

rienced a resource room approach indicated that they were satisfied with both integrated placement or resource room placement for academic progress but were significantly more satisfied with the integration option for their child's self-esteem and opportunity to make friends.

**Madge, Sally, James Affleck and Sheila Lowenbraun. (1990). Social effects of integrated classrooms and resource room/regular class placements on elementary students with learning disabilities. *Journal of Learning Disabilities*, 23(7), pp. 439-445.**

This study tentatively concludes that children served by an integrated classroom model have a better opportunity to blend successfully into the classroom than children who go out to a resource room.

**Wang, Margaret C. and Jack W. Birch. (1984). Comparison of a full-time mainstreaming program and a resource room approach. *Exceptional Children*, 51(1), pp 33-40.**

This is a report of a study comparing the effects of a full-time mainstreaming approach for handicapped students with a resource room approach for similar students. Results suggest that the full-time mainstreaming approach, known as the Adaptive Learning Environments Model, exceeds the resource room approach in attaining desirable classroom processes, and in enhancing student attitudes and achievement in basic skills.

This article supports the feasibility of restructuring regular education programs to much more adequately serve students with diverse learning characteristics and needs. Many of the students in question are currently served by compensatory and special education pull-out programs.