

and medically fragile conditions), their families, students without disabilities and professional staff. Sections also focus on strategies for obtaining integrated programs and barriers to their implementation.

**Stainback, S.B. and W.C. Stainback. (1988). Educating students with severe disabilities. *Teaching Exceptional Children*, 21, pp. 16-19.**

The authors provide an overview of strategies for integrating students with severe disabilities into regular classes. Strategies include: designating a support facilitator; developing networks; encouraging respect for all students; and using special education resources in regular, integrated classrooms.

**Stainback, S.B. and W.C. Stainback. (1985). *Integration of Students with Severe Handicaps into Regular Schools*. Reston, VA: Council for Exceptional Children.**

This introduction for classroom teachers provides information on how to educate all students about individual differences and how to promote interaction between students with and without handicaps. Two chapters focus on teaching students with severe handicaps the social and related skills needed to facilitate integration. The authors make positive suggestions about how to promote the integration of students with severe handicaps into regular school programs and activities.

**Stainback, W.C., S.B. Stainback, L. Courtage and T. Jaben. (1985). Facilitating mainstreaming by modifying the mainstream. *Exceptional Children*, 52, pp. 144-152.**

This article examines some of the problems in the current organizational structure of schools that hinder regular classroom teachers from being able to adapt their instruction to meet diverse student needs. They suggest a framework for finding a solution.