

This comprehensive textbook builds from a historical overview of education integration and explores the rationale behind the movement toward a merger of regular and special education. Practical strategies show how all students — whether labelled gifted, non-disabled or disabled — can excel educationally and socially within a regular classroom. Chapters are organized around key themes including educational equality in practice, strategies to promote merging systems, how to meet diverse student needs, and family and community support.

1.2 Advocacy, Legislation and Human Rights

Centre for Research and Education in Human Services. (1985). *Special Education Legislation: Implications for children, parents, and school boards. The case of Bill 82 in Ontario.* Kitchener, Ont.: CRESH.

In this policy analysis paper, education legislation in Ontario is analyzed from several perspectives including its mandate and authority, underlying values, and issues of implementation and outcomes. The paper concludes that new policy options need to be considered which are strongly grounded in the principles of the rights of the child, integration of all children, and equality of access to educational opportunity.

Forest, Marsha. (1987). Keys to integration: Common sense ideas and hard work. *entourage*, 2(1), pp. 16-19. Noting that "integrated settings are on the increase all across the country," this article promotes individualized programs and the discontinuation of a special, segregated education system. Three school boards in Ontario are identified as implementors of fully integrated systems and their success is largely attributed to committed administrators. Problems with integration are characterized as ones of injustice which belong to school boards and not to individual children.