

***entourage*, 2(2), pp. 11-13.**

Although nine-year-old Sabrina was labelled autistic and severely to profoundly retarded, she experienced remarkable progress in an individualized program within a regular Grade 4/5 classroom. A major concern of staff was the possible rejection of Sabrina because of her anti-social behaviour. However, they found that a consistent approach and the natural acceptance of her peers led to significant growth. This article supports the view that school systems can and will change as they see integration working.

Forest, Marsha and Mary Mayer. (1987). Education Waterloo-style. *entourage*, 2(4), pp. 20-25.

This article documents the experience of one school board in Ontario which made a policy commitment to "move all children into their neighbourhood schools with appropriate services." Four schools — two elementary and two secondary — initially served as models for the entire system. The experiences of two students and their teacher/integration facilitator are described. The authors pose the question, "If one board can do it ... why can't they all?"

Giangreco, M.F. and M. Meyer. (1988). Expanding service delivery options in regular schools and classrooms for students with severe disabilities. In J.L. Graden, J.E. Sims and M.J. Curtis (Eds.). *Alternative Educational Delivery Systems: Enhancing instructional options for all students*. Kent, OH: National Association of School Psychologists, pp. 21-47.

This chapter presents an overview of the principles and practices of integrated educational programs for students with severe disabilities. "Most promising practices" in general and innovative programs in Canada and the United States are identified. The ways in which the school psychologist can help