

## 2.6 More Resources

**Dreimanus, M., D. Sobsey, S. Gray, B. Hamaha, B. Uditsky and D. Wells. (1990). *Integration and Individuals with Moderate to Profound Intellectual Impairments: An annotated bibliography*. Edmonton: University of Alberta Severe Disabilities Program.**

Four hundred and forty-six books, reports and journal articles are reviewed and arranged by topic. The ratio of empirical research studies supporting integration to research opposing it is more than eighteen to one. But the ratio of position papers supporting integration to research opposing it is only 1.6 to one. The authors interpret this to mean that integrating practices are proving successful but that attitudes generally lag behind research in this area.

Twenty-seven Canadian articles are reviewed; thirty-two articles are listed under the topic of elementary school integration. Of these, one is cross-listed.

**Howarth, Mary. (1983). *A Search of the Literature on Mainstreaming*. Toronto: Federation of Women Teachers' Associations of Ontario.**

This comprehensive review was motivated by "concern for the extent to which mainstreaming is being done in Ontario, the way in which it is being done, and the acceptance of the underlying philosophical assumptions." Resources are well organized into sections including reasons for mainstreaming, models of mainstreaming, legislative bases and teacher in-service training. The author presents seventy-three research conclusions and notes, "If there is one overwhelming conclusion ... it must be that mainstreaming is being poorly done in many cases."

This review reveals the emphasis in literature on categorizing handicaps and maintaining different environments for different degrees of integration. It is a useful compilation of