a vital link between the acute care system and the home.

Today it is still the only transitional care hospital serving the Washington metropolitan area. That uniqueness, however, poses a dilemma in the face of increasing demand for beds.

Due to a 40 percent increase in admissions since 1986 which is expected to continue into the next decade, the 80-bed Hospital is expanding its capacity and services to accommodate 130 beds. The \$19 million expansion and renovation project is scheduled for completion by 1993.

While the Hospital treats children from infancy to 21 years of age, 82 percent of its patients are under five years old. Patients are referred by local acute care hospitals and stay, on average, between four and six months. More complex cases can require Hospital stays of up to one year.

The Hospital for Sick Children emphasizes a multidisciplinary approach to patient care. Teams of physicians, nurses, social workers, and therapists evaluate all aspects of a child's development, and design individual treatment plans. These include periodic evaluations of social, emotional, and physical progress to ensure that therapies address the child's changing psychosocial and developmental needs.

Constance U. Battle, M.D., the Hospital's Chief Executive Officer and Medical Director since 1973, is committed to family involvement in the patients' care. The "family-centered" approach to care (promoted by the Association for the Care of Children's Health) involves close collaboration between the patients' families and the Hospital's medical teams.

The Patients

A study released in September 1991 by the Children's Defense Fund entitled "Bright Futures or Broken Dreams" painted an alarming picture for the District of Columbia:

- A teenager gives birth every four hours (2,100 births in 1989).

- Every five hours, a baby is born weighing less than 5.5 pounds.
- A D.C. infant dies every 33 hours (267 infant deaths in 1989).
- More than 25 children a day are reported abused or neglected.
- One in three children lives in poverty — a rate 40 percent higher than the national average.

Like scores of U.S. cities, the District of Columbia has been hard hit by the drug and AIDS epidemics of the 1980s. Many of the young patients at the Hospital for Sick Children were born to mothers with drug-related problems or AIDS. These mothers received little or no prenatal care. Patients, consequently, are beset with multiple diagnoses as well as pervasive economic and social problems.

The most common diagnoses for patients at the Hospital for Sick Children include prematurity, bronchopulmonary dysplasia, dysfunctional feeding and failure to thrive, fetal alcohol syndrome, post-traumatic injury rehabilitation, infectious diseases, and neuromuscular disorders.

The Staff

The Hospital for Sick Children is staffed on a full-time basis by four board-certified pediatricians and 43 board-certified subspecialists with medical staff privileges, including a pediatric pulmonologist. The 300-person staff also includes registered nurses (some with rehabilitation training), respiratory therapists, and a range of social service and therapy professionals.

Programs and Services

With a focus on caring for the "whole" child, the Hospital's programs and services cover a range of medical and developmental needs. Therapeutic services include: physical, occupational, respiratory, recreational, and speech and hearing. The Hospital's expanded facilities will include specially-integrated therapy treatment rooms allowing for multi-specialist observation and treatment. There will also be two 25-bed step down units for children with less-intensive rehabilitation needs.

In conjunction with the therapies is a developmental intervention program which fosters normal childhood development in the Hospital setting. This development is accomplished through the use of carefully planned cognitive, social and motor stimulation geared to reaching the child's normal developmental state.



A speech-language pathologist teaches a patient to communicate via computer.

In addition, the Hospital staff is trained to recognize children who may have been affected by maternal drug or alcohol use. Treatment programs can be tailored according to these children's special developmental needs, and can help to mitigate physical and cognitive impairments.

Family Services

The Hospital staff understands that parents need ongoing support in meeting the difficult requirements of their child's condition. Therefore, parents and medical professionals collaborate at every step of the child's care.

There are parent support groups, a valuable resource for families who are preparing to care for their children's special needs. The groups give parents a chance to share fears and concerns and to learn from each other about coping with their child's illness.

Another important family program is the weekly "Kids to Kids" support group. The group gives siblings of hospitalized children, an often-overlooked group, an opportunity to verbalize anxieties, share fears, and learn from one another.

Recognizing that parents will always need to learn new care-giving skills, the Hospital's expanded facilities will include a crucial feature



— a family training apartment. In this fully equipped, realistic setting parents, under medical supervision, will have a chance to practice caring for their child. This "training ground" will improve parents' confidence for the day they take their child home.

The Costs

The Hospital for Sick Children is a cost-effective resource for the community, a welcome feature in these days of boundless deficits and harsh cutbacks. The Hospital maintains an overall cost-per-day of approximately \$600 per patient, which includes physician and ancillary services, and room and board. This is one-half to one-third the costs of other facilities in the District of Columbia.

In 1990, the Hospital's operating budget was \$13 million. Nearly all (97 percent) of its patients depend on Medicaid to pay the costs of their care. Since Medicaid payments fall short of costs, the Hospital relies on an intensive fund raising program to make up the difference.

The Future

Experts project that the Washington, D.C. area will require at least 200 transitional care beds

by the year 2000. In light of current and anticipated needs, the Hospital for Sick Children embarked on a \$19 million renovation and expansion project in 1991. The project will not only bring the bed total to 130, a 60 percent capacity increase, but it will mean significant gains in space: growth from the current 49,000 square feet to 116,900 square feet.

The project will also create critically needed feature such as private consultation rooms, an education center, a hydrotherapy pool, new isolation rooms, separate dining and play areas, and more efficient administrative space.

The funding for the project is coming from a variety of sources. A two-year Capital Campaign has, to date, raised over \$1.8 million towards a \$2.5 million goal. This money has come from a combination of foundation grants, individual donations and corporate contributions. The bulk of the funding, however, was derived from a private bonding issuance.

The project, launched at a ceremony featuring President George Bush, First Lady Barbara Bush, Secretary of Health and Human Services Louis Sullivan, M.D., and U.S. Surgeon General Antonia Novello, M.D., promises to make the District's unique healthcare resource a vital part of the future.



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Healing the handicapped: Dr. Constance U. Battle, head of The Hospital for Sick Children, with Kimmi, an 18-month-old patient.



Constance Urciolo Battle Work with disabled children influenced her career path

By LOUISA SHEPARD ESCOBAR

Constance Urciolo Battle's resume runs 16 pages, but it was a temporary job that didn't even make the list that set the direction of her career.

In the late 1960s when her then-husband decided to finish his residency at the University of Illinois in Chicago, Battle took a job at the dental school's center for cranial facial anomalies. She ended up mediating meetings of 30 or more doctors to decide treatment for children with malformed faces.

"It turned out to be fantastic. I learned how to coordinate a big team of subspecialists to orchestrate the care of a child whose condition is incredibly complex," said Battle. "I had a taste of sitting at the core, sitting at the hub, and making it happen."

That led her ultimately to become chief executive officer and medical director of The Hospital for Sick Children, where for 19 years she has been orchestrating care of severely disabled children in transition from the hospital trauma unit to their parents' homes.

Dr. Robert Parrott, former director of Children's Hospital, National Medical Center, encouraged Battle to take over leadership of the struggling hospital when she came to him for advice in 1973. She had just returned to D.C. after a two-year fellowship in health administration at University of Chicago's business school.

"I was struck then by her intelligence, and her hard work, but particularly her dedication to children with disabilities," said Parrott, now director emeritus of Children's.

Battle has special insight into the struggles of the handicapped: Her eldest child, Ursula, is severely disabled by cerebral palsy, born breach 24 years ago when Battle was in the middle of her residency at the University of Rochester.

Battle said she never seriously considered pulling back her career, even though her mother said she should. "The only thought I had in my head was what would help Ursula. I felt I could become more knowledgeable," Battle said, showing a family picture of herself with Ursula and her two sons, 20-year-old Bill and 16-year-old Chris.

Battle, 51, is one of those women who has managed to do it all. Divorced in 1979, she has raised her three children in her Potomac home. One of the many seminars she conducts is titled: "The Professional Woman as Mother."

How did she manage? "I always say, and I'm not being silly, just barely."

Battle said she doesn't know if she missed out on anything, but she does always feel under pressure. "It's kind of a style of mine," she said. "I always liked it, being under fire."

Her position puts her in that line. The fact that Battle is both a physician and a hospital administrator is unusual, outside large teaching hospitals. For example, she is the only physician on the board of the D.C. Hospital Association, and is chairwoman-elect.

JOURNAL PROFILE

"There is a real tension between administrators and physicians, often vying for power, often distrusting one another's group. If you act as a CEO and as a physician, that confounds the whole scenario," Battle said. "I happen to be quite comfortable with the fact that it puts me in a unique position and vantage point."

That Battle is a woman in her position puts her in an even smaller group. According to the American College of Healthcare Executives, last year 12 percent of the chief executives of U.S. hospitals not affiliated with a religious order were women.

Battle has been a leader of women in medicine, locally and nationally. She dedicates several mornings a week to tutor a female medical student through a mentor program set up by the American Women's Medical Association.

Not only the students look to her as a mentor. Dr. Lillian Gonzalez-Pardo, a pediatric neurologist at the University of Kansas, asked Battle to speak as a role model at her induction as association president last year.

In her letter Gonzalez-Pardo wrote: "You are a prime role model in your professional work, the compassion you have for the patients and families you deal with, as well as your personal strength in caring for your own daughter who has a major disability, but I know brings joy to you and your family."

"You had trust and confidence in my work and abilities, even though I had my self-doubts; you encouraged me to be strong and believe in myself."

Battle herself has had role models, like the classmate, 20 years her senior, who encouraged Battle not to give up her career when Ursula was born. And the former head of George Washington University Medical Center, who gave her gentle encouragement and a great recommendation. And Parrott, who pointed her toward The Hospital for Sick Children.

"I saw the great opportunity here. It was in dire straights, it was in a mess, but it had such potential," she said.

Battle turned the ailing hospital around, bringing in a medical staff that is committed to transitional care, and boosting the hospital's ragged reputation.

"She's certainly a very efficient administrator. She's very skillful, and has a great sense of direction," said Dr. Roselyn Epps, member and former director of the non-profit hospital's board. "She is a very hard working person who is able to face challenges and move forward."

The hospital is only one of a couple dozen of its kind in the country, rehabili-

tating children who have gone through significant trauma — a premature birth, or an auto accident — and preparing them and their parents for life.

"We don't make heroic cures here, and we hardly ever diagnose things heroically here, but we do enable a child to become more functional, to reach his potential here," Battle said. "We do help a family adjust to him and take care of him and ready itself for him."

Under construction outside Battle's window is an 80-bed wing expected to admit patients by January. Six years in the works, it will be for the sickest children, and will have an array of new equipment and services, including a small apartment for families to live for several days, to learn to care for their disabled children. The existing building, constructed in 1926 and modeled after a French chateau, will be used for administrative offices, and 50 beds for children needing longer-term rehabilitation.

Her own disabled child fueled Dr. Battle's passion for the welfare of sick children

"This is my fourth baby," Battle said of the expansion.

Fundraising is on target, with \$15 million borrowed and \$3 million donated so far, almost reaching the \$19 million needed, she said.

Battle led the charge to convince the city to approve the expansion, armed with studies of D.C.'s children, and the hospital's long waiting list.

Even though most of their care is paid by Medicaid, the hospital is financially healthy, partly because it is not drained by a trauma center. Battle said the hospital has a 2 percent to 3 percent positive operating margin.

Although she never dreamed of being an administrator, Battle knew she wanted to be a doctor when she was five years old and her parents brought her back a doctor's bag and nurse's cape from a trip to New York City.

"I was intrigued by what doctors did," she said. "I remember when I turned six and I reached the average weight for a person of my age. I just found it all fascinating."

Battle grew up in D.C., her father a professor with a double doctorate in linguistics and philology. She attended George Washington University School of Medicine, graduating in 1967, went to Rochester for her internship and residency and then to Chicago where she was the only physician and only female awarded a fellowship from the U.S. Department of Health, Education and Welfare at the University of Chicago Business School.

Battle teaches at George Washington, Howard and Children's, and leads seminars at her hospital. She also writes papers, dozens of them. One landed her on national television — Prime Time Live, 48 Hours, 20/20 — about caring for disabled infants kept alive by high-technology medicine.

"We have the power to save babies," she said. "We have to keep trying, but we have to do it in a concerted way, and if it doesn't work for some, we have to take care of them throughout their lives."

DOSSIER

Constance Urciolo Battle, M.D.
The Hospital for Sick Children

Title: Chief Executive Officer and Medical Director

Age: 51

Spouse: Divorced

Residence: Potomac

Noteable Quote: "There is a real tension between administrators and physicians, often vying for power, often distrusting one another's group. If you act as a CEO and as a physician, that confounds the whole scenario. I happen to be quite comfortable with the fact that it puts me in a unique position and vantage point."



PAYING THE PRICE

PRISONERS OF TECHNOLOGY

Modern science has rescued these children, but for what kind of life?

By CATHY TROST

THE TECHNOLOGY that gives life to premature and sick babies sometimes becomes their captor.

At the Hospital for Sick Children in Washington D.C., a seven-year-old girl lies motionless in bed, her legs cradling a stuffed rabbit. She wears a pretty green dress, yellow ribbons are tied carefully in her hair. On the wall are posters of a tropical island and a white kitten.

The child was born with a degenerative neuromuscular disease that has left her more helpless than a newborn.

At birth, "it was assumed she would die and she didn't," says a doctor. "She survived only because of technology." Tubes fastened to a ventilator pump force oxygen into her lungs and keep her trachea moist; a winking blue panel records her heart and respiratory rate. Another tube feeds her.

The child has been in hospitals since birth—in this one since 1984. "She is fully technology-dependent," says Olga Byll, a hospital official. "She may react to a specific staff member or recognize a person's voice, but we're not sure what she recognizes and doesn't recognize." What can she do? "Nothing," says Ms. Byll.

And probably never will. For the young girl is one of an increasing number of children who are "prisoners of technology"—patients who would have died at birth without life-saving technology but who can't stay alive without its continuing assistance.

Many are children who were born too soon and too small, or with grave diseases, or both. Modern science has rescued these children; now society has to decide whether that's a blessing or a curse.

The luckiest children eventually go home with their breathing and feeding tubes, nighttime breathing alarms, suction machines and other medical paraphernalia. But many are too damaged to ever go home. Others are de-

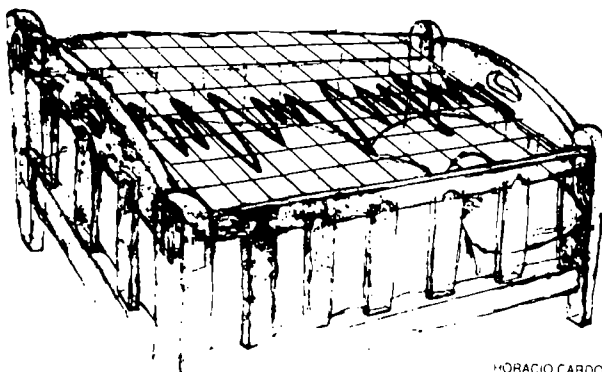
serted by parents who are unwilling or unable to cope. Foster homes and other facilities are in short supply already; in some cases, state or local regulations even make it impossible to place a child with a breathing or feeding tube in a group home. And few couples are willing to adopt and care for a child who may always be at the mercy of a machine.

And so they stay on. And on. I walk through the halls every day and see the lives these children lead long after the drama and glamour of treatment decisions have been made. Constance Battle, the medical director at the Hospital for Sick Children, wrote two years ago in a medical journal "I watch the children whose families have gone on, who have become emotionally distanced and moved on (with guilt and self-revrimination) to new chapters in their lives."

"And I witness and think of the long lonely Saturday afternoons when many of the nurses and therapists are gone and the children are slowly passing the time, minute by minute. It is at those moments that I berate the technology that has allowed us to create a new agony, an existence somewhere between life and death."

In this nether world one day, a three-year-old boy, who at birth weighed barely half a pound, leans on a special device to prop himself up. He is a case study of the ravages of extreme prematurity. He has upper respiratory problems and feeding tubes, and so little muscular tone that he needs help to stand. Emotionally, he is a 10-month-old, smiling and blowing bubbles at the nurses who nuzzle him as they pass by.

In the infant room, a 14-month-old girl born prematurely lies surrounded by the



HORACIO CARDO

machines and medicines that keep her alive. Breathing tubes run from the ventilator into her neck and a feeding tube cuts into her stomach above the tiny bear cartoons on her diapers. She gets nine different types of medications daily to treat her kidney and respiratory problems, including steroids that puff out her tiny cheeks, and drugs to keep her calm.

The daily schedule posted over her crib reads like Army maneuvers: "0001—aerosol [medicine spray], cpt [chest pats to loosen secretions], sx [suctioning], meds, vital signs." Doctors say she used to be so agitated by noises that if they stood by her bed talking, her heart rate would zoom and she would have a bronchial spasm. Work-shift changes would leave her so rattled it would take hours to get her to breathe normally again.

Though there's no evidence in her case, such behavior can indicate maternal drug abuse. To soothe her, lights are dimmed, soft music turned on, and screens placed around her bed to muffle noise. Her parents visit, and doctors hope she may be able to go home someday.

Next to her bed is a two-year-old boy whom nurses are carrying back from group therapy. They carry him, his portable oxygen unit and his stomach tube. A splint helps straighten his legs, and he cries out, pushing his glasses down around his nose and twisting angrily in his bed. A nurse rubs his head sympathetically, saying he's probably angry because he doesn't want to come back to bed. Over his crib is posted a sign telling nurses about his developmental progress and needs. "Give him toys that rock or make music when they are

touched or pushed," it says.

Another boy has a rare intestinal disorder that requires pumping nutrients through the heart and bypassing the stomach. Almost two years old, he sits in a high chair, isolated in a special room, playing with a Mickey Mouse pop-up toy. At night, the doctors say, he plays with his tubes and punches the buttons on his feeding pump. They hope he will improve and go home to his parents. But the future is less bright for a girl nearby, born with the same disorder, whose family is unstable and probably incapable of caring for her.

The hospital has had many successes, rehabilitating and sending children home to families and lives of hope, and Dr. Battle makes a point that technology performs miracles, too. The medical staff tries hard to make the hospital a home. There are playrooms and outdoor playgrounds, a developmental program to help the children move forward and learn new skills, trips to fast-food restaurants and amusement parks, and weekly family-style dinners. Doctors give the children barrettes and new clothes, and volunteers come in to cut and perm their hair.

"There's not a child someone hasn't fallen in love with," says Margaretta Jackson, a senior attending physician. "But [the staff] still goes home after eight hours and takes vacations. It's not the same thing as having a mother."

And the children keep coming. The 80-patient hospital has plans to add 50 beds. Says Ms. Byll: "The projection is the numbers will just keep increasing." ■

The Washington Post

TUESDAY, APRIL 21, 1992

5

This Corps Fights to Give Something Back to the Community

By Patrice Gaines-Carter
Washington Post Staff Writer

It happened to Joanna Harriston while she was at the Hospital for Sick Children. "The therapist just wanted a little girl to sit up for a minute, but he couldn't get her to do it. I don't want to brag, but I got her to sit up for two minutes," the 18-year-old said, smiling broadly.

For Kevin Brown, 23, a greater understanding of what it means to give came while he was working with the elderly at the U.S. Soldiers' and Airmen's Home. Brown recalled: "Mr. Reynolds won Bingo. I said, 'Mr. Reynolds, yell Bingo!' He struggled. He said, 'B . . . B . . . Bin . . . Bingo!'"

As members of the D.C. Service Corps, Harriston and Brown have spent seven months doing large and small services for some of the neediest people in the city. The corps has 30 members, most of whom grew up in the Washington area and many of whom still live with relatives. They joined the corps for different reasons: to keep busy and off the streets, to ponder what next, to learn about worlds they would otherwise never enter or to earn a little tuition money.

But by the time they leave it in June, all of them should have gained a lasting sense

of community, said John Amsterdam, the corps director.

"So many young people are increasingly alone Over the last few generations we have become less connected to our communities," Amsterdam said. "Whatever careers they choose, we want them to be connected to their communities, to recognize there is an undissolvable bond that says, 'I am who I am because the community allowed me to be this.'"

In the corps, young people ages 17 to 23 spend September through June working for a stipend of \$100 a week and the promise of \$2,000 in scholarship money and assistance in applying to colleges. They paint shelters for the homeless, till gardens in city neighborhoods, tutor children and help elderly people feed themselves. Money to support the program comes from private donors.

Of the 30 members of this first group, 26 are high school graduates. Four are working on their general equivalency diplomas, and six have attended college. They come from diverse racial, social and economic backgrounds.

Each workday begins with calisthenics at 8:30 a.m. at Freedom Plaza on Pennsylvania Avenue NW. Amsterdam said the sessions are "a chance to start the morning

See CORPS, B5, Col. 2



Corps member Seeky Hernandez helps Paul Turner at the Soldiers' and Airmen's Home.

BY DAYNA SMITH—THE WASHINGTON POST

D.C. Service Corps Looks to Instill Sense of Caring, Community

CORPS, From B1

with high energy, to bring everyone together and to be seen by the public."

They end the sessions with hugs, high fives and handshakes. Then they catch buses and subway trains to three work sites.

Recently, the corps went to Birney Elementary School, the U.S. Soldiers' and Airmen's Home and a

"If I have a positive impact, maybe these kids will look at white people differently."

— Corps member Joss Williams

garden in the Montana Terrace public housing complex in Northeast Washington.

At the home, corps member Seeky Hernandez helped feed veterans in the hospital.

Hernandez, an 18-year-old with a mop of curly hair, put a napkin in the lap of an elderly man sitting in a wheelchair.

"You like spinach? Makes you stronger," he said, gingerly placing a forkful of the vegetable in the man's mouth.

A few minutes later, Hernandez put a towel at the neck of a man whose head moved back and forth in

spasms. Then he held up a cup of chocolate milk and carefully put a straw in the man's mouth.

"I decided to join the corps because it would help me stay out of the street," said Hernandez, who came to Washington from El Salvador when he was 11 and dropped out of school in the eighth grade. He is working on getting his diploma and wants to become a teacher.

On a dreary, misty day, corps members cleared land and built a compost bin at Montana Terrace, where the Department of Recreation and Parks' Youth and Urban Gardens Program gives free plots and vegetable seeds to residents.

Corps members hoed for Barbara Queen, a 63-year-old resident whose arthritis prevented her from doing it.

Queen, who dreamed all winter of a garden, said of the volunteers, "I couldn't do this without them."

Amsterdam already is recruiting the next corps, which will consist of 100 youths working year-round. He said he searches for idealism, optimism and a balance between what candidates can offer and what they can gain from the experience.

He has asked current members to help find their replacements. Last week they took their "show" to the auditorium of the Washington International School in Cleveland Park.

Before going on stage to speak to the audience of teenagers, Joss Williams, 18, said he joined the corps because he had seen the value of

community service in the lives of his father, who went to Mississippi to work in the civil rights movement, and his mother, who works with battered women.

On stage, he told the high school students of his own work at Birney Elementary School in Anacostia.

"It's an all-black school and . . . I was real scared to go there," Williams said. "The kids would say, 'Yo, Vanilla Ice! White men can't jump! This little boy on the play-

ground came up the other day and said, 'I don't like white people.' I didn't know what to say.

"I feel the corps is a chance to expose them to white people," Williams said, "and if I have a positive impact, maybe these kids will look at white people differently."

Corps member Dan Carter, 20, a Ballou High School graduate, didn't tell the students that he once sold drugs, but said he was "part of the problem."

Meeting an elderly Italian American woman in a nursing home has made him feel better about himself.

"I never understood a word she said," Carter said, referring to the woman's thick accent.

He paused, then went on. "I go to see her every Saturday now. She looks forward to seeing me. It makes me feel good about myself. I can't explain it. You have to do this kind of work yourself to understand."



Zena McClain helps Montana Terrace resident Barbara Queen garden. "I couldn't do this without them," Queen said.



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PROGRAM SUMMARY

In September of 1992, the D.C. Service Corps launched its second year-round youth corps. One hundred young people came together from all over the District of Columbia to work to improve their communities. From September until June, Corpsmembers will perform a variety of community service activities throughout Washington, D.C. and will also participate in an intensive youth and leadership development program.

The D.C. Service Corps is a nine-month comprehensive program that integrates community service with focused learning activities to develop empowered young leaders with strong social values, such as responsible citizenship, respect for others, and a commitment to community service.

Corpsmembers are recruited to reflect the wide diversity of the District of Columbia, and come from a wide variety of racial, ethnic, socio-economic, and educational backgrounds. Working together and learning from each other, they make an impact on their community, as they develop and strengthen their own ideas about leadership, social responsibility, and the value of community service.

The mission of the D.C. Service Corps reflects the conviction that young people can make a difference in our communities. As an organization, the D.C. Service Corps has three central objectives. We aim to develop the potential of a diverse group of young people to become socially responsible, empowered, participating citizens and leaders. We also seek to accomplish productive community services, including hands-on physical improvements and direct human service work, that cannot be completed with existing resources within the District of Columbia. In addition, the D.C. Service Corps works to develop relationships between existing community organizations that will expand and support the concept and application of youth as resources for community development.

The Corps accomplishes both physical improvement and human service work that meets a demonstrated need, but cannot be accomplished with existing resources. In no case do work projects displace existing workers.

Corpsmembers spend approximately two-thirds of their time each week directly involved in community service activities. Therefore, projects are carefully selected to maximize the development and enrichment of the Corpsmembers. Physical work projects range from painting school classrooms to clearing and landscaping community gardens. Human service projects include tutoring elementary school children, providing companionship and support to the elderly, and working with the homeless.

To complement their service work, Corpsmembers also participate in a comprehensive leadership development program. This educational component integrates the Corpsmembers' community service experiences with focused learning activities to strengthen social values such as responsible citizenship and commitment to the community.

Corpsmembers participate in an intensive series of seminars, discussions, and workshops that are designed to develop and enhance their communication skills, critical thinking aptitudes, and leadership abilities. Special programming focuses on the exploration of personal and societal values, issues of multiculturalism and diversity, and goal-setting and planning for the future. Corpsmembers share in the responsibility of designing and facilitating meetings and workshops for the entire Corps.

Corpsmembers are also challenged to reflect upon their work and service experiences in the larger context of social problems and civic responsibility by keeping journals, holding corps-wide meetings, and making presentations to community leaders.

In exchange for their hard work, Corpsmembers receive a weekly stipend of \$100 to help defray their living expenses. During their year of service, Corpsmembers have the opportunity to continue and broaden their education. Corpsmembers who successfully graduate receive a post-program financial award to be used for postsecondary education, technical training, job entry, or career development.

The D.C. Service Corps is guided by the philosophy that young people are a valuable resource and can make a significant difference in their community. Corpsmembers are volunteers motivated by the belief that young people can shape the future. The D.C. Service Corps provides an opportunity for these young people to explore and strengthen their own beliefs and values, while offering them the chance to make a positive difference in their community.



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What Corpsmembers Say about the D.C. Service Corps

"I joined the Corps to get a better understanding of our community and to further my education. What I enjoy most about DCSC is that everyone works together like one family."

- Changa Cooke, 19 years old

"It isn't the pay or the \$2,000 scholarship for me, because I could make that at a fast food joint. It is knowing that what I get up every morning to do will be greatly appreciated by my community. My favorite memory is helping a little boy learn to read and write correctly. Seeing him smile when he finally got it right was my biggest reward."

- LaChanda Medley, 19 years old

"My experience in DCSC will affect my future life and my willingness to accept responsibility for myself and to commit myself to the community."

- Jutata Basnight, 19 years old

"The combination of service, work, and education has helped me to mature in ways that a strictly academic environment could not satisfy. I've established a lot of contacts, a solid foundation of commitment and reliability, and a sense of being a part of something special that will hopefully continue forever."

- Len Davis, 19 years old

"With DCSC I was able to go places in the City I otherwise never would have. The work that I did and the things I saw will help me address issues of poverty and prejudice with a more informed, developed perspective."

- Genevieve Preer, 18 years old

"My DCSC experience has clarified my need to be conscious, helped me see my role as a leader, and helped me realize where and what I must do next in my life."

- Amir Thornell, 20 years old

"Before I joined DCSC I used to pass homeless people on the street and not really notice them. Now that I understand my community better, I feel closer to these people. I stop and talk with them now, think about my work in shelters, and hope to someday find solutions to our city's problems."

Joss Williams, 19 years old

"Working with DCSC I have accomplished my goals. Now I am someone who seeks for the highest point in life. I am a person who is dedicated and committed. I am one who will succeed. I have become a mature and patient person. Most importantly, I've learned to not be a follower but a leader in life."

- Chartrina Gray, 18 years old

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• Key Clinton proposal will include job training and reform of welfare, but it's already facing problems with funding

BY ELLEN WARREN
Knight-Ridder Newspapers

WASHINGTON: In the last few years, Tony Wright had been thrown out of high school, shot twice and busted on a cocaine charge. This was not a guy with a good-looking future.

Pamela Davis, on the other hand, worked her way through a small Maryland college and was looking toward graduate school.

It is hard to imagine two more different young people.

Davis, it seems, is an ideal candidate for President Clinton's national service program.

But so is Wright.

Wright, 20, a black city resident, and Davis, 24, a white suburbanite, now work in an inner-city youth corps, a pilot program that is a model for the national service program that Clinton says is a top priority for the first year of his administration.

Clinton's plan to help young people pay back federal college loans through public-service jobs got the attention during the presidential campaign. But it turns out that the national service program being developed at the White House — albeit smaller than many expected — includes a whole lot more than loan paybacks. It also has elements of welfare reform and job training and can reach from high school dropouts to college graduates.

Listen to Tony Wright:

"I'm on parole, was looking for a job. I didn't join this as a fall-back. Actually, I did — but now I'm glad. I grew up in the streets with kids, hanging out. . . . I want to become a CPA."

And Pamela Davis:

"I graduated from college last spring, and I wasn't quite sure what I wanted to do. I could have gotten a menial job, but I wanted to do something productive. I look at this as an internship. . . . a learning experience. It provides us with the opportunity to be competitive and successful in the workplace. We're continuing the legacy that JFK started with the Peace Corps."

The two are working together on projects ranging from painting a school to helping the elderly with physical therapy to teaching kids how to settle differences.

In a sixth-grade classroom in a battered section of Washington, Wright is telling one of the kids, "Whatever it was, it's not worth fighting over, right?" He ought to know. He has gunshot scars on his face and chest to prove it.

Living out the dream

Sen. Harris Wofford, D-Pa., said Clinton has long believed that, for national service to be effective, it must cut across race, education, class and even age lines.

"It's a larger vision," said Wofford, a co-founder of the Peace Corps and a national service authority who is working with White House officials drafting legislation that will be the foundation for Clinton's national service plan.

Wofford and others knowledgeable about the president's thinking said the program that Clinton envisions will include such projects as the D.C. Service Corps, programs that put people to work,



TOM HORAN/KNIGHT-RIDDER TRIBUNE

D.C. Service Corps member James Banks helps Marlon Taylor with physical therapy at the J.B. Johnson Nursing Home in Washington. The program is a model being studied by planners of President Clinton's national service corps.

introduce them to the rewards of helping others, keep them off the government dole and, for some, give bonuses to help pay off college loans.

"People in the D.C. Service Corps are living out the dream," said William Galston, deputy assistant to the president for domestic policy and a top adviser to Clinton on national service.

It is a dream that pays \$100 a week, won't take excuses and begins every day on a plaza in view of the U.S. Capitol, where 100 young people dressed in identical khaki pants and navy blue jackets are leaping up and down, doing the requisite calisthenics that promote a team spirit and start their day of community service.

These corps members signed up after responding to fliers like this one:

"You are 17 to 23 years old. What will you be doing this year? College? Job hunting? Working? Hanging out? . . . A group of concerned young people will begin changing the world. You could be one of them."

Becoming productive

The D.C. Service Corps, a 2-year-old program modeled on the successful City Year program, which began five years ago with private funds in Boston, may be the turning point for Wright.

With skilled supervisors, after-work classes to earn a high school equivalency diploma and college counseling, the corps could steer Wright away from a lifetime of government dependency or pushing drugs on the street toward becoming a wage-earning, tax-paying accountant.

"Some of these programs can mean, literally, the difference between life and death for these kids," said Catherine Milton, executive director of the Commission on National and Community Service, an independent, nonpartisan federal agency set up by Congress in 1990, pre-Clinton.

Its mission is to "engage Americans of every age and background in service to their country" by encouraging model programs and developing commu-

QUOTE

"I graduated from college last spring, and I wasn't quite sure what I wanted to do. . . . I look at this as an internship. . . . a learning experience. It provides us with the opportunity to be competitive and successful."

PAMELA DAVIS
employee in an inner-city youth corps

nity-service leaders who can help enlarge service programs nationwide.

Congress has appropriated more than \$150 million for the commission's efforts, and last year the commission awarded grants to 153 community-service projects, including a \$1 million grant to the D.C. Service Corps, allowing it to grow from 30 to 100 participants.

Jon Amsterdam, program director for the D.C. Service Corps, said his project "will help to write a passage to adulthood" for the young people who finish the rigorous nine months and win the \$2,000 stipend at the end.

In addition, by mixing college kids and high school dropouts, street-smart hustlers and suburbanites, blacks, whites and Hispanics on jobs in schools, hospitals, nursing homes and the like, "we can usher in the final chapter of the civil-rights movement," Amsterdam said.

Problems aplenty

Currently, those lofty goals are butting up against a string of unpleasant realities. White House officials acknowledge that the national service program — which Clinton said would be "the best money we will ever spend" — will have to start small.

The problems of starting such programs — coupled with the fed-

eral budget deficit, scores of other costly Clinton campaign promises and tough economic times — leave only an estimated \$1 billion to \$2 billion for this top Clinton priority.

The commission estimates that at \$2 billion, there would be 100,000 full-time participants, a goal that could be reached in a few years. That would barely begin to fill the need. About 5 million of about 12.5 million college undergraduates have government loans to pay back, and millions more young people have dropped out or just finished high school.

Clinton advisers, such as Galston, say the president never intended that the program would be up and completely operating early in his presidency.

Said Milton: "Even if there were all the money in the world, it would not be wise to go to 500,000 participants now. There are limits on the number of people who know how to make quality programs. It's got to be done slowly."

Getting the best chance

White House and other officials say the president also wants to avoid a new, top-heavy bureaucracy. Clinton is determined to encourage states and local governments to match the federal contribution and hopes to urge innovation.

"Kind of an invitation to the imagination," Wofford said.

DeMarco Wells sees it in starker terms. Wells, 18, who dropped out of school after the ninth grade, is learning skills by working with the maintenance man at a city-owned nursing home as part of his job in the D.C. Service Corps.

With two arrests on his record and a future that spelled bleak with a capital B, Wells put it this way:

"I was on the streets and stuff like that. I wanted to change, and I thought this would give me the best chance."

Are you

- ★ 17 to 23 years old?
- ★ Interested in working with a diverse group of people?
- ★ Willing to work for a better community?

★ Able to make a full-time 9-month
commitment from September to
June?

IF SO...
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Young People in Service, Shaping the Future

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What they say about the DC Service Corps...

The DC Service Corps is planting the seeds of community involvement in the minds of young and thoughtful DC residents.

The Washington Post

I commend the young people of the DC Service Corps for their outstanding performance working with us in Anacostia. The group symbolized excellence and created an atmosphere of unity in their efforts to help us build stronger communities.

*Brenda Lee Richardson
Executive Director
Anacostia/Congress Heights
Partnership for the
Prevention of Homelessness.*

Our hats are off and our faces are beaming with appreciation for your contribution of volunteer services. The refreshing atmosphere created by DCSC volunteers provided us at the Meyer Elementary School with a "shot in the arm" and hope.

*Barbara King Lyles
Principal
Meyer Elementary School*

Two important objectives of the DC Service Corps are to mobilize youth to carry out productive community service and to instill in diverse groups of young adults a sense of empowerment, leadership, and public responsibility. It is fitting that we recognize this organization for its contributions and efforts.

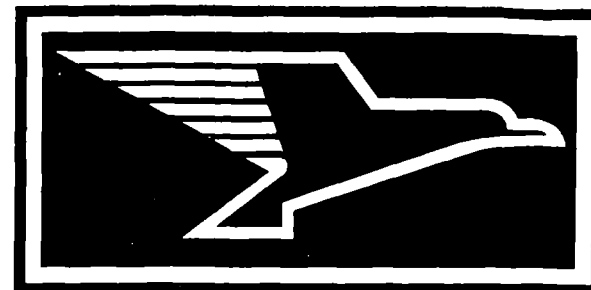
*Mayor Sharon Pratt Kelley
On proclaiming October 7, 1991
DC Service Corps Day*

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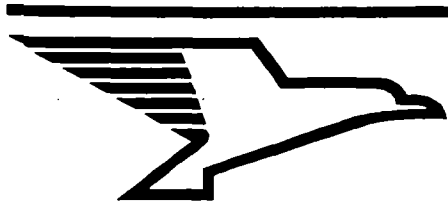
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DC Service Corps

Join Us!

*"Young People in
Service, Shaping
the Future"*



The DC Service Corps

is a full-time urban Peace Corps for young people 17-23 years old. DCSC Corpsmembers dedicate a year to furthering their education, developing leadership skills, and making a difference in their community through serving others.

Corpsmembers Must Be

- ★ 17-23 years old
- ★ Committed to community service
- ★ Interested in working with a diverse group of people
- ★ Self-motivated and responsible
- ★ Able to make a 9-month commitment
- ★ Ready to grow, learn, and to lead

Basic Requirements Include

- ★ Daily hours 8:00-5:00 Monday through Friday from September to June
- ★ Performing a wide variety of community service projects with a team of 10-12 members
- ★ Participating in weekly trainings, seminars, and educational workshops
- ★ Documenting experiences in an ongoing journal of writings

DEDICATED AND

Dedicated and committed. What I get from the Corps is a feeling of accomplishment that comes when I help a child or an elderly person. I want to see my city grow in love and togetherness, and it makes me feel great every time I can get someone to smile.

*Don Carter
Corpsmember - 20 years old*

COMMITTED TO

Committed to community service. Working in the physical therapy unit at a nursing home, I get satisfaction at the end of each day because I know that I have made a contribution to my community. The Corps helps me go out and make a difference, and at the same time gives me a chance to search for a future career that will make me happy.

*Kathleen Dumas
Corpsmember - 17 years old*

SERVICE IN THE

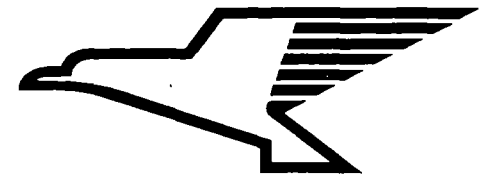
Service in the community. The memory that sticks with me about the Corps was the first time my team worked in a homeless shelter. I worked really hard that day and got a lot done. By the time we left, I felt I had made a lot of new friends and it made me feel good.

*Eliana Vidulich
Corpsmember - 17 years old*

COMMUNITY

Community. What I like about the Corps is being with my team members everyday, because they are all so unique and different. Early in the year, we were sent to clean up a vacant lot in S.E. Washington and we learned for the first time how to work together as a group and about the challenges of teamwork.

*Marc Shipp
Corpsmember - 19 years old*



Activities

- ★ Tutor children in schools
- ★ Supervise Day Care
- ★ Conduct community surveys
- ★ Renovate housing and shelters
- ★ Assist the mentally and physically disabled
- ★ Transform rundown parks
- ★ Care for the elderly
- ★ Lead younger youth
- ★ Participate in civic events and ceremonies
- ★ Meet with community, business, and national leaders

Program Benefits

- ★ Weekly Stipend of \$100
- ★ College Scholarship or Community Service Award upon graduation in June
- ★ Year-long workshops on writing skills, communication, and leadership
- ★ Special training in serving children, the disabled, and the elderly
- ★ College and career guidance
- ★ Experience working in groups
- ★ Attendance at retreats and conferences
- ★ Unique experience that will stand out on college applications and professional resumes
- ★ An opportunity to make a difference

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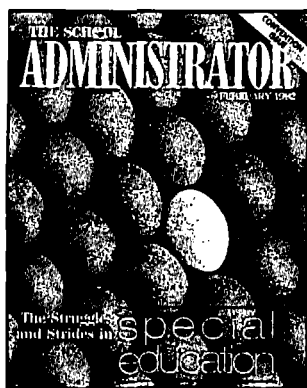
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Cover: *The cry for equity among students nudges special education into the limelight. Starting on page 8.*
Photo by Henry Gasque © 1992.

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Inclusive Practices Transform Special

BY RICHARD SCHATTMAN and JEFF BENAY

Over the past decade, while reform efforts in regular education have made front-page news, the reform of special education has been discussed primarily within the professional and political communities.

Special education reform has focused on issues related to the placement of children with disabilities, with terms such as "mainstreaming," "least restrictive environment," "the regular education initiative," and "full inclusion" describing various aspects of the movement.

This article will briefly review the history of special education reform, discuss current ideas related to best practice, and illustrate a number of organizational characteristics typical of schools now using exemplary special education models.

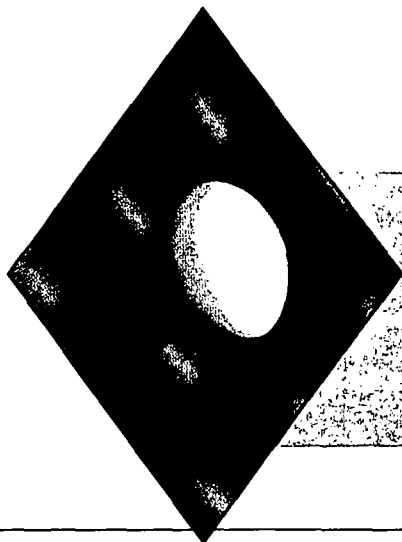
A Look Back

Although special education was mandated through federal legislation in 1975, special education services have been part of American education for much longer. During the 1960s, special education embraced a segregated model whereby eligible children were served in separate classes or separate schools. *Brown v. Board of Education*, the 1954 Supreme Court decision abolishing the legality of school segregation for blacks and whites, set the stage for emerging concerns about segregated educational models for students with disabilities.

Concerns over the placement of children in separate schools and special classes within regular schools were based on evidence that segregated practices were inherently discriminatory, racially biased, instructionally ineffective, socially and psychologically damaging, and compromising to a school's ability to provide equality of educational opportunity to all students.

With the passage of the Education of the Handicapped Act (since renamed The Individuals with Disabilities Education Act) in 1975, the efficacy of segregated placement practices in the 1970s was further evaluated and the notion of "mainstreaming" gained currency within the educational community. Mainstreaming enabled students in separate programs to interact with non-handicapped peers, usually during non-academic activities.

While the word "mainstreaming" never appears in the text of the PL 94-142, its meaning is derived from the law's least restrictive environment clause, which mandates the following:



Integration Strategies Change School Operations, Professional Roles

education in the 1990s



Rum River, Minn., Special Education Cooperative

- To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped; and
- Special classes, separate schooling, or other removal of handicapped children from the regular education environment occur only when the nature and severity of the handicap is such that education in regular classes, with the use of supplemental aides and services, cannot be achieved satisfactorily.

Before long, the efficacy of mainstreaming was questioned. Special education reform considered more inclusive models where children with disabilities would participate with non-handicapped peers in both academic and non-academic areas. A new phase of special education reform began to take form in the early 1980s, referred to as integration, full inclusion, and the regular education initiative.

Full inclusion, where *all* students are educated in the same schools and the same classes, evolved from the efforts of parents, educators, and federal bureaucrats in the U.S. Department of Education's Office of Special Education Programs.

Those advocating for the reform of special education and the adoption of inclusive approaches were motivated by concerns similar to those of reformers in the early 1970s. Both groups were concerned by segregated practices that denied students with disabilities

"In inclusive schools, district mission statements speak to the needs of all children."

Vermont, teachers, administrators, and community members discussed their beliefs regarding the mission of the school for two years before developing a written statement.

This ongoing communication encouraged the consideration of varied perspectives and contributed to a high degree of investment in the school mission.

The Swanton mission states: "The Swanton school community believes that given enough time and appropriate instruction, students will achieve what is considered necessary to learn. We recognize that students arrive at school with differing backgrounds, influences and needs. We are committed to the concepts of fairness and just-

equal educational opportunity.

Currently, there is debate within the educational community as to the value of inclusion. Even so, many school districts throughout the United States and Canada are using inclusionary models where all children, regardless of their type or severity of disability, are fully educated in regular education classes.

School Characteristics

Schools that have adopted an inclusive approach to special education differ from each other in size, location, and wealth. Despite these differences, there are a number of common characteristics of which three will be examined here:

- The relationship between inclusion and the broader issues of school reform;
- The use of teaming approaches for problem-solving and program implementation; and
- Changes in the roles of professionals and parents in inclusive schools.

Thoughtful Missions

Schools that embrace fully inclusive approaches often are engaged in

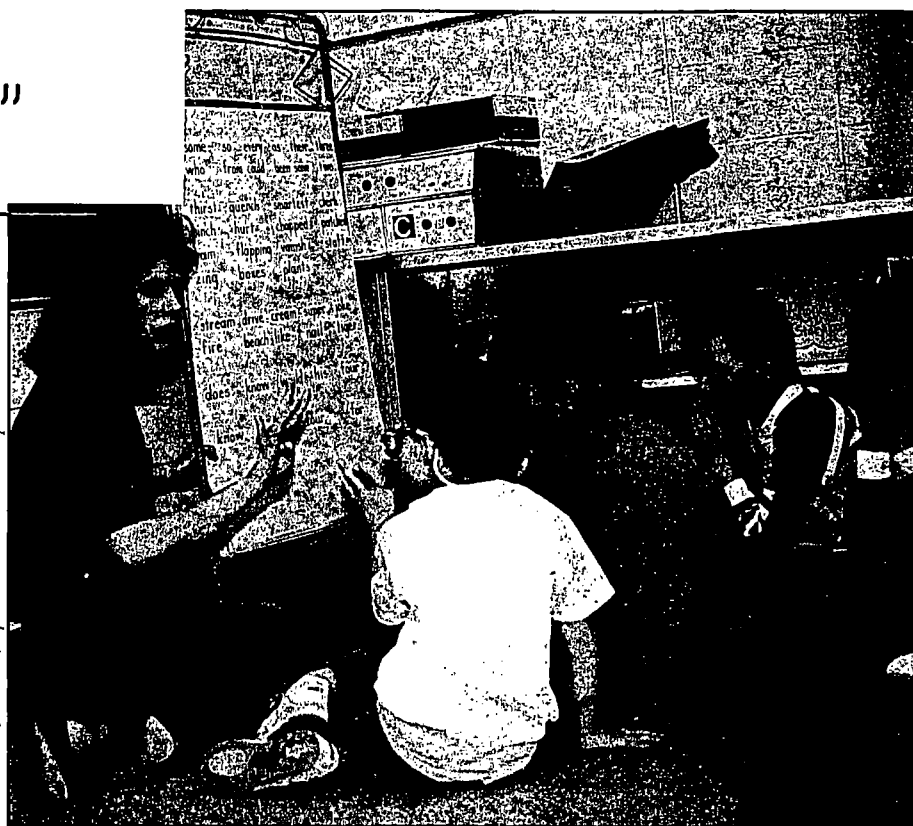
other reform or restructuring efforts. As a result of these efforts, schools embracing inclusive approaches often embrace well-articulated mission statements that reflect the values and beliefs of those involved in the school community.

In inclusive schools, district mission statements speak to the needs of all children. For example, in the Swanton School District in northwestern

tice which reflect a concern for each individual's development, dignity and growth potential. Approaches to social responsibility will promote behavioral changes which empower students to understand their obligations to others as members of a democratic society."

The Swanton mission established standards and goals for the school system and then undertook a number of fundamental changes to meet those

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standards. The reforms modified how teachers participated in governance decisions, how parents participated with professional staff in issues related to instruction, how children were grouped, and how practices in special education were to be delivered.

The Swanton district's practice of sending children with disabilities to special education classes out of the

Team Problem-Solving

Schools embracing integrated or inclusive models, such as the Swanton district, often use a teaming approach for problem-solving, planning, and program implementation.

The traditional organizational structure, whereby a teacher is solely responsible for all the children in class, is limited in its ability to address the di-

a child's educational experience, few schools organize themselves in ways that make them accessible to most parents. Teams allow parents to meet with professionals on a regular basis, share responsibility, and develop a meaningful relationship.

Finally, teams are important as they enable the group to share responsibility. No one member of a team has all the answers. When a group of individuals work together with common goals, complex programs can be developed and implemented in regular education classes.

Teaming, therefore, allows teachers, parents, related service providers, and administrators to recognize the complexity of the task at hand and organize personnel and resources in a manner which allows for success. Adoption of a team-based model reflects a more holistic view of the system, whereby teachers, administrators, and parents must be linked in an interdependent manner to succeed.

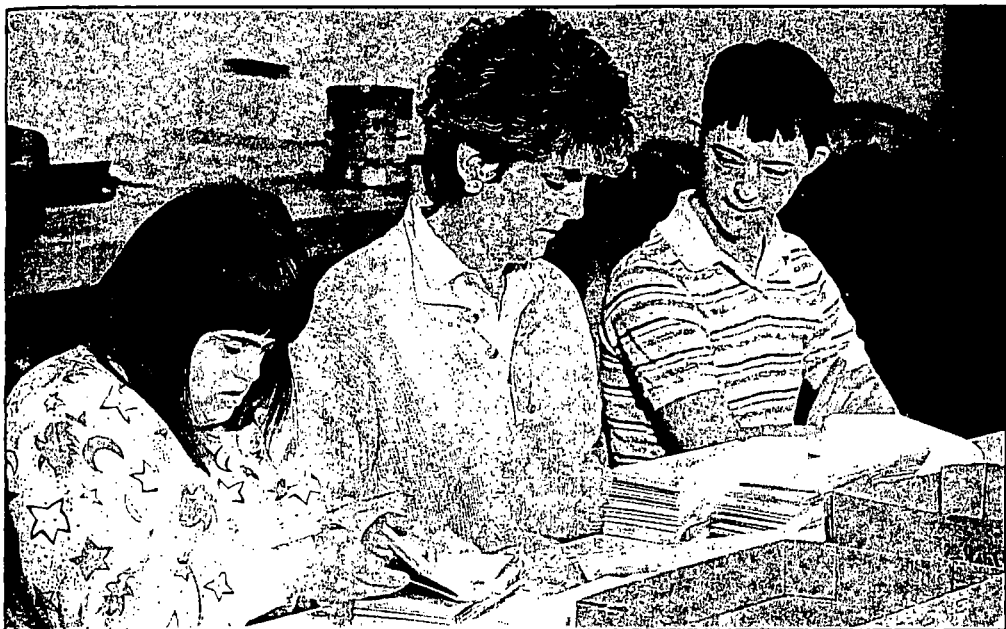
The adoption of teaming strategies not only alters a school's approach to the education of children with disabilities, but fundamentally changes how schools operate, how decisions are made, how instruction is delivered, and how individuals relate to each other.

In a team-based approach, the roles of teacher, administrator, and parent are different than they appear in more separate and segregated models. Thus, another characteristic of schools embracing an integrated approach to the education of all children is that the traditional roles of teachers, administrators, and parents change.

New Responsibilities

Schools that do not use teaming strategies often have a high degree of specialization among professionals. In a team model, teachers, parents, and administrators share responsibility for a range of activities and embrace parents as equal partners. The parent's role is elevated in its importance and function and the professional roles expand from specialist to generalist.

Where this role transformation has occurred, teachers and administrators have discovered a team approach is both professionally enriching and more efficient.



The Council for Exceptional Children



Ram River, Minn., Special Education Cooperative

verse needs of a diverse student body.

Schools that include all children have broken the professional isolation by linking teachers, parents, and administrators with one another.

Student-centered planning teams have been considered essential for the implementation of inclusive educational programs for a number of important reasons. First, teams provide all parties with a support network. No one individual has all the skills needed to meet the educational needs of children with severe disabilities.

Second, teams are a powerful tool for problem-solving. When a collaborative team approach uses specific problem-solving techniques, solutions to complex issues are more likely to emerge. In addition, the quality of outcomes resulting from multiple perspectives is usually greater than those resulting from unilateral efforts.

Third, teams involve parents in a meaningful way. While educators long have recognized the relationship between a home-school partnership and

community raised questions over the lack of alignment between belief and action.

Teachers, administrators, and parents agreed to explore other means for providing educational support to children with significant disabilities within the local school. By 1986, all children living in Swanton were placed and supported in age-appropriate regular classes regardless of disability.

In inclusive schools, administrators report they participate on teams, are involved in instructional decisions, and share responsibility for achieving collaboratively established goals. These administrators no longer are responsible for making unilateral decisions related to resource allocation or accessing outside technical assistance and support.

When administrators of inclusive schools share their power with the team, the benefits are clear. Decisions are more child-centered, they reflect the multiple perspectives of those involved, and all parties are invested in the decisions made because all have participated.

Richard Villa and Jacqueline Thousand, in *Strategies for Educating Learners with Severe Disabilities within their Home Schools and Communities*, identify a number of important roles for the building and central administration in a team-based model supporting fully inclusive practices. They include:

- Challenging teams to make decisions that align with the mission and philosophy of their school;
- Modifying master schedules to support teachers with the time needed to meet as teams;
- Creating job descriptions that reflect the new roles of professionals working in a team-based system;
- Hiring personnel who embrace the district's philosophy and have appropriate technical and communication skills;
- Supervising and evaluating staff in a manner that supports the district's commitment to all children;
- Setting the agenda for staff meetings and include items that relate to support needs of all children; and
- Arranging for inservice and training for staff.

Blurring the Roles

In addition, administrators need to support staff in the self-evaluation of their performance as a team and address their inservice needs related to improving teaming skills. As with the administrator, teacher roles also change in schools embracing inclusive practices.

In an integrated school, the teacher provides direct instruction, consults with other team members, supervises paraprofessionals, and coordinates re-

lated services. Teachers in integrated schools also participate in training colleagues.

The role of a special education teacher in an integrated school also changes. In a segregated special class or "pull out" model, the special education class teacher provides direct instruction to a limited number of students in a controlled environment.

In an integrated or inclusionary model where the special education teacher is a member of a team, the special education teacher co-teaches with regular class teachers, shares in the responsibility of providing training, support, and supervision to paraprofessionals, and participates on teams as an equal member with parents, class teachers, and administrators.

In a number of school districts in northern Vermont, including the Winooski, Milton, and Swanton districts, responsibilities of regular and special education teachers have become less distinct. Participation in a team process has resulted in teachers learning skills from each other. The process of moving from teacher specialist to teacher generalist reflects an upgrading of skills among all professional staff.

Teaming is a strategy that encourages this outcome. When teaming results in a professionalization of all staff, integration is modeled by adults to students. In districts where student and staff integration has occurred, all instructional staff are regarded as teachers rather than special education teachers, regular education teachers, speech language pathologists, and psychologists.

Several factors have contributed to these transformations. Two of the most important are new knowledge and staff development.

Districts implementing integrated approaches have an increased need for ongoing staff development. Most districts have an enormous supply of expertise on staff, and can tap into it to provide training. Yet traditional organizational strategies often isolate staff from each other and make it less likely they will share knowledge and expertise.

Districts that have embraced inclusive practices assign a top priority to the staff development needs of team

members, including parents. Strategies include linking with other districts, giving teachers and parents time to meet, involving staff with institutions of higher education, and participating in professional organizations.

Multiple Benefits

Inclusive education offers the child with disabilities the opportunity to be a meaningful member of the community, to have exposure to talented teachers, to develop social relationships with non-handicapped peers, and to have quality educational programs taught in a "normal" school setting.

Inclusive education offers teachers the opportunity to use their skills with a wide range of students, to join other teachers for support, to work with administrators on decisions that affect their ability to teach, and to link with parents.

Inclusive education brings administrators into the arena of instruction as members of a team. Inclusive education links administrators with teachers and parents so quality decisions may be made that benefit all children.

Inclusive education offers parents the opportunity to develop ongoing relationships with a small group of school professionals working on behalf of their child. For parents to be meaningfully involved, and for schools to benefit from their insight, parents must have an ongoing relationship and a forum for open and honest discussion.

The student-centered planning team enables this level and quality of involvement to occur.

Finally, inclusive education offers the school the opportunity to be truly effective. Ultimately, if a school is to be successful it must provide equity and excellence for all children. Education in a democratic society requires no less.

Richard Schattman, a faculty member at the University of Vermont, is a research associate with the National Study of the Implementation of Least Restrictive Environment, a national policy study group. Jeff Benay is director of Indian education in the Franklin Northwest Supervisory Union in Swanton, Vt.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

April 12, 1993

TO: Kim Tilley
Communications Research
The White House

FROM: Elaine Holland
Office of Intergovernmental and
Interagency Affairs
The Department of Education

SUBJECT: New York Case of Anastasia and Alba Somoza

Per your request, attached is a biography of Ramon (Ray) Cortines, OIIA Assistant Secretary Nominee. Ray is a former superintendent of schools in California who knows the New York State Commissioner of Education personally. Ray offered to speak with him about this issue informally. This may be a good tact to take with this sensitive issue. Please let me know if this sounds like an interesting option.

My phone number is 401-0419.

OPTIONAL FORM 99 (7-90)		# of pages ▶ 2	
FAX TRANSMITTAL			
To	Kim TILLEY	From	ELAINE HOLLAND
Dept - Agency		Phone #	401-0419
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UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

RAMON C. CORTINES
U.S. Department of Education

Mr. Cortines has been a school teacher and an administrator since 1956. He has taught at the elementary, middle, and senior high school level. He has held numerous positions in public schools, that of assistant superintendent, principal, administrative director, and others.

He has served in four school districts starting in 1956 as a teacher in Aptos, California; then as teacher and administrator in Covina, California; as an administrator and superintendent in Pasadena, California for eleven years; as superintendent in San Jose, California for two years; and he is now retired after serving as superintendent in San Francisco, California, for six years.

He has a Bachelor of Arts in speech and education, and two master of arts degrees in school administration and in adult learning.

He was conferred an Honorary Doctorate of Humane Letters by San Francisco State University and was conferred an Honorary Doctorate of Laws by Golden Gate University in San Francisco.

Appointments include:

Associate in Education, Harvard University Graduate School of Education;

Honorary Adjunct Associate Professor of Education by Trustees of Teachers College, Columbia University, New York;

Consulting Professor at Stanford University and Associate Director, PEW Forum on Educational Reform, Stanford University.

Presently, Mr. Cortines serves as a consultant to U.S. Secretary of Education Richard Riley.

###

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Galen D. Kirkland
Executive Director

April 5, 1993

Anna Switzer, Principal
Public School 234
292 Greenwich Street
New York, NY 10007

Dear Ms. Switzer:

Thank you for the recent meeting on March 24, 1993 with you, the Special Education Supervisor for P.S. 234, the District 2 Administrator of Special Education, a representative from Advocates for Children of New York (AFC) and Mrs. Mary Somoza. As you know, Mrs. Somoza has requested AFC's assistance in an effort to obtain appropriate educational services for her twin daughters, Alba and Anastasia Somoza. Toward that end, we are writing to reiterate several unresolved issues discussed on March 24th, and to emphasize our interest in cooperating to serve the best interests of Alba and Anastasia.

First, according to Anastasia Somoza's current educational program, she is entitled to receive the services of a one to one paraprofessional. This individual is supposed to help Anastasia accomplish a variety of tasks including adjusting and/or

(b)(6)

Mrs. Somoza has already brought these concerns to your attention and requested your intervention on behalf of Anastasia. In fact, she has identified another

Anna Switzer, Principal
Page Two
April 5, 1993

paraprofessional who is very interested in working with Anastasia. To date, you have not addressed nor resolved these problems. Based on our interaction at the March 24th meeting, AFC is extremely concerned that your negative response to Mrs. Somoza's expressed desire to obtain an inclusive education for Alba, and to the media coverage associated with this issue, is contributing to the school's failure to provide appropriate services to Anastasia. In fact, Mrs. Somoza has repeatedly expressed her appreciation for the many beneficial actions taken by the school on behalf of her daughters.

Finally, we are eager to work with you to resolve these problems and improve the vital working relationship between school staff, Mrs. Somoza and her children. We look forward to your prompt reply.



Mary Somoza
Parent

Sincerely,



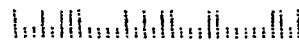
Galen D. Kirkland
Executive Director

c: President Bill Clinton
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President Bill Clinton
C/O Kim Tilley
Old Executive Office Bld.
The White House
Room 197
Washington, D.C. 20500





UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

THE ASSISTANT SECRETARY

APR 9 1993

NOTE TO KIM TILLEY

FROM : Jim Button *Jim Button*
SUBJECT: BACKGROUND INFORMATION ON INCLUSION

Kim: My intent is to provide a number of articles that will give you the overall flavor of the assumptions behind, and the benefits of, inclusion without keeping you busy for the next month. Obviously, we have a number of technical articles that address curriculum adaptations, teacher training and other features required for the implementation of such inclusive systems. I will provide any of these more technical documents, if you wish.

I have organized the material into 4 sections:

SECTION 1. Articles on inclusion

There are several articles--one is very general (Davern and Schnorr); and a series of articles from the School Administrator that provide a general look at how several school districts are approaching inclusion. I have also provided you with three more technical articles--but they relate to the inclusion of children with more severe disabilities (Giancreco/Evans/Ferguson)

SECTION 2. Support from the field

I have included the "Winners All" document from NASBE, which supports inclusion, and a description of New Mexico's policy on full inclusion.

SECTION 3. Information on technology

There is an AMERICA 2000 Daily Conference Call that sets the stage for the application of technology (Shane/Morris). This represents the basic theme that we spoke about yesterday--that Alba can be included in the regular classroom, and the creative use of technology will be a principle vehicle to provide the supports necessary for inclusion to succeed. In addition, Howard Shane sent me a fax about a school district that was implementing such technology that I have included in

this section.

SECTION 4. Articles on realignment.

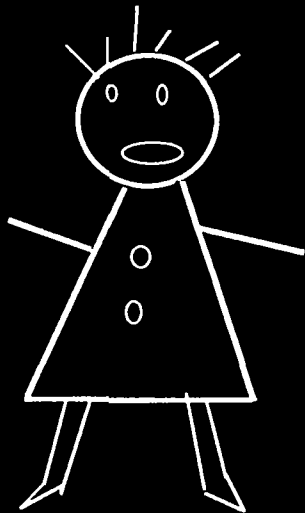
As I indicated to you when we spoke on the phone, the broader issue is basically the realignment of special education (and all the other separate educational systems--Chapter 1, bilingual, migrant and others) and regular education. I have included two articles from a recent issue of Educational Leadership on integrating regular education and special education and a article on providing comprehensive educational, social and health services, written by the Assistant Secretary Designee for OESE.

SECTION 1

Public Schools Welcome Students with Disabilities as Full Members

by Linda Davern and Roberta Schnorr

4+4+ 8



"Our dreams for our kids are the same dreams you have for your kids."

"Inclusive classes teach an important lesson that is sorely missing today --- values. How do we treat each other? ... value each other? And how do we teach that? My daughter is an equal in her class. Kids like her just the way she is."

--Parents of students with disabilities¹

A growing number of schools and districts across the United States and Canada are moving in the direction of welcoming all children—regardless of their learning, physical or emotional characteristics (including students with the most severe disabilities)—as full members of their school communities. Full membership means that children are based in regular classes and participate in a variety of learning activities with children without disabilities while pursuing individual goals appropriate to their success in the present and future. The parents of these children and the school staff involved in such efforts believe that "inclusion" is impor-

tant for the general knowledge development of these children and young adults as well as the following:

- **Language/Communication Development.** If we expect students with special needs to develop effective verbal language (or other forms of communication), these students need to be immersed in rich language environments with their nondisabled peers.
- **Social Skills Development.** A long term goal for our children is to live and work successfully in their communities. For children with disabilities, this same goal applies (although they may need

additional support). The appropriate place for such preparation is regular classes and activities in schools. It is here that children can learn from each other. Every parent and teacher knows that children and young adults imitate each other. In order for students to develop the critical social skills which are vital for success in work and personal life, children and young adults need role models throughout their day and throughout their school years.

- **Building Friendships.** Friendship is very important in the life of a child or young adult. It is an integral part of their sense of well-being. In order to develop friendships, children need daily shared

time and experiences with others their age. Schools can be a source of friendships that last a lifetime.

It is interesting to listen to what parents have to say about "inclusion" and their children:

"Now what has integration meant for my son Daniel?" Well first of all, Daniel likes sameness and familiarity. He has been able to walk in the exact same footsteps as his brother and sister, which is something I *never* imagined was possible when he was two years old. Both his older brother and sister went to [the same elementary, middle and high school] and it has been just lovely that Daniel has been able to follow the same pattern of schools. The development of language has been just tremendous because he has been surrounded by normal speech—bombarded with it six hours a day.

"What has integration meant to our family? First, it has made a big difference in how isolated and different and lonely and set apart we felt—because we really did feel that way when he was young.... I would say what is most important is that his school and work experiences combined have taught us as a family that Daniel is capable of leading a reasonably ordinary day-to-day life—like the rest of us. When he was little it seemed impossible that he could lead a kind of 'regular life.' It has helped us feel hopeful and guardedly optimistic about his future."

How does the presence of students with special needs affect other students at school? The majority of students in our public schools learn very powerful lessons when students with special needs are separated from them. Since they do not get to know these students well, they often come to believe that these children and young adults are different and scary, and *should* be separated from them. When students with differences are not in their classrooms, these classrooms do not reflect society and do not adequately prepare our children for the future. If we want graduates who welcome others—regardless of their learning, physical or emotional characteristics—as neighbors, co-workers and friends, daily shared experience among students will be essential. As one parent expressed it:

"These [graduates] are going to be his job coaches; they may be the staff that

work in the home where he lives. They're going to help him scrub his teeth, participate in selecting what he wears, and comfort him when he is ill—they'll be involved in very personal and intimate ways in his life. Some of them will be growing into positions of responsibility. They'll be running the program he's in. Some of them are going to be moving into positions of bureaucracies... they'll be directing policies that will determine the kinds of programs he's in. I think they will serve him better and be richer human beings *themselves* because they've had the opportunity of spending time with students like Daniel—because that was part of their normal school career."

How Are Individual Education Programs Carried Out in Regular Education Settings?

By law, each child and young adult who is identified by a school district as having a "handicapping condition" has an Individual Education Program (I.E.P.) developed by school staff and parents (and hopefully students). Schools which wel-

come all students as full members are finding ways for students to work on the individual goals which are important for them, while remaining with students without disabilities throughout the day. To show how teaching staff achieve this, we will present information on Jamal, a first grader.

In Jamal's first grade class there are two teachers. Six students with special needs are members of the class. One of the teachers is certified in special education and one is certified in both special and regular education. Schools and districts moving in this direction have worked out a variety of staffing arrangements to meet the needs of students. Sometimes a consultant teacher will periodically meet with the regular class teacher to assist in planning for a student(s). In some situations, a teacher assistant will help in the classroom all or part of the day.

Jamal's teachers believe it is important to create an atmosphere where all children can learn actively, have fun doing it, and leave feeling good about themselves and others at the end of the day. These teachers are open to new approaches and



Practice makes perfect with the help of a fellow musician.

are always changing and improving how they organize their classroom and activities.

Jamal has individualized goals on his education plan. A *sample* of some of the goals follows:

- indicating choices in a variety of situations;
- responding to greetings with a wave or a "high five" (he has no verbal speech);
- learning to tap people on the shoulder when he wants their attention;
- using a "language board" with pictures and a few words on it (for example, "yes," "no");
- understanding an increasing number of gestures and "signs" (for example, "now," "later," "more," "finished");
- attending to books and being able to turn the pages (it is unclear how much reading ability he has);
- using a picture schedule of activities for the day and moving towards the proper activity area when needed;
- handing a money pouch over to the lunch cashier when he gets his lunch;
- progressing with his toilet use skills;
- picking up and chewing his food; and
- other motor development goals, such as using his forefinger and thumb to grasp things, and sitting on the floor and getting up as needed.

Many of the goals above are considered "functional skills"—that is, skills that are important in his day-to-day life. Opportunities to address these functional skills already exist in the daily routines of all students (e.g., taking care of personal belongings, taking off and putting on coats and hats, using the restroom, using the cafeteria and eating lunch). Jamal receives more focused instruction during these routines than most of his classmates who are independent in these activities.

In developing his daily schedule, his teachers and therapists have looked for all possible opportunities throughout the day to work on the goals mentioned above. Below is a schedule of a typical day:

8:30 Jamal arrives at school, greets his classmates (with help), and receives instruction unzipping the pack he carries back and forth to school, getting his lunch money out, and bringing his notebook to the teacher's desk. (His parents and teachers communicate daily through the

use of a notebook.) Jamal and the other first graders have a few minutes to "cruise" the room. There are lots of books and activities around the room and it's a great time for kids to connect with each other.

8:45 The entire class divides up into partners who read books together for a few minutes. Jamal's partner brings two books over, and he picks one of the two by pointing to it. He will turn the pages while she reads aloud. She (or a teacher) may ask him to point to pictures. Since the class desks are placed in clusters of four, children spend a lot of time during the day talking and learning from each other in both formal and informal ways.

9:00 On some days, students are paired for "class jobs." On this particular day, Jamal and a partner will take the attendance cards and messages down to the office. These jobs teach all students to take responsibility for the smooth functioning of the classroom. After this, the whole class reviews the calendar and schedule for the day. At the same time, an adult or a student will help Jamal put his schedule pictures in the proper order for his day.

9:30 During a penmanship lesson, the students sit in groups of six. Jamal will pass out the papers to each child in his group as directed by the teacher. He is learning to associate their names and faces. He is also working on his "grasping" skills. Later, an adult will put two colors of crayons by

him and ask him to pick up the blue one to color with. He is learning a lot about language in this and all class activities.

10:00 All students take a break for the bathroom and a drink at the water fountain at this time. Jamal will line up with the other children, but will need assistance and may take longer in the restroom.

10:15 There are a variety of activities during reading time. Sometimes children develop a class "big book" with a page about each of them. His teacher may write home to ask what Jamal's favorite TV show is, or what he likes to do with his family so that his page can be completed. Since his classmates are getting to know him so well, they can fill in some information like, "What's my favorite food?" He can use the "yes/no" section on his language board to tell them if they are right, and to answer questions about other reading stories.

11:15 Jamal needs to visit the nurse to receive his medication. An adult points to the picture of the nurse on his schedule to make the destination clear, and they walk together to the nurse's office. Afterwards, he returns to class, walks down to the lunchroom and sits with friends. An adult assists him with getting his lunch, paying the cashier and developing his eating skills.

12:00 All children are involved in Learning Centers—centers set up in the corners of the room with educational activities for individuals or small groups. Sometimes an



"How about right here?"—students enrich each other's work.

occupational therapist will join a small group at a Learning Center to work with Jamal on specific skills. On other days, his teachers prepare a "cooperative learning" lesson.³ The class is divided up into small groups which include students of different race and sex, as well as different learning and personality characteristics.

Group membership sometimes remains the same for several months so that the students develop a sense of group cohesion. Students learn positive interdependence by sharing goals and materials, and taking on different role assignments. Jamal is also given a role when these lessons occur, although the way he participates may look different from his peers (e.g., he uses a name "stamp" to sign his name, he gives members a "high five" to encourage them, instead of using words). One of the teachers provides support to him and his group.

12:55 Jamal joins his classmates for art, music, library or physical education class at this time. A variety of rich learning experiences occur in these classes.

1:30 Students usually have a math activity at this time. On some days, Jamal leaves the room for a session with a related service provider (e.g., speech therapy, physical therapy). On other days, his teachers develop ways to incorporate him into small group instruction. One day he works as a "checker" for his math group. The six children are using small cubes to solve number problems such as "eight minus four." After the children determine the answer, Jamal and his teacher will touch each block and count from one to four in order to "check" the answer. He is learning one-to-one correspondence through this activity.

2:00 Jamal begins to prepare for dismissal by getting his backpack off his hook and bringing it to his desk. He will put his notebook in the pack and re-zip it (with assistance). On this day, his class will join another class to have a sing-along. He will need to sit on the floor and get up after the singing is finished. He greatly enjoys the songs and often claps along. At dismissal, he walks with a partner and an adult to the bus.

It is clear that the "typical day" of this first grade offers many opportunities for Jamal to learn and grow.

What Happens When Students Get Older?

Shifting from "special" classes to

inclusive programs is not limited to young children. In inclusive education programs, students with special needs continue to progress from grade to grade with their classmates. When they complete elementary school, students transition to middle, and later, high school with familiar classmates.

Students with disabilities in middle and high schools have individual schedules like other students. Teachers and parents help students select courses which will allow them to address their individual goals and interests. In some cases, an additional teacher or teacher assistant is assigned to a class that includes one or more students with significant needs in order to provide support or make adaptations in the curriculum. Some older students may receive instruction in functional skills in the community for one or more periods a day in addition to the regular classes they take (e.g., weekly instruction in a community workplace, learning to use the grocery store). Since the community is a rich environment for learning for any student, some teachers involve students without special needs in such instruction, and pose challenges to them related to their goals in school (e.g., applying math and health concepts in a grocery store).

Do Middle and High School Students Accept Classmates Who Have Disabilities?

Many students are both positive and supportive of their classmates who have disabilities. Many students who have been in "inclusive" education classes in elementary school believe that students with disabilities should continue to be members of their classes.

"Before I came here, they were in all our classes in elementary school. They're people too, just like us.... They should be in more [regular] classes here."

—a middle school student who has a classmate with autism in one of his seventh grade classes⁴

Yet this kind of acceptance can also be heard among older students who have classmates with disabilities for the first time in middle or high school. A high school girl describes Terry, a classmate she met during her junior year. Terry had always been in special education classes prior to this year.

"She's real nice, you know. The way she used to walk in and yell 'hi' to everybody

... It's pretty good to have her in class. I was kind of helping her in the beginning. She sat at our table because her [wheel]chair didn't fit at the other ones. One time, I was helping her and she was helping me—you know how she does it. I think we were doing abstract or asymmetrical forms on paper. And she was having a fun time."

This student viewed her classmate as a "fun person." She didn't even mention Terry's disabilities. Terry is accompanied to class by a teacher or assistant for support in her work. Terry is a young woman who has severe physical disabilities and does not speak. This girl and other classmates describe her not as "handicapped," but as "outgoing, friendly, and fun."

What Do Students with Disabilities Learn in Regular Middle and Secondary School Classes?

Secondary students also have Individual Education Programs with specific goals determined. Students do not need to learn the same content at the same level as their classmates to benefit from attending regular classes. Many regular classes in middle and high school offer rich learning environments for modified academic and other related skills (e.g., communication and social skills)—as well as positive role models.

Dave is a middle school student who has autism. In his seventh grade social studies class, many of his individual goals were drawn from the same content as his classmates—although he is not expected to learn as many facts and details about American history as most of the other students. Participating in small group activities and listening to his teacher's presentations and class discussion contributed to his learning, particularly since his reading skills are different from most others in his class.

Dave was also enrolled in seventh grade math, but received individual instruction from a support teacher within the class. In addition to his math goals, much of what Dave learned in this class centered around staying "focused" and learning appropriate social behavior in group settings. The seventh grade math teacher commented on what Dave had learned by the end of the school year:

"His skills and behavior are much better than when he came in at the beginning of the school year ... In the very beginning

of the school year when he came to class, I didn't think I was going to make it ... He would hit himself or he would make noises ... or he would get out of his seat and ask me something ... He would talk out loud instead of whispering ... His growth over this year has been phenomenal ... It is unbelievable that he is the same young man. He still demonstrates those behaviors ... He still has those days. But his productivity has tripled ... I mean he can sit through a class and work ... Now, he can work through the distractions of the class. He can produce. There's a tremendous amount of improvement ...

"At the beginning of the year, I questioned whether he should be here ... But the interaction, the 'feeling' part of the class, the knowledge of the need to function within a group, even if he's doing something totally different ... to be able to walk into a crowd and do what you need to do—I mean that's part of everyday living.... And I think that as educators, placing him in situations like this five different times a day can only help.... hopefully it will transfer into everyday functioning in groups and crowds—and being able to deal with other people."

One high school student, Sam, who had always been in special education classes, began taking a regular music class during his third year in high school. This young man lives in a state institution for people with developmental disabilities. He has extensive physical disabilities and appears to have intellectual disabilities. He does

not have verbal speech. After his first year in a regular class, his teacher reported that he "is well-liked and has made a number of friendships." School is one of the few places this student has opportunities to make friends with people his age. One of his classmates, a sophomore, described the relationship:

"Sam hangs with us—me, Tom, Leon, Ted. And we like rap, and he raps ... He's pretty cool.... He's fun to be with ... And he knows what we're talking about ... Everybody wants Sam there. When he's not there, everyone's like, 'Where's Sam?' "

Sam's music teacher discussed the impact his presence had on other members of this high school class:

"If we learn to deal with it [disabilities] and associate with it, and identify with it, then it's much easier for us to cope.... There are kids that learned to love him and accept him that probably never had to deal with handicapped people at all. And just the environment itself—it changed. Learning to 'read' [his] sounds, be it good sounds or bad sounds, and people are willing to accept these forms of communication.... These things all had an impact."

Summary

As noted in a parent newsletter, the inclusion of children and young adults with disabilities with other students in our schools will result in "an ever widening circle of people who believe that disabilities are a part of life, that people with disabilities are a part of [our] natural environment who should not be isolated, and that people with disabilities can have a

positive effect on non-disabled people and the general community."⁵

All students can benefit from regular class activities even though the individual goals for some may be quite different. Such efforts are not always easy to implement, and depend on adequate support for both students and school personnel—but the benefits for all students are substantial. As one regular education teacher noted:

*"Above all, we want our kids to show concern for others, now and in their future days. Typical kids in integrated classrooms benefit because these goals are as much a part of their daily classroom experience as the 'academics.' In reality, I believe the academics are enhanced because of these goals."*⁶

And this teacher observed:

"I believe that all kids have a right to be in inclusive classrooms—to be educated with their peers. When everybody in a class is considered equal, some very great things will happen." ■

Linda Davern is the Coordinator of the Inclusive Education Project (a collaborative project between Syracuse University and the Syracuse City School District), Syracuse University, Division of Special Education and Rehabilitation, Syracuse, New York. Roberta Schnorr is a graduate associate with the Inclusive Education Project, and is currently involved in research related to the inclusion of secondary students.

1. These and the two quotes from parents that follow are drawn from A. Ford, E. Erwin, L. Davern, R. Schnorr, D. Biklen and J. Black (Eds.), *Proceedings of the School Leaders' Institute on Inclusive Education*, Inclusive Education Project, Syracuse University and Syracuse City School District.

2. The names of students have been changed.

3. D.W. Johnson, R. Johnson, E. Holubec and P. Roy, *Circles of Learning*, Alexandria, Va.: The Association for Supervision and Curriculum Development, 1984.

4. These and the quotes that follow were gathered as part of a research project related to regular secondary classes which include students with disabilities.

5. P. Mosser and L. Sommerstein (Eds.), *Parent Network Connections: Parents Help Parents*, 3 (2), p. 1, Summer, 1989.

6. This and the following quote are taken from the *Proceedings of the School Leaders' Institute on Inclusive Education*, Inclusive Education Project, Syracuse University and Syracuse City School District.

Making School Integration Work: Additional Resources

The following list of resources is geared for those interested in learning more about inclusive education:

D. Biklen, *Achieving the Complete School: Strategies for Effective Mainstreaming*, New York: Teachers College Press, 1985.

D. Biklen (Executive Producer), *Regular Lives* (Videotape), Washington, D.C.: State of the Art, Inc. (WETA, P.O. Box 2626, Washington, D.C. 20013), 1988.

J. Dobbins (Producer/Director), *Jenny's Story* (Videotape), Islington, Ontario: Integration Action Group (19 Rivercave Drive, MOB4Y8), 1987.

J. O'Brien, M. Forest, J. Snow and D. Hasbury, *How to Improve Schools by Welcom-*

ing Children with Special Needs into Regular Classrooms, The Centre for Integrated Education: Frontier College Press, 1989.

C. B. Schaffner and B. Buswell, *Opening Doors: Strategies for Including All Students in Regular Education*, Colorado Springs: Peak Parent Center, Inc. (6055 Lehman, Colorado Springs, Colorado 80918), 1991.

S. Stainback, W. Stainback and M. Forest (Eds.), *Educating All Students in the Mainstream of Regular Education*, Baltimore: Paul H. Brookes, 1989.

J. York, T. Vandercook, C. Macdonald, C. Heise-Neff, and E. Caughey, *Class Integration of Middle School Students with Severe Disabilities: Feedback from Teachers and Classmates*, Minneapolis: University of Minnesota, Institute on Community Integration, 1989.



Effective Practices in Special Education

BY RICHARD SCHATTMAN and JEFF BENAY

Over the past decade, while reform efforts in regular education have made front-page news, the reform of special education has been discussed primarily within the professional and political communities.

Special education reform has focused on issues related to the placement of children with disabilities, with terms such as "mainstreaming," "least restrictive environment," "the regular education initiative," and "full inclusion" describing various aspects of the movement.

This article will briefly review the history of special education reform, discuss current ideas related to best practice, and illustrate a number of organizational characteristics typical of schools now using exemplary special education models.

A Look Back

Although special education was mandated through federal legislation in 1975, special education services have been part of American education for much longer. During the 1960s, special education embraced a segregated model whereby eligible children were served in separate classes or separate schools. *Brown v. Board of Education*, the 1954 Supreme Court decision abolishing the legality of school segregation for blacks and whites, set the stage for emerging concerns about segregated educational models for students with disabilities.

Concerns over the placement of children in separate schools and special classes within regular schools were based on evidence that segregated practices were inherently discriminatory, racially biased, instructionally ineffective, socially and psychologically damaging, and compromising to a school's ability to provide equality of educational opportunity to all students.

With the passage of the Education of the Handicapped Act (since renamed The Individuals with Disabilities Education Act) in 1975, the efficacy of segregated placement practices in the 1970s was further evaluated and the notion of "mainstreaming" gained currency within the educational community. Mainstreaming enabled students in separate programs to interact with non-handicapped peers, usually during non-academic activities.

While the word "mainstreaming" never appears in the text of the PL 94-142, its meaning is derived from the law's least restrictive environment clause, which mandates the following:

*Integration Strategies
Change School Operations,
Professional Roles*

education in the 1990s



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- To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped; and

- Special classes, separate schooling, or other removal of handicapped children from the regular education environment occur only when the nature and severity of the handicap is such that education in regular classes, with the use of supplemental aides and services, cannot be achieved satisfactorily.

Before long, the efficacy of mainstreaming was questioned. Special education reform considered more inclusive models where children with disabilities would participate with non-handicapped peers in both academic and non-academic areas. A new phase of special education reform began to take form in the early 1980s, referred to as integration, full inclusion, and the regular education initiative.

Full inclusion, where *all* students are educated in the same schools and the same classes, evolved from the efforts of parents, educators, and federal bureaucrats in the U.S. Department of Education's Office of Special Education Programs.

Those advocating for the reform of special education and the adoption of inclusive approaches were motivated by concerns similar to those of reformers in the early 1970s. Both groups were concerned by segregated practices that denied students with disabilities

"In inclusive schools, district mission statements speak to the needs of all children."

equal educational opportunity.

Currently, there is debate within the educational community as to the value of inclusion. Even so, many school districts throughout the United States and Canada are using inclusionary models where all children, regardless of their type or severity of disability, are fully educated in regular education classes.

School Characteristics

Schools that have adopted an inclusive approach to special education differ from each other in size, location, and wealth. Despite these differences, there are a number of common characteristics of which three will be examined here:

- The relationship between inclusion and the broader issues of school reform;
- The use of teaming approaches for problem-solving and program implementation; and
- Changes in the roles of professionals and parents in inclusive schools.

Thoughtful Missions

Schools that embrace fully inclusive approaches often are engaged in

other reform or restructuring efforts. As a result of these efforts, schools embracing inclusive approaches often embrace well-articulated mission statements that reflect the values and beliefs of those involved in the school community.

In inclusive schools, district mission statements speak to the needs of all children. For example, in the Swanton School District in northwestern

Vermont, teachers, administrators, and community members discussed their beliefs regarding the mission of the school for two years before developing a written statement.

This ongoing communication encouraged the consideration of varied perspectives and contributed to a high degree of investment in the school mission.

The Swanton mission states: "The Swanton school community believes that given enough time and appropriate instruction, students will achieve what is considered necessary to learn. We recognize that students arrive at school with differing backgrounds, influences and needs. We are committed to the concepts of fairness and jus-



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tice which reflect a concern for each individual's development, dignity and growth potential. Approaches to social responsibility will promote behavioral changes which empower students to understand their obligations to others as members of a democratic society."

The Swanton mission established standards and goals for the school system and then undertook a number of fundamental changes to meet those

standards. The reforms modified how teachers participated in governance decisions, how parents participated with professional staff in issues related to instruction, how children were grouped, and how practices in special education were to be delivered.

The Swanton district's practice of sending children with disabilities to special education classes out of the

Team Problem-Solving

Schools embracing integrated or inclusive models, such as the Swanton district, often use a teaming approach for problem-solving, planning, and program implementation.

The traditional organizational structure, whereby a teacher is solely responsible for all the children in class, is limited in its ability to address the di-

a child's educational experience, few schools organize themselves in ways that make them accessible to most parents. Teams allow parents to meet with professionals on a regular basis, share responsibility, and develop a meaningful relationship.

Finally, teams are important as they enable the group to share responsibility. No one member of a team has all the answers. When a group of individuals work together with common goals, complex programs can be developed and implemented in regular education classes.

Teaming, therefore, allows teachers, parents, related service providers, and administrators to recognize the complexity of the task at hand and organize personnel and resources in a manner which allows for success. Adoption of a team-based model reflects a more holistic view of the system, whereby teachers, administrators, and parents must be linked in an interdependent manner to succeed.

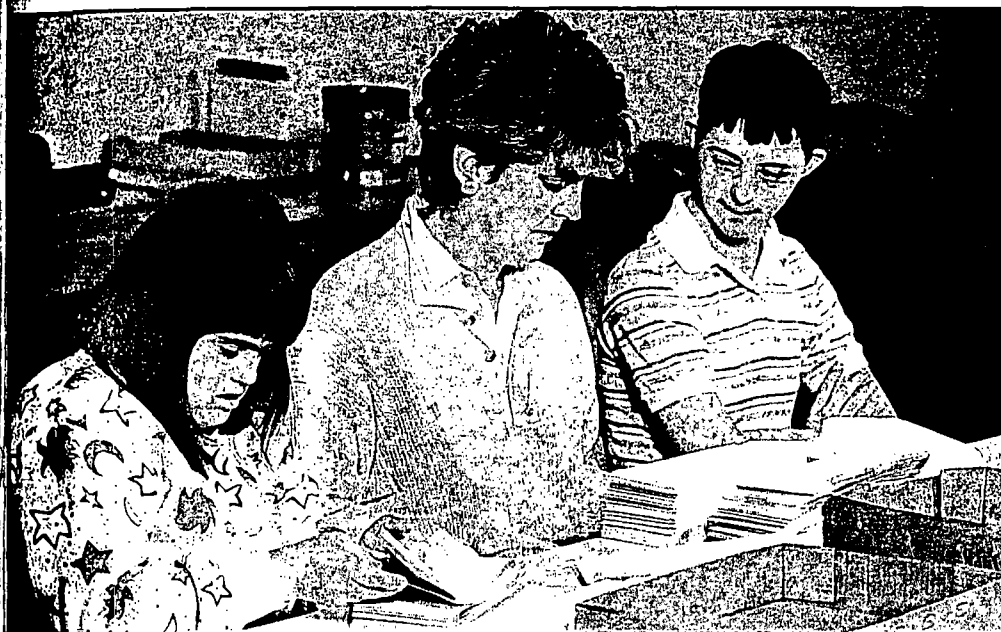
The adoption of teaming strategies not only alters a school's approach to the education of children with disabilities, but fundamentally changes how schools operate, how decisions are made, how instruction is delivered, and how individuals relate to each other.

In a team-based approach, the roles of teacher, administrator, and parent are different than they appear in more separate and segregated models. Thus, another characteristic of schools embracing an integrated approach to the education of all children is that the traditional roles of teachers, administrators, and parents change.

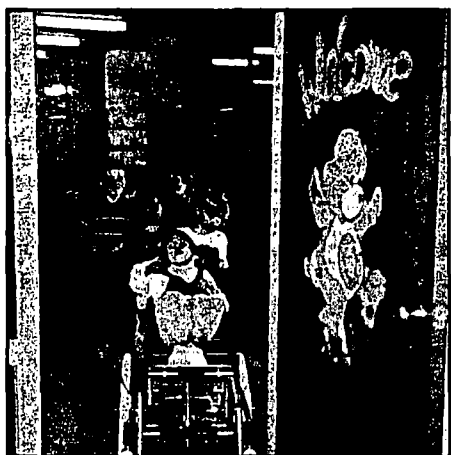
New Responsibilities

Schools that do not use teaming strategies often have a high degree of specialization among professionals. In a team model, teachers, parents, and administrators share responsibility for a range of activities and embrace parents as equal partners. The parent's role is elevated in its importance and function and the professional roles expand from specialist to generalist.

Where this role transformation has occurred, teachers and administrators have discovered a team approach is both professionally enriching and more efficient.



The Council for Exceptional Children



Rum River, Minn., Special Education Cooperative

verse needs of a diverse student body.

Schools that include all children have broken the professional isolation by linking teachers, parents, and administrators with one another.

Student-centered planning teams have been considered essential for the implementation of inclusive educational programs for a number of important reasons. First, teams provide all parties with a support network. No one individual has all the skills needed to meet the educational needs of children with severe disabilities.

Second, teams are a powerful tool for problem-solving. When a collaborative team approach uses specific problem-solving techniques, solutions to complex issues are more likely to emerge. In addition, the quality of outcomes resulting from multiple perspectives is usually greater than those resulting from unilateral efforts.

Third, teams involve parents in a meaningful way. While educators long have recognized the relationship between a home-school partnership and

community raised questions over the lack of alignment between belief and action.

Teachers, administrators, and parents agreed to explore other means for providing educational support to children with significant disabilities within the local school. By 1986, all children living in Swanton were placed and supported in age-appropriate regular classes regardless of disability.

In inclusive schools, administrators report they participate on teams, are involved in instructional decisions, and share responsibility for achieving collaboratively established goals. These administrators no longer are responsible for making unilateral decisions related to resource allocation or accessing outside technical assistance and support.

When administrators of inclusive schools share their power with the team, the benefits are clear. Decisions are more child-centered, they reflect the multiple perspectives of those involved, and all parties are invested in the decisions made because all have participated.

Richard Villa and Jacqueline Thousand, in *Strategies for Educating Learners with Severe Disabilities within their Home Schools and Communities*, identify a number of important roles for the building and central administration in a team-based model supporting fully inclusive practices. They include:

- Challenging teams to make decisions that align with the mission and philosophy of their school;
- Modifying master schedules to support teachers with the time needed to meet as teams;
- Creating job descriptions that reflect the new roles of professionals working in a team-based system;
- Hiring personnel who embrace the district's philosophy and have appropriate technical and communication skills;
- Supervising and evaluating staff in a manner that supports the district's commitment to all children;
- Setting the agenda for staff meetings and include items that relate to support needs of all children; and
- Arranging for inservice and training for staff.

Blurring the Roles

In addition, administrators need to support staff in the self-evaluation of their performance as a team and address their inservice needs related to improving teaming skills. As with the administrator, teacher roles also change in schools embracing inclusive practices.

In an integrated school, the teacher provides direct instruction, consults with other team members, supervises paraprofessionals, and coordinates re-

lated services. Teachers in integrated schools also participate in training colleagues.

The role of a special education teacher in an integrated school also changes. In a segregated special class or "pull out" model, the special education class teacher provides direct instruction to a limited number of students in a controlled environment.

In an integrated or inclusionary model where the special education teacher is a member of a team, the special education teacher co-teaches with regular class teachers, shares in the responsibility of providing training, support, and supervision to paraprofessionals, and participates on teams as an equal member with parents, class teachers, and administrators.

In a number of school districts in northern Vermont, including the Winooski, Milton, and Swanton districts, responsibilities of regular and special education teachers have become less distinct. Participation in a team process has resulted in teachers learning skills from each other. The process of moving from teacher specialist to teacher generalist reflects an upgrading of skills among all professional staff.

Teaming is a strategy that encourages this outcome. When teaming results in a professionalization of all staff, integration is modeled by adults to students. In districts where student and staff integration has occurred, all instructional staff are regarded as teachers rather than special education teachers, regular education teachers, speech language pathologists, and psychologists.

Several factors have contributed to these transformations. Two of the most important are new knowledge and staff development.

Districts implementing integrated approaches have an increased need for ongoing staff development. Most districts have an enormous supply of expertise on staff, and can tap into it to provide training. Yet traditional organizational strategies often isolate staff from each other and make it less likely they will share knowledge and expertise.

Districts that have embraced inclusive practices assign a top priority to the staff development needs of team

members, including parents. Strategies include linking with other districts, giving teachers and parents time to meet, involving staff with institutions of higher education, and participating in professional organizations.

Multiple Benefits

Inclusive education offers the child with disabilities the opportunity to be a meaningful member of the community, to have exposure to talented teachers, to develop social relationships with non-handicapped peers, and to have quality educational programs taught in a "normal" school setting.

Inclusive education offers teachers the opportunity to use their skills with a wide range of students, to join other teachers for support, to work with administrators on decisions that affect their ability to teach, and to link with parents.

Inclusive education brings administrators into the arena of instruction as members of a team. Inclusive education links administrators with teachers and parents so quality decisions may be made that benefit all children.

Inclusive education offers parents the opportunity to develop ongoing relationships with a small group of school professionals working on behalf of their child. For parents to be meaningfully involved, and for schools to benefit from their insight, parents must have an ongoing relationship and a forum for open and honest discussion.

The student-centered planning team enables this level and quality of involvement to occur.

Finally, inclusive education offers the school the opportunity to be truly effective. Ultimately, if a school is to be successful it must provide equity and excellence for all children. Education in a democratic society requires no less.

Richard Schattman, a faculty member at the University of Vermont, is a research associate with the National Study of the Implementation of Least Restrictive Environment, a national policy study group. Jeff Benay is director of Indian education in the Franklin Northwest Supervisory Union in Swanton, Vt.

How Four Communities Tackle Mainstreaming



Editor's Note: Across the nation, public school leaders are attempting to support the education of students with disabilities in regular education classrooms. This 'inclusive' education movement is having a dramatic impact on special education.

The School Administrator invited

leaders in four communities to describe how they are mainstreaming students with disabilities of all types into regular classes with non-disabled students. They were asked to discuss some of the lessons they have learned about their odyssey.

Saline, Michigan

Aligning Our Beliefs with Action

BY MAURICE CONN

Superintendent, Saline Area Schools

When our school district conducted a self-evaluation as part of a school improvement process during the 1986-87 school year, we observed a clear discrepancy between our beliefs and practices.

While our mission statement asserted the belief that all students can learn and "we will equip all students with knowledge, technological proficiency and the personal skills necessary to succeed," our assignment of students with disabilities indicated the contrary.

We had to treat all of our students equally. We had to invite all of our students back to the neighborhood schools. We had to change.

Accepting a Challenge

Since the mandatory special education laws were enacted, our school district has integrated fully most mildly or moderately impaired students in the general classroom. Therefore, our challenge was to develop strategies to integrate students with the severest handicaps.

In the 1986-87 school year, 19 of our 3,000 students were classified with moderate and severe handicaps and were educated in off-site, centralized programs administered by a regional



Bill Gandino, Syracuse Univ. Photo Ctr.

Students with severe disabilities and their "typical" peers participate in opportunities to learn and socialize together throughout their school day at Morgan Road Elementary School in Liverpool, N.Y.

school service provider, the Washtenaw Intermediate School District.

In January 1987, five of our families accepted our invitation to send their children, ages 6 through 10, to a special, cross-categorical room in one of our elementary schools. We found the student outcomes so favorable that we decided to pursue and were awarded a state department of education grant to assist in further developing alternatives to the traditional special education delivery system.

We used the money to train the

staff and visit schools in Ontario and Vermont where integration models had been in existence for a number of years. Teachers and other staff from those schools provided us the initial training to develop our own model.

In the summer of 1989, borrowing pieces from the schools visited, we developed Saline's inclusive community model. We trained every teacher, administrator, support staff member, and parent who would be involved in the program. Ten families elected to

return their children with severe handicaps that fall.

Guiding Principles

To implement the process, we adopted proven instructional and administrative practices, developed support networks for teachers, provided additional support for teachers and others, and developed support networks for students.

We adopted 11 best practices to guide the management of the program, based on the research literature. We took some from many different authors, especially Jacqueline Thousand of the University of Vermont, to create our own set:

- *No. 1: Age-appropriate placement in local public schools.* We use a general rule of thumb for classroom placement of plus or minus two chronological years.

- *No. 2: Integrated delivery of educational and related services.* All services to the handicapped are offered in the general classroom often with the participation of students who are not classified special education.

- *No. 3: Social integration.* Social support of the handicapped student is provided with "Circle of Friends," "Peer Buddies," and other tools.

- *No. 4: Transition planning.* Collaborative efforts among the adults concerned with the handicapped youngster guide the transition of a child from centralized program to the regular classroom, from elementary school to middle school, or from one grade to another.

- *No. 5: Community-based training.* From the earliest years, students are introduced to the world around them and the community outside the school. As the students mature, they are nurtured and taught in the community environment to foster the highest degree of independence and interdependence.

- *No. 6: Curricular expectations.* The regular education curriculum is adapted to a level that best challenges the handicapped student.

- *No. 7: Systematic data-based instruction.* Documenting successes and progress in surmounting educational and social challenges assures maximizing consistency of appropriate instruction over time.

- *No. 8: Home-school partnership.*

Parental involvement with all parts of the student's schooling is essential. Parents are part of the team, which meets at least once each month or as often as once each week.

- *No. 9: Staff development.* Without training, the staff cannot acquire the skills and confidence to implement the program.

- *No. 10: Team collaboration.* The adults who work together to direct and provide the education of the student must be trained in the skills of team management, collaborative decision-making, and group dynamics.

- *No. 11: Systematic evaluation of educational and related services.* Evaluation serves as the best tool for change and communicating accurate information.

ing the 1990-91 school year, two more students joined the program, so the latest evaluation focused on 12 students in our inclusion model.

The second-year evaluation confirmed the findings of the first: increased positive attitudes of staff and students; increased willingness among teachers to advocate for students with handicaps, receive training, and assume additional responsibilities related to integration; no adverse effect on academic achievement of general education students; positive anecdotal reports of special education student achievement; increased comfort and satisfaction by general education teachers in integrated classrooms; and high special

Placement of Students with Disabilities in Regular Classrooms

Top 5 States	Regular Class	Resource Room	Separate Class
Vermont	79.4%	8.1%	8.9%
North Dakota	74.0	10.4	12.3
Nebraska	60.0	22.7	14.2
Massachusetts	59.4	15.8	18.0
Oregon	59.0	26.8	11.1
Bottom 5 States			
Alabama	0.0%	71.6%	26.3%
Georgia	1.1	69.7	26.7
Texas	3.9	78.7	10.0
New York	7.1	36.3	43.8
Arizona	9.9	62.9	22.9

Note: Remaining students, ages 6-21, in each state were served in separate facilities or homebound.

Source: 1991 Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act.

mation to the community at large.

Comparative Costs

The Department of Developmental Disabilities at Wayne State University in Detroit conducted the evaluation as a stipulation of our state grant. Dur-

education parent satisfaction.

Computing the comparative costs of educating a handicapped student in a fully integrated setting versus a centralized program is almost entirely dependent on three major factors: labor agreements, severity of a stu-

dent's impairment, and the features of the adopted model. Also, our district's transportation costs have been reduced drastically with the inclusion program.

Bearing in mind those caveats, we have computed our actual costs in centralized programming at approximately \$19,000 per student versus \$13,000 in the integrated program.

Ontario, Oregon

Ending Our Practice of Compartmentalization

BY J. DAVID CLOUD

Superintendent, Ontario School District

Historically, educators have created separate programs and systems to address unique student needs. This compartmentalization of responsibilities has created departments and agencies with their own organizational needs and demands. It also has increased dramatically the costs of transportation, facilities, and management.

For the Ontario School District, considering the impact of this compartmentalization or specialization of services on students was important.

We saw migrant students being bussed past one school to attend another because services were located at one and not the other. We saw students with severe disabilities being restrained in vans and transported an hour each way to the nearest center that specialized in their education. We saw students and teachers attempting to transfer student skills learned in a resource room, reading room, or talented and gifted room to the regular classroom.

In addition, we saw educational plans with as many as 12 adults assigned to help a single student and wondered how confusing this must be to the student. We saw students identified as talented and gifted pulled out of their classes to be transported to another school for one day each week and wondered about the impact their absence had upon their classmates and teacher and about the lack of integration of the two curriculums.

For this program to succeed, the superintendent and the board of education must be convincing when they convey the belief that all children can learn and all students must have access to fully integrated schooling. For most districts, translating those beliefs into action requires a complete systems change. In our schools, we have been guided by the theoretical mod-

els of organizational change in the writings of C. Bell, W.L. French, N. Haring, and M. Helmstetter.

We began this process of change with the belief that heterogeneity is beneficial to us all and that it will enable attainment of the goals of public education. This program has validated our beliefs.

Arbitrary Norms

Integration implies that people of diverse ethnic origins, skills, and needs are together. It also implies that what is taught has a sense of unity of purpose and content.

In public education, we systematically have fragmented both the society of the school and the curriculum to rationalize or departmentalize the management of our responsibilities. We have institutionalized the rejection or segregation of those whose attributes are outside some arbitrary norm.

In Ontario, we began reintegrating students closest to the norm. Those who were non-English proficient, mildly retarded, or physically challenged boarded the bus with their neighbors and went to school with them.

We made sure they received the support they needed to be successful there. The talented and gifted students stopped traveling to another school and their classroom teachers were provided the means to teach them at the appropriate rate and level of learning.

In the summer of 1990, the Oregon Department of Education gave me a chance to attend a two-week workshop at McGill University in Montreal. During this time I listened to George Flynn and Brian Cullan of Kitchener, Ontario, talk about integrating students with severe disabili-

ties into the regular classroom. They spoke from the perspective of the child, the teacher, and the classroom. They began with a discussion of values common to educators everywhere, highlighting the inconsistencies between our stated values and the day-to-day management practices in our schools.

When I returned to Oregon, I began discussing the possibility of returning students from a centralized education service district to the neighborhood schools. In that the ESD serves several districts, any change had to be a compromise of views. In our case, we decided to serve Ontario's children in their neighborhood schools and support the existence of a centralized service model for those districts whose administrators and parents wanted that resource.

Budgetary Implications

The 1990-91 school year was a year of preparation. We began with the school board and the administrative team, discussing the issues from a philosophical and theoretical perspective.

In November, board members had the opportunity to hear a presentation by personnel from Lincoln County schools, a district in Oregon with a long history of instructing students with special needs in general education settings. This was the point at which our discussion shifted from the theoretical implications to the details of budgeting and planning.

We identified individual students who would be coming home to their neighborhood school. We assessed their needs and the ability of the school to support their education. With the close support of personnel from the Oregon Department of Education, we identified and provided staff training between January and the start of school last September. The state also provided specialists on site to help plan the transition and train staff members.

We used the first months of our budgeting cycle to create the fiscal support for the change in service model. Structural changes dictated by individual needs were incorporated into the maintenance and remodeling budget. Transportation routes were modified. Supply inventories were compared to the needs of these youngsters and additional purchases were made.

The analysis of the net cost of the change reveals increased expenses in personnel, reduced cost in transportation and facilities, and only nominal change in the supply costs. Modification of the neighborhood schools was funded through a three-year serial levy passed in 1989 to bring the district's facilities into compliance with standards for handicapped access.

Yet planning didn't cover every contingency. For example, staff training and site preparation were based upon the identified students and their residence at the time our planning occurred. By late August, children had changed neighborhoods or moved out of the district, while others moved into the community. We made late adjustments to accommodate their needs and support the schools' teaching staff.

At the high school, the formerly segregated students and their parents were invited to an evening open house. After initial introductions and obligatory comments, the adults began a tour of the building and high school students escorted the new students on a separate tour.

Peer assistance and acceptance is an important part of the integration process. The resource teacher worked with staff members and coaches to create opportunities for the students within both the academic and social life of the school. Student schedules

were crafted to place students where they would find success and support with their age peers.

Lingering Concerns

Some issues will continue to need our attention. For example, there are service district employees and local district staff who work with the same students. Lines of communication and role definitions sometimes become confused.

In addition, there are staff members who still perceive the new student as someone else's responsibility, stating, "These are my students, that one is yours." This is a human response to perceived role enlargement and reflects industrial notions of departmentalization and the fragmentation of responsibility into discrete assignments. Given time, training, and experience, we are optimistic staff will perceive all students as their responsibility.

You might be wondering, "Was this worth the effort?" The answer is

found in the people.

You will see students who were quiet and withdrawn exhibiting a greater sparkle and enthusiasm for life. You will see a student who had been violent initiating positive contact with adults and students.

You will see parents, once grateful for any kind of program, now more involved in the school and optimistic about the future of their child. You will see members of the student body exhibiting human worth and caring, not pity and charity.

You will see adults reacting more to the humanity of a student and less to a description of the person's condition.

The answer found in these people is, "Yes, it was worth the effort."

David Cloud acknowledges the help of Ron Guyer, district director of student services in Ontario, in preparing this article.

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Building New Capacities To Overcome Tradition-Bound Practices

BY MARK WOLAK, JENNIFER YORK, and NANCY CORBIN

Three years ago, several school districts within the Rum River Special Education Cooperative started a pilot project to place children with severe disabilities in regular classrooms on a full-time basis.

When we began our inclusive education initiatives, 85 percent of all students with moderate and severe mental retardation in Minnesota were served exclusively in self-contained classrooms.

With prevailing practices and attitudes favoring segregated schools or separate classroom sites for students with severe disabilities, the first district teams to tackle inclusive education in their communities faced daunting challenges.



Team members believe educating children with disabilities is a shared responsibility between regular and special education teachers.

The Rum River cooperative is an intermediate education agency providing consultative and direct services to eight independent and predominantly rural school districts responsible for 14,500 students in east central Minnesota. The cooperative is relatively large in geographic span and in population, providing specialized services and support to 900 staff in 25 school sites.

This article is designed to assist public school administrators in their efforts to support educators and families in the inclusion of students with disabilities in general education learning environments. In particular, we examine underlying assumptions and strategies that have proven useful in the change to inclusion.

Underlying Assumptions

A strong mission statement clearly delineating the purpose and function of special education is essential. The mission of the Rum River Special Education Cooperative is to assist local school district staff with the inclusion of students with challenges in regular education settings.

Our mission does not allow for special education services to be provided in a separate school site nor does it reinforce the notion that only teachers with special education labels know how to teach students with special education labels. In order to accomplish this mission, our agency designs partnerships with members of our local school communities and provides

technical assistance and training as needed.

One of our goals is to ensure site-based communication and decision-making with principals, staff, and families about ways to support students in their local schools and classes. Because staff involvement in the decisions about inclusive education practices is vital, we try to help administrators and teachers to build new capacities in instructional skills and decision-making.

Our ongoing strategic planning process is designed to ensure the thoughtful development and clear focus of our work with staff in each school district.

Currently, in Rum River Special Education Cooperative, almost all children attend their home school in their local communities. The pilot project participants valued the idea that all children belong to their respective home school communities and ultimately the classroom of their age peers.

In addition, these team members believed the education of children with disabilities is a shared responsibility between regular education and special

education and not the exclusive domain of special education. These essential values must be articulated and agreed upon by team members.

Facilitating Participation

As our first step, we asked the elementary principals if they would be willing to participate in a collaborative project to include children with disabilities full time in regular education classrooms.

Somewhat surprisingly, six of the 10 principals volunteered. These six principals then facilitated the formation of building-based teams. When given preliminary information, staff members volunteered to support initial inclusion efforts. By the end of the first year (1989-90), 12 children exhibiting a wide range of abilities and challenges were in full-time placement in age-appropriate regular education classes.

During the 1991-92 school year, more than 40 students who previously would have been in segregated classes now receive their education in regular classrooms. Team members believe even more strongly this is the way to provide the most appropriate education for each student.

Collaborative planning does not happen without the advocacy of administrators to allocate time for staff to develop individual education plans and make team decisions about instructional issues. All staff members involved with the child and family must have sufficient training, notably in the early stages as people learn new ways of designing and delivering educational services.

Collaborative teamwork is a new way of working, particularly for many regular education classroom teachers. Some initially felt invaded and awkward having more people around. Yet once they received support from team members and became more comfortable, most classroom teachers commented on the resourcefulness of teamwork.

The primary initial function of the team was to serve as a resource to the classroom teacher who could then most effectively support the students.

Each school-based team developed procedures for making decisions, providing instruction, and evaluating

progress. Inclusive education requires plenty of planning time for participatory decision-making.

Tremendous lip service is given to the need for teamwork in our classroom, yet little training and technical assistance is provided to the participants. Since collaboration requires more advanced skills in a variety of decision-making models, the people involved in the inclusive education effort must receive basic training in effective teaming.

Noticeable Benefits

After three years, we believe the results for children and families warrant continuation of inclusive education practices for special education students.

Parents of the included students reported their children learned more academic and functional skills and learned these skills more quickly than when their children were taught in sep-

arate settings. Families were pleased to have their children make real friends with peers. Teachers pointed to the mutual benefits of social integration.

A study examining the achievement levels of classmates indicated no significant differences from same-age peers in classes that do not have students with disabilities.

In sum, the expanded opportunities and experiences available in regular education classrooms raised expectations for students with disabilities and many are learning and achieving at a rate considered far beyond what had been anticipated.

We have de-emphasized the importance of categorical consultants showing up in the classroom or at the team meeting with all the answers. We believe the teachers, support staff, and parents can make good decisions and will know when to ask for help from external consultants.

We believe our role as a cooperative

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or central services agency is to provide training and technical assistance at the request and by design of the school teams. Our support is focused on establishing effective collaboration and problem-solving processes that operate at the local building level in addition to the technical support for unique characteristics of individual students.

Freedom to Risk

Our experiences support the movement toward inclusive education. Students, families, and school staff indicate that the inclusive education effort has been positive. Our initial evaluation data indicate increased positive peer interaction, decreased maladaptive behaviors on the part of students with disabilities, and increased understanding of students with disabilities

on the part of school staff and student peers.

We realize the progressive nature of this change and believe we need to measure academic and social progress for our students over time.

There are no ready answers and no recipe books for teachers, administrators, or family members grappling with the inclusion of students with disabilities in regular classrooms. We find the concepts of strategic planning, the principles of participatory decision-making, and the skills of collaborative planning to be essential in the success of inclusive education. Teams need to have the freedom to risk, to make mistakes, and to make the right decisions regardless of previous organizational rules for behavior.

We will continue to move in the direction of inclusive education com-

munities. We believe the result will be a more positive future not only for people with challenges or disabilities, but for all people. In the process, we continue to ask questions about how to most effectively use special education resources.

Our hope is that as partnerships between general educators and special educators grow stronger, together we will define an improved educational system that provides an array of support options to meet the needs of all students, including those with disabilities.

Mark Wolak is director of special education in the Rum River, Minn., Special Education Cooperative. Jennifer York is an assistant professor of educational psychology at University of Minnesota. Nancy Corbin is inclusion project director for the Rum River cooperative.

West Cook/East DuPage Counties, Illinois

Surmounting the Disability of Isolation

BY HOWARD P. BLACKMAN

Executive Director, La Grange Area Department of Special Education

Our cooperative's motivation to explore the fuller inclusion of students with disabilities within regular education classrooms in their neighborhood schools is aptly captured in Canadian activist Judith Snow's insightful observation that "the only disability is having no relationships."

Repeated and prolonged conversations with parents, and especially our children, helped us to better understand that isolation from peers who can both contribute to and learn from each other is the most disabling condition for children, if not for all people.

Within our cooperative we have learned to replace the question, "Is this intervention good for children with disabilities?" with "Does this intervention make good sense for any child?"

By asking this question, we began questioning the logic (given poor outcomes) of placing students with behavioral or learning difficulties, almost always associated with low self-esteem in the same classroom

thereby limiting their opportunities to both learn and model from peers. We began to reexamine the efficacy of homogeneous, or lower-track, classrooms based on disability.

Enlightened Approach

The La Grange Area Department of Special Education, a public school cooperative with 55 schools in 16 suburban Chicago school districts, has been identified as one of few school cooperatives of its size in the nation that never operated a separate school for children with disabilities. All special education programs in LADSE districts have always been housed in regular public school buildings.

While children with moderate to significant disabilities participate in regular education, they often attend a regular school outside their own neighborhood, thereby limiting the impact of mainstreaming. Only recently did we better appreciate that mainstreaming is supposed to be a means toward an end, the end being

better learning opportunities by increased exposure to the richness and diversity of the regular education classroom, leading to opportunities to develop sustained relationships with peers.

While parents value the quality of the instructional programs in regular school buildings and the uncommon dedication of highly skilled special education teachers, they often expressed concern over the absence of friends and relationships in their child's natural environment, i.e., the block, the neighborhood, and at every level of the community. Parents were pained by their children's isolation and loneliness after school and on weekends that were so inevitable since they frequently did not know any child in the neighborhood.

For many children, the most natural school environment is the neighborhood school. As a colleague recently suggested when reflecting about the differences between mainstreaming (being based in special ed-

education setting for a part of the school day) and inclusion (being based in regular education with the opportunity to receive parallel instruction in community-based settings when appropriate), mainstreaming means that you are a visitor, and inclusion makes you part of the family.

Frequently, school districts interested in moving toward inclusion seek out "how to" information from others with implementation experience. For understandable reasons, inclusion programs resist boiler plate, pre-packaged approaches. Inclusion must consider the educational needs of the particular resident students being served in other schools as well as the needs of staff, how the students are currently grouped for instruction within the school, the culture of the school, and myriad of other neighborhood school conditions that differ from school to school.

Yet there are learning strategies that facilitate successful inclusion. Expanding the capacity of the neighborhood school and regular education classroom to meet the needs of more students who learn differently requires commitment to cooperative learning, effective instructional strategies such as direct instruction, peer mediated learning approaches such as peer tutoring, and cross-age groupings.

Lessons Learned

Our recent experiences with inclusion have taught us some things that might be helpful to others. They are:

- *There is a bad inclusion and good inclusion.* Good inclusion requires an absolute understanding and administrative commitment to reallocating resources currently targeted for special education. You need to be prepared to spend at least as many resources as you now spend on pullout and/or traditional special education programs by reallocating these dollars for special education supports within the regular education class.

- *There is nothing pervasively wrong with special education.* What is being questioned is not the interventions and knowledge that has been acquired through special education training and research. Rather, what is being challenged is the location

children
without disabilities
generally have
very positive
feelings about
helping peers
who need
assistance

where these supports are being provided to students with disabilities.

Special education needs to be reconceptualized as a support to the regular education classroom, rather than as "another place to go." Recent research suggests what is so wrong about special education is the stigma and isolation that result from being removed from the regular education class for so long. We now have the effective strategies to bring help to the student rather than removing the student from the enriching setting of the regular education class.

- *Children, unlike adults, often are positive about inclusion.* While adults tend to have anxieties about inclusion (perhaps because it so contradicts our training and assumptions), children without disabilities generally have very positive feelings about helping peers who need assistance.

When asked why adults sometimes assume they may not support each other, children often say, "It's because adults don't trust us to do the right thing."

Our repeated experiences at LADSE assure us that students of all ages are more likely than not to "do the right thing." Indeed, students are able problem solvers and contribute to designing new strategies that facilitate successful learning outcomes for their peers with disabilities.

Often we are reminded the real experts about 8-year-old behavior are 8-year-old children. We would do well to rely more on children when we are seeking new strategies to motivate or enhance learning for their peers with challenges.

Administrative Commitment

- *You must be committed to listening to*

teachers. Teachers who are concerned that inclusion could become another way to simply "dump" students in regular education settings without support may be right given a lack of administrative commitment.

To be done well, inclusion requires commitment at every level to the principle that children with disabilities can learn within the regular classroom given proper supports, and an unswerving commitment by administrators and the school board that resources will be reallocated to assure appropriate support to the regular education classroom.

Ironically, resources usually are readily available. We now better understand the high cost associated with segregated pullout program models, especially those associated with bus-ing students outside their neighborhood school.

Teachers need to be given absolute, unqualified commitments that children and teachers will be supported by reallocating dollars currently spent on sometimes poor service models to better ones within regular education classrooms.

- *You must acknowledge the important role special educators play as consultants and team teachers.* Regular education teachers clearly understand this. They appreciate the important role of special educators if inclusion is to be successful.

Again, "place" is the issue. Special educators can work effectively in the regular education classroom with other teachers, thereby enriching educational opportunities for all students.

- *Inclusion provides reciprocal benefits for all students.* While the benefits of inclusion for children with disabilities have been emphasized because of the irreplaceable impact that contact with a range of other students provide, we have learned that heterogeneous instructional grouping provides everyone with increased learning opportunities and outcomes.

Special education resources redirected to supporting regular classrooms that include students with disabilities provide all students with additional instructional supports.

Most of all, the best way to do inclusion is to get involved. Do it! Everyone is a winner.

Helping Teachers Manage the Inclusive Classroom

Staff Development and Teaming Strategies Among Management Strategies

BY BARBARA AYRES and LUANNA H. MEYER
School of Education, Syracuse University, Syracuse, New York

More than two decades ago when "mainstreaming" sounded like something new, planning grants were awarded to schools of education as an incentive to include information on students with special needs within their teacher preparation programs.

At the time, mainstreaming seemed a bold venture. Public schools, structured around the belief that most students were "typical," had created unified curricula for large groups of such youngsters organized according to age. Now someone was going to enter the classroom who had special needs. What could possibly prepare teachers for this major shift in expectations?

Surely, the first step was to ensure regular education teachers were both more sensitive and more knowledgeable about these new students. As a result, many teacher education programs incorporated one or two special education courses at the pre-service level, most likely dealing with legal requirements and the characteristics of various handicapping conditions.

More changes occurred in the 1980s, as students with severe disabilities began to appear at the schoolhouse door. Again, our reaction was to learn



La Grange, Ill., Area Dept. of Special Education

about "the label"—as if knowing all about chromosomes and the latest diagnostic terms would somehow help teachers do what they needed to do in their classrooms.

One teacher we know who was told she soon would have two students with special needs in her third-grade class said, "I told the special education consultant 'I need to read some stuff on Down Syndrome. And Janie's autistic. Okay, I need to read some stuff on autism.' Then I'm reading about the 40 million different classifications of autism and it varies from child to child and IQ's vary with Down Syndrome, and this is like saying, 'Oh, yes, I'd like to have a manual on the third-grader

please.' Right. ... They don't make blueprints for kids!"

Could one or two courses—or a series of inservice workshops—focused on various handicapping conditions possibly prepare the regular classroom teacher for these new challenges?

Classroom Diversity

"I counted up that there are seven kids in here that I feel are high-needs kids besides Tyrone (a student with Down Syndrome). Not high needs as far as academics. ... I consider Jessica a high-needs kid because things just

break down so easily for her."

This teacher touches on various issues of diversity in the "regular" classroom with "typical" students. There are other realities of diversity as well. Gender can be a subtle but powerful source of influence upon children if teachers mirror society's differential stereotypes for boys and girls.

One-fourth of today's young children are living in poverty and do not come to school ready to learn. One-fourth of today's ninth graders will not graduate from high school four years from now.

Clearly, many children with and without diagnosed handicapping conditions have tremendous needs, and school may be the one environment that could be safe, nurturing, and enabling for young people who otherwise would find themselves in a downward spiral.

Other aspects of diversity can and should become sources of personal sustenance for children. Cultural, racial, and linguistic diversity is a reality that should be enriching for all children and for our society.

In the Syracuse, N.Y., City School District, virtually half of the students in the middle schools are members of a "minority" group. In such settings, old ideas of mainstream versus minority cultures are neither descriptive nor helpful.

Perhaps it is most fitting, then, that terms such as mainstreaming and integration are giving way to the concept of inclusion. Inclusion has no conditions and makes no differential value judgments. Everyone belongs, everyone is welcome, and everyone has a contribution to make.

Yet if this new reality is to become a source of personal growth and cultural enrichment for all its members, teachers now need much more than classes on handicapping conditions. They need to be prepared through both preservice and inservice education to become part of a new school community where all students are both valued and expected to learn.

Instructional Strategies

Rather than existing as a separate system and set of resources, special education must become part of a unified educational system to better ac-

commodate today's diverse student needs.

The significant contribution of special education in meeting children's needs has been in developing a technology of individualization. Special educators can assess learning styles and academic skill levels, identify social and behavioral needs, and organize the team around an individualized plan to meet both academic and non-academic needs.

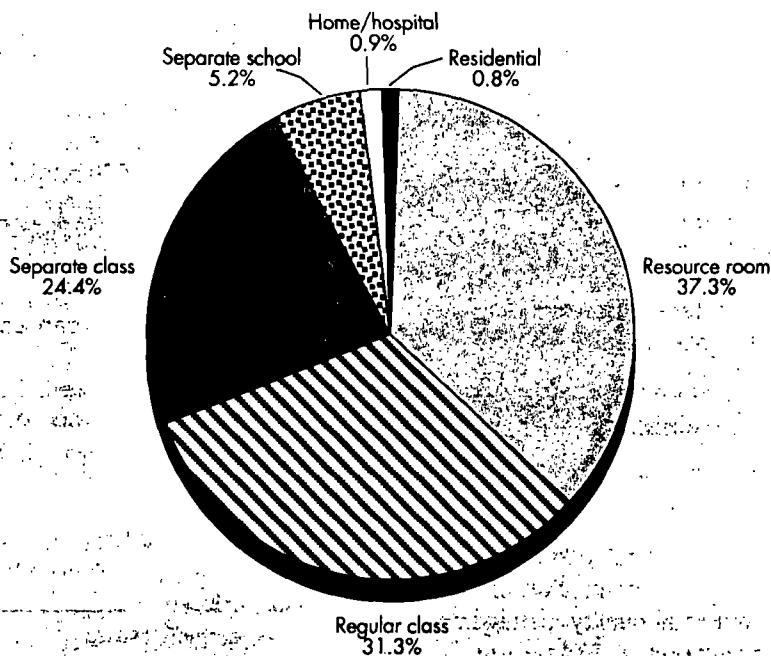
This technology can be a valuable contribution to the regular classroom—particularly if the resources of

proposition. Our society is full of people who work together to solve problems.

School offers children a time and a place to learn how to be members of society—how to be part of working groups, play groups, and communities and how to make friends. This socialization process is sometimes referred to as school's "hidden agenda."

We take peer relationships for granted without fully acknowledging the crucial role friendships play in preparing children for adult life. But more and more, the implicit socializa-

Percentage of All Students with Disabilities Ages 3-21 Served in Six Educational Placements



Definitions: Regular class includes students who receive most of their education in a typical class and receive special education for less than 21 percent of the day.

Resource room includes students who receive special education for 21 to 60 percent of the day.

Separate class includes students who receive special education for more than 60 percent of the day.

Source: U.S. Department of Education, Office of Special Education Programs

special education become more readily available to intervene on behalf of any child at risk regardless of labels.

But individualized instruction cannot address all the needs of the regular classroom. Life is not a one-to-one

tion and group experiences in school are not sufficient to adequately prepare tomorrow's citizens. We should become as explicit about social-emotional goals as we have been
continued on page 33

continued from page 31

regarding academic expectations for children.

Educational innovations such as cooperative learning developed by David and Roger Johnson, Robert Slavin, Spencer Kagan, Shlomo Sharan, and others have double value: They do indeed enable children to master important academic goals, but they also teach children how to be part of a social unit.

In addition, whole language approaches to reading and language arts empower children to bring their culture and experiences into the classroom where they are valued and become an integral part of the academic learning process.

Interdisciplinary teaching at the middle school level challenges teachers to integrate their subject specialty concerns into broader themes, current events, and the daily activities of their students, rather than teaching

each subject in isolation and hoping students will generalize the skills they learn to the world around them.

Interdisciplinary teaching has the added potential of helping students see the relevance of school to their own needs.

Teaming Approaches

Teaching can be a lonely profession. Many teachers spend the majority of their school day with students, in isolation from other adults. Although some teachers prefer this autonomy, many are beginning to value opportunities to collaborate with their peers as they work together to address the needs of all their students within the classroom.

Sometimes this partnership begins with a general education teacher and a special education teacher working together, an entire grade-level team, or a teacher and a teaching assistant. One teacher told us, "I really like the

team idea. I like the support of it, I like the structure of it, I just really enjoy it. It's really nice to be able to bounce ideas off somebody else."

Yet it is not always easy for adults to work together. This is not something we ourselves experienced in elementary or secondary school or in college. This is changing, as today's young people participate in cooperative learning at all levels.

But since today's teachers generally did not have such cooperative group experiences, school leaders must provide support and practice to enable teachers to master collaborative teaming.

Successful teaching teams have the same components as successful cooperative learning groups: positive interdependence, face-to-face interactions, interpersonal and small-group skills, individual accountability, and group processing.

Administrative support is crucial if
continued on page 35

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teachers are to work together to address the needs of all their students in a collaborative manner.

On the interdisciplinary teams at four Syracuse middle schools, five subject area teachers and one special education teacher are given common planning time during the school day so they can discuss lessons and individual students and share information about successful adaptations and accommodations.

These teams are piloting interdisciplinary teaching, continuous progress, student portfolios, and a peer support networking approach to create new ways to reach at-risk students and prevent school dropouts.

These innovations are not easily accommodated by the traditional structure of the middle school day, and what may seem like a simple

change—block scheduling to allow for team teaching across two consecutive class periods—will not be possible minus administrative support.

Without mutual and administrative support, teachers can feel overwhelmed by the demands of working with numerous different adults and trying to touch base during lunch, before and after school, or while passing in the hallways.

Inservice Training

Educational researchers often have bemoaned what they see as resistance by school systems and teachers to innovations. They ask, "Why don't practitioners enthusiastically and immediately implement the innovations described in the journals?"

We think implementation of models will continue to be a problem as long as teachers and administrators

are regarded as passive consumers of "packages" created and developed under totally different circumstances.

Many of the innovations described in this article—from the broad construct of inclusion to specific curricular and instructional components such as whole language and cooperative learning—represent a new way of doing things for schools.

Typically, program developers assumed the way to get teachers to adopt a new model was to tightly control staff development, provide "teacher-proof" materials, and closely monitor all phases of implementation. We disagree.

We believe that unless teachers are empowered and recognized as leadership personnel who know their students and circumstances better than anyone else, model implementation

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will continue to be a problem. If teachers are to be prepared for inclusion—or for any other innovation—they must take ownership of that innovation.

Task Forces Preferred

We successfully have used a task force model at school and district levels to lead the way to new directions. An important difference between a task force and a "train the trainers" approach is that the task force initially agrees upon certain basic goals and premises, but then is empowered to develop specific plans as a group effort.

Our Stay In School Partnership Project in the Syracuse middle schools, for example, began with a few shared assumptions and values: We would not establish yet another pull-out program and we would instead attempt to create conditions that would help at-risk students consider themselves part of their school communities.

Beginning with these basic points, the task force then was empowered to examine a variety of approaches and components, always weighing each against a basic template of assumptions and values and selecting and adapting those that made the most sense for the group.

Similarly, for three years we have supported small study groups of teachers and parents focused on selected issues of interest to the participants. For example, one of our study groups this year includes eight teachers and parents from several Central New York school districts interested in multicultural issues for students with special needs and their families.

The group will meet monthly during non-school times, select and schedule their information-gathering process, learn about new practices, and prepare themselves to become a source of information and mentoring to other teachers and team members.

One of our most successful inservice activities of the past several years was last year's open house sponsored by the study groups. More than 100 teachers, administrators, and parents came to hear their peers present what they had learned and adapted for the variety of regional circumstances.

At Syracuse University, our teacher preparation program has come full

circle. The Division of Special Education and Rehabilitation has a long and illustrious history of preparing special educators at all professional levels and an equally longstanding positive relationship with the Division for the Study of Teaching, which traditionally has prepared elementary, middle, and high school teachers. All preservice teachers had at least a minimal introduction to special needs.

Previously, a "dual" program existed that basically was two programs taken in parallel—not unlike the dual programs that exist in many schools of education. Meanwhile, the public schools in Central New York were becoming increasingly inclusive. Even students with the most severe disabilities can be found in regular classrooms.

Walking the Talk

At SU, we decided we had to practice what we preached: If schools could become inclusive, then perhaps teacher education had better keep up. If teachers are being expected to include, integrate, and incorporate diversity into their practices, university-level teacher educators should model those same practices and not simply lecture about them.

Hence, since 1990, our undergraduates enroll in one Inclusive Elementary and Special Education Program and complete a sequence of courses designed to demonstrate—and not just talk about—the inclusive principles and practices increasingly evidenced in our schools.

Who is in the best position to predict what tomorrow's teachers will need? Universities have long been in the business of believing they define both excellence and innovation. Their historical role as producers of new knowledge is an appropriate one and likely to continue.

But the practice of teacher education must be far more responsive to societal changes and take far more seriously the responsibility of modeling the very innovations researchers promote for schools.

Preservice teacher education programs must play a proactive role in modeling process and content that reflects the best practices emerging from research and development. Staff development at the inservice level has the advantage of being imminently flexible and thus potentially can respond immediately to changing requirements.

However, the one-shot approach to staff development has a long history of not making a difference. Teachers need more than being told or reading about what they should do. Inservice training must be ongoing and dynamic and must empower practitioners and parents to support one another as they define the shape an innovation will take in their schools and classrooms.

Barbara Ayres is a doctoral candidate in special education and Luanna Meyer is a professor of education at Syracuse University's School of Education.

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"I've Counted Jon": Transformational Experiences of Teachers Educating Students with Disabilities

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ABSTRACT: The purpose of this study was to describe the experiences of general education teachers who have had a student with severe disabilities in their class. Interviews of 19 general education teachers, kindergarten through Grade 9, as well as questionnaires completed by 18 teachers, were analyzed using categorical coding procedures to identify themes related to the teachers' experiences. Results showed that despite teachers' initial negative reactions to the placement of a child with severe disabilities in their classrooms, 17 teachers described transforming experiences of a more positive nature and related many benefits to the students with disabilities, their classmates, and the teachers themselves. Respondents also characterized what support services they found helpful and not helpful.

At the beginning of the year, if I was making copies of something I might forget to count Jon: I just didn't deal with him. . . . When I count the kids in my class now, I've counted Jon. It just took me a while.

□ These were the words of a teacher as she described a transformation in her perspective related to educating a child with severe disabilities in her general education, 2nd-grade class. Her personal and professional beliefs about her ability to teach a class that included a student with severe disabilities had changed as a result of her experience with one student. Similar to many other general education teachers, she had no formal training to prepare her for this endeavor. Instead, she had followed the advice of a colleague to "go to another school where they have children like Jon and observe and talk to those teachers who do have the experience." The purpose of this

study was to explore what these teachers would say, that is, to understand the experiences and perspectives of general education teachers who had students with severe disabilities in their classes.

Although many educators support the inclusion of most students with disabilities in general education classes (Gartner & Lipsky, 1987; Reynolds, Wang, & Walberg, 1987; Will, 1986), some question the appropriateness of extending the general class placement option to students with severe disabilities (Jenkins, Pious, & Jewell, 1990). Much of the national debate regarding the appropriateness of general class placement for all students has remained theoretical and speculative. On a more concrete level, there is an increasing availability and growing support for the placement of students with severe disabilities in general education classrooms (Giangreco & Putnam, 1991; Lipsky & Gartner, 1989; Stainback

& Stainback, 1991; Thousand & Villa, 1990; Williams, Fox, Thousand, & Fox, 1990; York & Vandercook, 1990).

In Vermont, students with severe disabilities have been receiving special education supports in general education class placements since 1984 (Schattman, 1992; Thousand et al., 1986; Williams et al., 1986). Most Vermont school districts offer some integrated educational programs for students who were previously segregated in special classes or special schools. A growing number of districts are including all of their students with disabilities, including those with severe disabilities, in general education placements and are no longer providing a special class model (Thousand & Villa, 1990).

The classrooms described in this article are not presented as model sites, although some may be. Their approach to the education of students with severe disabilities, however, reflects emerging support for the inclusion of students with severe disabilities in general education classrooms and challenges traditional notions regarding the need for centralized special classes or special schools. This study examines the *first-hand* experiences and perspectives of many general education teachers who have taught students with severe disabilities in their general education classes.

METHOD

Subjects

The subjects of this study were 19 general education teachers who worked in 10 Vermont public schools teaching kindergarten through Grade 9. Teachers were selected to be interviewed based on three criteria: (a) sometime during the last 3 years they had had a student who was identified as severely disabled in their general education classroom on a full-time basis, or in one case two of the teachers shared a student throughout the year in a departmentalized arrangement; (b) these students met the Vermont definition of being dual sensory impaired or "at risk for dual sensory impairment" (Vermont Department of Education, 1987); and (c) these students were served by the Vermont I-Team's Dual Sensory Impairment Project, a statewide service providing training and technical assistance to educational teams serving Vermont students with intensive special education needs.

As Table 1 shows, most of the students with whom these teachers worked also had severe or-

thopedic disabilities (e.g., nonambulatory, limited use of hands/arms) and functioned as though they had severe cognitive impairments. It should be noted that the labels of mental retardation used in Table 1 should not be construed as measures of ability. Given these students' combined sensory and motoric disabilities, it often is difficult to accurately determine their level of cognitive functioning and subsequently to determine which of their impairments is most responsible for the students' profoundly delayed level of functioning.

Fourteen of the teachers were women, five were men. Their teaching experience ranged from 2 to 21 years. All were certified in general education; three also had special education certification. Only two of the teachers reported receiving any inservice training designed to prepare them for including a student with severe disabilities in a general education classroom any time during the 3 years preceding the student's placement. All 19 teachers had a paraprofessional (e.g., teacher aide) assigned to their classrooms; access to ongoing support from district or regional special educators and related service personnel (e.g., physical therapists, speech/language pathologists); and intermittent support from members of the Vermont I-Team.

Data Collection Method

Semi-structured interviews were selected as the primary method for data collection, because they would give the teachers a forum to share their experiences and give the interviewer the opportunity to ask follow-up questions. The interview protocol allowed for the initial set of questions to be presented in nonstandardized ways or in a different order, so that each interviewer could individualize question-asking (see Table 2). Teachers were asked ongoing follow-up questions, thus providing the opportunity to verify the data being recorded (Lincoln & Guba, 1985).

In the spring of 1991, teachers were contacted by phone and asked if they were willing to be interviewed regarding their experiences teaching a student with severe disabilities in the general education classroom. All 19 teachers agreed to be interviewed. Interviews were conducted between March and June 1991 in private rooms located at the schools where the teachers worked and were tape-recorded, with teacher permission. Interviews ranged in length from 45 to 90 min.

nonambulatory, limited functioning as though impairments. It should be noted that mental retardation used here is construed as measures of students' combined senses; it often is difficult to determine which is most responsible for the observed level of functioning.

There were women, five of whom had teaching experience ranging from 2 to 17 years. All were certified in general education and special education certification. Teachers reported receiving training designed to prepare them to work with severe disabilities in the classroom any time during the student's placement. A paraprofessional was assigned to their classrooms; one was from district or related service personnel, speech/language therapists, and one received support from the team.

Teachers were selected as the participants for this section, because they were able to share their experiences with the interviewer. The opportunity was given for the interviewer to ask a set of questions to the teachers in a structured way or in a different way (see Table 2). Teachers were asked open-ended questions, thus allowing them to verify the data being collected (Gill, 1985).

Teachers were contacted and were willing to be interviewed. Their experiences teaching students with severe disabilities in the general education classroom were agreed to be the focus of the study. Interviews were conducted between the rooms located at the schools where they worked and were given permission. Interviews lasted 5 to 90 min.

TABLE 1
Summary of Information Regarding General Education Teachers

Teacher	Grades Taught	Sex	Education	Certification	Years Experience	Years with DSI Student	Interviewer ^a	Student Characteristics
1	K	M	Bachelor's	Elementary	15	1	MG	DSI, profound retardation, severe orthopedic disability
2	K	F	Bachelor's	Elementary	6	1	MG	DSI, severe orthopedic disability
3	K	F	Bachelor's	Elementary & Special Education	2	1	MG	DSI, profound retardation, severe orthopedic disability
4	K	F	Bachelor's	Elementary	8	1	MG	DSI, profound retardation, severe orthopedic disability
5	1	F	Master's	Elementary	17	1	MG	DSI, profound retardation, severe orthopedic disability
6	1	F	Bachelor's	Elementary	4	1	MG	DSI, profound retardation, severe orthopedic disability
7	2	F	Bachelor's	Elementary	20	1	RS	DSI, profound retardation, severe orthopedic disability
8	2	F	Bachelor's	Elementary	2	1	MG	DSI, profound retardation, severe orthopedic disability
9	2-3	F	Master's	Elementary & Special Education	10	2	MG	DSI, profound retardation, severe orthopedic disability
10	3	M	Master's	Elementary	18	1	CC	DSI, profound retardation, severe orthopedic disability
11	3	M	Master's	Elementary	18	1	RS	DSI, profound retardation, severe orthopedic disability
12	3	F	Master's	Elementary	7	1	RS	DSI, profound retardation, severe orthopedic disability
13	3	F	Bachelor's	Elementary	13	1	MG	DSI, profound retardation, severe orthopedic disability
14	4	F	Bachelor's	Elementary	2	1	RS	DSI, profound retardation, severe orthopedic disability
15	4	F	Master's	Elementary	14	1	CC	DSI, profound retardation, severe orthopedic disability
16	4-5	F	Master's	Elementary & Special Education	6	1	MG	DSI, mild retardation

(Continued)

TABLE 1
(Continued)

<i>Teacher</i>	<i>Grade Taught</i>	<i>Sex</i>	<i>Education</i>	<i>Certification</i>	<i>Years Experience</i>	<i>Years with DSI Student</i>	<i>Interviewer^a</i>	<i>Student Characteristics</i>
17	5	F	Master's	Elementary	21	1	CC	DSI, profound retardation, severe orthopedic disability
18	8 Science	M	Master's	Education	13	1	SE	DSI, profound retardation, severe orthopedic disability
19	9 Social Studies	M	Master's	Social Studies Education	12	1	CC	DSI, profound retardation, severe orthopedic disability

Note. DSI = dual sensory impairment.

^aMG = Michael Giangreco, RS = Richard Schattman; CC = Chigee Cloninger; SE = Susan Edelman.

TABLE 2
Initial Interview Questions

1.	How did a student with significant disabilities get placed in your general education classroom?
2.	How has inclusion of the student with significant disabilities in your classroom affected you as a teacher and a person?
3.	How has inclusion of the student with significant disabilities in your classroom affected that student?
4.	How has inclusion of the student with significant disabilities in your classroom affected the other (non-disabled) students?
5.	What advice would you offer to others who are attempting to include students with significant disabilities in general education classes?

Each interview began with a review of the purposes of the research and assurances of confidentiality. Next, the interviewer noted background information about the teacher on a separate data sheet (see Table 1). Initial interview questions and follow-up questions were asked until the interview was concluded.

Following the interview, each teacher was given a two-page survey and a self-addressed stamped envelope. Page 1 included questions to verify the background information about the teacher (e.g., grade taught, years of experience). Page 2 consisted of seven statements and an open-comments section. Teachers responded to the statements using a Likert-style scale (1 = "strongly disagree," 10 = "strongly agree"). Five statements were used for evaluation of service delivery practices through the I-Team and are not

reported in this study. Two statements were directly relevant to this investigation. These were: "My attitudes about educating students with significant disabilities in general education have become more positive as a result of teaching a child with significant disabilities," and "Given appropriate supports, I would welcome a student with significant disabilities in my class in the future." Surveys were obtained from 18 of the 19 teachers.

Data Analysis Procedures

To ensure that the principal investigator was thoroughly familiar with the data before data analysis, he listened to all interview tapes, read each transcribed interview as each was completed, and re-read all interview transcripts after they were completed. Analysis of interview data consisted

Student Characteristics

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of categorical coding (Bogdan & Biklen, 1982; Taylor & Bogdan, 1984). Initially 81 codes (e.g., expectations, disruptions, support) were developed to describe portions of text. After the initial coding of all interviews, each interview transcript was re-coded by adding, combining, or separating previously coded text. These 57 subsequent codes assisted in identifying emerging themes in the data.

Given the volume of interview data, *HyperQual* (Padilla, 1990), a text-sorting program, was used to sort the data by code. *HyperQual* was used to generate 57 code-specific reports. These reports reorganized text data into related groups. This assisted with the identification of themes and subthemes that could then be considered for analysis. Once themes were identified, positive and negative occurrences were highlighted and organized to assist in understanding the interview data. The research team reviewed these sequenced themes to ensure that the analysis was consistent with and not contradictory to their interview experiences with the teachers. Statistical computation of survey data was conducted using the *Statistical Analysis System* (SAS, 1985).

Member Checks

Lincoln and Guba (1985) explained the importance of testing the constructions of researchers for factual and interpretative accuracy to establish evidence of credibility and confirmability. In September 1991, a report including the description of the study's subjects and the results of analyses from the interview data were sent to all 19 teachers. They were asked to read the report and answer the following questions:

1. Are you satisfied that your anonymity was maintained so you are not personally identifiable?
2. Based on your interview, do you find the content of the report accurate?
3. Were quotes you gave in your interview, if used, used accurately and appropriately?
4. Do the themes presented in this report include the information you gave us in your interview?

A space was also available for the teachers to make any additional comments that might help the researchers more fully understand their perspective. Teachers returned their member-check forms in a self-addressed stamped envelope. Teachers who did not return their forms within 2

weeks were contacted by phone to respond verbally to the member-check questions. Eighteen of the 19 teachers responded to the member check. Respondents' recommendations were limited to minor errors regarding teachers' characteristics (e.g., years of experience, type of certification). All teachers responded affirmatively to the substantive aspects of Questions 1-4. Sixteen of the 18 responding teachers commented positively about the results, two did not. Teacher responses were used to adjust the final presentation of the study.

RESULTS

Initial Experiences and Reactions

Each teacher in this study had a student with severe disabilities in his or her general education class. The majority of teachers in this study were asked or volunteered to accept a student with severe disabilities in their classes. Most teachers stated that acceptance of a student with severe disabilities was contingent on receipt of "supports" (e.g., paraprofessional, consultant, technical assistance). In addition, most teachers agreed to the placement of a student with severe disabilities in their class with an understanding that the placement was not necessarily permanent, and could be changed at any time during the school year. "We decided we would try it. It was pretty much done on a trial basis to begin with." The initial placement was also considered a choice that most teachers could accept or reject. As one middle school teacher said, "She [special educator] made it very clear that I did not have to do it. She didn't want to push me into it, and it would be fine if I said 'No.'"

Regardless of how the student with severe disabilities was placed in the general education class, most teachers reacted to the initial placement in a cautious or negative manner. They described their feelings with the terms, "reluctant," "scared," "nervous," "leery," "apprehensive," "unqualified," "angry," and "worried." One teacher said, "I didn't know much about how to deal with him and how to respond to him and interact with him. I was afraid." Another pondered, "I certainly was wondering how she was going to fit in, how I was going to include her in everything, not having experience myself; not knowing what to expect." Others questioned the wisdom of such a placement:

My reaction was, I don't feel like she belongs in a public school. She was so extremely handicapped and I remember what she looked like. Her hands were always in front of her face and she just didn't seem to have any connection with the world around her.

The initial reactions to the placement of students with severe disabilities led to a series of teacher expectations regarding their own roles. One common approach used by special educators and administrators to alleviate a teacher's fear or concern was to establish the teacher's role as that of a host. Someone else (e.g., special educator, paraprofessional) would have the primary or exclusive responsibility for educating the child. Many teachers embraced this understanding by saying, "If I wanted to be a special educator I would have gone into special education." One primary grade teacher explained, "I guess the focus was more on he's going to be in there; we are going to see how it works. The aide is going to take care of him. I guess that was how I looked at it; I wasn't going to have much to do with him, so why not let them try it." As a result, some teachers initially did not view themselves as the child's teacher in the same way they saw themselves as the teacher for the other students in the class.

Often, a teacher aide or assistant, without the benefit of training related to inclusionary practices, had the primary responsibility for day-to-day decision making and program implementation. Frequently these paraprofessionals had correspondingly limited contact with the hosting classroom teacher. As a result, different teachers explained:

I don't think of him as one of the children that I educate.

I'm basically in charge of the nondisabled kids' academic curriculum.

The aide will be more or less responsible for seeing to his needs.

To be honest, we've included her very little. . . . You're very busy with other students, and she kind of gets lost in the shuffle.

As far as being trained, in knowing specifics about how to adapt the activity for Sam's needs, I didn't feel competent in making those decisions. And the aide that was in my room at the time was very good at taking the activity that I was doing with the other children and pulling Sam in on it.

Interestingly, some teachers expressed greater confidence in the abilities of untrained, substantively unsupervised, paraprofessionals than they did in their own abilities.

Transforming

For two teachers, the initial experiences remained relatively unchanged throughout the school year, characterized by lack of ownership for the child's education.

I can't actually say that there were too many times that I sat down with Linda and actually did things with her; I never specifically worked with Linda.

I still haven't really connected with her.

I never felt like I really developed a relationship with him like you do with a child going through the year.

Sometimes this lack of ownership was pronounced:

I'm so busy focusing on the other 22 kids that I don't even notice that she's here. Twice we left the room, once to go to lunch and once to go outside, forgetting that she was here and the aide wasn't in the room. The second time I realized when I got outside and sent a kid up right away, but the first time we had gone down to lunch I was totally oblivious because she was so quiet. My attention is totally on the other kids. I didn't notice whether she was present or absent, to be honest.

However, 17 of the 19 teachers experienced increased ownership and involvement with the student with severe disabilities in their classes over the course of the school year. We refer to this as *transformation*. The extent of transformation varied widely among teachers. Those who experienced changes challenged their original expectations for the student with severe disabilities and for themselves. They increased their responsibility for the student's educational program and their personal interaction with the student. The cautious and negative comments used to discuss their initial reactions were replaced by descriptors such as, "positive," "good," "successful," "interesting," "amazed," "pleased," "great," "wonderful," and "enjoyment."

The positive adjectives used by teachers to describe their experiences were verified by their responses to the survey statements. In response to the statement, "My attitudes about educating students with significant disabilities in general edu-

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cation have become more positive as a result of teaching a child with significant disabilities," the teachers indicated strong agreement by responding with a mean score of 8.59 ($SD = 2.46$) on the 10-point scale. Fourteen of the teachers rated this item 8 or higher; 10 teachers gave it the highest agreement score (10). The standard deviation was widened by one teacher who rated this item 1. This teacher's low rating was consistent with her interview, which indicated that transformation, as we have discussed it, did not occur for this person. In reference to the statement, "Given appropriate supports, I would welcome a student with significant disabilities in my class in the future," the teachers also indicated strong agreement by responding with a mean score of 8.74 ($SD = 1.39$).

Transformations were gradual and progressive rather than discrete and abrupt. Teachers described an emerging recognition that their initial expectations regarding the student with disabilities were based on unsubstantiated assumptions. This prompted teachers to reflect and reconsider previously assumed positions. Many made comments such as, "I always had the nagging feeling I'm not doing enough." Teachers also reported beginning to view the child as a person rather than a disability, and they established a personal relationship with the student. A number of teachers expressed their desire to have an impact on the student by teaching them. Teachers who had these experiences reportedly came to the realization they *could* be successful and that including the student was not as difficult as they had originally imagined. As one teacher said, "You don't know until you're actually in the trenches doing it; I just never found it to be difficult." Other teachers reiterated this notion by saying, "I don't feel I have really done that many things differently; I didn't think it was a big deal" and "If they [teachers] stopped to think about the number of accommodations they are making for kids right in their own classroom who aren't special ed., I think they would realize there is not much more we are asking." The following quotes typify the comments of teachers who underwent significant transformation.

I just realized that he had been in my classroom for a month or so, and I had no contact with him really. I have a student in my classroom, and I don't think I have even touched him. You know, I had so much physical contact with all the other first graders, patting them on the back, going up to them and talking to them. Other than saying

"Hi, Jon" when he came into the room, I basically didn't have any contact with him. I started realizing at that point that I have got to have some impact on him. He's one of my students. I had always said, "I have 13 students plus Jon," and then I realized: Why am I saying "plus Jon"? He's one of my students.

I think I started looking at it as, "I'm the teacher here." I'm the one that got the education, got the certificate for teaching. I'm responsible for every other student. I should be responsible for this student too.

I started seeing him as a little boy. I started feeling that he's a person too. He's a student. Why should I not teach him? He's in my class. That's my responsibility. I'm a teacher!

Just getting to know her made it more comfortable for me after a while.

But [by] having Ellen right there, you have to deal with it; and I found out that I can do it. There is nothing here that is very different than getting along with a whole lot of other people in life.

Teachers who transformed shared a number of experiences. They developed a willingness to (a) interact with the student, (b) learn skills needed to teach the student, and (c) change their attitudes toward the student. In some cases, teachers changed their attitudes about themselves as well. Teachers shared comments such as:

I made the full swing of fighting against having Bobbi Sue placed in my room to fighting for her to be in a mainstream classroom working with kids in the way that she had worked with them all year long. I'm a perfect example of how you have to have an open mind.

Nothing here is so outrageous that I can't learn it.

Now that I have dealt with her, I have rolled her down the hill and I've taken her sliding with the other kids and stuff. She's a little girl like everyone else.

When I started finally having some interactions with him, he would come right over with his walker up to my desk, hold onto the desk, and put his butt around like he wanted to get up on my lap. And I would pick him up and he would look up at me and smile and he would put his hand on my face, and so you knew when he was content.

The 17 teachers who changed reported an increase in their sense of ownership for the child's education.

It's easy to expect the aide to do everything for that student, and then you think now you don't have to deal with it at all, but it doesn't. . . . I mean I suppose it could work that way, but I don't think that you would get much out of it.

I feel very comfortable with her. Very often I have her for periods in the classroom when the aides aren't there, and that's no problem at all.

I'm the one that's going to make the plans for that student. I'm responsible for his success in my classroom.

I think you have to see them as another one of the children in class who has some strengths, some weaknesses; and you need to find out where they are at and how you can help them.

To me, he was just one of the kids in the class. I think you really need to have that attitude.

Finally, these teachers displayed a willingness to learn from their students.

I started watching my own regular classroom students. They didn't treat him any differently. They went about their business like everything was normal. So I said, "If they can do it, I can do it." He's not getting in their way, they're treating him like everybody else.

I learned more from the kids than I think they learned from me because they were with Tim last year.

They were always letting me know when I forgot something. "You didn't remember to include Sarah." So they were very good at letting me know.

The kids help you figure it out.

Approaches Used by Teachers Who Transformed

As mentioned previously, some teachers feared that they would need to use a lot of "special" materials and approaches for the student with severe disabilities in their class. Although these students did have many unique characteristics, a common approach used by teachers was to "treat him like any other kid in the class." One teacher explained, "I just included her in everything that we did." In part, this approach was motivated by the teacher's feeling that, "I didn't want to single her out and make her feel different in any way." The frequency with which the student with disabilities was included in the same activities as the other classmates, even when his or her educational objectives were different, seemed to be an

indicator of the extent of teacher transformation. The teachers' approach was to recognize and build on the similarities among students with and without disabilities.

Teachers reported favoring approaches that encouraged students to learn together (e.g., cooperative learning, group problem-solving). They also emphasized approaches that were active, participatory, and typical rather than specialized (e.g., manipulatives, games, projects, labs, field study). One teacher said:

I don't try to lecture as much and cut down on that; and try to get activities, game playing, things like that. The class may be noisier or more active than a class which stresses lecture and just sitting there quietly.

What Was Helpful and What Wasn't?

In Shel Silverstein's (1974) poem, "Helping," the refrain goes, "Some kind of help is the kind of help that helping is all about, and some kind of help is the kind of help we all can do without" (p. 101). Teachers reported experiencing both kinds of help. Teachers who found support personnel helpful cited four facilitating practices: (a) shared framework and goals, (b) physical presence, (c) validation of the teacher's contribution, and (d) teamwork.

Having a shared framework and goals meant that both the specialist and the teacher worked to include the student with disabilities in the general class routine. The helpful specialist's role was to assist the teacher in "how to incorporate her better; just how *all* the kids fit in . . . how we could better make her fit in like everybody else." By helping the teacher include the student with disabilities in typical class activities, the specialist was using his or her unique skills and knowledge to pursue the same goals as the teacher, rather than pursuing separate goals.

Teachers reported that the physical presence of another person on whom they could rely was helpful; this minimized the feeling of being alone or totally responsible. Paraprofessionals were often mentioned as important support persons. This was partly a result of the frequency of contact paraprofessionals had with students and teachers. Specialists, such as integration facilitators, speech/language pathologists, and occupational therapists, were also perceived positively by teachers when they were present, available, and provided moral support. "The best support was Arlene [special educator]. She was excellent.

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She was in, she checked every week." Others commented, "It's nice to have somebody there," or "I really don't have any concerns knowing that a backup system is in place."

While technical assistance that matched classroom needs was welcomed by teachers (e.g., adaptations, equipment), at times a simple validation of the challenges facing the teacher was sufficient for them to feel supported. One teacher cited the supportive nature of statements such as, "I know how you feel, but it's going to be all right. You are going to see after the first couple of weeks that he's just part of your class." Such comments highlight the importance of moral support.

An overriding theme of what teachers viewed as helpful and supportive was the value of teamwork. When teamwork was present, teachers reported feeling productive and supported. Experienced teams provided an ongoing source of technical, resource, evaluation, and moral support. When one elementary teacher was asked what advice he would offer other prospective teachers preparing to include a challenging student, he said he would ask, "Do you have a planning team? Who's on your team? Do you feel comfortable with that?" Teams helped organize the adults working together on behalf of an individual child.

With the presence of a child with severe disabilities comes an entourage of support personnel (e.g., special educators, physical therapists, occupational therapists, speech/language pathologists, vision specialists). Some teachers assumed that having all these specialists meant access to specialized expertise that would be helpful. Though this was true for some, it was not always the case. One teacher explained,

I came to realize that I don't think anybody really knew what to do. . . . I felt like I was not getting any support. I just felt like people were just coming in and people wanted to just see Jane and they wanted to hear how she talked; they just wanted to see how I worked with her, but nobody really gave me any suggestions of what to do.

There were kinds of "help" teachers felt they could do without. "Help" to address goals not identified or shared by teachers or referenced to the classroom program was not helpful. "Help" that disrupted the classroom routine, as well as "help" that was overly technical and specialized, was also identified as *not* helpful. Such "help"

was sometimes confusing to teachers or considered irrelevant. "OT and PT is a separate thing; I really don't know what they do."

All the classroom teachers indicated that they were involved in important work with their entire class and that anything that interfered with their mission was unacceptable. Most teachers indicated that the presence of a student with disabilities did not create any more disruption than other students without disabilities. However, the presence of the specialists and other visitors that accompanied the student with disabilities did. There were problems with "traffic coming through the room." Teachers shared feelings like the following:

Somebody is visiting us *again*!

My big concern, I remember, was the number of people who came in and watched. That made me kind of shake in my boots. But as far as dealing with Ellen, that was fine.

If she weren't here, let's face it, the specialists wouldn't be here. I said, "I will take 20 Janes, but just don't give me any specialists behind me, because she really isn't the problem." Yes, it was a problem, but she wasn't the problem.

One kindergarten teacher described the situation:

Specialists [are] talking in the back of the room, disrupting what goes on. Not a clue that maybe I would like it quiet. So I'm saying to the kids, "You have to really be quiet in here, you need to follow my directions. I really would like it quiet," and I am even looking over at them [specialists].

Separate frameworks and goals often resulted in the use of "pullout" methods to provide specialized services. This solution created a new set of problems for classroom teachers. Some teachers described problems with separate pullout services because, "starting and ending times [were] at times so that it was really disruptive to then fill Paul in or get Paul started on whatever it is. We had to really switch the schedule around."

As mentioned before, teachers frequently favored the use of typical activities, materials, and approaches over special ones. This approach was challenged by some specialists who sought to enhance the student's school experience through their specialized techniques and materials. One teacher indicated that specialists "get so specialized that they overlook the simple things. It takes common sense." When specialists recommended approaches not typical for the classrooms, they

were not always greeted with open arms. One teacher discussed an example where a highly specialized feeding program was suggested by an occupational therapist.

I just think it's a little humiliating for Jane to learn to feed herself in front of the other kids.

And the way they were going to do it, it sounded like they were going to rig up this really cumbersome thing and nail it to the cafeteria table. We might as well put a sign over her and say "Look, we are practicing over here, you guys go right ahead and eat." It would be like a freak show.

Teachers recognized that some "special" approaches were helpful and necessary, while others are potentially unnecessary and stigmatizing. When it went too far, some teachers developed the assertiveness to say, "I put my foot down and said, 'No, you can't come into the classroom' or 'No, I don't need that kind of help. Thank you anyway.'"

Impact of the General Education Placement

Teachers reported that the participation of a student with severe disabilities in their class had a positive impact on the child with disabilities, as well as on the child's classmates. Teachers also reported benefits for themselves both personally and professionally. Conversely, teachers who did not experience transformation perceived minimal benefits from a similar experience. The following sections detail experiences of the 17 teachers who reported some level of transformation.

Benefits of Inclusion in General Education Classes for Students with Severe Disabilities.

According to many teachers, some of the students with severe disabilities experienced improvement in their awareness and responsiveness to their teachers, support staff, and classmates, as well as the routines of the class. One teacher compared her initial observations of a student in a special class with the same child's behavior in her 3rd-grade room.

I think she became much more aware of her environment because of being in my classroom. Being in the other [self-contained] classroom, there wasn't anything to be awake for because there wasn't anything really going on; whereas in my classroom and in any regular ed classroom there are always kids there, doing things, talking, just there. And so she had a reason to be

more alert and could be more involved with her environment because there was something to be involved with. So there was a purpose to her life rather than sleeping.

In addition, a high school teacher commented:

When he sees me now, he reacts to me. He'll put his hand out to touch me; he'll smile and he laughs. He came into class wearing a Red Sox hat and I gave him a Phillies hat, telling him that when he comes into class I'm a Phillies fan. So the next day he comes in wearing his Phillies hat. So he reacts to me now. So he recognizes me, he responds to me. He'll laugh. I could talk to him and communicate to a certain degree with him.

A second benefit for the students with disabilities included in general education classes was skill acquisition. Students learned a variety of communication, social, motor, academic, and other skills to assist in participation in home, school, and community life. One teacher indicated:

He is growing accustomed to the way people do things. He is more able to carry on a conversation and stay relevant for more than two sentences. He is learning turn taking; I'm sure that it was worked on before, but I think in a regular classroom you really learn it or someone is on your case all the time.

Some teachers indicated that skill development was only one potential benefit of general class placement. They spoke about other aspects of the child's school experience that enhanced the quality of the student's life. The general education placement provided the students with opportunities, enjoyment, and challenges.

Even if she is plateauing, she's still being challenged. There are new things that people try to make her do or get her to do even if she is just doing all she's ever done before; it may be more than laying around on the floor.

Sometimes during music class when they would be singing, Susie would almost laugh because she was hearing the song; and even though she wasn't singing, she was enjoying it, being part of it by just being there.

I think that just opens up so many doors and avenues and there are role models there; and there are just so many other things available to them that wouldn't be available if they were in a room with children who were very similar to themselves.

He taught them [people at school] that he can learn.

Classmates' Experiences. Teachers discussed benefits of inclusion for the students without disabilities in their classes. A common theme was awareness of the needs of people with disabilities. Teachers also described a range of acceptance of the student with disabilities by classmates that resembled those among other students. For example, there would be some students in the class who would "seek him out" and "gravitate" toward him without encouragement. The majority of students accepted his presence and were rather nonchalant about it.

I also saw in them the willingness to have him there in that room, to treat him like everybody else; that they didn't feel that he was any different.

I never heard them say, "Poor Jon," or "Jon can't do this. Jon can't do that." It was always, "Come on, Jon, let's go!" Never any pitying attitude.

Teachers indicated that those children who sought out the student with a disability "accept her readily, they enjoy having her, they get excited about little projects that she does and her successes; they like sitting next to her in circle." Although not a universal experience, several of the children with disabilities had classmates without disabilities as "best buddies." They would "take him to lunch or hang out with him on the playground." An elementary teacher shared the following experience:

One little boy wanted to take him home, to stay overnight, like he would any other friend. The mother was quite reluctant and said, "No, because I don't know what we are going to do with him." She was very nervous about it.

But finally, the little boy said to her, "Mom, you let me have other friends over. Why can't I have Jon over? He's just like anybody else." And she realized that if he can look at it that way, she would be able to. So she had him over. . . . She said it really opened her eyes to see her son playing with this little boy just like he was anybody else; he had him outside talking and laughing and playing with him, just like anybody else.

Some teachers attributed these experiences of students to an increased level of social/emotional development, flexibility, and empathy.

Personal and Professional Impact of Inclusion on the Teachers. Teachers who transformed discussed how their experiences caused them to be more reflective.

It made me more aware of how important it is for someone like that to be included . . . to be with her peers, to be in a regular classroom.

It makes you stop and think about an awful lot.

I was ashamed of myself for feeling the way I did at the beginning of the year, that I had this opinion and belief when I really didn't know anything about it.

Several teachers recognized their importance as a model for the class.

The first few weeks they [students without disabilities] were watching me. . . . They really, looked toward me to see: Is this OK? They watch the adults and see what their reaction is and then model them. I mean that is a real important part of education, what you model. I also think kids accept things quicker than adults in some ways.

One of the most important things to teach kids about is that everyone is different and unique and that's OK; and we are all kind of doing the best we can. I just feel that that is a really important lesson.

Teachers experienced a sense of pride at their own openness to change.

I was proud of myself for letting myself change my mind. You know, that I wasn't stubborn enough, that I wasn't open to new ideas and learning something new. . . . I'm glad that I was open, that I could change my mind because it made me feel better as a person to know that I gave somebody a chance and that I knew in the future that if it ever came to that again that I would do the same.

Some teachers reported an increased level of confidence: "Personally, professionally it's like I can deal with anybody!" Confidence was reflected in their ability to approach teaching in a more flexible manner.

I think before I always had high expectations, and I used to really plan. If things didn't go exactly the way I planned them, then I felt like I was a failure, I wasn't teaching right, or somehow it was something I was doing. All of the sudden you can make such a learning experience out of anything. So professionally it was great for me.

I really think it changed the way I teach a lot. I think it was really for the better. I think it made me more flexible.

It helped me to understand that all people learn differently and have different things that they can do.

The teachers' experiences had an impact on the way they taught not only the student with disabilities, but the other children as well.

It helped me be a better planner.

I've used a lot of the ideas that I started out using last year because I spent a lot of time thinking about them to incorporate Katie. I've used them again this year even though I don't have a special needs kid and because I found them successful with the regular ed kids. But my purpose in developing them was thinking about Katie.

One elementary school teacher summed it up when she said, "Anything that dramatic has to make you more aware of everybody's needs."

DISCUSSION AND IMPLICATIONS

This study emphasized descriptions about the placement of students with disabilities in the general education classrooms from the frame of reference of teachers who experienced it. Although the points raised in this section may have implications for others interested in school inclusion issues, the results and analyses discussed here reflect findings based solely on the 19 teachers interviewed and their classrooms; therefore, generalization to other settings should not be inferred.

Teachers in this study shared a common initial experience that they typically described in negative terms. The experience was characterized by minimal involvement with the student with disabilities. In addition, most teachers had the expectation that someone else was responsible for the student's education. Although the initial status of two teachers remained unchanged throughout the school year, 17 of the 19 teachers reported experiencing varying degrees of change in their own expectations and behavior toward the student with disabilities. Subsequent to these changes, teachers identified a variety of benefits to the student, classmates without disabilities, and themselves.

The two teachers who did not change recognized that their involvement with the student with disabilities was minimal. This points out a key

difference between teachers who changed and those who did not. Teachers who changed were not only willing to become directly involved with the student with disabilities, but they took action to become involved with the student.

Why do some teachers take action to become involved while others do not? Teachers who risked becoming involved with the student with disabilities reported that it was not as difficult as they had first imagined. In some cases the willingness to change may be more heavily influenced by a set of personal characteristics of the teacher, rather than by external factors (e.g., school characteristics, child characteristics). The theory that teacher characteristics are critical to the change process was supported by the descriptions of teachers in the same school, with similar professional experiences. These teachers described extremely different experiences with the same child from year to year. For example, Karen was in a third- and fourth- grade classroom for 2 consecutive years in the same school. Both of Karen's teachers described transforming experiences for themselves, as well as benefits to Karen and her classmates. Karen's fifth-grade teacher in the same school reported no transforming experiences. This teacher questioned whether the general education placement was of any benefit to Karen; reported some minimal benefits for classmates; as well as negative reactions of classmates; and reported no impact on herself as the teacher. Further research should address internal and external factors that may influence an individual's, or an entire system's, response to educational innovations.

One piece of data that appeared benign at the outset of this study represents an important foundational concern regarding the equity of educational opportunities for children with disabilities and their rights to an appropriate education under the Individuals with Disabilities Education Act of 1990. Several teachers reported being offered the option to accept or reject the student with disabilities in their classroom. Though the rationale for providing teachers with options may be understandable (e.g., trying not to force a teacher to assume a responsibility for which he or she feels unprepared or simply wishes to avoid), such a choice represents a double standard that simply would not be tolerated based on other individual differences among students (e.g., race, ethnicity, socioeconomic level, religion, political affiliation). What if no one says "Yes"? In a national and state system that purports equal access and

ed benign at the important foundation of equity of education with disabilities education under the Education Act of 1994. It is being offered to a student with disabilities through the rationale that the reasons may be unforced on a teacher to do so if he or she feels it is avoidable, such as a student that simply has other individual characteristics, race, ethnicity, political affiliation, etc. In a national goal of equal access and

Clearly, the students with whom these teachers worked had characteristics that required some level of specialized support within a teamwork context. It seems evident that paraprofessional support was critical in some situations. Participants in this study had varied and diverse opinions regarding the role and responsibilities of paraprofessionals in the classroom. A clear job description for paraprofessionals that matches the needs of students in general education settings and their teachers appears needed. Paraprofessional support may be an important factor, external to the teacher, that has an impact on the level and rate of transformation. When paraprofessionals assume, or are directed to take, primary or exclusive ownership for the student's education, they may inadvertently create physical, psychological, or symbolic barriers to interac-

The perspectives described by the teachers in this study are valuable because a relatively small number of general education teachers have shared experiences similar to those described here. Undoubtedly, the number is increasing with the passing of every school year. Although it is our hope that the experiences of these teachers will help other teachers facing similar challenges, our ultimate hope is that such an article will be obsolete in the near future. As Biklen and Knoll (1987) so clearly articulated, "Integration survives as an issue only so long as someone is segregated" (p. 21).

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Peer Interactions and Social Acceptance of Elementary-Age Children with Severe Disabilities in an Inclusive School

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Although there has been much attention paid to the social relationships of students with severe disabilities in integrated environments, few studies depict the kinds of interactions that can be expected in mainstreamed classrooms. Such information is important for designing classroom ecologies and interventions that will maximize developmental opportunities for all students. Eight children with severe disabilities and eight nonhandicapped peers were observed in their regular elementary school classrooms. Students with severe disabilities received more social approaches than they made. These interactions tended to be receiving assistance, although talk, play, and physical affection were also prevalent. Over the school year the number of interactions declined; however, the pattern (proportions of different types of interaction) became more typical (like those of nonhandicapped peers). Acceptance was measured by sociometric nomination, revealing that some of the students with severe disabilities were very popular, and some were not. Acceptance seemed unrelated to social competence, which did correlate with frequency of interactions initiated by the students with disabilities; acceptance was not related to number of social approaches made or received. The results indicate that children's social acceptance and opportunity for interaction are not uniquely associated with their status as individuals with severe disabilities, and suggest that the implicit standards and values of the students may play a significant role.

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Although there are still considerable regional variations in the degree to which students with severe handicaps receive their education in integrated settings (Danielson & Bellamy, 1989), mainstreaming has become widely accepted as a desirable goal on ethical, humanitarian, and constitutional grounds (e.g., Biklen, 1985; Gaylord-Ross & Peck, 1985; Stainback & Stainback, 1985; Wilcox & Sailor, 1980). The social outcomes of the physical integration of exceptional children have been more debatable (see Peck & Cooke, 1983). Some investigators (e.g., Corman & Gottlieb, 1978; Gresham, 1982; Meisel, 1985) have tended to emphasize the failure of integration to ensure enhanced peer relationships, whereas others have indicated that integration is a necessary, if not sufficient, condition for peer acceptance (Voeltz, 1980, 1982) and maintenance of social interaction (e.g., Brinker, 1985; Strain, 1983). More recent analyses have suggested that a variety of peer relationships between nonhandicapped children and those with disabilities can be observed (e.g., Haring, 1991; Meyer & Putnam, 1988; Odom & McEvoy, 1988; Strain, 1984). In a 2-year study, Cole and Meyer (1991) reported that children with severe mental retardation in integrated learning environments showed gains in social competence, whereas those in segregated settings did not.

Detailed research findings on peer interactions and acceptance are critical in providing educators with principles to allow integration to be as effective as possible (Giangreco & Meyer, 1988; Giangreco & Putnam, 1991). Furthermore, as the "regular education initiative" (Will, 1986) shifts the focus from integrated school buildings to full inclusion, the need for additional data on social interactions in such settings becomes more crucial. Only by careful documentation of what happens when students with severe disabilities are placed with their age peers in the general education classroom can we understand the variables that may need to be modified in order to achieve the greatest possible ben-

efits for all students. The purpose of the present report is to contribute to this documentation.

This study represents the first-year data from an investigation of strategies promoting the inclusion of students with severe disabilities in a general education classroom. The school district in which the program was carried out had some prior commitment to full participation. Their educational philosophies provided a critical backdrop to serving students with severe disabilities in the regular classroom. For instance, there were various supports in the form of collaborative teaming and teaching practices, commitment by most teachers, administrative backing, and policies encouraging the potential of every student (Chambers, 1991). Students with the most severe handicaps, however, were not included until university-based technical assistance was made available. The process that made this possible has been described elsewhere (Salisbury, 1989).

Because inclusion had already been accepted in principle, it allowed the research to focus on strategies that enhance rather than implement mainstreaming. The overall goal of the project is to determine whether elementary schoolchildren, their teachers, and their parents can learn and execute problem-solving strategies that enable students with severe disabilities to be equitably included in the social fabric of the school. The first stage of this research endeavor was to describe the social patterns that were evident after the basic mainstreaming effort had been implemented. What kinds of interactions could be discerned during instructional time in the classroom, and how would students with severe disabilities be accepted by their nonhandicapped peers?

Method

Participants

Eight children, classified as severely disabled, participated in the study. These students are referred to here as the target children. Their ages, level of functioning, and other basic information are presented in Table 1.

Table 1
Student Demographics

Student ^a	Age	Diagnosis	Vineland	Brigance/ EPS Range (months)	ASC ^b
Yune	5:3	Autism	1:4	18-60	21
Jackie	5:4	Multiple	0:2	2-8	13
Tina	5:6	Cerebral palsy	3:0	18-60	54
Dick	7:1	Multiple	1:0	8-48	29
Rob	6:11	Multiple	1:5	12-48	35
Joe	6:2	Multiple	1:4	12-36	29
Suzie	8:5	Multiple	0:5	2-12	18
Mike	8:1	Multiple	0:9	2-8	16

^a All students classified as evidencing severe or profound disabilities under both New York State and federal definitions.

^b Total scores on the Assessment of Social Competence; range for nonhandicapped comparison students: 44-71.

Although all of these children's peers participated in parts of the study, a particular subgroup (matched only for gender) was randomly selected to serve as a comparison group. Consent to participate was obtained from all the children's parents or legal guardians. For some analyses special consent was required (e.g., for a student to be photographed) and in a few cases parents did not agree to these procedures. Also, all methods were subject to approval by the school administration. The teachers gave consent to our presence, and all measures used were explained to them before the study began.

Setting

The district, which consists of a high school, a middle school, and two elementary schools, is located in a small manufacturing, predominantly blue-collar town in the northeastern United States. For reasons of accessibility, all young students meeting the criterion of severely/physically handicapped are served in one of the two elementary buildings. At the time of the study, approximately three students with severe disabilities were attending each grade level. These classrooms also contained students with mild disabilities (mild mental retardation, learning disability). Although these latter children received special education services and thus were not excluded from the project, they were not the "subjects" of our research.

Teachers worked in teams, with one special education teacher and a number of aides supporting a cluster of classrooms and general education teachers. For the present report, one kindergarten, two first-grade, and one second-grade classrooms were included, representing two educational teams and eight students with severe disabilities. In-service training had occurred before the project began, but only one special education teacher had prior experience with pupils with severe handicaps. During the first project year training for building staff focused mainly on curriculum adaptations and instructional practices that would increase the participation and inclusion of the students with severe handicaps. Some of these strategies were derived from the Syracuse curriculum (Ford et al., 1989), whereas others were developed by the teachers themselves.

No special suggestions were made to the teachers regarding social interactions, how to develop peer acceptance, or what rules of acceptable play to establish. Thus, the atmosphere, expectations, and structural opportunities for social contact varied slightly across classrooms.

Measurement

Rating of social competence. In order to obtain a measure of their social competence, target and comparison children were rated using the Assessment of Social Competence (ASC) scale (Meyer, Cole, McQuarter, & Reichle, 1990; Meyer et al., 1985). The ASC consists of

11 social functions or competencies, each divided into eight levels of sophistication. The scale permits a relatively limited skill or even an inappropriate behavior to be scored as effective as long as it achieves the essential requirement of a given social function. The ratings of the children were carried out by interviewing teachers and parents, as well as observation of target students; only levels directly observed by one informant were recorded.

Sociometric analysis. This assessment took place midway through the school year so that the children had sufficient opportunity to form friendships and personal preferences. A standard peer nomination technique (Coie, Dodge, & Coppotelli, 1982) was used to discover all children's social standing in their respective classes (McConnell & Odom, 1986), followed by an evaluation of the specific target and comparison children's social status.

First, each nonhandicapped child was individually shown an array of photographs of all children in his or her class whose parents had consented to the activity (approximately 16 children per class). The child was asked "Do you know everybody here? OK, show me who you'd most like to play with." After the child made a selection, that picture was removed and the child was asked for his or her second and then third choice of most desirable playmate. A child's "popularity" score was the total number of first, second, or third place nominations received. We did not ask children to identify the student they would least like to play with (social rejection), since that form of questioning violated principles of acceptance of others that are widely promoted in the district.

Following this procedure, the children were individually shown a smaller array of pictures: photographs of each of the target children in that class, photographs of each comparison child, and one photograph of an additional, randomly selected, nonhandicapped child. They were then asked, for each photograph in the display: "Do you know this child?", "Do you play with him/her?", and "Is this person your friend?" The first question was included only as a validity check of the clarity of the photographs. The numbers of "yes" answers to the other two questions were tallied and converted to a percentage of the total number of respondents (class members) participating.

Three weeks later, four children from each class were randomly selected and the procedure repeated as a reliability check. In first- and second-grade classrooms, the selections made by the students were consistent (they provided exactly the same answers); however, in kindergarten there was less stability, with only 80% of the selections being the same on the two occasions. Initial choices were utilized for the data analysis. A few kindergarten children picked themselves as first choice. When this occurred, they were gently asked to select

another child, and this selection was counted as their actual choice.

Classroom observation. Opportunities for interaction occur at many different times and places in school. However, because our research project is concerned with what happens in classrooms, observations focused on classroom behavior in which play interactions are limited but other facets of social relationships occur, such as helping, cooperating, sharing, and verbal exchanges (e.g., criticism, complaints, conversation).

An observational code was developed in order to gather data on the frequency and nature of the interactions between target children and their nonhandicapped peers. This coding system consisted of 11 categories of social interaction. Most of the categories were drawn from the work of Strain and his colleagues on the social ecology of integrated preschool environments (e.g., Strain & Kohler, 1988). We incorporated Brinker's (1985) methodology for observing interaction by differentiating between a social behavior (approach) initiated by a child and behaviors in which the child was the recipient of the interaction. The categories and their definitions are provided in Table 2.

Two master's level professionals (in psychology and education) participated in data collection. Both observers were frequently in the building and were known to the teachers and students. The goal was to obtain a "snapshot" of what was generally happening in the classes, so observation took place for brief periods (about 5 min) a number of times per month, for a total of 15 min per month for each child observed. Observation time was equally distributed across the major instructional conditions of large group, small group, and free time. Since the frequencies of some behavioral categories proved to be small, no attempt has been made to analyze data differentially according to instructional context; however, by including all three, the most commonly occurring classroom conditions were sampled.

The observations consisted of 1-min "sweeps" in which the target child would be observed for 1 min, and then the comparison peer would be observed for 1 min, then the next target child, and so on. Each 1-min sweep was divided into four 15-s recording intervals, during which any instance of making or receiving a social interaction within a given category was recorded. Because social interactions are not typically of such short duration, it was unlikely that there would be more than one discrete instance of a given category within 15 s. Observations were made on a regular basis over a 7-month period, from late fall to the end of the school year. Data from the first 3 months of observation (Phase 1) are compared to those from the second 3 months (Phase 2), with data from the last month, June, being discounted.

Four weeks of training and practice were needed for

Table 2
Social Interaction Categories Coded for Classroom Observation

1. Assistance	Any help provided to another student. May be physical assistance (e.g., helping up from the floor, holding the pencil with them so it doesn't fall), or may be other types of assistance such as getting a book off the shelf, or rearranging materials to make them accessible.
2. Discipline	Any statement that conveys a reprimand, either by tone of voice or vocabulary. This category also includes any physical gesture that is intended to identify to a child that his or her behavior is not acceptable (can include signing "no," taking materials away).
3. Play	Any activity involving materials wherein the primary purpose is not instructional, but is focused on the enjoyment of the participants.
4. Conflict Resolution	Given the occurrence of a dispute between children (argument over toys, whose turn), student makes attempt to resolve the situation by presenting solutions. In addition, this behavior encompasses physical actions that address ending the conflict (e.g., dividing the toys, handing the disputed toy to someone, and actively removing oneself from the dispute).
5. Instruction	Any behavior that involves giving directions to teach a specific skill to another child.
6. Physical Aggression	Any activity such as hitting, punching, kicking, biting, butting with the head, non-playful push/pull/grab, destruction of another's property, or using materials to harm another (e.g., throwing chairs).
7. Verbal Aggression	Screaming, shouting, name calling, or otherwise derogatory comment directed toward another.
8. Physical Affection	Patting, hugging, rubbing head/arms/etc., kissing or hand holding by a peer.
9. Affiliative Comments	Verbal comments intending to praise ("What a nice job you're doing"), compliment ("I love that dress"), or reassure ("C'mon, I know you can do it").
10. Attention-Seeking Behavior	Those behaviors intended to gain another's attention; may include reaching toward someone, vocalizing toward a specific individual, presenting an object to someone, physically changing body position to be in closer proximity to someone.
11. Talking	All speech directed to an individual that is not subsumed under the categories noted above.

the coders to reach acceptable levels of agreement. Reliability was then monitored by having the two observers code simultaneously for 5% of the subsequent observations. Exact agreement was calculated by the standard formula (agreements minus disagreements, divided by total observations). In the fall, the mean agreement index for all categories and classrooms was 89%; in the spring it was 92.5%.

Results

Sociometric Analysis

Table 3 summarizes the findings from the sociometric analysis. There were large differences between children. Two children with severe disabilities, Tina and Suzie, received the most nominations (selected as the most popular children in their respective classrooms); another target child, Mike, received the second most nominations. However, other target children were not particularly popular, and some received no nominations—which was true for some of the nonhandicapped children as well. Aggregating both the total number of nominations received (ranking within participant group) and overall class ranking provided a composite ranking for acceptance. This acceptance score is the one used in all subsequent analyses.

There was no significant agreement between the acceptance scores and the number of times children were identified by their peers as someone with whom they typically played. For the target group the Spearman

rank-order correlation was .64, and for the nonhandicapped comparison group it was .52; neither of these two correlations was statistically significant. The high frequency with which almost all target students were identified as a "friend" may reflect social desirability: peers were more likely to consider children with severe handicaps to be their friends than their playmates. Among typical children, however, the "friend" identification matched very closely the "play with" identification.

Social Competency Ratings

The ASC scores are reported in Table 1. Although there were wide differences among the target children, the differences between them as a group and the nonhandicapped peer group were considerable, ($t_{14} = 5.6$, $p < .001$). One of the students with a severe disability obtained a total ASC score greater than those of two of the nonhandicapped children, but otherwise the ranges for the two groups did not overlap. Students were ranked (within groups) according to total ASC scores, and these ranks were used to examine the relationship between social competence and acceptance. No significant correlation was found, either for the students with severe disabilities ($\rho = -.05$) or for the typical students ($\rho = .30$). However, ASC scores did correlate with total number of social interactions initiated by the target students during both phases of the social interaction observations: $\rho = .75$ for Phase 1 and .87 for Phase 2, both significant at $p < .05$. For the nonhandi-

Table 3
Sociometric Analysis

Social Standing ^a	No. of Nominations	Friends with?	Play with?	Social Standing ^a	No. of Nominations	Friends with?	Play with?
Kindergarten				First Grade B			
1. Tina (target)	5	93%	100%	5. NH peer	6		
2. Matt (comparison)	5	73%	87%	6. Nicole (comparison)	5	76%	76%
3. Michael	5			7. NH peer	5		
4. NH peer	5			8. NH peer	3		
5. NH peer	4			9. NH peer	3		
6. Vanessa (comparison)	3	80%	73%	10. Joe (target)	2	100%	78%
7. NH peer	3			11. Russ (comparison)	2	88%	71%
8. NH peer	3			12. NH peer	2		
9. NH peer	3			13. NH peer	2		
10. NH peer	3			14. NH peer	1		
11. Jonathan (comparison)	2	80%	80%	15. NH peer	1		
12. NH peer	2			16. NH peer	0		
13. Chris (MH)	2			17. NH peer	0		
14. NH peer	2			18. NH peer	0		
15. Jackie (target)	1	94%	62%	19. Rob (target)	0	100%	78%
16. Yune (target)	0	69%	75%	20. NH peer	0		
First Grade A				21. NH peer	0		
1. NH peer	7			Second Grade			
2. NH peer	7			1. Suzie (target)	7	100%	83%
3. Dick (target)	6	94%	71%	2. Mike (target)	5	100%	83%
4. NH peer	6			3. NH peer	5		
5. NH peer	5			4. Jennifer (comparison)	4	76%	71%
6. Brenda (comparison)	4	81%	81%	5. NH peer	4		
7. Alan (MH)	3			6. NH peer	4		
8. NH peer	3			7. NH peer	4		
9. NH peer	3			8. NH peer	3		
10. NH peer	2			9. Jessica (MH)	3		
11. NH peer	2			10. NH peer	2		
12. NH peer	1			11. NH peer	2		
13. NH peer	1			12. Raymond (comparison)	2	76%	54%
14. NH peer	1			13. Kristen (MH)	2		
15. NH peer	0			14. NH peer	2		
16. NH peer	0			15. NH peer	2		
17. NH peer	0			16. NH peer	1		
18. NH peer	0			17. NH peer	1		
First Grade B				18. NH peer	1		
1. NH peer	8			19. Rob (MH)	1		
2. NH peer	8			20. NH peer	1		
3. NH peer	6						
4. NH peer	6						

^a MH = student with a mild disability; NH = nonhandicapped.

capped children the correlations between ASC scores and social interactions initiated were negative ($\rho = -.36$ for Phase 1 and $-.68$ for Phase 2) but not statistically significant. There were no relationships between students' ASC scores and the number of social interactions for which they were the recipients.

Classroom Observation of Interaction

The occurrence of the various categories of interaction are displayed in Figure 1. It can be seen that some expected categories (such as physical or verbal aggression, conflict resolution, and discipline) did not occur with great frequency for either group of students. Other categories were quite common, especially talk and play for the typical students. Target children were most likely to initiate such social interactions as attention seeking and play. There were large and significant differences

between the number of initiations and the number received by the target students (t , [for related measures] = 4.2, $p < .01$), whereas this was not the case for the typical students, whose interactions were more reciprocal.

Somewhat surprisingly, interactions initiated and received by the students with severe disabilities decreased over time when Phase 1 was compared with Phase 2 (t , [for related measures] = 2.6, $p < .05$). The major changes for interactions initiated were decreases in play and attention seeking. In terms of interactions received, the largest decreases recorded were in play, assistance, physical affection, and attention. Because the frequencies of all these categories (except for assistance) among students with disabilities were higher to begin with than those recorded for the nonhandicapped comparison

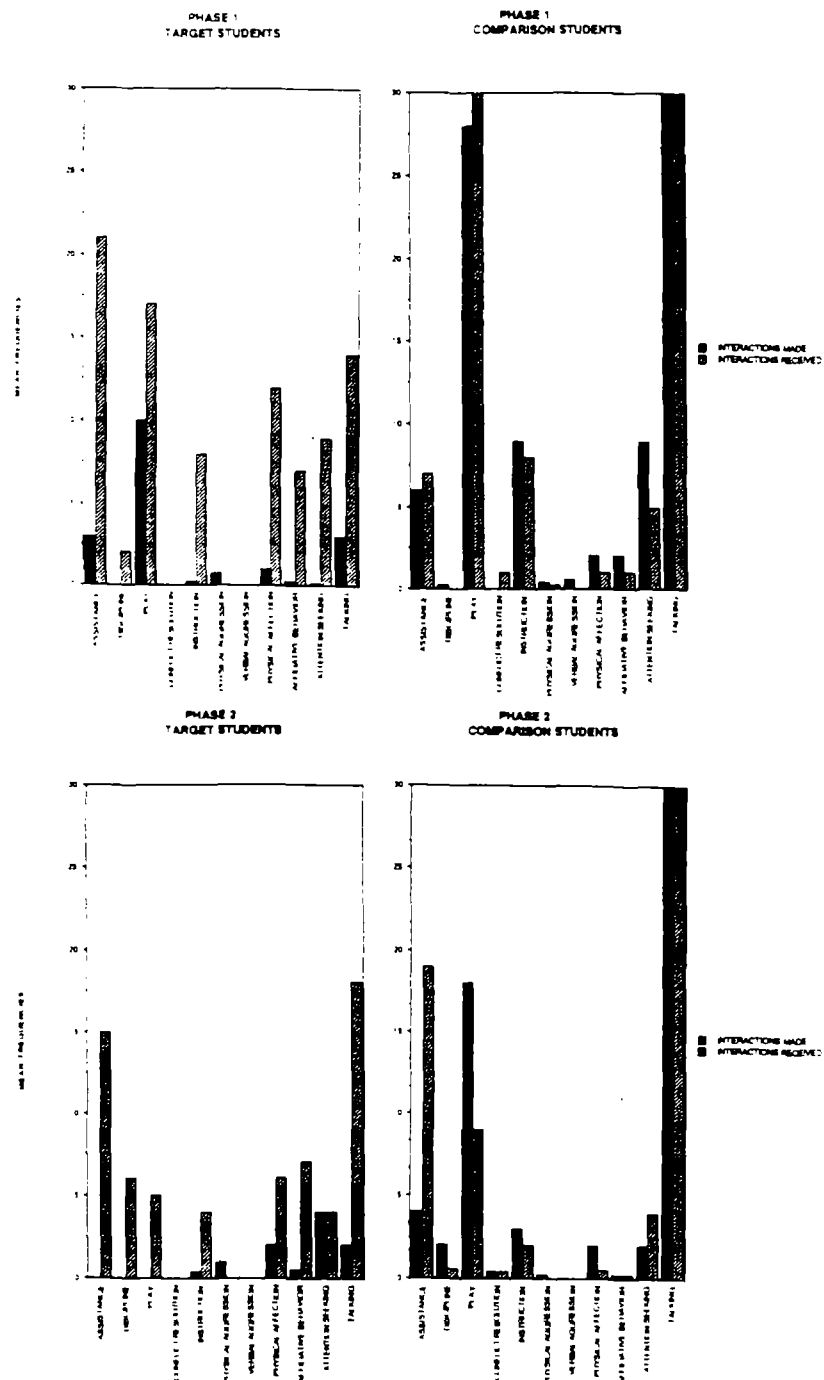


Figure 1. Mean frequencies (number per hour) of 11 categories of social interaction; Phase 1 represents the first 3 months of observation. Phase 2 is the second 3 months.

students, it could be argued that decreases in receipt of interaction is a desirable outcome.

There were large differences within groups in overall levels of interaction, whether positive (e.g., conflict resolution) or negative (e.g., verbal aggression). We conducted Spearman rank-order correlations between total number of interactions and ASC scores as well as

acceptance scores. As mentioned already, interactions initiated did correlate with ASC scores; they did not, however, correlate with acceptance scores. For the target students, the correlations between interactions initiated and acceptance were .64 for Phase 1, and .37 for Phase 2; for interactions received and acceptance the rho values were .55 (Phase 1) and .11 (Phase 2). These were

all nonsignificant. The correlations yielded by the typical children were lower still and in a negative direction.

Discussion

The most significant finding to emerge from these data was that one cannot generalize too readily about the social status of children with severe disabilities when in regular classroom environments with nonhandicapped peers. Some of the target children were among the most popular in the classes, whereas others received no positive nominations from their peers at all. Students with severe disabilities received many more social interactions than they initiated; although these were invariably positive, they were different from the more reciprocal interactions observed among nonhandicapped students. Over the school year the interactions received by the students with disabilities actually declined. Social competence, as rated by informed adults, did not correlate with acceptance.

To the extent that social standing can be influenced by the student's own social behaviors, it has become customary to propose social skill training for "rejected" children. However, our observations reveal that children with extremely limited formal skills—those with considerable disability—can nevertheless be judged very popular by peers. The child initiating the greatest number of social interactions was the student with severe physical involvement, and whose degree of intellectual handicap is uncertain. She was someone with whom everyone in her class said they played, and she was the most popular student among her peers on the sociometric measure. However, two other students achieved almost comparable social acceptance, despite having severe cognitive handicaps.

It is possible that, when students are so obviously disabled as the target children, they are somehow categorized differently by nonhandicapped children. That is to say, they are not judged in the same way as other peers; for example, they were identified as "friends" even by children who reported not playing with them. Also, children may perceive it as particularly socially unacceptable to interact negatively with peers who are severely disabled. However, negative categories of social behavior were virtually never seen, even among nonhandicapped children.

Observational data revealed that interactions are not of the same types for the two groups of children. A large part of the variance is accounted for by the finding that the most frequent form of interaction in a relatively structured classroom setting is children talking among themselves, and this excluded the target students. During the first part of the year, nonhandicapped students were more likely to assist or show physical affection to the students with severe disabilities. These activities declined by the second half of the year. Unfortunately, however, so did other positive interaction categories

(such as play). The most optimistic interpretation of these findings is that, as the year progresses, the "novelty" of the target children wears off. They may be treated in a more natural way, but they also may experience fewer overall interactions. This suggests that communication skills will be critical to sustain classroom interaction, since so much of the social exchange is verbal.

Students with severe disabilities received many more social interactions than they initiated (even the least accepted student, who made no observable initiations during the entire observation period, was not being ignored by his nonhandicapped peers), whereas typical students made and received about the same number of social contacts. Again, this emphasizes that mutual dyadic communication opportunities may be important for promoting more frequent social interactions.

With respect to quality of interactions, anecdotal reports indicate that there were patterns of behavior that might be considered somewhat undesirable from the perspective of ensuring that the social experiences of students with disabilities are equitable. Nonhandicapped children were prone to be affiliative, giving assistance and directing the target children. For example, although relatively few instances were observed of the target children being "disciplined" by their peers, none were observed in the case of the peer comparison students. Informal classroom observation indicated that a common form of interacting resembled parenting of the students with severe disabilities. Typical children, usually girls, would interact with the more popular of the target children, helping them, moving them around the room, physically supporting them during group instruction, and so on. Over time, however, these interactions began to change, as reflected by decreases in such categories as assistance and physical affection. There were many nonhandicapped children who interacted in a rather neutral way with the target children, just as there were nonhandicapped children who generally ignored them. This seems to be the natural and desirable outcome: that the target children should experience social interactions, some opportunities for nurturance from other children and friendship, some negative experiences, and some experiences of just being tolerated.

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An Administrator and Teacher Perspective on Program Quality Indicators for Students with Severe Disabilities

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This study investigated the perceptions of 48 teachers and 41 program administrators relative to the importance of 123 items representing program quality for learners with severe disabilities. The purpose of this study was to extend the original validation study (Meyer, Eichinger, & Park-Lee, 1987) of the 123 program quality indicators to include these two groups of service providers considered critical to quality programming. Both groups consistently rated the majority of the 123 items high (between the important and very important anchors). There was only one item that was rated significantly different by the two groups. The unit mean scores for these two groups were compared with those of the six groups in the earlier study (Meyer et al., 1987). The two dimensions considered most important by all eight groups were the criterion of ultimate functioning and professional practices/home-school collaboration. While this study served to further validate these indicators, anecdotal data and ongoing changes in the field served as catalysts for a revision of the Program Quality Indicators checklist (Meyer, Eichinger, & Downing, 1992).

DESCRIPTORS: empirical validation, research

An initial validation study of program quality indicators for students with severe disabilities was conducted by Meyer, Eichinger, and Park-Lee (1987). This study asked 254 national experts in severe disabilities, behavior therapy, deaf-blindness, mental retardation, state education agencies, and parents of students with severe disabilities to rate indicators of programming for students with severe disabilities. Results from this national study served to validate 123 indicators of quality programming (Meyer, 1987). The program quality indicators validated in the earlier study (Meyer et al.,

1987) addressed numerous concepts, including parent involvement, nonaversive behavior intervention, school integration, systematic and individualized instruction, staff development, and transition from school to work. The value of nationally validating such concepts of "best practices" is that this provides practical guidelines for service providers when attempting to implement the provisions of P.L. 94-142.

The purpose of this study was to extend the original work by Meyer et al. by including teachers and administrators in the validation of program quality indicators. Since these individuals play a major role in ensuring daily implementation of individual student programs, their perceptions on the importance of such indicators was considered a necessary and practical addition to the original study. Furthermore, the original study was conducted in 1985-1986 and published in 1987. The current study provides an update of the process to see if the original value-based statements are still considered important. We were also interested in determining if discrepancies would exist between these two groups of professionals in their ratings of these program indicators and whether the ratings of these two groups would differ from those of the original six respondent groups.

Method

Participants

Eighty-nine professionals (48 teachers and 41 administrators) participated in this study. Since respondents in the original Meyer et al. (1987) study were carefully selected based on their commitment, expertise, and knowledge of "best practices" in particular fields, similar qualifications were considered necessary for this study to minimize differences for comparison. Therefore, respondents were nominated for participation in the study by one of six teacher trainers in university programs that follow the basic philosophy underlying the program quality indicators and represent different geographical regions of the country.

Of the 41 administrators, 12 were principals, 5 were program specialists, and 13 were Directors of Special

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Education. The other 11 had various administrative titles (e.g., Program Administrator, Director of Instruction and Staff Development, and Training Coordinator). Table 1 provides data on the demographic characteristics of the sample. The response rates for the teachers and administrators were 92% and 79%, respectively.

Instrument

The survey consisted of the original Program Quality Indicator checklist developed by Meyer (1987). Respondents were asked to rate the relative importance of 123 indicators of program quality according to a 20-point scale with the following anchors: 0 = not a consideration, 5 = not an important consideration, 10 = undecided, 15 = important consideration, and 20 = very important consideration. They were also asked to provide demographic information such as gender, length of current employment, number of years of past

clinical experience, when that experience occurred, type of training received, and highest degree earned.

Procedure

Subjects were recruited via nominations from six university professors who were involved in personnel preparation programs based on state-of-the-art practices in educational programming for learners with severe disabilities. These individuals (from six different states) were asked to nominate master special education teachers and program administrators in their states based on established criteria. The criteria for the teachers included 2 years of teaching experience with learners with severe disabilities, teaching in an integrated setting, and recognition as a master teacher. Furthermore, their current program included functional and age appropriate activities, individualized community-based instruction, and integrated activities with nondisabled peers. Individuals who had already been designated as a master or mentor teacher within their state were included if they met the 2-year teaching requirement and the integrated program requirement. The criteria for program administrators included familiarity with educational programming for learners with severe disabilities and recognition by the university contact person as to their ability to administrate programs effectively.

Prior to sending surveys, local phone contact was made by the nominator to obtain a verbal commitment to participate. Surveys were distributed via mail with an accompanying cover letter and extensive directions for completing the survey. Reminder letters were sent out approximately 1 month later to individuals who had not yet returned their surveys.

Data Analysis

Three types of ratings were included in the study. First, mean score ratings and standard deviations were computed across the total sample and separately for the teachers and the administrators on each of the items. These ratings reflected the extent to which each item was perceived as important.

Second, using Dunn's procedure, *t* test comparisons were made on each item to determine whether any significant differences existed between the teachers and the administrators relative to the importance of the items.

Finally, the data from teachers and administrators were analyzed in comparison to responses made by the six original respondent groups. This involved the utilization of a unit score for each group. Unit scores were obtained for the two new groups by averaging all items loading above .30 on the five factors derived from the original study (Meyer et al., 1987). Analysis of variance procedures and the Scheffe test were used to determine whether any differences existed among the eight groups relative to each of the five original factors (integration, professional practices and home-school involvement,

Table 1
Description of Personal Characteristics by Group

	Teachers		Administrators	
	<i>n</i>	%	<i>n</i>	%
Sample size	48	54	41	46
Gender ^a				
Males	7	15	28	68
Females	40	83	13	32
Years in current employment				
1 year or less	4	8	8	20
2-3 years	10	21	6	15
4-5 years	6	13	9	22
More than 5 years	27	56	18	44
Years of clinical experience				
1 year or less	1	2	1	2
2-3 years	4	8	1	2
4-5 years	5	10	9	22
More than 5 years	37	77	26	63
When clinical experience occurred				
Last 3 years	26	54	4	10
Last 4-10 years	17	35	16	39
More than 10 years ago	3	6	17	42
Highest degree				
Bachelor's	12	25	2	5
Master's	29	60	29	71
Specialist	6	13	3	7
Doctorate	0	0	7	17
Licenses ^b				
Special education	17	35	0	0
Special ed. & regular ed.	23	48	4	10
Special ed. & regular ed. & ed. admin.	3	6	17	42
When last training occurred				
Last 2 years	35	73	20	49
3-4 years ago	4	8	7	17
5-6 years ago	4	8	3	7
7-8 years ago	2	4	3	7
More than 8 years ago	2	4	6	15

^a Note: Percentages for each item do not always add up to 100 because of missing values.

^b Percentages for other combinations were not included.

staff development, data-based instruction, and criterion of ultimate functioning).

Results

Mean Score Ratings for the Entire Sample and by Group

Mean score ratings and standard deviations were computed on each of the 123 items for the entire sample and separately for the two groups. Both groups consistently rated the majority of the items high. The average mean score ratings of teachers were between 15.01 (important consideration) and 20.00 (very important consideration) for 95 of the 123 items (77%). Teachers' mean score ratings were between 10.01 (undecided) and 15.00 for 26 items (21%), and between 5.01 (not an important consideration) and 10.00 for the remaining 2 (2%). Administrators' mean score ratings were very similar. Ninety-seven of the 123 items (79%) were rated between 15.01 and 20.00, 24 (20%) were rated between 10.01 and 15.00, and 2 (2%) were rated between 5.01 and 10.00. There were two items rated by both groups with a mean score below 10.00: "All professional staff have completed at least two credits of university coursework in a directly relevant area within the past year," and "All professional personnel have a master's degree with specialization for the children served."

Comparisons Between Responses of Teachers and Administrators

T test comparisons were made of the mean score ratings of the teachers and those of the program administrators on each of the 123 items. When Dunn's procedure was applied to control for experiment-wise type I error, only one item had a mean score rating that was significantly different for the two groups. Administrators rated the item "The building principal or program supervisor observes personnel during instruction at least quarterly and provides staff with written feedback on performance at least annually" significantly higher ($\bar{x} = 16.93$) than did teachers ($\bar{x} = 13.60$) ($t_{87} = -5.18$, $p < .0000$).

Group Differences

Table 2 provides data on the means and standard deviations for unit raw scores on the five original dimensions of program quality for the two groups surveyed in this research, teachers and program administrators, as well as the original six groups: behavior therapy experts, severe disabilities experts, deaf-blind experts, mental retardation researchers, state directors of special education, and parents. The unit scores were derived by averaging the raw scores for all items loading above .30 on the five factors that emerged in the Meyer et al. (1987) study, based on the procedure used in the original study. Thus, these unit scores reflect the actual means across the individual items for each factor.

Relative to the integration factor, the teachers' and

administrators' unit mean score ratings (16.63 and 16.68) were higher than those of the other six groups. The teachers' and administrators' unit mean score ratings (17.51 for both groups) on the professional practices and home-school factors were higher than those of all other groups except parents (17.93). In terms of the staff development factor, the teachers' unit mean score rating (13.59) was lower than those of all other groups except for the experts in severe disabilities (13.42), whereas the administrators' mean score rating (14.31) was higher than those of all other groups except for parents (15.70). The unit mean score ratings for data-based instruction for the two groups fell within the range of the other six groups' ratings. In terms of the criterion of ultimate functioning, the teachers' unit mean score rating (17.51) was higher than those of all other groups except parents (17.89) and was the same as the rating by experts in severe disabilities. The administrators' rating on this factor (17.08) fell in the middle of the range.

In examining Table 2, it is evident that the dimensions considered most important by all eight groups are professional practices/home-school collaboration and criterion of ultimate functioning. When an analysis of variance test and a Scheffe post hoc comparison test were conducted, no significant pairwise differences emerged.

Discussion

The results of this study support the importance of the items listed on the original Program Quality Indicator checklist, and this support provides further credence to the use of this instrument for ongoing program evaluation. Since the sample for this study was composed of carefully selected administrators and teachers who were knowledgeable about and supported the basic values driving the program quality indicators, generalization of findings to all teachers and administrators in the field is not advised. Interpretation of the findings is limited to professionals possessing a similar value base.

Only one significant difference emerged when the item responses for the teachers and administrators were compared. Administrators considered the need for ongoing evaluation of teachers and the provision of written feedback to be much more important than did teachers. Since this is one of the primary functions of an administrator, this finding is not surprising. The results of these group comparisons indicate that there is good congruence between the perceptions and priorities of the teachers and administrators.

Regarding the results pertaining to the group differences, the fact that the teachers' and administrators' mean score ratings on the integration dimension were higher than those of the other six groups coincides with the current focus on the important roles teachers and administrators play in integrating learners with severe

Table 2
Means and Standard Deviations for Unit Raw Scores on Five Original Dimensions of Program Quality Indicators

Group	n		Integration unit	Professional practices and home-school unit	Staff development unit	Data-based instruction unit	Criterion of ultimate functioning unit
Behavior therapy experts	27	$\bar{x}$	13.08	16.93	14.02	16.54	16.38
		(SD)	(4.36)	(3.23)	(4.57)	(3.55)	(3.41)
Severe/TASH experts	60	$\bar{x}$	16.03	17.38	13.42	17.20	17.51
		(SD)	(3.62)	(2.85)	(4.49)	(2.95)	(2.69)
Deaf-blind experts	41	$\bar{x}$	13.86	17.34	14.21	16.03	16.96
		(SD)	(4.50)	(2.89)	(4.44)	(3.68)	(3.19)
Mental retardation researchers	32	$\bar{x}$	13.48	16.75	14.04	15.10	16.39
		(SD)	(4.52)	(3.34)	(4.30)	(4.24)	(3.59)
State directors	41	$\bar{x}$	15.07	16.84	13.91	15.47	16.79
		(SD)	(4.04)	(3.12)	(4.54)	(3.64)	(3.19)
Parents	53	$\bar{x}$	15.89	17.93	15.70	16.22	17.89
		(SD)	(4.54)	(2.85)	(4.29)	(3.90)	(3.21)
Teachers	48	$\bar{x}$	16.63	17.51	13.59	16.30	17.51
		(SD)	(3.72)	(2.55)	(4.07)	(3.06)	(2.70)
Program administrators	41	$\bar{x}$	16.68	17.51	14.31	16.00	17.08
		(SD)	(4.43)	(2.51)	(3.87)	(3.20)	(2.64)

disabilities (Biklen, 1985; Knoll & Meyer, 1987; Taylor & Ferguson, 1985; Vandercook & York, 1990; Villa & Thousand, 1990). On the professional practices and home-school collaboration dimension, teachers' and administrators' unit mean score ratings were higher than those of all other groups besides parents. However, these differences were not that dramatic (range from 16.75 to 17.93). Parents rated staff development higher than did teachers or administrators. Although one would consider this a primary function of administrators, they did not perceive this as being as important as did parents. Also, teachers rated this lower than all other groups except experts in severe disabilities. The unit mean score ratings of teachers and administrators relative to data-based instruction fell in the range of scores for the eight groups. In terms of the criterion of ultimate functioning, again parents rated this the highest, followed by teachers and experts in severe disabilities (tied), followed by administrators. Again, as was the case with professional practices and home-school collaboration, the range was quite narrow (16.38 to 17.89).

Another important source of data regarding integration emerged from anecdotal comments included by the respondents. The recurring theme that emerged from several teachers' and administrators' comments was in response to item 103, "Classroom location close to students of the same age who are nondisabled." Six of the 10 teachers and 3 of the 10 administrators from one state wrote anecdotal comments to the effect that students with severe disabilities should not be in separate classes but should be included in the regular classroom. A sample response is "I don't believe that separate classes are necessary or desirable." These comments indicate that at least some administrators and teachers have moved beyond separate class placement and are practicing full inclusion (S. Stainback & Stainback,

1992; S. Stainback, Stainback, & Forest, 1989; W. Stainback & Stainback, 1990; Thousand & Villa, 1990). Such belief statements indicate that the field may have progressed beyond some of the original Program Quality Indicators published in 1987. Based on anecdotal feedback and current thinking, some original items need to be revised and others need to be deleted altogether because of low overall ratings by all eight groups. Also, the emerging philosophy of educating all learners in regular education classes with necessary support services should be represented in this checklist using additional items. These changes have been incorporated into a revised checklist (Meyer, Eichinger, & Downing, 1992).

The fact that the majority of program indicators were rated as highly important by both teachers and administrators supports the value of using these indicators to evaluate program quality. The Program Quality Indicator checklist provides a practical guideline for school administrators to use when trying to determine if individual student programs reflect current "best practices." Shared responsibility for all students, regardless of disability, may be facilitated if administrators are aware of and given practical guidelines for providing the necessary supervision and support.

The validation of these 123 quality indicators by a sample of teachers and administrators from six geographically diverse states reflects considerable consensus about best educational practices for students with severe disabilities. Although research has been conducted regarding teachers' perceptions of the implementation of "best practices programming" (Ayres, Meyer, Erevelles, & Park-Lee, in preparation), additional research is needed to determine the types and amounts of supports needed to facilitate and sustain changes in educational programming for learners with

Figuring Out What To Do with the Grownups: How Teachers Make Inclusion "Work" for Students with Disabilities

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This article describes details of inclusion of students with severe disabilities using an extended example of one high school drama class. Based on research conducted in eight schools by a team of four researchers, the article describes three inclusion outcomes for both disabled and nondisabled students (curriculum infusion, social inclusion, and learning inclusion). It then describes how the drama teacher and the special education teacher provided teaching support, prosthetic support, and interpretive support to one disabled student by developing both collaborative and consultive relationships with each other.

DESCRIPTORS: adults, collaboration, developmental disabilities, integration, peer relationships, support

For nearly 17 years the field of special education has been struggling to meet the challenges of educating students with severe disabilities. We have learned much. Little by little, we are discovering how to make schooling effective and successful even for very challengingly disabled students. As educators have acquired more and more confidence about what and how students learn, we have also become willing to reexamine where students learn. The language of "integration," "mainstreaming," "supported education," even "least restrictive environment" peppers almost any conversation among educators today, and increasingly includes not just students with severe disabilities but any special education-labeled student (Biklen, Ferguson, & Ford, 1989; Gartner & Lipsky, 1987; S. Stainback & Stainback, 1990).

Our earlier efforts to integrate students with disabilities taught us that physical presence was not enough (e.g., Biklen, 1985; Grenot-Scheyer, Coots, & Falvey, 1989; Hamre-Nietupski & Nietupski, 1981; Schnorr, 1991), resulting in new calls for "inclusion" with its implications of social connectedness, participation, exchange, and shared responsibilities. At the same time, proponents argued (Brown et al., 1989; Ferguson & Jeanchild, 1991; York & Vandercook, 1990) that inclusion should also build students' competence both inside

and outside of school. That is, the social agenda of inclusion should not outstrip schools' equally fundamental teaching responsibility. Schools must enable all students to actively participate in their communities so that others care enough about what happens to them to look for ways to include them as part of that community. If inclusion is to mean anything, it must mean that students with disabilities become full, active, learning members of the school community.

In pockets of reform across the country, school professionals, and families are seeking to provide students, especially those with more severe disabilities, and their general education teachers with the necessary supports to achieve a learning membership that is characterized both by social inclusion and ongoing functional growth. Too often, however, the balance seems elusive. One recurring theme of difficulties encountered involves how to define the roles of additional staff, whether general or special education, certified or classified, working within the context of general education classrooms. Although variously named, some authors recommend the use of an inclusion facilitator (Gartner & Lipsky, 1987; Porter, 1988; W. Stainback & Stainback, 1990; Thousand & Villa, 1990). Different authors offer various details, but there seem to be three themes in the role descriptions offered for an inclusion facilitator: broker, adaptor, and collaborator.

As a *broker*, the inclusion facilitator locates resources and matches them to needs in a way that will enhance and not deter the formation of natural supports to the student. As an *adaptor*, it is the facilitator's role to develop and suggest changes in teaching plans so that the classroom teacher might better accommodate a wider variety of students in his or her lessons, including those labeled as eligible for special education. Finally, the brokering of resources, curriculum, and teaching suggestions best occurs, it is advised, when adults work in a *collaborative* manner, with all the resultant implications of trust, respect, interaction, and exchange between adults who may have never before worked closely alongside another adult.

Although descriptions of this facilitator role are help-

ful, for teachers in the role many questions can remain. How are these facilitator professionals to nurture the increasing comfort and "ownership" of the general education teacher and students? How can teaching and learning support be provided without unintentionally getting in the way of social connectedness? How exactly do multiple adults work together in settings that previously accommodated only one adult? If the facilitating teacher is not the "primary" teacher, does he or she risk assuming a *de facto* role as classroom assistant? What if the curriculum and teaching suggestions are not heeded? If specialist supports gradually "fade," what is to become of "special" educators? While there are certainly a variety of questions about how to achieve full inclusion, figuring out what to do with the grownups remains a frequently voiced issue.

This paper uses the example of one high school drama class to illustrate how teachers in many more schools and classrooms are "figuring out what to do with the grownups" when students with severe disabilities join the lessons and classrooms of their nondisabled peers. Although one situation provides the illustrations, the analysis depends on a much larger data base of qualitative field notes, researcher discussions, memoranda, and interviews with teachers, students, and administrators gathered by four qualitative researchers who have been following the efforts of teachers across eight schools, most for 2 years. In some situations we followed a single student as he or she moved out from the self-contained classroom. In other situations we focused on a few teachers within a building and their collective efforts to learn how to make inclusion work. In still other instances we studied whole schools (Ferguson, Jeanchild, & Carter, 1991). We chose those schools and classrooms we could access fairly often and easily and where faculty were actively engaged in changing teaching and learning for all the students in their schools. Some schools invited us to observe their efforts, others agreed to accommodate us when asked. We sought only to sample a range of examples, encompassing large and small schools in large and small communities.

In all we collected data in eight elementary, three middle, and six high schools located in a 300-mile stretch of a western state. Typically, students in this state who happen to have severe disabilities attend self-contained classrooms in chronologically age-appropriate schools. For the past 3 years achieving "supported education" for all students with disabilities has been one of seven goal initiatives of the State Department of Education. As a consequence, individual teachers, schools, and whole districts in all areas of what is a largely rural state are experimenting with "full inclusion" in various ways. Teachers of self-contained classrooms are disintegrating classroom walls by scheduling students more out of than in their classrooms. Districts are "bringing back" students previously sent to self-

contained classrooms operated by an intermediate school district in a neighboring town's schools. It is in this context that we sampled a variety of inclusion efforts.

Some 84 observations and 64 interviews have been repeatedly read, coded, and discussed by the research team. We are still not finished, but continue to follow teachers and schools as they expand and improve on their efforts to include even very severely disabled students in the life of the school community.

Our analysis led us to focus on several inclusion dimensions, each with several subareas: (a) the capacities of teachers and systems, (b) the processes that create unintended isolation of students within inclusionary settings, (c) the perspectives of included students, (d) the roles and relationships of adults, and (e) the varied meanings of support. This article discusses these last two dimensions of inclusive schools.

Following established qualitative analysis procedures (Bodgan & Biklen, 1983; Charmaz, 1983; Patton, 1990) we first read transcripts, memos, and field notes to identify incidents and events that seemed to be either repetitive or novel. We each read our own data, and two of us read data generated by each of our co-researchers. During analysis discussions, our collective understandings of both the data we had generated and those of our colleagues were extended, permitting the development of concepts and properties. For example, early on we focused on "unhelpful help," and began to identify incidents and events in the data that revealed various structural, logistical, curricular, and pedagogical dimensions that seemed to create a kind of invisible "bubble" around the students with disabilities, hindering instead of facilitating inclusion (Ferguson, Jeanchild, & Meyer, 1992). We also developed concepts, and eventually categories, related to role conflicts, role management, and support that are detailed here and together inform a theme that emerged in our investigation of inclusion: that effective inclusion depends on figuring out what to do with the grownups.

We chose drama class to illustrate what these teachers and students have taught us about how to use adults to support full inclusion in part because the example is novel. Too often high school seems a more challenging context for inclusion, especially for students with severe disabilities, because the curriculum and structures are so grounded in disciplinary distinctions. We also chose this example because the very nature of drama serves to highlight what in other contexts can be almost unnoticeable nuances. Let us be clear, however, that our analysis of teacher relationships and student supports emerges not just from the experiences of Nora, Rick, and Ethan, but also from what we learned from Mrs. Rains, Zack, Lisha, Mr. Nelson, Ms. Maxwell, Sarah, Marcus, Rina, Ms. Valmar, Tony, and so on. For the sake of both clarity and brevity, we illustrate here how

Rick and Nora constructed both sharing and educative relationships with each other, in order to then provide Ethan with the teaching support, prosthetic support, and interpretive support that resulted in social and learning inclusion in beginning drama at Greentree High School.

Beginning Drama at the Beginning

Students were scattered throughout the red plush theater seats in the "little" theater. Walls and stage were solid black, like a canvas awaiting the artist. Rick sat at a card table in the center of the stage taking attendance. It was only the second week of the term and he was still trying to memorize the names of 32 beginning drama students. Ethan offered no challenge. He was the only student using a wheelchair and always sat in the front aisle, very near the center of the stage, because his heavy motorized chair could not climb even the small theater seat aisles. Nearby Ethan's special education teacher, Nora, sat casually chatting with another student.

The class drew a wide range of Greentree students. Sitting up in back was a group of young men all in black, several with elaborate hairstyles. One in particular stood out: his hair was carrot red, shaved to about an eighth inch except for one long shock in the front that framed the right side of his face and cupped his chin. In contrast was a young woman with long brown hair dressed in a cashmere sweater, plaid pleated skirt, stockings, and pumps. Only the pearls seemed missing. Others were in jeans and cotton tops. Most were carefully outfitted in combinations of colorfully contrasting knit shirts, socks, and canvas shoes. High-top sneakers seemed de rigueur even for Rick, who was dressed in brightly patterned elastic-waist baggy pants and a T-shirt.

The class period mostly offered lecture/discussion with a few exercises for variety and practice. Rick first introduced the notions of "high-centered" and "low-centered" personalities. He asked students to adopt one of these generic persona and answer questions "in character." After a few exchanges, Rick asked the class to reflect on how they were depicting the two persona, generating a good deal of discussion about stereotype and class distinctions. Ethan sat quietly, sometimes leaning back to look at ceiling lights, occasionally yawning, not closely watching Rick but seemingly listening. Rick wandered as he talked and questioned. When he moved near Ethan, he smiled and touched Ethan warmly. At one point, while framing another question for Curt, Rick picked up Ethan's handkerchief and wiped the wetness that oral motor impairments constantly create around his mouth.

After several students' turns at the exercise, Rick reminded Ethan that he was going to ask him a yes/no

question and wanted him to answer in either a loud or a soft voice. More questions, first to Annie, then Paul then Sheila: "Do you think of yourself as smart?" "Do you think of him [pointing out another student] as smart?" "Stupid?" "Is black your favorite color?"

Rick approached Ethan and asked "Do you like red?" Ethan replied, "Do you like red?" Rick tried again, only to have Ethan repeat the question again. Nora offered assistance, saying to Ethan: "Listen. It's a question. Do you like red?" Ethan still repeated the question. Both Nora and Rick tried to ask the question a different way and after three or four more exchanges with both Nora and Rick, Ethan finally offered, "I like red."

Rick asked Nora to explain to the class what just happened. "Sometimes Ethan doesn't understand what information a questioner wants," she explained, "but he knows that he is supposed to answer, so he repeats what he just heard." Rick expanded, adding that repeating is Ethan's way of "letting us know that he doesn't get the point and we have to try another way to help him understand." This led Rick to a larger point about communication and how important it is to actors on a stage. He pointed out that, as actors, they are going to have to communicate a great deal about a character very quickly and briefly, but they will not enjoy the luxury of having an audience that can tell them when it doesn't understand. "Ethan," Rick concluded, "can help us all learn how to imagine what might not be communicated so we can discover all the ways of communicating that will help more people understand what we are trying to convey with our character."

Near the end of class, Ethan's experience of drama class became part of the lesson again. For the past week the entire class had been doing relaxation exercises. Rick had promised that, by Friday, he would help them become so relaxed that they would fall asleep on stage. Wanting to introduce the idea of "subtext," Rick reminded the group of how Ethan was able to relax earlier in the week:

Remember how even Nora was surprised. He relaxed so much that both his arms stretched out and were flat on the floor! Nora was pretty excited because it is very hard for Ethan to relax since his muscles are always tighter than yours. Something you find very easy—stretching your arm out straight—is a very big accomplishment for Ethan. Now Ethan could do this thing that is more difficult for him because he was listening to my voice. I was talking about clouds and waves and using lots of words and imagery that Ethan probably didn't really understand, but *he was able to listen to the subtext*—the tone and underlying meaning—and it allowed him to achieve the exercise.

Setting Inclusion Parameters

As with many educators, Nora and Rick approached Ethan's inclusion in beginning drama as architects: neither completely knew exactly how it would unfold or what would be achieved, but there was a blueprint. Rick had an agenda of learning for the nondisabled peers that included at least a new awareness of disability and, for some, an acceptance of Ethan as a classmate. Both teachers also had social and learning outcomes in mind for Ethan. The parameters of inclusion for all the drama students, including Ethan, were to learn substantively about drama and socially about being teenagers. In the process of applying these twin accomplishments to Ethan, the drama curriculum was also enhanced. Inclusion at Greenfield, and other schools we observed, occurred within the three parameters of curriculum infusion, social inclusion, and learning inclusion.

Curriculum infusion: How disability can teach. I expect that this year's beginning drama students will not soon forget the meaning of subtext. Other authors (Biklen, 1985; Fullwood, 1990) have remarked on the potential benefits of inclusion for nondisabled peers. Certainly Rick effectively used Ethan's experiences, and other students' experiences of Ethan, to elaborate the drama curriculum in a way that only Ethan's inclusion made possible.

As the year progressed, Rick's goal "to have the 'outside world' (at least as represented by Ethan's drama classmates) understand, to not recoil" became elaborated. Both Rick and Nora found many more unique ways in which Ethan's participation served to teach. One example nicely illustrates:

Rick: There are times when some of the kids are doing their improv, say, and Ethan will laugh. And then the kids will start laughing because they see him laughing. What I like about him is that he's very emotional with his responses. He's right there. And so he teaches the other kids ... he teaches my kids to just go do it.

Nora: That came up even in the beginning when Ethan was afraid to get out of his chair, saying "No!" Rick commented then, "It's too bad everybody can't be as open as Ethan and just say, 'This is what I am afraid of. This is what I like, this is what I'm afraid of, this is how I'm feeling.'" So Ethan's openness is a positive thing.

Ethan's disability served to teach so much that Rick concluded by midyear that "there's a benefit in the fact that he is wheelchair bound" because it forces other students to design their improvisations around more novel constraints: "It's very good for the kids to say, 'Ethan can't walk. Okay. We were going to have him do this, how do we adapt for what we want?' I think that's the best learning."

I suspect that neither Rick nor Nora had fully antici-

ipated this particular curriculum infusion benefit. He and Nora had, however, planfully orchestrated many other features of Ethan's inclusion according to the twin parameters of social and learning inclusion.

Social inclusion: Learning to be a teenager in drama class. High schools tend to be richly varied environments on many dimensions, from curricular choices to students' appearance and behavior. On the way to drama class one morning we encountered a young woman dressed entirely in black with black hair mysteriously coiffed to stand straight up at least 12 inches into the air as if caught in some invisible suction (we later learned that Elmer's glue does the trick). As we passed, both startled but trying not to show it, Nora commented with a chuckle that "one of the things I really like about Greentree High is that we are definitely not the oddest."

Of course, this range of individual expression emerges in part because students are so uncertain about who they really are. Trying on different personas is simply part of the drama all students participate in during high school. Someone offering as many differences as Ethan, however, poses a particular challenge in adolescent culture.

Rick explained that, "At first, first term, they didn't want to touch him. They couldn't go near him. They were afraid of him because of the differences. Now some of the newer kids may be a little tentative, but..." Nora elaborated, "Rick and I have really tried hard to achieve a balance between wanting to 'set up things' and backing off, because you can't force quality interactions. We know that."

Rick was thoughtful about his need to model. "I pointed out that I knew that a lot of them were afraid. That's exactly what I said. 'I know a lot of you would see somebody like Ethan on the street and walk away, or go on the other side of the street. Or you see somebody drooling or dribbling or something and you just walk away. And I expect that.' I assured them that 'I'm not gonna force any of you to have any kind of interaction. I want you to understand that if you want to, this is the place to do it. We need to learn about people like Ethan and Ethan needs to learn that it's okay for him to say no to us.'"

Nora's involvement was a different kind of strategy. Part of the "setup" was that groups including Ethan also included Nora, especially in the beginning. Initially all the groups were assigned by Nora and Rick in part to ensure that students did not have to face the situation of picking Ethan before they were ready. Later, when students began to relax with Ethan's differences, they began to select their own groups. It didn't take long for a few of the women in class to invite Ethan into their groups, and for Ethan to choose some of the same women on other occasions. Regardless of how the groups were formed, however, Nora, and sometimes

Rick, came along: "So those groups got paid off a little bit because there was a grownup helping them. So it wasn't stigmatizing to have Ethan in the group."

Despite the challenge Ethan represented to this classroom and these students, a balance did not take long to emerge. Not every student, of course, but many came to see Ethan as a member of the class to greet, even downtown on Saturdays, to slap on the back, to applaud, and to invite into their group for the final exam assignment using combative techniques. Ethan quickly learned to identify students by their voices and could easily return a "Hi" with a "Hi, Angie, how are you?" As Nora noted, "Ethan is a pretty personable guy." Some students, of course, never became comfortable with Ethan and never sought interactions with him, but that seemed true among several of the nondisabled students as well.

Learning to include Ethan was certainly a challenge sometimes. When Kim and Sharon were planning the combative scene that would be their final for the unit, they struggled with how to include Ethan. The scene itself wasn't so difficult to create: Ethan would be going to a snack bar with one of the young women when another would approach and kick at his wheelchair, telling him to "get out of the way." They needed an epithet, however, and that was more difficult. Both students approached Nora and Rick: "What names could/should we call Ethan?," they asked, worried about being appropriate and hurting Ethan's feelings. Rick responded, "Call him the same kinds of names you would call your other friends." Both looked unsatisfied with this answer, but, after a pause, accepted it and returned to the rehearsal. Watching the interaction, I wondered if they weren't really trying to ask if it was okay to call Ethan "retard" or "crip." The teacher's response seemed to confuse them in part because these might very well be the names they would use with other friends. They decided on "jerk," but I think their question is illustrative of the nuances about acceptance that can occur, sometimes unnoticed, in inclusionary settings.

Perhaps the best way to summarize the social inclusion Ethan and his classmates experienced in drama class is with a brief story about the end of the year. As part of the end-of-year closure festivities and performances, Rick invited the class to select from among their number the male and female students that not only "showed the most improvement, but *also show the most promise as an actor*." Reporting the outcomes to me after the fact, Nora and Rick explained that they were both surprised and moved to discover that Ethan received seven votes. "If it had only been improvement, I could see it," Nora explained. "Ethan really did learn a lot that everyone could see." "But promise as an actor!" Rick completed their thought: "It shows how

much they came to value Ethan as a *member* of the drama class."

Learning inclusion: Learning about acting. Ethan's parents supported inclusion in drama not so much with expectations of any specific learning, certainly not "promise as an actor," but with the hope that the experience might prove valuable for developing community theater connections after schooling ended. Yet Ethan did learn a good deal, surprising Nora and Rick as well as his parents, by the end of the first term.

The final exam was to perform a monologue; Ethan's was from the *Spoon River Anthology*. Ethan had never tried to remember lines and his speech was often difficult to understand, so Nora created the scene of an actress rehearsing her lines just before performance in her dressing table mirror, only Ethan was the "mirror." As Nora spoke each line, Ethan repeated it, speaking those lines he best remembered in unison with her, achieving a kind of underlining effect that they were her best remembered lines as well.

"He was amazing!" concluded Nora, "he pushed himself."

"By all rights," Rick added, "he shouldn't have been able to do it because his disability should have prevented him. He's not supposed to be able to do that."

"You know, all this memorization," elaborated Nora, "I think people were so amazed because that's not what people see every day . . . [but] just like everybody, you go above and beyond for tests. Ethan did the same as everybody else in the class because he really pushed himself for that final performance. It was really motivating to him."

Practicing for a performance, preparing for a test, getting nervous before a performance were all new learning experiences for Ethan that led to more and more as the year unfolded. By January, Nora was clear that

Ethan's goal is the same as for all the kids in Rick's class. I think Ethan is doing the exact same things about pushing yourself, trusting yourself, trusting others. That's what learning acting is about: it's about knowing what you can do, knowing your boundaries, and pushing yourself to those limits. I've seen Ethan do that the very first term.

A bit more cautiously, Rick expanded,

But I don't think Ethan understands. I think he knows he's scared and I try to get him to trust, to get him to relax. When we had him go to sleep, he was so rigid, so afraid. Everybody laid down on the stage and he was so rigid! Then I talked to them and his body went almost limp he was so relaxed and he was not afraid. So maybe the goals are forgotten, then he gets tense again, and then you bring him back into a state of relaxation or understanding. It's a wearing down process of having

him relax/not relax, relax/go through stress, trust/not trust, more trust than not trust. . . . I'm not sure I know what is gonna be good for Ethan. I'm not sure what's good for anybody. It's just a process of chipping away at their misconceptions of themselves.

There were other things learned that were unique to Ethan. He seemed better able to manage "down time" without doing things that were inappropriate or distracting when Rick was lecturing, as well as in other settings and situations. Rick noticed midyear that Ethan was using different vocal inflections during exercises and passing conversations. Rick also found that Ethan was more relaxed about touching, initiating physical contact with other students, something Rick thought "especially important for people who use wheelchairs because they seem so physically cut off from everyone else."

As the year progressed, both Rick and Nora seemed to find more confidence in understanding Ethan's learning. From the beginning, however, it had been clear that learning was an equal part of the agenda. Sometimes he learned the same things in a slightly adapted way in the manner of "multilevel curriculum selection" (Giangreco & Putnam, 1990). Sometimes the activity or lesson provided a context for Ethan to learn something the other students did not need to pursue, in the manner of "curriculum overlapping" (Giangreco & Putnam, 1990).

Perhaps even more valuable was that what Ethan actually learned was not anticipated by his special education teacher, his parents, or the drama teacher. It was only the collective efforts of this triad to make learning occur in the context of drama class that actually resulted in a "curriculum" that none of these planners could have created independently. If "collaboration" means anything, surely it means this: that outcomes are achieved for the student (in this case, learning outcomes) that none of the adults could have designed on their own. The "whole" of a collaboration is more than the sum of its parts in what it produces for the student.

Designing the Supports

For Nora and Rick, the agenda became clear fairly quickly. Ethan, like everyone else in the class, would learn things about drama and about himself as a member of the social group called "beginning drama." It was equally clear to both Rick and Nora that Ethan would do this somewhat differently than the other 32 students. In fact, one of "the main reasons" that Rick agreed to Ethan's enrollment was "that Nora said that she would be there in class to provide support."

In watching inclusion efforts closely in some eight schools over the past 2 years, and less closely in many others, we have found that all the general education teachers we encountered initially requested "support"

in the form of another person. Faced with a student never before encountered, who comes with a reputation for difficult learning, this request for human support seems quite natural. On the one hand, person support promises someone to "talk things over with," a sign of teachers' ongoing dependence on puzzling out teaching, even if only with themselves. On the other hand, the long separation of special and general education teachers seems to have resulted in such different approaches to teaching and learning that communication is awkward at best, and completely blocked at worst. It is as if these teachers are operating in different spheres of discourse, often using the same words only to misunderstand each other—dampening, even extinguishing the respect, trust, and exchange so necessary to real collaboration.

Support might only result in nothing really changing. The support person, "Velcroed" to the student with disabilities, all too often forms a "bubble" of isolation. The support promised by the other person can serve mainly as a barrier to the transactions that result in more successful and effective inclusion, providing more unhelpful than helpful help (Ferguson et al., 1992). Rather than remaining open ended, support should be more concretely described in ways that maximize the shared language and understandings that permit the kind of collaborative results Rick and Nora achieved for Ethan. Our observations and interviews suggest that support functions as genuinely supportive when it is framed from the student's rather than the teacher's perspective as either (a) teaching support, (b) prosthetic support, or (c) interpretive support. Ethan's drama class provides examples of each.

Teaching support. Ethan certainly needed a good deal of teaching support. As Nora commented about midyear, "Sometimes it gets really hard to work Ethan in because . . ."

Rick interrupts, "because theater is a verbal art. There are ways we [can] find for Ethan to communicate and it works very, very well; but the difficulty is . . . there are certain exercises Ethan can't be in because they are very verbally oriented."

Nora expands, "Ethan can be verbal, but you have to set it up in a way that accommodates *how* and *when* he can be verbal."

"I think it's a time factor," Rick continues. "If we have enough time to present the [idea, exercise] then he can work it through, but on the spur of the moment, in a 40-minute class, it's very difficult. . . . [Some] improves we don't set Ethan up in."

"But," Nora finishes the thought, "the ones where there's even a little time to create scenes we have Ethan there."

This exchange during an interview illustrates one facet of teaching support: Ethan received instruction from both adults, both in the planning of teaching (as

illustrated here) and in the doing of it. During the last day of rehearsal for the final exam for the combatives unit, for example, both Rick and Nora coached Ethan's group at different times during the period. First Nora explained to Kim and Sharon how to help Ethan understand that, when Kim said "Get out of my way!" as part of the setup for the skit, he should not back up. Later Rick practiced pretend-punching Ethan in the stomach, helping Ethan time his responsive "Ugh!" accurately.

A second, perhaps more important aspect of teaching support is that all the other students receive similar teaching support from both Rick and Nora. Whether the teaching decision involved Ethan or any of the other students, Rick and Nora repeatedly demonstrated an ability "to be flexible with each other," creating a dynamic drama teaching team.

An exercise involving memorization had not quite been completed on Monday, but Tuesday Rick had planned to do several other things. Rick and Nora had a brief exchange about whether or not to complete the memory exercise. Agreeing that they could accommodate the rest of the exercise and still manage the planned agenda, they both encouraged the class to assemble quickly. As the exercise proceeded, both teachers prompted and urged the students to work faster. It seemed clear to me, as the observer, that students viewed Nora as a co-teacher. She not only provided assistance and feedback but, like Rick, also sometimes participated in setting tasks for everyone. As she later explained, "They know I work with Ethan, but I'm [also] always participating [in the drama class]. I always say what I think. I talk and disagree or agree. I'm definitely a person with an opinion outside of Ethan. I don't just talk about special ed."

For his part, Rick began to use Nora as a teacher, not just a special education teacher. "I use her as a resource. I look at her as a colleague. [I pause] and say 'Nora, anything?' and she'll explain. I explain [something] as how it affects us as theater technicians, and then she'll say. . . . So she caps it. She talks about exactly what the theory is or the emotion or whatever it is." As a consequence of both Rick and Nora functioning as teachers with each other, the students also seemed to view them as colleagues, receiving and accepting teaching support from both. Students, more so than either special or general educators, seem able to experience all the adults in school as "teachers," neither discriminating nor warranting the discipline and specialist labels we adults so prize.

Prosthetic support. Students with severe disabilities have helped to teach all educators that all students can learn, although many students require supports for learning to proceed effectively. We refer to these non-instructional learning supports as prosthetic supports. Without being positioned well, or having a strategy for

asking a teacher to repeat an instruction when you didn't quite comprehend it, or a note taker in science because you cannot write yourself, learning is thwarted. Different from instructional assistance, prosthetic support never fades; it is always required to diminish or remove the impact of disability, or even just natural variations in ability. Most students, whether labeled or not, require some form of prosthetic support at one time or another. Some, like Ethan, require more support, more consistently provided. Inclusion works best when not only all the adults in a school, regardless of their official labels, but also the students, learn to provide prosthetic support, easily and naturally, when it is needed.

Ethan has poor visual skills. He can see, but he is a little nearsighted and his eyes do not work together well, making depth perception untrustworthy. Glasses only seem to compound his visual difficulties. Rick, Nora, and the drama students learned to wear white and other bright colors so that Ethan saw more than "little faces" when he looked at people against the stage's black backdrop. Several of the students assumed responsibility to open the only door through which Ethan could enter the little stage, assuring that he never had to wait, beeping his horn, risking tardiness. Ethan's need for these prosthetic supports never waned, but neither did the groups' willingness to provide them.

Interpretive supports. General education teachers who are beginning to work with students like Ethan, previously excluded from their classrooms, often say, in one way or another, that they need "support" because they do not know how to teach such students. Special educators, perhaps because of their focus on a unique instructional technology for students determined to require their services, often hear this teacher lament as a lack of teaching skill, and attempt to instruct their general education colleagues in how to teach. In some situations this might well be appropriate support. In many others, however, we have found that general education teachers are requesting *interpretive*, not teaching, support.

In order to create effective teaching/learning situations for most students in their classrooms, general education teachers do not have to know each student in intimate detail. In most classrooms, of course, there are always a handful of the 20-30 or more students that teachers must get to know much more closely in order to construct learning exchanges that are effective and sensible from the student's point of view. Making learning effective and sensible for Ethan, however, required a good deal more intimate knowledge. As Rick explained by way of example, "Ethan has a different way of communicating. I, unfortunately, don't know how to tap into that because I've got 32 students in this class." Rick may never have the time, given the demands of 32 other students, to acquire the level of

intimate knowledge about Ethan's communication, physical support needs, learning, emotions, and sense of humor that Nora possesses. She had only 11 students this year.

Perhaps Nora's most important function, from Ethan's perspective, was to provide Rick and the other students with the kinds of interpretive support that permitted Ethan to be fully included as a learning member of the class. Sometimes she provided these interpretive explanations directly to Rick and Ethan's classmates. Once a task was designed, according to Rick, "she'll say 'Ethan can't do this part because of this, this, and this, but . . . ' It's a resource, an expertise I don't have, and whenever I say, 'Nora, . . . ' they all listen to her because they know she knows what she's talking about."

At other times, Nora interpreted more indirectly. Rick was setting up an exercise that involved four students improvising on stage. They were to create a scene by speaking only numbers instead of words, with various intensities and inflections. Each observing student, including Ethan, was assigned a number. Whenever they heard one of the actors on stage use their number, they were to repeat the number with the same intensity and inflection. Rick assigned Ethan the number one, telling him to beep his wheelchair horn each time he heard the number. Nora, standing a little closer to Annie and Pam, the two students who began repeating Rick's instructions to Ethan to make sure he understood, countered Rick's instructions. Knowing that Ethan understood and could say numbers, she advised instead, just loud enough for Rick to hear across the stage, that Ethan say the number one each time he heard it. For his part, Rick noted Nora's change, nodding his recording of this new information about Ethan in his teaching memory.

"I watch how she works with Ethan and how she changes things," Rick went on to explain that this "flexibility" with Nora and Ethan led him to create more open-ended exercises, describing the details of participation for all the students more ambiguously and thus requiring everyone to participate in creating the learning tasks. By providing Ethan with interpretive support, Nora also helped Rick create more opportunities for other students to "figure out what they have, what they know, what they do well."

If providing teaching support required Rick and Nora too develop a collaborative relationship, the providing of interpretive support placed Nora and Rick in more of a consultative relationship. Nora provided interpretations about Ethan's learning that enabled Rick, and his drama students, to more independently design effective learning and social inclusion for Ethan. For many students with disabilities, this consultative aspect of interpretive support reduces the need for it over time. For other students, especially those with more complex

learning and prosthetic support needs, a need for interpretive support as well may never disappear.

Beginning Drama at the End

At the end of the year the beginning drama class usually performs a short play in the evening for a school and family audience. This time it was a play about teenagers composed of short skits loosely woven together by some choral lines at beginning and end. The audience was small, probably mostly parents, friends, and friendly teachers. Still, we could hear the tension and excitement backstage. Finally the houselights dimmed and the cast emerged to take assigned places among the risers. The effect was asymmetrically planful, but also pleasing. Ethan was in the back on the right. Nora sat near. The play began.

Ethan's lines were near the beginning. Turning to him, his classmate seemed to exaggerate his cue. Ethan responded, "In this high school there are 1600 students . . ." delivering his lines without error but without quite enough volume. Still, he was at least as understandable as the young woman from Korea who struggled to enunciate unfamiliar American words. The skits began, but soon Ethan was unable to quietly attend. First he called out to Nora, then he began waving and tapping. As if planned, Nora helped him leave as the lights dimmed during a pause between scenes and the play continued uninterrupted by Ethan's distracting waiting strategies. Near the end, he reappeared just as suddenly as he had disappeared, joining in the choral ending on cue and accepting the applause with his classmates. It was artfully, if extemporaneously, done.

Like the final performance, Ethan's experience in drama class was not without flaw. In January both Nora and Rick were absent for a few days, felled by flu. Unprepared, the substitute failed to involve Ethan in class, possibly undoing some of the social gains made in the past months. As an observer, I noticed times when I thought that Nora and Rick became so caught up in the teaching of drama together that Nora failed to provide the interpretive support that might have included Ethan, leaving him to observe passively. Ethan performed poorly in the final skit for the combative unit, at least in part because Sharon was absent and replaced at the last minute by Paul. Ethan's apparent confusion by the change, and resultant performance, poignantly illustrated his different learning, prompting Paul and Kim to openly ask Rick if their own grades would suffer.

Still, the experiences of Rick, Nora, Ethan, and all other teachers and students who shared their efforts to fully include students with disabilities in general education offer some valuable lessons for others seeking to follow the same paths. These teachers and students suggest that "figuring out what to do with the grownups" seems to proceed best when the adults focus less on

their relationships with each other and more on their joint relationships with students. Nora and Rick quickly moved beyond seeing each other as "special" or "regular" educators who must divide up the teaching task list according to these disciplinary distinctions. Nora was not Ethan's only teacher merely because she shared his special education label. Neither was she denied the opportunity to teach drama. From the beginning, Nora and Rick seemed able to focus on simply being drama teachers, each with different skills, interests, and knowledge, to be sure, but both as responsible for teaching all the students about drama and about being teenagers. By keeping the students' learning and social outcomes firmly in focus, Nora and Rick related to each other sometimes as collaborators and sometimes in more consultive roles, in the end supporting each other to be a better drama teaching team.

General education teachers getting involved in including students with severe disabilities do not so much require support in the form of a lesson planned, a curriculum adapted, a lesson taught. Rather, they require another person to, in Nora's words, "be flexible" with them as teachers, providing collaborative contributions or consultive information as needed to orchestrate the teaching, prosthetic, and interpretive support that will achieve for all students the experience of learning and social inclusion.

"Figuring Out What To Do with the Grownups" in Brief

Nora, Rick, and Ethan, as well as others we met, have taught us that achieving full learning membership for students with severe disabilities requires teachers, regardless of their official labels, to provide all students with three crucial supports (teaching support, prosthetic support, and interpretive support), by flexibly working within three inclusion parameters (curriculum infusion, learning inclusion, and social inclusion), through the development of two teacher relationships (collaborative and consultive) in order to accomplish one schooling outcome: *The purpose of schooling is to enable all students to actively participate in their communities so that others care enough about what happens to them to look for a way to include them as part of that community.*

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SECTION 2

NASBE Calls For End To Disabled Students' Segregation

CINCINNATI -- State education boards must revolutionize special education so all disabled children are taught with their nondisabled peers, a new report says.

That will entail a "fundamental shift" in the way schools are structured, teachers are trained and money is distributed, says the National Association of State Boards of Education (NASBE).

Conference Report

"The first step is for state boards to create a vision of inclusion," said Virginia Roach, primary author of the report, "Winners All: A Call for Inclusive Schools," and director of NASBE's Center on Teaching and Learning.

In an interim report last year, a 17-member NASBE study group urged states to end the separation of special and general education (ED, Oct. 9, 1991). Several states have taken steps in that direction (*see story, below*).

"Winners All," written by the same study group and released Friday at the NASBE conference here, offers specific steps states can take. It calls on state boards to:

- Lead efforts "to create a new belief system" of inclusion among administrators, teachers and parents, and to offer implementation goals;
- Encourage colleges and universities to merge education programs preparing teachers for careers as special or general educators; and
- Revise financing formulas so schools won't be tempted to shuffle children into special education to receive additional funding.

More Than Mainstreaming

The type of inclusion NASBE is promoting would place all disabled children in traditional classes with the support they need to succeed.

"We're not talking about the mainstreaming where kids are shuffled in and out" of regular and special ed classrooms, Roach said in an interview. "We're talking about [disabled] children feeling that their place in the school is in the regular classroom."

To accomplish that, state boards must undertake efforts to build consensus around inclu-

sion and adopt the policies necessary to implement it, "Winners All" says.

A key step would be to educate all teachers to deal with learning and behavioral disabilities. Current training creates teachers with a "limited conception of their capabilities," the study group says. An inclusive system would hold all educators accountable to teach every child.

Getting The Word Out

NASBE will be distributing the report to administrators and education groups over the next several months, trying to gather support. The group also will be lobbying on Capitol Hill for changes in the Individuals with Disabilities Education Act (IDEA) to promote inclusion.

IDEA "at best" allows inclusion to happen, but it often instead creates administrative barriers, Roach said.

The report is \$10, prepaid, from the National Association of State Boards of Education, 1012 Cameron St., Alexandria, Va. 22314, (703)684-4000. --David Hoff

Some States Already Moving Toward Inclusion

CINCINNATI -- Many states have adopted, or are considering, policies promoting disabled children's inclusion in regular classrooms, state school boards say.

Conference Report

State efforts to bolster inclusion range from passing broad position statements to changing the way special education funds are distributed, the National Association of State Boards of Education (NASBE) says in "Winners All: A Call for Inclusive Schools," a report released last week at its annual conference here.

For example:

- New Mexico's education department last year issued a policy saying it "believes that all students must be educated in school environments which fully include rather than exclude them" (ED, Feb. 21).

(more)

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NASBE Endorses 'Full Inclusion' of Disabled Students

Standards Must Include All Pupils, Group Says

By Debra Viadero

State school boards must take steps to create inclusive education systems in which students with disabilities are taught alongside their nondisabled peers, a new report by the National Association for State Boards of Education recommends.

The report is one of the strongest endorsements to date from a general-education group for the concept of "full inclusion" of disabled children.

Unlike the traditional special-education practice of mainstreaming, under which disabled students spend part of the school day in regular classrooms, full inclusion calls for teaching disabled pupils in regular classrooms throughout the day.

Rather than helping students in separate resource rooms or center-based programs, special-education teachers under the full-inclusion system come into regular classrooms to team-teach or provide additional support in other ways for disabled students.

"There should be no mistake about the implications of this vision: The [report] is calling for a fundamental shift in the delivery of education," the document says. "Schools in an inclusive, restructured system must look very different from the typical school that exists today."

The report, entitled "Winners All: A Call for Inclusive Schools," was released during the state boards' group's annual conference in Cincinnati last month.

To bring about more inclusive schools, the report makes a number of specific recommendations. State boards must set down policies that support integration of disabled children, it urges, and must specify, in setting standards for the education of all students, that their standards truly mean all students.

"Most state boards have been talking

Continued on Page 30

Case Managers Coaxing Families Toward Change

By Deborah L. Cohen

BRATTLEBORO, VT.—As a home visitor who helps link troubled families with young children to support services, Kathy Emerson has learned a sobering lesson: Meaningful change takes time.

Of the eight families she has worked with for two years, she says, some have made "huge strides" toward change; others have taken small, tentative steps. In a couple of cases, she says, "I haven't seen much change at all."

"Some families tend to be more chaotic and more imbedded in certain kinds of behaviors that it seems much harder to nudge them out of," she says. "There have been little bits of progress here and there, but a lot of backsliding."

In helping families beat the odds, Ms. Emerson admits that she sometimes feels she is "banging my head against a stone wall."

The challenge, she says, is to persevere—and be patient.

"I've long ago given up predicting when and what change is going to happen."

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Kathy Emerson, on a home visit in Brattleboro, VT., of Matt Houle as his brother, Donald, and his sister

Performance-Based Assessment Gains Prominent Place on Research Docket

By Robert Rothman

Spurred in part by strong interest from educators and policymakers, researchers have turned the study of alternatives to traditional standardized tests into one of the hottest topics in their field, and their work has begun to bear fruit.

Over the past few years, more and more states and districts have added performance-based assessments and portfolios to their testing repertoires amid criticism that such methods were untried and their consequences uncertain.

But in recent months, a host of scientists—many assisted by the federal government—has begun to develop an understanding of the new instruments, researchers say.

Although much of the work is preliminary, the studies have found some promise—as well as some potential pitfalls—in the alternative forms of assessment.

One much-anticipated study, slated to be released next week, is expected to show both the benefits and drawbacks of the new methods. In an analysis of Vermont's pioneering portfolio assessment, researchers from the RAND Corporation are said to have found that the program has improved instruction in writing and mathematics, but that the state may not yet be able to use the data as a measure of student performance.

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Sports Programs Emerge as Political Footballs in Funding Battles

By Karen Diegmüller



When the Chicago public schools lost a districtwide reading program and 90 percent of their funding for supplies last year, the situation went largely unnoticed outside the education community.

But when the city's high school principals threatened several weeks ago to eliminate extracurricular activities, including athletics, major corporations, radio talk-show hosts, and sports celebrities raised almost \$1 million within weeks.

To capture the attention of the public and the politicians—and get needed money in a time of budget constraints—observers suggest that school officials in Chicago and elsewhere are using the specter of a political leveraged without football, basketball, and baseball as political leverage.

"They decided to use the athletic program because it is highly visible, because it matters to people in the community," said Wil-

State Boards Endorse 'Full Inclusion' Of Disabled Students in All Classrooms

Continued from Page 1

very much in terms of goals for all students and they're looking at schools to be radically restructured," said Virginia Roach, who directed the study for NASBE. "The element that's been missing is that special education hasn't necessarily been at the reform table."

In addition, the report calls on states to change teacher-licensure and certification rules so that new teachers will be prepared to teach children with disabilities as well as those without. And it calls for the support and creation of training programs to help special educators and regular educators learn to collaborate in the classroom.

School-finance systems, the report says, should be overhauled to "sever the link between funding, placement, and handicapping label." Funds should be provided on the basis of instructional needs, not head counts, it proposes.

'A Fundamental Mismatch'

The recommendations stem from a two-year investigation by board members from 17 states. After hearing from special and general educators, parents, students, academics, and administrators, the group concluded there was "a fundamental mismatch between schools and the disabled children they were supposed to serve," Ms. Roach said.

Citing national studies, the report out that only 57 percent of disabled students leave school with either a diploma or a certificate of graduation. Moreover, only 49 percent of disabled youths are employed two years after leaving school.

Part of the problem is that, in the 17 years since the landmark Education For All Handicapped Children Act was passed, a "separate and isolated system has been created to serve students with disabilities," the study contends.

"There's this real 'our kid-your kid' mentality," Ms. Roach observed. "It's, 'We do better by our kids and stay out of our program.'"

The report also argues that mainstreaming practices often fall short of their goals. In elementary school, students with disabilities join regular classes for art, music, and physical education. But they often miss out on opportunities to develop their social skills during free-play times.

In secondary school, the report adds, nondisabled students and their teachers often view the disabled student as an "add on" to the general-education program.

Moreover, funding mechanisms have "contributed to the segregation of students into isolated programs and have served as an incentive for overidentification of students so that school districts could receive more support from the state and federal government," the report maintains.

Once labeled, students often remain in special-education programs throughout their school careers, the study adds.

Not 'One Choice'

The call for full inclusion remains a controversial topic, however, among special educators and some parents of disabled children.

Part of the practice because children have already encountered problems in the regular-education system, or because

Students With Retardation Found Segregated in Schools

More than 73 percent of students with mental retardation in the United States are being educated in separate classrooms and buildings, according to a new analysis by an advocacy group.

"This study reveals that most states have a long way to go to achieve full inclusion for students with mental retardation," said Alan Abelson, the executive director of the group, known as The Arc.

The organization, which formerly was known as the Association for Retarded Citizens of the United States, based its report on data from the most recent annual report by the U.S. Education Department on the status of special education. (See Education Week, Aug. 6, 1992.)

The data indicates, for example, that only 6.7 percent of students with mental retardation spend four-fifths of their school day in classrooms with their nondisabled peers. Twenty percent spend some of their day in regular classrooms but are pulled out of those classes for instruction in special-education resource rooms.

But the majority of students with mental retardation, the Arc

report says, are almost entirely segregated from their nondisabled peers—in separate classrooms in the same school building, in separate public or private day programs, or in residential facilities.

The report also ranks states on the degree to which they integrate disabled students in regular classrooms.

The organization gave the highest marks to Massachusetts, Vermont, Wyoming, Idaho, and New Hampshire. Ranking lowest were Florida, Illinois, Maryland, New York, and New Jersey.

Even the top-ranked states, however, fell below acceptable levels of inclusion, the report concludes.

The organization has long lobbied for schools to take steps to teach all disabled children in regular classroom settings. Federal law requires that each student be educated with their nondisabled peers to the "maximum extent appropriate."

Copies of the report are available for \$2 each by writing: Report Care, The Arc, 500 East Border St., S.W., Arlington, Va. 22204.

they fear losing hard-won rights and special-education services.

Special educators say some disabled students need separate environments when their behavior problems are severe or they have unique learning needs. Deaf students, for example, often contend they are more isolated in regular classrooms in which neither teachers nor classmates understand sign language.

"You can't have one choice," said Frederick J. Weintraub, the director of communications for the Council for Exceptional Children. "We support a continuum of options for disabled students, with the full belief that you have to strengthen the inclusive option."

Other disability groups and advocates, on the other hand, see the debate as a civil-rights issue, maintaining that all children have a right to learn in regular classrooms.

The aim of NASBE's recommendations is not to abolish the "continuum," Ms. Roach said. Instead, it is to create a system that does not narrowly limit who can provide special education or where that instruction can take place.

State Steps to Inclusion

While special educators are divided on the issue, the state boards are the second general-education group to endorse full inclusion this year. The Association for Supervision and Curriculum Development at its convention in April approved a resolution favoring the practice.

And, according to the report, several states have taken steps in that direction. They include:

- Vermont and Pennsylvania, which have laws creating "instructional-support teams" to provide help for students who are having trouble learning before they are placed in special education. In

Vermont, the practice has resulted in a 13 percent decrease in special-education referrals over two years.

- Oregon and Pennsylvania, which have abolished funding systems that allowed school districts to be reimbursed for the difference between the costs of educating students with disabilities and the average costs for nondisabled students. The systems were replaced with formulas that provide little incentive for identifying large numbers of disabled students.

- New Mexico, where the state board last year formulated a policy stating that "all students must be educated in school environments that include rather than exclude them."

- California, which is funding 41 pilot full-inclusion projects in school districts around the state.

Copies of the report are available for \$10, prepaid, from the National Association of State Boards of Education, 1012 Cameron St., Alexandria, Va. 22314.

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