

segregated educational models. Sections are organized by age and school level—primary, elementary, secondary, transition and post-school years.

The authors maintain that all children with disabilities should be able to receive their education at their local school and that some of this education should take place in the regular classroom.

Sobsey, Richard. (1986). Emerging issues in social integration. *American Association on Mental Deficiency (AAMD): Education Update*, 11, p. 2

Three issues in the social integration of students with handicaps are highlighted. First, the author argues that full integration is the only acceptable route for the education system. Second, he points out the difficulties in defining and promoting the development of friendships as distinct from helper-helped relationships between children without and with handicaps. Third, he raises the issue of how students' relationships at school carry over to their relationships outside of school.

Stainback, William and Susan Stainback. (1986). One system, one purpose: The integration of special and regular education. *entourage*, 1(3), pp. 12-16.

The authors maintain that operating a "dual system of education" is unfair, inefficient, and expensive. They argue for the incorporation of all the resources and services (funding, curriculum, personnel) from both regular and special education into a single unified educational system.

Stainback, Susan, William Stainback and Marsha Forest (Eds.). (1989). *Educating All Students in the Mainstream of Regular Education*. Baltimore, MD: Paul H. Brookes Publishing Co.