

evaluation at individual skill levels. It allows students choice in expressing the knowledge that they have gained. It also meets students' social and emotional needs as well as their academic needs. Student involvement with peers is encouraged because of the emphasis on cooperative learning. Permanent grouping is discouraged. This strategy fosters social relations in the classroom which are important in making all students feel a part of the group.

Multi-level instruction allows for participation of all students in the learning process and an acceptance of each person's contribution. It develops and encourages the concept of self-worth in all students. Increased motivation through the involvement of students in the activities of the classroom makes classroom management easier.

The thought and planning needed to determine the underlying concept of the material should result in a more meaningful curriculum. Teachers will be aware of why something is being taught and will focus on helping students understand various concepts, rather than on memorization of material.

TRAINING CLASSROOM TEACHERS

Today's classroom teachers realize that many styles of education will be necessary to meet the needs of the variety of learners in their classroom. Multi-level instruction is but one way to meet these needs. In order to develop this skill, teachers require some initial training. However, the main components of training in multi-level instruction are time and practice in developing lesson plans that incorporate strategies to allow for inclusion.

In two particular school districts, training for classroom teachers was provided in the following way:

1. Principals were asked to select one or two teachers who: a) would be willing to train other teachers; b) were at present showing some success with inclusion strategies; and c) were well respected by other staff members for their