



*New Jersey State Department of Education,
Office of Special Education Programs and the
New Jersey Council on Developmental Disabilities*

Developed by Orah Raia for the Inclusion Institute

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Curriculum and Instructional Adaptations

Print Materials:

Armstrong, T. (2000.) *Multiple intelligences in the classroom*. (2nd Ed.) Alexandria, VA: Association for Supervision and Curriculum Development. Armstrong has updated this guide for educators to incorporate new research from Howard Gardner and others. This second edition includes updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills, educational technology, career development, educational policy, and more. Available at: <http://www.ascd.org>.

Castagnera, E., Fisher, D., Rodifer, K., Sax, K. (1999). *Deciding what to teach and how to teach it: Connecting students through curriculum and instruction*. Denver, CO: Peak Parent Center, Inc. Provides planning grids and concrete strategies for educators and families. Available at: Peak Parent Center: <http://www.peakparent.org>.

Cole, S., Horvath, B., Chapman, C., Deschenes, C. Ebeling, D. G., & Sprague, J. (2000). *Adapting curriculum & instruction in inclusive classrooms: A teacher's desk reference*. (2nd Ed.). Bloomington, IN: The Center on Education and Lifelong Learning. This book is designed to meet the needs of general education teachers as well as teachers of students with disabilities and assist them as they face the challenge of teaching an increasingly diverse group of learners. The adaptation process and the strategies and examples provided are appropriate for students at all grade levels and may be applied to all subject areas of the curriculum. Available at: <http://www.iidc.indiana.edu/~cedir/public.html>.

Falvey, M. (Ed.) (1995). *Inclusive and heterogeneous schooling: Assessment, curriculum, and instruction*. Baltimore, MD: Paul H. Brookes Publishing Co. Methods for successfully restructuring classrooms to enable all students to succeed. Covers preschool through postsecondary transition. Available at: <http://www.pbrookes.com/>.

Fisher, D., Frey, N. & Sax, C. (1991). *Inclusive elementary schools: Recipes for success*. Denver, CO: Peak Parent Center, Inc. Highlights strategies for accommodating and modifying assignments and activities by using core curriculum. Available at: Peak Parent Center: <http://www.peakparent.org>.

Janney, R., Ph.D. & Snell, M., Ph.D (1999). *Teachers' guides to inclusive practices: Modifying schoolwork*. Baltimore, MD: Paul H. Brookes Publishing Co. Key topics including how to adapt the class and curriculum and strategies to provide individualized instruction for students for both academic and social success. Available at: <http://www.pbrookes.com/>.

Silver, H.F., Strong, R.W. & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development. Guide to help schools maximize the benefits of learning styles and multiple intelligences approaches to accommodate the widest possible range of academic diversity. Available at: <http://www.ascd.org>.

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. This book looks at the latest research on learning, education, and change for the theoretical basis of differentiated instruction. Describes actual lessons, units and classrooms with differentiated instruction in action, for both elementary and secondary grades. Available at: <http://www.ascd.org>.

Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best practice: New standards for teaching and learning in America's schools*. (2nd Ed.). Portsmouth, NH: Heinemann. Summarizes the emerging standards of state-of-the-art teaching, providing updated descriptions of progressive teaching in six subject areas: reading, writing, mathematics, science, social studies, and the arts. Available at <http://www.heinemann.com>.

Videos:

Adapting Curriculum & Instruction in Inclusive Classrooms. VHS Video (48 min.). Bloomington, IN: The Center on Education and Lifelong Learning. This videotape accompanies the Teacher's Desk Reference and provides actual teacher practices from elementary to high school. Available at:

<http://www.iidc.indiana.edu/~cedir/public.html>.

Tomlinson, C.A. (1997). *The Differentiating Instruction Video Series*: Alexandria, VA: Association for Supervision and Curriculum Development. 2 VHS Videos, 45 min. each. Tape 1: *Creating Multiple Paths for Learning* explores the principles of differentiated instruction and how it changes the learning environment. Tape 2: *Instructional and Management Strategies* presents a variety of strategies teachers can use to support a differentiated classroom and to prepare students to work in that environment. The 166-page Facilitator's Guide provides detailed activities for five workshops: a short orientation session and a full-day session for each tape, and a full-day session combining both tapes. The guide includes an introduction to differentiated instruction, workshop agendas and detailed activities, handouts, overhead masters, a resource list, and readings. Available at:

<http://www.ascd.org>.

Instructional Strategies**Print Materials:**

Agran, M., Ph.D., King-Sears, M. Ph.D., Wehmeyer, M.L., Ph.D., and Copeland, S.R., Ph.D. (2003). *Teacher's guide to inclusive practices: Student directed learning*. Baltimore, MD: Paul H. Brookes Publishing Co. The newest volume in the Teachers' Guides to Inclusive Practices series shows you the benefits of student-directed learning and provides you with specific teaching strategies for helping students learn self-monitoring, self-evaluation, picture cues, self-instruction, problem solving, and other student-directed learning strategies. Available at: <http://www.pbrookes.com/>

Blueprints for a collaborative classroom. Oakland, CA: Developmental Studies Center. Provides more than 250 activity suggestions to enable you to employ collaborative practices into the classroom. Available at:

<http://www.peytral.com>.

Buswell, E.B., Schaffner, B. & Seyler, A. (1999). *Opening doors: Connecting students to curriculum, classmates, and learning*. (2nd Ed.). Denver, CO: Peak Parent Center, Inc. Chapter topics include instructional strategies, curriculum modifications, behavior standards, literacy, and providing supports. Available at: Peak Parent Center: <http://www.peakparent.org>.

Cole, R. (Ed.). (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association for Supervision and Curriculum Development. Discusses strategies to involve students actively in lessons, use thematic, interdisciplinary curriculums and accommodate students' individual learning styles. Strategies for culturally, ethnically, and linguistically diverse students are included. Available at:

<http://www.ascd.org>.

Downing, J.E. Ph.D. (1996). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers*. Baltimore, MD: Paul H. Brookes Publishing Co. Provides instructors the guidance needed to educate learners who have sensory, cognitive and/or physical disabilities and emphasizes the compatibility of methods of teaching students with and without disabilities. Available at:

<http://www.pbrookes.com/>.

Giangreco, M.F. Ph.D., Cloninger, Chigee J., Ph.D., and Iverson, Virginia Salce, M.Ed. (1998). *COACH: Choosing Outcomes and Accommodations for Children: A guide to educational planning for students with disabilities* (2nd Ed.). Baltimore, MD: Paul H. Brookes Publishing Co. Flexible planning tool is user-friendly, family oriented, and focused on life outcomes such as social relationships and participation in typical home,

school, and community activities. Available at: <http://www.pbrookes.com/>.

Giangreco, M.F., Ph.D. (Ed.) (1999). 2000). *Quick-Guides to inclusion*. Baltimore, MD: Paul H. Brookes Publishing Co. This user-friendly guide offers essential information and brief, to-the-point advice for improving inclusive skills. The spiral-bound handbook consists of five Quick-Guides, each one devoted to a relevant topic such as: including students with disabilities in the classroom; building partnerships with parents; creating partnerships with paraprofessionals; getting the most out of support services; and creating positive behavioral supports. Available at: <http://www.pbrookes.com/>.

Giangreco, M.F. Ph.D. (Ed.) (2000). *Quick-Guides to inclusion 2: Ideas for educating students with disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co. This companion book to Quick-Guides to Inclusion presents pertinent information and advice on five additional inclusion topics: curriculum adaptations, instructional strategies, secondary transition, augmentative and alternative communication and administration of inclusive schools. Available at: <http://www.pbrookes.com>.

Giangreco, M.F. Ph.D. (Ed.) (2002). *Quick-Guides to inclusion 3: Featuring the same easy-to-use format and friendly tone as the first two Quick-Guides, this third volume in the series gives readers fast, reliable information on five more inclusion topics: Literacy, Self-Determination, Friendship, Differentiated Instruction, and High School Inclusion* Available at: <http://www.pbrookes.com>.

Kochhar, C.A., & West, L.L. (1996). *Handbook for successful inclusion*. Gaithersburg, MD: Aspen Publishers. This book emphasizes inclusion practices that work, practical strategies at the classroom and school level and techniques for overcoming barriers to inclusion. Available at: <http://www.aspenpublishers.com>.

Kluth, P. (2003). *You're going to love this kid! Teaching students with autism in the inclusive classroom*. Baltimore, MD: Paul H. Brookes Publishing Co. This book combines relevant research with first hand stories and creative strategies. Topics include supporting student behavior, planning lessons, fostering friendships, adapting the physical environment, connecting and collaborating with families, and enhancing literacy. Available at: <http://www.pbrookes.com>.

Marzano, R.J., Pickering, D. J. & Pollock, J.E. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. Provides research evidence, statistical data, case studies and classroom examples of model instructional practice. Charts, frames, rubrics, organizers and other tools to help teachers use the strategies are also included. Available at: <http://www.ascd.org>.

McLeskey, J. & Waldron, N. (2000). *Inclusive schools in action: Making differences ordinary*. Alexandria, VA: Association for Supervision and Curriculum Development. Offers advice and ideas that are useful for every grade and ability level. Examples are presented throughout the book taken from observations in classrooms and interviews with teachers and administrators. Available at: <http://www.ascd.org>.

Rief, S.F. & Heimburge, J. A. (1996). *How to reach and teach all students in the inclusive classroom: Ready-to-use strategies, lessons and activities for teaching students with diverse learning needs*. West Nyack, NY: The Center for Applied Research in Education. Available at: <http://www.peytral.com>.

Stainback, S. & Stainback, W. (1996). *Inclusion: A guide for educators*. Baltimore, MD: Paul H. Brookes Publishing Co. A comprehensive guide with articles by 37 highly regarded educational experts from the USA and Canada describing strategies and research. Available at: <http://www.pbrookes.com>.

Thousand, J., Ph.D., Villa, R.A., Ed.D. & Nevin, A.I., Ph.D. (Eds.) (1994). *Creativity and collaborative learning A practical guide to empowering students and teachers*. Baltimore, MD: Paul Brookes Publishing Co. Provides research-based teaching strategies, sample lesson plans, illustrative case studies, hands-on instructional materials are also provided to help educators meet their students' varying educational and psychological

needs. Available at: <http://www.pbrookes.com>.

Villa, R. & Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development. This book provides extensive resources on every aspect of inclusive education. Available at: <http://www.ascd.org>.

Winebrenner, S. (1996). *Teaching kids with learning difficulties in the regular classroom: Strategies and techniques every teacher can use to challenge and motivate struggling students*. Minneapolis, MN: Free Spirit Publishing, Inc. Provides step by step strategies, activities, and reproducible forms and handouts. Available at <http://www.peytral.com>,

Videos:

Collaborating for Change: Creating an Inclusive School. Produced by San Francisco Unified School District. VHS Video 1: Including all of our students (20 minutes). VHS Video 2: Instructional strategies for all students (20 minutes). Available at: <http://www.pbrookes.com>.

Lipsky, D. K. & Gartner, A. *Standards & Inclusion: Can we have both?* Port Chester, NY: National Professional Resources. Offers a firsthand look at how schools across the country are meeting the academic needs of all students in general education environments. And educators will be able to put their successful strategies to work immediately in their own classrooms. Available at: <http://www.pbrookes.com>.

Dover, W. *Inclusion Video Series* VHS, Manhattan, KS: The Master Teacher. Tape 1 - "De-Mything" inclusion, 42 minutes VHS \$129.95. Tape 2 - *Taking the first step: Strategies for effectively communicating about special students*, 31 minutes VHS \$129.95. Tape 3 - *Strategies for making curriculum modifications*, 53 minutes VHS \$129.95. Tape 4 - *Strategies for co-planning and co-teaching*, 34 minutes VHS \$129.95. Available at: <http://www.peytral.com>.

Early Childhood

Print Materials:

Cavallaro, C.C., Ph.D., and Haney, M., Ph.D. (1999). *Preschool inclusion*. Baltimore, MD: Brookes Publishing. Provides educators, Head Start personnel, and care providers with forms and truly useful case studies so that they can promote inclusion right from the start of a child's social and educational experiences. Available at: <http://www.pbrookes.com>.

Gould, J.S. & Gould, P. (1999). *Inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Gryphon House Publishers. Suggestions for adaptations in typical preschool classrooms are provided. Available at: <http://www.amazon.com>.

Preschool Inclusion Manual. This on-line manual contains 10 chapters which include information such as collaborative community agreements; implementing family-guided values in preschool programs and supporting children in inclusive programs. Available at: <http://www.circleofinclusion.org/english/pim/>

Moore, L.O., Ph.D. *Inclusion: Strategies for working with young children*. A resource guide for teachers, childcare provider and parents. The developmentally based strategies in this resource focuses on children between the ages of three and seven. This publication will help younger students who need additional challenges and the older students who may be developmentally delayed. Available at: <http://www.peytral.com>.

Smith, B.J. & Rose, D.F. (1993). *Administrator's policy handbook for preschool mainstreaming*. Cambridge, MA: Brookline Books. Prepared specifically for public school administrators to help develop inclusive preschool programs. Available at : <http://www.brooklinebooks.com>.

Inclusion in Middle and Secondary Grades

Print Materials:

Bauer, . M., Ed.D. & Myree, G., M.S. (Eds.) (2001). *Adolescents and inclusion: Transforming secondary schools*. Baltimore, MD: P. Paul H. Brookes Publishing Co. The teachers and staff of Purcell Marian High School share their proven strategies for supporting students with mild to severe disabilities in an inclusive high school. The strategies, procedures, practices, and examples presented are real and come from these experts in the field who have a commitment to serving all students in a safe and positive setting. Available at: <http://www.pbrookes.com>.

Fisher, D., Sax, C., Pumpian, I. (1999). *Inclusive high schools: Learning from contemporary classrooms*. Baltimore, MD: P. Paul H. Brookes Publishing Co. This book provides a framework for developing inclusive high schools by taking detailed account of high schools that have struggled, strategized, and ultimately achieved success. Available at: <http://www.pbrookes.com>.

Hughes, C., Ph.D. & Carter, E.W., M.Ed. (2000). *The transition handbook: Strategies high school teachers use that work!* Baltimore, MD: Paul H. Brookes Publishing Co. Provides strategies for tailoring approaches to individual students' needs preferences, which help develop supports in school, at work, and in the community while they increase students' social competence. Available at: <http://www.pbrookes.com>.

Jorgenson, C. (1997). *Restructuring high schools for students: Taking inclusion to next level*. Baltimore, MD: P. Paul H. Brookes Publishing Co. Details the process of creating an inclusive, collaborative community of learners and teachers at the secondary level. Available at: <http://www.pbrookes.com>.

Kennedy, C. H. and Fisher, D. (1998). *Inclusive middle schools*. Baltimore, MD: P. Paul H. Brookes Publishing Co. Readers will see a diverse range, from urban to suburban school settings, of real middle school students and teachers in their classrooms. Available at: <http://www.pbrookes.com>.

Videos:

High school inclusion: Equity and excellence in an inclusive community of learners. (1999). Produced by The University of New Hampshire Institute on Disability, a University Affiliated Program. Candid interviews with administrators, faculty, community members, and students address the challenges and benefits of having an inclusive school. (32 minutes VHS). Available at: <http://www.pbrookes.com>.

Collaboration

Print Materials:

DeBoer, A., Ph.D., Ed.D. & Fister, S.L., M.Ed. (2000). *Working together: Tools for collaborative teaching*. Longmont, CO: Sopris West. Provides models for successful collaboration, ideas on how to effectively plan for and schedule collaborative teaching, tips on delivering quality instruction, and techniques for developing systematic methods of evaluating collaborative efforts are all included. Use alone or in conjunction with Working Together: What Collaborative Teaching Can Look Like Video. Available at: <http://www.sopriswest.com>.

Fishbaugh, M.S. (2000). *The collaboration guide for early educators*. Baltimore, MD: Paul H. Brookes Publishing Co. Provides information on communicating effectively, resolving conflicts, and developing appropriate co-teaching lesson plans. Goals, objectives, activities, photocopiable forms and vignettes are included. Available at: <http://www.pbrookes.com>.

Lee, P., Ed.D. (1997). *Collaborative practices for educators; strategies in effective communication* Each chapter in this guide targets a specific skill area -based on the six principal areas of communication. An attention getting, thought-provoking chart compares what teachers often do with students to what is sometimes done with

adults. This publication continues with 60 strategies and 180 practices that can be used alone, with another person, or as a group. The ideas may be used in any order. Available at: <http://www.peytral.com>.

Janney, R., Ph.D. & Snell, M.E., Ph.D. (2000). *Teachers' guides to inclusive practices: Collaborative teaming*. Baltimore, MD: Paul H. Brookes Publishing Co. Provides proven strategies from teachers who work in inclusive school settings. Addresses building teamwork skills; developing problem solving methods, implementing action plans; using collaborative teaching; and improving communication skills among team members. Available at: <http://www.pbrookes.com>.

Videos:

DeBoer, A., Ph.D., Ed.D. & Fister, S.L., M.Ed. (1996). *Working together: Tools for collaborative teaching*. Longmont, CO: Sopris West, HAS Video, 41 min. Designed for staff development, the demonstrates an effective model of collaborative teaching and prompts viewers to apply the model to their own circumstances Available at: <http://www.sopriswest.com>.

Friend, M. *The power of two: Making a difference through co-teaching*. Port Chester, NY: National Professional Resources, Inc. Videotape and manual. This video provides an in-depth look at co-teaching partnerships. Experienced co-teachers and experts offer strategies and tactics for addressing the related pragmatic issues that occur both inside and outside the classroom. Making co-teaching successful at elementary through high school levels is emphasized. A 35 page Facilitator's Manual accompanies this video. \$149.00 VHS 42 minutes. Available at: <http://www.peytral.com>.

Friend, M. (2000). *Complexities of collaboration: Elementary, middle and high school teachers*. Forum on Education, Trustees of Indiana University. Demonstrates five dilemmas of collaborative practices with Marilyn Friend. Significant dilemmas that occur when school professionals work together. Each dilemma can be viewed separately or in combination with the other segments. These segments provide the stimulus for collaborators to examine their own relationships with their partners and team members. VHS video / 54 minutes. Available at: <http://www.peytral.com>.

disAbility Awareness

Print Materials:

Grenot-Scheyer, M., Ph.D., Fisher, M., Ph.D., & Staub, D., Ph.D. (Eds.) (2001). *At the end of the day: Lessons learned in inclusive classrooms*. Baltimore, MD: Paul H. Brookes Publishing Co. This encompasses eight case studies featuring diverse children with varying disabilities, from preschool to high school that show how including them in the classroom affects families, teachers, and other students. Provides educators with effective strategies for developing meaningful and appropriate learning and social experiences for their students. Available at <http://www.pbrookes.com>.

Kids explore the gifts of children with special needs. (1994). Sante Fe, NM: John Muir Publications. Written by third to sixth graders, this book profiles ten courageous young people, answering children's questions about disabilities with candor and sensitivity. Available at: <http://www.amazon.com>.

Miller, N.B., Ph.D., M.S.W. & Sammons, C.C., Ph.D., L.C.S.W. (1999). *Everybody's different: Understanding and changing our reactions to disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co. this book openly discusses mental and emotional obstacles to effective communication between people with and without disabilities and examines ways to become more at ease with the concept of disability. Featuring activities and exercises that encourage self-examination, this guide helps people to create more enriching personal relationships and to work toward a fully inclusive society. Available at <http://www.pbrookes.com>.

Shapiro, J.P. (1994). *No pity : People With disabilities forging a new civil rights movement*. Times Books. A chronicle of the ways that both society and self-perceptions have changed for America's largest minority- -the 35-to- 43 million people with disabilities. Available at <http://www.amazon.com>.

Smith, S., M. A. (1994). *Different is not bad, different is the world*. Longmont, CO: Sopris West. This children's book and audiotape teaches students that it's okay to be "different." They will learn about their own and others' disabilities and innate worth as well as about understanding and empathizing. Students are also introduced to successful historical figures who had disabilities. The message of this resource is to respect and prize diversity. Available at: <http://www.sopriswest.com>.

Videos:

LaVoie, R. *F.A.T. City: How difficult can this be* PBS Video. VHS video, 70 min. LaVoie presents a series of simulations to teachers, counselors and parents designed to emulate the daily experience of children with learning disabilities. Includes a discussion guide for group presentations. Available at: <http://www.nprinc.com/>.

LaVoie, R. *Last one picked, first one on*. PBS Video. VHS, 68 min. This video will help you understand the self-esteem impact of social deficits faced by students with learning disabilities. It shows teachers and parents how to help students with learning disabilities succeed in everyday situations, especially social interactions, where they often experience failure and alienation. Available at <http://www.nprinc.com>.

Peer Supports

Print Materials:

Hill, L. (1998). *Discovering connections: A guide to the fun of bridging disability differences*. Duncan, BC, Canada: Building Bridges. A hands-on, participatory guidebook to building bridges between people with disabilities and people who are interested in disability issues. Available at: <http://www.island.net/~bridges/>.

Hill, L. (1999). *Connecting kids: Exploring diversity together*. Duncan, BC, Canada: Building Bridges. This book shows you how to guide children to enjoyably explore the challenges of living, learning, and playing in diverse communities. Provides strategies for guiding children to explore diversity together, twenty inclusive connecting skills defined and clearly described; hundreds of cooperative games and creative activities organized according to which connecting skill is being learned and practiced. Available at: <http://www.island.net/~bridges/>.

Huggins, P. (1997). *Creating a caring classroom*. (2nd Ed.). Longmont, CO: Sopris West. Strategies and classroom based lessons for grade levels 1-6 to promote students' growth in self-management, social skills, and respect for themselves and others. Includes a collection of strategies which promotes mutual support and strengthens connections in the classroom. Available at: <http://www.sopriswest.com>.

Janney, R., Ph.d. & Snell, M.E., Ph.D. (2000). *Teachers' guides to inclusive practices: Social relationships and peer support*. . Baltimore, MD. Paul H. Paul H. Brookes Publishing Co. This book provides effective strategies and programs that foster friendships in and out of school as well as explanations on how to assess and develop the social skills that bolster supportive peer interactions. Available at: <http://www.pbrookes.com>.

Meyer, L.H., Ph.D., Park, H., Ph.D., Grenot-Scheyer, M., Ph.D., Schwartz, I.S., Ph.D., Harry, B., Ph.D. (Eds.) (1998). *Making friends: The influences of culture and development*. Baltimore, MD: Paul H. Brookes Publishing Co. Focusing on issues of disability, cultural diversity, and combinations of the two, the authors use participatory and in-school research models to reveal what really happens in children's social relationships and why. Available at <http://www.pbrookes.com>.

Sapon-Shevin, M., & Sapon, S. (1998). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. New York, NY: Allyn & Bacon. This book includes practical strategies for teachers, including cooperative games, children's literature selections and activities, and songs which establish a supportive environment. Includes ideas on handling teasing, bullying, and exclusion, also how to handle hard topics such as racism, poverty, and students with disabilities. Available at <http://www.amazon.com>.

Staub, D. (1998). *Delicate threads: Friendships between children with and without special needs*. Bethesda, MD: Woodbine House. The author helps us to understand the value of relationships between a "typical" child and one with moderate to severe disabilities. She also provides practical suggestions to help teachers and parents foster and maintain friendships inclusive settings. Available at: <http://www.woodbinehouse.com>.

Positive Behavior Supports

Print Materials:

Jackson, L., Ed.D. & Panyan, V.M., Ph.D. *Positive behavioral support in the classroom: Principles and practices*. Baltimore, MD. Paul H. Paul H. Brookes Publishing Co. Comprehensive text provides research and practical strategies on how to implement a positive behavioral support (PBS) plan in the classroom. Available at: <http://www.pbrookes.com>.

Janney, R., Ph.d. & Snell, M.E., Ph.D. (2000). *Teachers' guides to inclusive practices: Behavioral support*. Baltimore, MD. Paul H. Paul H. Brookes Publishing Co. General and special education teachers, counselors, related services staff, and members will gain insight into students' behaviors and discover ideas on how to help them develop appropriate behavioral skills. Available at: <http://www.pbrookes.com>.

Koegel, L.K., Ph.D., Koegel, R.L., Ph.D. & Dunlap, G., Ph.D. (Eds.) *Positive behavioral: Including people with difficult behavior in the community*. Baltimore, MD. Paul H. Paul H. Brookes Publishing Co. Offers state-of-the-art intervention techniques and explores the planning and assistance needed to nonaversive inclusion strategies. Available at: <http://www.pbrookes.com>.

Lovett, H. (1996). *Learning to listen: Positive approaches and people with difficult behavior*. Baltimore, MD. Paul H. Paul H. Brookes Publishing Co. This book offers alternatives to ineffective and controlling practices. Available at: <http://www.pbrookes.com>.

O'Neill, R.E., Horner, R., Albin, R.W., Sprague, J.R., Storey, K., Newton, J.S. (1997). *Functional assessment and program development for problem behavior*. Pacific Grove, CA: Brookes/Cole Publishing Co. An essential guide for helping people support individuals with problem behaviors in school, work and community settings. Available at: <http://www.brookscole.com>.

Videos:

LaVoie, R. *When the chips are down*. PBS Video. PBS Video. VHS video, 62 min. This video gives tips for dealing effectively with behavior problems of students with disabilities. It teaches preventive discipline to stop problems before they start. Help create a stable, predictable learning environment that helps children flourish. Available at: <http://www.nprinc.com>.

Support Personnel

Printed Materials:

Dover, W. (2001). *The para-educator's guide to instructional and curricular modifications*. Manhattan, KS: The Master Teacher. Provides samples of classroom-tested modifications, tips for adapting classroom materials and tests for students with reading and/or cognitive difficulties, how to provide support while fostering independence. Available at <http://www.peytral.com>.

Doyle, M.B. (1997). *The paraprofessional's guide to the classroom: Working as a team*. Baltimore, MD: Paul H. Brookes Publishing Co. Accessible and jargon free, it conveys basic, practical guidance on issues such as talking with teachers and other team members, reading and using IEPs, dealing with membership changes, maintaining confidentiality, and fostering student independence. Available at: <http://www.pbrookes.com>.

Hammeken, P.A. (1999). *Inclusion: An essential guide for the paraprofessional*. Provides over 300 easy to use strategies, numbered and arranged by topic. Addresses collaboration, confidentiality, medical emergency procedures and discipline. Available at <http://www.peytral.com>.

Rainforth, B., Ph.D., PT., & York-Barr, J., Ph.D., PT. (1997). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services*. (2nd Ed.). Baltimore, MD: Paul H. Brookes Publishing Co. Included are easy-to-follow processes for identifying team scheduling, developing IEPs, co-teaching, conducting meetings, assuming multiple roles, addressing issues as a group, making decisions by consensus, resolving professional differences, and communicating with parents. Available at: <http://www.pbrookes.com>

Videos:

The Classroom Teacher's Guide for Working with ParaEducators, Post Chester, NY: National Professional Resources, Inc. 4 Video Series: Tape 1: *All About ParaEducators*; Tape 2: *Preparing for Your ParaEducator*; Tape 3: *Getting the Most Out of Your ParaEducator* Tape 4: *Planning and Evaluating*. Available at: <http://www.nprinc.com>.

Training Video Series Set for the Paraprofessional. Manhattan, KS: The Master Teacher. Three-videotape takes paraprofessionals through all the important aspects of what they need to know to become vital contributors in the school setting. Tape 1: *Where Do I Start?* Tape 2: *Working with students in the inclusive classroom* Tape 3: *Working with other adults in the inclusive classroom*. Available at: <http://www.masterteacher.com>.

School Reform

Printed Materials:

Holcomb, Edie.L. (2001). *Asking the right questions: Techniques for collaboration and school change* (2nd. Ed.). Thousand Oaks, CA: Corwin Press, Inc. Discusses the essential aspects of school change, provides a common language to bridge a variety of models and facilitate collaborative work across schools, districts and state agencies. Available at: <http://www.corwinpress.com/>

Lipsky, D. K. & Gartner, A. (1997). *Inclusion and school reform: Transforming America's classrooms*. Baltimore, MD. Paul H. Paul H. Brookes Publishing Co. Results of the National Study of Inclusive Education are summarized into essential information. A highly informed, balanced perspective on the state of special education and inclusion in today's schools. Available at <http://www.pbrookes.com>.

Lipsky, D. K. & Gartner, A. (2001). *Inclusion: A service not a place*. A manual and staff development video. Presents framework that enables administrators, teachers and staff developers to build an effective schoolwide approach that focuses on services rather than location. Addresses curricula adaptations, instructional strategies and behavioral supports. Available at <http://www.peytral.com>.

Villa, R.A. & Thousand, J.S. (2000). *Restructuring for caring and effective education: Piecing the puzzle together*. Baltimore, MD: Paul H. Brookes Publishing Co. (2nd Ed.). Discusses curriculum, instruction, and assessment in inclusive classrooms; strategies for collaborative teaming and co-teaching and more. Provides in-depth case studies which show how a variety of school districts have made inclusion work. Available at: <http://www.pbrookes.com>.

Research

Print Materials:

Bunch, G. & Valeo, A. (1997). *Inclusion: Recent research*. Toronto, Canada: Inclusion Press. Snapshot summaries of the key findings in inclusion. Carefully referenced so you can go to the original sources but also provides summaries, which allow you to grasp the essence. Available at: <http://www.inclusion.com>.

McGregor, G., Ph.D. & Vogelsberg, T., Ph.D. (1998). *Inclusive schooling practices: Pedagogical and research foundations*. Washington, DC: U.S. Department of Education, Office of Special Education Programs. Grant # H086V40007. This summarizes the literature base of the best approaches to supporting students with disabilities in inclusive settings. The authors highlight the available research supporting or critiquing known theories, strategies, approaches, and models of inclusive education. Available at: <http://www.pbrookes.com>.