

**Biklen, Douglas (Ed.). (1985). *Achieving the Complete School: Strategies for effective mainstreaming*. New York: Teachers' College Press, Columbia University.**

This highly readable text focuses on specific strategies that people employ to promote successful integration. When does integration work well, why, and how? Specific chapters address the roles of the principal, teachers, school administrators and parents in contributing to successful integration.

**Bishop, V. E. (1986). Identifying the components of success in mainstreaming. *Journal of Visual Impairment and Blindness*, 80, pp. 939-946.**

The author collected opinions of teachers, students, parents and principals concerning the most important factors in successful mainstreaming for students with visual handicaps. Factors identified included peer acceptance and interaction, flexibility of the teacher, academic achievement, positive self-image, independence and inner motivation in the student, family acceptance, available school support personnel and adequate supplies and equipment.

**Booth, T. and P. Potts (Eds.). (1983). *Integrating Special Education*. Oxford: Basil Blackwell.**

This text presents viewpoints on how integration should be implemented in Great Britain. Methods and issues include cooperative teaching, the use of itinerant remedial teachers, resource bases within ordinary schools, out-of-class activities, administrative changes, behaviour modification, and support services. While contributors differ somewhat in their strategies, all start from the position that educational integration is a proper and viable goal.

**Brady, Michael P. and Philip L. Gunter (Eds.). (1985).**