

to support integration are discussed.

**Penner, Irma and Peter Penner. (1987). Friends forever. *entourage*, 2(3), pp. 32-35.**

The positive experience of partial integration in Grade 7 led the parents of Yvonne Penner to request a totally integrated Grade 8 program at her St. John's, Newfoundland school. This article describes Yvonne's accomplishments in communication skills, interpersonal relationships, and educational goals.

Her parents conclude, "We commend the school board for taking the courageous step of total integration and not falling into the readiness trap. Children are always ready — they just need the appropriate supports."

**Pivato, Emma and Sandra Chomicki. (1986). The G.R.I.T. kids start school. *entourage*, 1(3), pp. 6-10.**

This article follows five children whose preschool years included intensive developmental programming in their own homes as part of the Gateway Residential Intensive Training (G.R.I.T.) program in Edmonton, Alberta. The children, who have severe handicaps, are successfully integrated into regular primary school classes. The article notes that, "As long as adequate supports are provided, the viability of such an educational option is no longer in question."

## ***2.5 Integrated Classroom Versus Resource Model***

**Affleck, James Q., S. Madge, A. Adams and S. Lowenbraun. (1988). Integrated classroom versus resource model: Academic viability and effectiveness. *Exceptional Children*, 54(4), pp. 339-348.**

The integrated classroom model described in this article has eight mildly handicapped students (labelled as learning disa-