

# MAINSTREAMING HANDICAPPED CHILDREN:

1971

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Edited by

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# Mainstreaming Handicapped Children

**AW Chickering**



## **Mainstreaming Handicapped Children:**

**Mainstreaming Handicapped Children** C. Julius Meisel, 1986 Revised proceedings of a symposium held at the University of Delaware April 6 7 1984     Mainstreaming Preschoolers: Children with learning disabilities ,1978

*Handicapped Children and Mainstreaming* James H. Hughes, 1985     Mainstreaming Handicapped Students Ann P. Turnbull, Jane B. Schulz, 1979 Provides a bridge between the principle of mainstreaming and its educational implementation by highlighting instructional strategies and curriculum adaptations that are possible even with twenty nine other students in the class     Teaching Handicapped Students in the Mainstream Anne Langstaff Pasanella, Cara B. Volkmar, 1981

Mainstreaming Preschoolers: Children with visual handicaps ,1978     **Mainstreaming Preschoolers: Children with orthopedic handicaps** ,1978     **Mainstreaming Preschoolers: Children with health impairments** ,1978     *Disabled Children and Developing Countries* Pam Zinkin, Helen McConachie, 1995-01-17 A critical evaluation of approaches to helping disabled children in developed and developing countries     Mainstreaming Preschoolers Lou Alonso, 1978

**Mainstreaming Preschoolers: Children with speech and language impairments** ,1978     **Mainstreaming Young Children** Bernard Spodek, Olivia N. Saracho, Richard C. Lee, 1984     **Mainstreaming Preschoolers: Children with emotional disturbance** ,1978     **Administration of Mainstreaming** David Coursen, 1981 The Education for All Handicapped Children Act of 1975 requires mainstreaming or the education of handicapped children with regular students to the greatest extent appropriate Although the provisions of the law call for each student to be assessed individually and provided with an Individualized Education Program IEP the costs associated with these requirements too often encourage schools to fit the children into programs that are designed to handle categories of disability rather than individual learning needs Flexible specific IEPs planned in collaboration with parents should be part of clearly defined goal oriented school programs Support and leadership from administrators is a key to the success of mainstreaming Administrators should be concerned with establishing good communications developing mainstreaming skills through staff development programs modeling and encouraging an attitude of respect and acceptance toward the disabled fostering participation in planning by all affected and informing themselves of the options available for making school services and facilities suitable for mainstreaming Author PGD     Mainstreaming Preschoolers: Children with hearing impairment ,1978     Program Models for Mainstreaming Michael S. Berres, Peter Knoblock, 1987 Comprises 14 papers on the theory and practice of integrating disabled children into the regular school system     *Serving Handicapped Children in Home-based Head Start* Richard D. Boyd, Julia Herwig, 1982     Mainstreaming Preschoolers: Children with mental retardation ,1978     **Field Hearings on the Education for All Handicapped Children Act** United States. Congress. House. Committee on Education and Labor. Subcommittee on Select Education, 1981     **Mainstreaming** William V. Thomas, 1981

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