

This text has immediate practical relevance for teachers, administrators, parents and service providers.

Larivee, B. (1985). *Effective Teaching for Successful Mainstreaming*. White Plains, NY: Longman.

Teacher effectiveness in fostering achievement and personal and social adjustment of integrated students with mild handicaps is shown to be part of overall teacher effectiveness in the classroom.

O'Brien, John and Marsha Forest. (1989). *Action for Inclusion: How to improve schools by welcoming children with special needs into regular classrooms*. Toronto: Frontier College Press.

An action-oriented manual, this text is based on a strong ideological commitment to the unconditional inclusion of all children in the regular classroom and the provision of appropriate individualized supports.

Common misunderstandings, goals and practical steps for integration are outlined in five sections: 1) the family's expectations; 2) enlisting the help of the neighbourhood school principal; 3) enrolling the teacher; 4) involving classmates; and 5) the making of action plans (MAPs). The placement of an integration consultant or facilitator in the school is advocated.

Snell, Martha E. and Stanley J. Eichner. (1989). *Integration for students with profound disabilities*. In Brown, Freda and Donna H. Lehr. *Persons with Profound Disabilities: Issues and practices*. Baltimore, MD: Paul H. Brookes Publishing Co., pp. 109-138.

The chapter discusses the rationale for integration in terms of the benefits for all concerned: students with severe and profound disabilities (including those with multiple handicaps