

Paraprofessionals
Family & Community Resource Center
Special School District of St. Louis County
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Adapting Curricular Material (3-book set: Toward Successful Inclusion of Students with Disabilities, Adapting Reading and Math Materials, Adapting Language Arts, Social Studies and Science) (1999)

This series provides practical guidance in adapting teaching and learning materials to meet the needs of individual students and is geared for experienced as well as new general and special education teachers.

Adapting Curriculum & Instruction in Inclusive Classrooms (video) (45 minutes)

This video and manual complement the Teacher's Desk Reference and provide examples of actual teacher practices from elementary to high school.

Adapting Curriculum & Instruction in Inclusive Classrooms: A Staff Development Kit. S. Cole, B. Horvath, C. Chapman, C. Deschenes, D. G. Ebeling, and J. Sprague (2000)

The Staff Development Kit is designed to assist those responsible for planning and implementing staff development programs and is a companion to the Teacher's Desk Reference. The kit comes in a binder with a complete set of materials, overheads, and suggestions for staff development training.

Adapting Curriculum & Instruction in Inclusive Classrooms: A Teacher's Desk Reference . S. Cole, B. Horvath, C. Chapman, C. Deschenes, D. G. Ebeling, and J. Sprague (2000)

The Teacher's Desk Reference is designed to meet the needs of general and special education teachers and to assist them as they face the challenges of teaching increasingly diverse groups of learners. The adaptation process, strategies, and examples provided are appropriate for students at all grade levels and may be applied to all subject areas of the curriculum.

Adapting Curriculum & Instruction in Inclusive Early Childhood Classrooms. Alice Frazier Cross & Susan Dixon (1997)

A specific process and nine types of adaptations for generating strategies are presented and well as examples of adaptations in themes, routines and learning centers.

Adolescents and Inclusion: Transforming Secondary Schools. Anne M. Bauer and Glenda Myree Brown (2001)

The book reexamines the roles that educators play in creating inclusive learning communities by describing an inclusive high school and examining how to get the most out of such a diverse setting for learning.

All Children Are Special: Creating An Inclusive Classroom. Greg Lang and Chris Berberich (1995)

Offers practical information and strategies for creating classrooms that welcome, value and nurture all learners. Explains inclusion, outlines the details of planning for learners with disabilities, clarifies the play and environmental needs, feature 14 pages of photocopiable record and information sheets.

All Kids Count: Including Students with Disabilities in Statewide Assessments. Julia Landau, et al (1998)

This guide is designed to provide basic guidelines and points of reference for participation in discussions on policies and practices related to the inclusion of students with disabilities in large-scale assessment programs. The results of a survey of statewide assessment programs are discussed, including findings that very few states currently have policies, which provide for full participation of students with disabilities.

Because We Can Change the World: A Practical Guide to Building Cooperative, Inclusive Classroom Communities. Mara Sapon-Shevin (1999)

Brings together the issues of inclusion, cooperative learning, conflict resolution, social justice education and diversity. Helps teachers form a picture of how classrooms can be with tools to use to translate vision into reality.

Behavioral Support (Teacher's Guides to Inclusive Practices) Martha Snell, PhD and Rachel Janney, PhD (2000)

In this easy-to-read manual, general and special education teachers, counselors, related services staff, and family members will gain insight into students' behaviors and discover fresh, proactive ideas on how to help them develop appropriate behavioral skills through forming more positive relationships, communicating more effectively with peers, and taking a more active role in school and community.

Best Teaching Practices for Reaching All Learners What Award-Winning Classroom Teachers Do. Randi Stone (2004)

Takes its cue from the No Child Left Behind legislation, using its theme to create a one-of-a-kind educational resource that provides exciting, and insightful classroom strategies from 43 of the best teachers in the country! These ideas cover all areas of your curriculum and all of your learners.

Blending Practices for Teaching Young Children in Inclusive Settings. Jennifer Grisham-Brown, et al (2005)

Whether they graduate from general education programs, special education programs, or a program that blends both, most early childhood educators will be required to teach children with and without disabilities — and document that all their students are progressing toward positive outcomes.

Building Bridges: Inclusive Post-Secondary Education for People with Intellectual Disabilities (1996)

Study of educational programming and practices that enable adults with disabilities to participate and learn in regular classes in the environment of a community college, vocational

training college or university, systems of supports for instructors and students and the means of overcoming key obstacles are also presented.

Building Inclusive Schools: Tools and Strategies for Success. Ann T. Halvorsen and Thomas Neary (2001)

This exciting and comprehensive book covers everything from the legal rationale for building inclusive schools to effective classroom techniques. Integrating the systems of general education and special education, inclusive education embodies both the spirit and the intent of the IDEA (Individuals with Disabilities Education Act).

Collaborative Practices for Educators: Strategies for Effective Communication. (1999)

Includes 60 strategies and 180 practice activities designed to improve communication and collaboration skills

Collaborative Teaming (Teacher's Guides to Inclusive Practices). Martha Snell, PhD and Rachel Janney, PhD (2005)

Collaborative teaming is the glue that holds an inclusive school together, but most teachers don't get the training they need to put this critical process to work. Schools can fulfill that need with the new edition of this book, an easy-to-use guide to forming effective collaborative teams that help stimulate students' academic progress and social behavior in general education.

Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services. Beverly Rainforth (1992)

This resource describes how a collaborative team can successfully create exciting learning opportunities for students while teaching them to participate fully at home, school, work and play. Numerous sample documents and suggested intervention methods detail the steps involved in creating a successful collaborative team.

Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom. JoAnne W. Putnam (1993)

Source book provides strategies for tailoring curricula and instructional approaches to improve the academic achievement, social skills, and self-esteem of a diverse population of students regardless of their individual abilities, backgrounds and learning styles. Guidelines are supplied for restructuring the classroom to establish a cooperative environment that optimizes learning and encourages positive, interdependent relationships.

Creating an Inclusive Classroom: Helpful Hints for Mainstreaming Children with Learning Disabilities. Hildi Kang (1999)

Provides a link between the special education staff at your school and you, the classroom teacher. Share's a career's worth of practical suggestions for understanding and encouraging children with Learning Disabilities.

Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers and Families. Jacqueline S. Thousand et al (second edition 2002)

Includes cooperative and partner learning models case studies, sample lesson plans and forms, reviews of instructional research, techniques for thinking creatively and solving problems, specific “how to” strategies for establishing a variety of collaborative learning arrangements and tips for including all students in instruction, advocacy and decision making.

Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students. Susan Stainback & Wm. Stainback (1992)

Effective guide illustrates proven techniques for including all students in the regular education classroom. Educators and school personnel actively working toward full inclusion will benefit from the strategies, research and guidance presented in this text.

Deciding What to Teach and How to Teach It: Connecting Students. Elizabeth Castagnera (1998)

Focuses on high school level and leads through a step-by-step process to determine what and how to teach students with significant disabilities in inclusive classrooms.

Delicate Threads: Friendships Between Children With and Without Special Needs in Inclusive Settings. Debbie Staub (1998)

Delicate Threads is the culmination of the author's years of careful observations of friendships between seven pairs of children-each including a child with a moderate to severe disability-who are classmates in an inclusive elementary school.

Designing Personalized Learning for Every Student. Dianne Ferguson, et al (2001)

Students are more diverse than ever before in cultural background, learning style and interests, social and economic classes, and abilities and disabilities. This diversity replaces the old statistically derived, bell-shaped curve that uncompromisingly identifies some students as "inside" and other as "outside." With this shift in norm definition, a parallel shift in teacher work becomes possible. This book proposes a systemic-change framework that structures change efforts at district, school, and classroom levels.

Different Brains, Different Learners: How to Reach the Hard to Teach. Eric Jensen (2000)

Presents a succinct overview of the key factors that prevent students from achieving as well as a concise outline for identifying the symptoms and causes of prevalent impairments.

Differentiated Instruction in the Regular Classroom: How to Reach and Teach All Learners, grades 3-12. Diane Heacox (2001)

Some children learn easily, while others struggle. How can teachers make sure that every child has opportunities to develop his or her talents? The answer is differentiation: changing the pace, level, or kind of instruction in response to learners' needs, styles, and/or interests. In this timely, practical guide, Diane Heacox presents a menu of strategies for any teacher faced with a spectrum of student needs and styles.

Differentiation Through Learning Styles and Memory. Marilee Sprenger (2003)

Utilizing an essential overview of how the brain processes, stores, and retains information, this valuable addition to your library will guide you in strategies for accessing sensory pathways and connecting learned content to the real world. Included are strategies to create a diverse learning environment, activities for helping students discover the best ways to retrieve information, and specific designs for differentiation in the classroom. Create a learning environment that addresses the needs of every student through knowledge of how the brain works

Differentiated Teaching & Learning in Heterogeneous Classrooms: Strategies for Meeting the Needs of All Students. Robi Kronberg and Jennifer York-Barr (1998)

Provides conceptual as well as practical information for k-12 educators who want to increase their repertoire of curricular and instructional strategies in order to more effectively meet the needs of all learners in heterogeneous classrooms.

Early Childhood Inclusion. Michael Guralnick, PhD (2001)

Based on their research and extensive experience, the authors examine benefits and drawbacks of inclusion, leading influences on inclusion, and issues that face children in different environments with different developmental challenges.

Educating All Students in the Mainstream of Regular Education. Susan Stainback et al (1989)

Incorporating the research and viewpoints of both regular and special educators, this textbook provides an effective approach for modifying, expanding and adjusting regular education to meet the needs of all students. Offers practical strategies, precise guidelines and implementation procedures for ensuring educational and social success for students within a regular classroom.

Finding Out What Works: Creating Environments Where All Can Learn. (video) (22 minutes) (2001)

There is a great deal to be learned about Autism Spectrum disorders and supporting the individuals with this diagnosis. Often the best way to learn is to ask these individuals for their suggestions. In this video, individuals with High Functioning Autism and Asperger's Syndrome offer insights into their world.

The Foundations of Inclusive Education: A Compendium of Articles on Effective Strategies to Achieve Inclusive Education. Diane Lea Ryndak and Douglas Fisher, Editors (2003)

This second edition of the book of readings from JASH and RPSD includes some of the most impressive articles about inclusive education that have been published in recent years. The compendium includes articles from the first edition and newly added articles.

Group Activities to Include Students with Special Needs: Developing Social Interactive Skills. Julia Wilkins (2000)

Encourage your students to develop crucial social skills with this hands on resource, which offers 120 group activities emphasizing participation, cooperation, teamwork, mutual support and improved self-esteem!

High School Inclusion: Equity and Excellence in an Inclusive Community of Learners. (video) (32 minutes) (1999)

Committed to the idea that a school is for all students, regardless of individual ability, the people of Amherst, New Hampshire restructured their concept of education. Facing the challenge head on, they worked to create a successful, fully inclusive high school.

How to Be A Para Pro: A Comprehensive Training Manual for Paraprofessionals. Diane Twatchman-Cullen (2000)

Jam-packed with examples, and summary "take home" messages, How To Be A Para Pro contains specific information on four separate categories of support: Peripheral, Direct Academic, Social / Play & Leisure, and Behavioral, as well as Data & Record-Keeping forms and ideas. Special features include a blueprint for determining the optimal level of caregiver support and ways to reduce prompt dependency, an abundance of reproducible record-keeping forms, and "how-to vignettes" to aid in the application of skills.

How to Differentiate Instruction in Mixed Ability Classrooms. Carol Ann Tomlinson (1995)

Provides practical guidance in addressing the diverse needs of students. It offers multiple approaches to content, process and product, and is a blend of whole-class, group and individual instruction.

How to Reach & Teach All Students in the Inclusive Classroom. Sandra Reif (1996)

Ready-to-use strategies, lessons and activities for helping students with diverse learning styles, ability levels, skills and behaviors.

I Make a Difference: A Curriculum Guide Building Self-Esteem and Sensitivity in the Inclusive Classroom. Michele C. Tamaren (1992)

This curriculum is designed to allow students to recognize their own positive attributes and to respect the individual characteristics of others. The curriculum guide, designed for use in grades 4-8, offers a dynamic process approach to enhance cooperation and self-esteem in the inclusive classroom. It was formulated to challenge and empower students to grow toward their greatest potential.

Ideas for Inclusion: The Classroom Teacher's Guide to Integrating Students with Severe Disabilities. Anne Beninghof (1993)

Provides classroom teachers with 50 practical, easy-to-implement strategies for successfully integrating students with moderate and severe disabilities. Strategy areas are curriculum and grading modification; classroom management; working with peer tutors, parents and para-educators; facilitating friendships and many more.

Including All of Us: An Early Childhood Curriculum About Disabilities. Froschl, Colon, Rubin, and Sprung (1984)

This curriculum includes activities to create an "inclusive" classroom--one that provides opportunities for every child to develop his or her potential regardless of sex, race or disability.

Including Students with Severe and Multiple Disabilities in Typical Classrooms: Practical Strategies for Teachers. June E. Downing (1996)

Jargon-free resource gives instructors the guidance needed to educate learners who have one or more sensory impairments in addition to cognitive and physical disabilities.

Inclusion: A Fresh Look — Practical Strategies to Help All Students Succeed. Linda Tilton (1996)

Classroom ideas to help students participate and progress in the general educational curriculum. Topics include: high expectations for all students, practical classroom adaptations, high interest reading ideas, individualized instruction to meet state standards, parents as partners, paraprofessionals in the classroom and more.

Inclusion: A Guide for Educators. Susan Stainback & William Stainback (1996)

Comprehensive guide gives teachers the tools and techniques needed to support inclusion in the classroom. Thirty-seven education experts describe specific strategies and offer proven methods for addressing behavior and learning problems and achieving positive results in the classroom. Addresses: teaching methods, administrative issues, curriculum content and materials, technical assistance, cultural diversity.

Inclusion: Issues for Educators (video) (20 minutes) (1992)

This video focuses on teachers, administrators and aides. Through interviews with those involved in providing inclusive opportunities, it discusses the realities of implementation, strategies for effective inclusion, and the necessity of support systems.

Inclusion and School Reform: Transforming America's Classrooms. Dorothy Lipsky & Alan Gartner (1997)

Grounded in historical perspective and contemporary accomplishments, discussions follow issues ranging from program implementation and classroom supports to court decisions and financing. Gives a solid understanding of the process of school reform and a vision for the 21st century.

Inclusion: An Essential Guide for the Paraprofessional: A Practical Reference Tool for All Paraprofessional Working In Inclusionary Settings. Peggy A. Hammeken (1996)

Includes everything the paraprofessional needs to know to work within the school system. Gives background, and covers topics such as the paraprofessionals role, working collaboratively in the classroom environment, types of common teaching practices, levels of modifications and approximately 300 strategies to use when working with students.

Inclusion: 450 Strategies for Success—A Practical Guide for All Educators Who Teach Students with Disabilities. Peggy Hammeken (2005)

Resource is written for general and special educators and includes simple step-by-step guidelines and hundreds of practical teacher-tested strategies that are numbered for easy reference. Strategies are listed by topics such as large group instruction, note taking skills, attention difficulties, textbook modifications written language and more.

Inclusion in Secondary Schools: Bold Initiatives Challenging Change. Edited by Daniel D. Sage (1997)

Contains written record of the experiences of 23 authors who describe a variety of experiences with inclusive efforts at the secondary level.

Inclusion Notes for Busy Teachers. Kathleen Fad and Margaret Riddle (1995)

A collection of original ideas, suggestions by teachers with whom the authors have worked, and variations of well-established practices. The purpose was to provide suggestions for teachers who may be new to the field or who find themselves teaching an increasingly diverse population of students.

Inclusion 101: How to Teach All Learners. Anne Bauer and Thomas Shea (1999)

This book is designed to help educators provide effective instruction to students with disabilities in inclusive classrooms.

Inclusion Strategies for Students with Learning and Behavior Problems: Perspectives, Experiences and Best Practices. Paul Zionts (1997)

Presents the experiences of those directly impacted by inclusion: the individual with a disability, the parents of the student, teachers and researchers of best practices. Integrates theory and practice in an easy, how-to manner on topics such as planning; involvement of the principal and parents; awareness of staff and students, training for staff, provision of adequate support and much more.

Inclusion: Strategies for Working With Young Children: A Resource Guide for Teachers, Childcare Providers and Parents. Lorraine Moore (1997)

This publication is a gold mine of developmentally based ideas for early childhood and K-2 general and special educators. This publication includes hundreds of child-focused strategies and activities. Communication, large and small motor development, prereading, writing and math are only a few of the topics covered.

Inclusion Strategies That Work! Research-Based Methods for the Classroom. Toby Karten (2004)

Whether you are a general or a special education K-12 teacher, this guide helps you understand and implement hands-on strategies for successful classroom inclusion of students with disabilities. Students identified for special education services pose a variety of challenges, but this practical resource gives you research-based tools that make differentiating instruction for all students much easier.

Inclusive Classrooms From A to Z: A Handbook for Educators. Gretchen Goodman (1994)

Helps primary teachers move step-by-step toward creating more inclusive classrooms by giving practical guidance to teachers; providing background information on inclusion; offering hands-on activities and strategies for immediate implementation; and answering the ten questions most frequently asked.

Inclusive Programming for Elementary Students with Autism. Sheila Wagner (1999)

Winner of the Autism Society of America's "Book of the Year Award," Sheila Wagner's book provides on inclusion program for students with severe disabilities. Each inclusion program must be developed individually, with each student's abilities and characteristics as the guiding factor for the program. Forms, which can be copied, are included in the book, which is primarily written for teachers but beneficial to parents of children with autism as well.

Inclusive Programming for Middle School Students with Autism/Asperger's Syndrome. Sheila Wagner (2001)

This offering was written by popular demand after the tremendous success of Inclusive Programming for Elementary School Students with Autism. Sheila Wagner's engaging and readable style, coupled with her extensive knowledge and classroom experience, make the book indispensable for professionals and non-professionals alike. She covers everything from academic requirements and homework issues to social conflicts, such as dress codes and raging hormones.

Individualized Learner Outcomes: Infusing Student Needs Into the Regular Education Curriculum. Janet Filbin et al (1996)

Manual developed to provide educators with a process to integrate the lifelong goals and specific needs of students with the most severe disabilities within the context of the regular education curriculum through the development of individualized learner outcomes.

Inherently Equal: An Inclusion Action Guide for Families and Educators. C. Beth Schaffner and Barbara E. Buswell (1997)

Designed to be a practical resource for people advocating for and working to support the successful inclusion of students with disabilities in general education.

Inspiring Active Learning: A Handbook for Teachers. (1994)

Practical, commonsense strategies many teachers have successfully used to help students become active, responsible learners.

Learning Together. (video) (1990)

Developed in response to numerous requests to demonstrate on tape the exciting experiences that Colorado schools are having in providing equal educational opportunities to students with severe to profound needs, in integrated learning environments.

Lesson Plans and Modifications for Inclusion and Collaborative Classrooms. The Master Teacher, Inc. (1995)

Notebook contains more than 230 curriculum modifications teachers can use for K-12. Each is a complete lesson plan that gives a description of the activity and objective, the materials needed and a step-by-step guide that includes examples of how to carry out the learning activity. Lessons come from the experiences of more than 25 teachers and are for all students in the classroom.

Lessons for Inclusion. Terri Vandercook et al (1994)

Lessons are provided in four areas (Including Everyone, Liking Myself, Making & Keeping Friends, Cooperating with Others) to assist educators to develop a classroom community in which all children feel good about themselves and work together to support the active learning and valued membership of all class members.

Lessons for Understanding: An Elementary School Curriculum on Perspective-Taking. Terri Vandercook et al (1997)

Developed to increase students' and adults' awareness and understanding of their own perspectives and responses to differing perspectives and to increase their abilities to have open attitudes and flexible responses toward differing perspectives.

Lessons for Understanding: A Junior High & High School Curriculum on Perspective Taking. Lynn Walz et al (1997)

Goal is to increase students' awareness of their own and other people's paradigms and how those paradigms influence beliefs, interactions and relationships. Lessons developed to foster ongoing learning in heterogeneous classroom communities that seek to understand and value diverse perspectives.

Making Inclusion Work. Anne M. Beninghof (Facilitator's guide and video) (60 minutes) (1999)

For grades K-6. Develop your inclusion skills with this video of practical strategies for teaching diverse learners, effective collaborative teaching methods and planning guidelines.

Making School and Community Recreation Fun for Everyone: Places and Ways to Integrate. edited by M. Sherril Moon (1994)

Text is packed with practical and easy-to-implement strategies for integrating individuals with disabilities into summer camps, school clubs and teams, park and recreation programs, YMCA activities, community theater, and many other activities. Features an abundance of field-tested forms and helpful how-to's, and up-to-date information on using federal legislation, especially the ADA.

Making School Inclusion Work: A Guide to Everyday Practices. Katie Blenk (1995)

Shows how inclusion works at Kids Are People School and shares suggestions for dealing with the myriad of challenges posed by the goal of inclusion. Clarifies how to make it work and when it doesn't work and offers the practical and specific "how to" that can help the teacher and administrator "think inclusion."

Managing Paraeducators in Your School: How to Hire, Train and Supervise Non-Certified Staff. Nancy K. French (2003)

This guide provides tools and strategies for recruiting, managing, and using paraeducators in schools. It offers guidelines for using paraeducators in ways that best contribute to student achievement as well as strategies for identifying best practices, time frames, and people best suited for training paraprofessionals. It includes specific guidelines for working with paraeducators in special education, Title I, ESL training,

school libraries and media centers, general and special education classrooms, speech/language pathology, and health-care services.

Modifying Schoolwork (Teacher's Guides to Inclusive Practices). Rachel Janney and Martha Snell (2004)

Educators of students from grades K–12 will learn about curricular, instructional, and alternative adaptations and decide when and how to implement them with the new strategies in this revised edition.

More Than Shared Classrooms: Educating Kids With and Without Disabilities Together Successfully. Michael Remus and Bev Adcock (1998)

A great primer about how to make an inclusive educational environment work. Gives real life examples of adaptation, modification and what IDEA really means.

Moving to Middle School: Life Skills and Coping Skills for Successful Student Transition. Melodie Wenz-Gross, et al (2002)

This unique program is based on six years of research conducted at the University of Massachusetts showing that students experience increased stress during transition into middle school, not only in academics, but also in their relationships with peers and teachers.

Opening Doors: Connecting Students to Curriculum, Classmates and Learning. Barbara E. Buswell, C. Beth Schaffner and Alison B. Seyler (1999)

This innovative text contains practical how-to's for including and supporting all students in general education classes, both elementary and secondary. It explores the processes, thinking, and approaches that successful implementers of inclusion have used. An essential title for anyone looking for effective ways to make inclusion work.

Opening Doors: Strategies for Including All Students in Regular Education. C. Beth Schaffner & Barbara E. Buswell (1991)

Contains practical “how-to’s” for including and supporting all students in regular classes. A book for educators, parents and others interested in providing quality education for all students.

The Paraeducator's Guide to Instructional and Curricular Modifications (2001)

Implementing modifications for students with special needs is central to any paraeducator's role in the classroom. Carrying out recommended modifications, even with the help of the classroom teacher, can be a sticky matter for a para. The Para Educator's Guide to Instructional and Curricular Modifications is an indispensable tool your paras can use to understand, plan for, and carry out appropriate modifications for students with all types of special needs.

The Paraprofessional's Guide to the Inclusive Classroom: Working As a Team. Mary Beth Doyle (1997)

Handbook brings basic, practical guidance on issues in inclusive classrooms such as talking with teachers and other team members, reading and using IEPs, maintaining confidentiality and fostering student independence.

Para Pro: Supporting The Instructional Process. (2000)

This timesaving, field-tested resource book will enable paraprofessionals in your school or district to better assist teachers and students. ParaPro will confirm and reinforce the knowledge and skills of your most productive paraprofessionals and raise the skill level of others.

The Personal Planner & Training Guide for the Paraprofessional. Wendy Dover (1996)

Includes numerous tips, strategies, and forms which allow each para to keep track of vital information he or she will need in working with specific teachers and their special students. The three-hole binder format allows for ease of use plus the addition of notes and information that each para may wish to keep for reference.

The Power of 2 (2 DVD Set and Facilitator Manual) (2005)

An update and a new edition of the first Power of 2 video. It provides a comprehensive look at co-teaching as part of the foundation of an inclusive and collaborative school. Most of the core concepts are still valid and are still included here--for example, clear and detailed demonstrations of six co-teaching arrangements that make up the heart of the program. However, some of the lessons learned from those who now have considerable experience with co-teaching and the shift in the context in which school programs now operate are added, as are the suggestions made by professionals in the field who work with co-teaching on a daily basis.

Practical Strategies for High School Inclusion of Students with Behavioral Disabilities. Dr. June Stride (2004)

All high school students want to feel they belong and this is particularly true of students with an ED label. Veteran special educator and author June Stride writes candidly about her challenges, frustrations and disappointments from her experience as a teacher and department head.

Practical Strategies for Middle School Inclusion. Eileen Bowers (2004)

An inclusion teacher for many years shows how to put together an inclusive program that works for everyone involved, from the administration to the students. Bowers recalls her struggles and also the successful strategies she developed. Dozens of easy-to-use suggestions on important topics like grading, co teaching and peer acceptance.

Preschool Inclusion. Claire Cavallaro & Michele Haney (1999)

Provides field-tested, research-based strategies for including young children with disabilities in early childhood programs. Includes activity planning, collaboration, cultural issues, family involvement, observational assessment, positive behavioral support and more.

Quick-Guides to Inclusion: Ideas for Educating Students with Disabilities. Michael Giangreco (1997) and (2007 – second edition)

Offers essential information in a short amount of time for busy teachers and administrators. Gives easy-to-follow tips, ideas, examples and suggestions to make inclusion work in the classroom. Revised edition offers updates for all 3 quick guide volumes with 80 pages of new content.

Quick-Guides to Inclusion 2: Ideas for Educating Students with Disabilities. Michael Giangreco (1998)

Each section offers easy-to-follow ideas, tips, examples, and suggestions that teachers, administrators, related services personnel, and parents can put to use immediately in their schools. Equally suitable as an entry-level guide or as a concise summary of practices for seasoned professionals, this inexpensive classroom tool helps administrators and school professionals make inclusion work in any school - and any budget

Quick-Guides to Inclusion 3: Ideas for Educating Students with Disabilities. Michael Giangreco (2002)

Univ. of Vermont, Burlington. Provides helpful information on inclusive education. Contains an introductory letter, a list of 10 guidelines, overhead transparencies, a discussion of the guidelines, and a list of references. For teachers and educators of students with disabilities. Updates included in revised edition of the First Quick Guide.

Reaching Them All: Adapting Curriculum & Instruction with Technology in Inclusive Classrooms. Sharon Ely, Melanie Hounshell, Marilyn Irwin, Sharon Soto, and Mary Beth Janes (2001)

For students with disabilities, assistive technology can be a critical component in accessing education. The intent of this manual is to assist teachers, related service personnel, administrators, and families in learning about assistive technology and how it can be used in assisting students with disabilities access their education. Information on conducting assistive technology assessments is included along with a thorough Assistive Technology Assessment Package.

Ready-to-Use Lessons & Activities for the Inclusive Primary Classroom. Eileen Kennedy (1997)

Offers 122 tested lessons and illustrated reproducible activity sheets in all content areas to help the K-3 classroom teachers or special educator to successfully integrate children with disabilities into the general education classroom.

Resources for Educating Children with Diverse Abilities, Birth Through Eight. Penny Deiner (1999)

The Resources book provides essential information about children with a variety of diverse abilities that educators will be teaching in today's schools. It provides information about the disabilities themselves and ways to plan for and includes these children in regular educational settings.

SenseAble Strategies: Including Diverse Learners Through Multisensory Strategies. Anne Beninghof (1998)

Grab your students' attention with noisemakers. Draw three-dimensional number lines. Apply puffy paint to workbook pages. These and hundreds of other unique, innovative, classroom-tested strategies target diverse learning styles through the often-underused tactile and kinesthetic modalities.

**A Sense of Belonging: Including Students with Autism in Their School Community
Kim Davis & Cathy Pratt (video) (19 minutes) (1997)**

Highlights the efforts of two elementary and one middle school student in Indiana in teaching students with autism in general education settings. Illustrates the value and importance it plays for the future of all students. Practical strategies for teaching students with autism are described.

**Social Relationships and Peer Support (Teacher's Guides to Inclusive Practices).
Rachel Janney and Martha Snell (2006)**

These concise, issue-focused books provide general and special educators, school principals, counselors, and related service staff with a bridge from inclusion research to inclusive practice, one subject at a time. Focusing on topics that are essential to successful inclusive school programs, each teacher-friendly guide briefly summarizes current research and recommended practices, and then outlines field-tested techniques for working with students who have disabilities

Strategies for Paraprofessionals Who Support Individuals with Disabilities: Four-Book Set – Facilitator Editions.

- **Early Childhood: The Role of the Paraprofessional**
- **The Paraprofessional: An Introduction**
- **Positive Behavior: Strategies for Paraprofessionals**
- **Transition: The Role of the Paraprofessional**

Successful Inclusion Strategies for Secondary and Middle School Teachers. M.C. Gore (2003)

Helps teachers access this specific research targeting students with disabilities in middle school and secondary classrooms. Providing a quick resource of research-supported strategies, Gore offers field-tested and teacher-friendly approaches to understanding the levels and stages of learning in students with disabilities.

Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-embedded Paraprofessional Development. Gail Ghere (2002)

This facilitator's manual is part of a curriculum to help special educators teach paraprofessionals to support individual students with disabilities effectively, especially students with moderate to severe disabilities who require individualized support

Support Networks for Inclusive Schooling: Interdependent Integrated Education. Wm. Stainback & Susan Stainback (1990)

Innovative book for prospective and practicing educators discusses practical ways school personnel can weave a pattern or network of informal and formal supports. Discussions

cover peer tutors, student buddies and friendships, consultative help, professional peer collaboration, mainstreaming assistance teams and more.

The Syracuse Community-References Curriculum Guide for Students with Moderate and Severe Disabilities. (1996).

Community curriculum for special needs students that includes the community in the education of such students

A Teacher's Guide to Including Students with Disabilities in Regular Physical Education. Martin E. Block (1994)

Practical reference emphasizes the value of a collaborative team approach and provides simple and creative strategies for meaningfully including children with disabilities into regular physical education programs.

Teaching Children with Down Syndrome: A Resource Guide for Educators in Elementary Schools. Patricia Oelwein (1998)

This guide presents a recognized reading program for children with Down syndrome that effectively meets each child's unique learning needs and style. The reading method and lessons presented here are specifically designed to be motivating, fun, and rewarding.

Teaching Kids with Learning Difficulties in the Regular Classroom. Susan Winebrenner (2005)

From the relentless pressure to make sure that all students score at the proficient level on high-stakes tests, to the rigorous requirements of "No Child Left Behind," teachers are being held more accountable than ever before-making this book more important than ever before. A gold mine of practical, easy-to-use teaching methods, strategies, and tips, it helps teachers differentiate the curriculum in all subject areas to meet the needs of all learners-including those labeled "slow," "remedial," or "LD," students of poverty, English language learners, and others who struggle to learn.

Teaching Students with Mental Retardation: Providing Access to the General Curriculum. Michael L. Wehmeyer et al (2002)

"Yes, it is important to have great expectations (as IDEA puts it, "high expectations"), but it is as important to know who can achieve them (students with intellectual disabilities), how they can achieve them (through state-of-the-art teaching techniques), and who can help them along that path (special and general educators alike).

Together Successfully: Creating Recreational & Educational Programs that Integrate People With & Without Disabilities. John E. Rynders (1991)

Handbook is filled with practical, detailed, step-by-step directions to assist in the success of an integrated recreation or education program.

Treasures: A Celebration of Inclusion. Anne Donohue Dillon (1993)

This booklet presents photographs and quotations illustrating the effective inclusion of children with disabilities in New Hampshire's public schools. The booklet was created to acknowledge and celebrate families, educators, and communities who have welcomed all

students into neighborhood schools and classrooms; to energize dedicated people who have advocated for and practiced full inclusion; and to inspire those who have not had the

Triangle of Support: Making Inclusion Work (video) (7 minutes) (2002)

A short video that emphasizes the importance of accommodations and modifications, personal supports, and technology when including all students in the regular education classroom.

What Successful Teachers Do: 91 Research-Based Classroom Strategies for New and Veteran Teachers. Neal A. Glasgow, et al (2003)

Provides 91 key strategies for improving and re-energizing classroom practice.

Whole School Success and Inclusive Education: Building Partnerships for Learning, Achievement and Accountability. Wayne Sailor (2002)

This collection of papers examines inclusive education practices in public schools.

Widening the Circle: The Power of Inclusive Classroom. Mara Sapon-Shevin (2007)

Widening the Circle is a passionate, even radical argument for creating school and classroom environments where all kids, including children labeled as "disabled" and "special needs," are welcome on equal terms. In opposition to traditional models of special education, where teachers decide when a child is deemed "ready to compete" in "mainstream" classes, **Mara Sapon-Shevin** articulates a vision of full inclusion as a practical and moral goal

With a Little Help From My Friends. Marsha Forest & George Flynn (video) (60 minutes) (1989)

Three-part video tells about creating schools where all kids belong and learn together. Part I: The Vision shows a discussion by junior high students about the learning and growth that has occurred in their classroom; Part II: Let's Talk is primarily teachers and administrators talking about their experiences and expectations; Part III describes the MAPS process and how to use it/

With Open Arms: Creating School Communities of Support for Kids with Social Challenges Using Circle of Friends, Extracurricular Activities and Learning Teams. Mary Schlieder (2007)

She sits alone every day in the cafeteria. His behavior annoys the other kids and no one wants to have him in their group. She can't carry on a conversation. Sound familiar? The desire to fit in and belong is universal, and at no time is this more evident than during the middle and high school years. Kids with conditions such as Asperger Syndrome, attention deficit disorder, learning disabilities, and behavior disorders, as well as English language learners, often face even greater social challenges, resulting in feelings of isolation. Not only do peers often ignore them; many are the objects of teasing and even bullying. In addition, their social isolation prevents them from engaging in the numerous social interactions needed to become socially proficient. With Open Arms: Creating School Communities of Support for Socially

Challenged Kids provides practical, easy-to-use techniques for even the busiest school personnel

You're Going to Love This Kid — Teaching Students with Autism in the Inclusive Classroom .Paula Kluth (2003)

Guide to understanding students with autism and including them fully in the classroom. Includes specific ideas for enhancing literacy; planning challenging, multidimensional lessons; supporting student behavior; connecting, communicating, and collaborating; fostering friendships; and adapting the physical environment.

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