

bled, mildly mentally retarded, and seriously behaviourally disabled) in a class of twenty-four. Such integrated classrooms are shown to be more cost-effective than resource room programs while they also enable students to achieve similar academic results. This article gives evidence that providing special education in a regular classroom setting is an attractive and achievable option to the resource room withdrawal model.

Jenkins, Joseph R. and Amy Heinen. (1989). Students' preferences for service delivery: Pull-out, in-class, or integrated models. *Exceptional Children*, 55(6), pp. 516-523.

This study attempted to fill a gap in literature by investigating students' perceptions and preferences about where and from whom they receive special help. Children with mild handicaps in Grades 2, 4 and 5 were interviewed. The fact that students had different levels of knowledge and experiences of different models makes the results complicated. The authors conclude that most students prefer to obtain additional help within the general education classroom from their classroom teacher or from other non-specialists who are familiar with them and their classroom curriculum.

Lowenbraun, Sheila, Sally Madge and James Affleck. (1990). Parental satisfaction with integrated class placements of special education and general education students. *Remedial and Special Education*, 11(4), pp. 37-40.

This survey compared satisfaction of parents of special education students and parents of general education students whose children were all placed in integrated elementary classrooms. Both groups of parents were equally satisfied with the integrated classroom model. Parents who had previously expe-