

This article asserts the importance of in-service training for regular classroom teachers as an important component for successful mainstreaming. It also points out the need for more data collection and research on this topic. Guidelines are presented for in-service training methods, format, content, needs assessment, goals and objectives, scheduling, evaluation, school administration and instructional materials.

Reynolds, M.C. and J.W. Birch. (1988). *Adaptive Mainstreaming: A primer for teachers and principals*. White Plains, NY: Longman.

Techniques are presented for responding to the needs of a wide range of children with handicaps in the regular classroom. Sections address assessment, teaching and teamwork, cognitive development, language and speech, sensory and physical handicaps and severe and profound disabilities. The authors encourage a non-categorical approach to the provision of special education services in an integrated environment.

Salend, S. J. (1984). Factors contributing to the development of successful mainstreaming programs. *Exceptional Children*, 50, pp. 409-416.

The success of mainstreaming programs can be enhanced by attention to: criteria for mainstreaming; preparing students with and without handicaps; promoting communication among educators; evaluating student progress; and providing in-service training.

Searl, Standford J., Dianne L. Ferguson and Doug Biklen. (1985). The front line ... teachers. In Biklen, Douglas (Ed.). *Achieving the Complete School: Strategies for effective mainstreaming*. New York: Teachers' College Press, Columbia University, pp. 52-103.