

***Integrating Moderately and Severely Handicapped Learners: Strategies that work.* Springfield, ILL: Charles C. Thomas.**

This practical guide does not ask, "Does integration work?" or "Who can be integrated?" Instead it addresses the question, "How can we make integration efforts successful?" It places educational integration within the larger context of overall community inclusion.

Sections cover strategies for administration, service delivery, and planning and implementation of individualized plans. Included are how-to ideas and checklists of ways to involve students with severe handicaps in regular programs.

The authors conclude that "Integrated school experiences can be provided for all severely handicapped students across a variety of school settings."

Forest, Marsha (Ed.). (1984). *Education/Integration: A collection of readings on the integration of children with mental handicaps into regular school systems.* Downsview, Ont.: National Institute on Mental Retardation.

Twelve short and readable articles reflect on the philosophical underpinnings of integrated education. They relate the philosophy to implementation, and describe a variety of real-life examples of integration in action in Canadian classrooms.

Forest, Marsha (Ed.). (1987). *More Education/Integration: A further collection of readings on the integration of children with mental handicaps into regular school systems.* Downsview, Ont: The G. Allan Roeher Institute. Twenty-three articles cover a wide variety of education and integration topics including: the philosophy and characteristics of an integrated system, a variety of Canadian program examples, roles of teachers and the importance of peers and friends.