

Taylor, S.J. (1982). From segregation to integration: Strategies for integrating severely handicapped students in normal school and community settings. *The Journal of the Association for Persons with Severe Handicaps*, 7(3), pp. 42-49.

Practical strategies to facilitate integration are presented: dispersal of students; planned interaction; provision of program support; and support for regular teachers. The author also underlines the need for staff integration, parental support, and positive attitudes.

Thousand, Jacqueline, S.T. Fox, R. Reid, J. Godek, W. Williams and W. Fox. (1986). *The Homecoming Model: Educating students who present intensive educational challenges within regular education environments*. University of Vermont: Center for Developmental Disabilities.

This integration model is based on a plan to bring students "home" from special education programs and prevent others from ever being placed in them. Based on the concept of individualized education for all, this model enabled Vermont school districts to integrate students who present some of the most intensive educational challenges within regular classrooms. Participating teachers felt they had more say, were more comfortable and had better access to special education consultation than expected.

This resource includes many "how-to" strategies relating to administrative commitment, building the staff team, using consultative support, addressing common fears, and specific classroom-level integration strategies. A set of six appendices includes illustrative daily schedules and class activity guides.

Thousand, J. and R.A. Villa. (1988). *Enhancing Success in Heterogenous Classrooms and Schools*. Burlington,