

VT: University of Vermont, Center for Developmental Disabilities.

Certain practices appear to be associated with successful schooling of students in heterogenous (mixed ability) groupings. These include: outcome-based instructional models; creative use of peers; multi-age groupings; and in-service training which consciously promotes common conceptual frameworks, knowledge and language among school staff.

York, Jennifer and Terri Vandercook. (1990). Strategies for achieving an integrated education for middle school students with severe disabilities. *Remedial and Special Education*, 11(5), pp. 6-16.

This article places integration issues in the context of overall school reform by asking the critical question, "Are schools organized in a way to meet the needs of an increasingly diverse student population?"

The authors promote a change from a self-contained special education classroom model of service delivery to a more integrated approach in which special education is a service and support provided in general education environments. To achieve overall change, integration should adhere to natural proportions, identify and use natural supports, use a participation approach and demonstrate success locally. School-level strategists should identify all collaborators, communicate with all members of the school community, and share space.

York, J., T. Vandercook, C. Macdonald and C. Wolff. (Eds.). (1989). *Strategies for Full Inclusion*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

This is a compilation of seven papers related to designing and implementing integration in education. Topics include the McGill Action Planning System (MAPS) for developing and