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AUTHOR Price, Marilyn; Weinberg, Nessa
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ABSTRACT

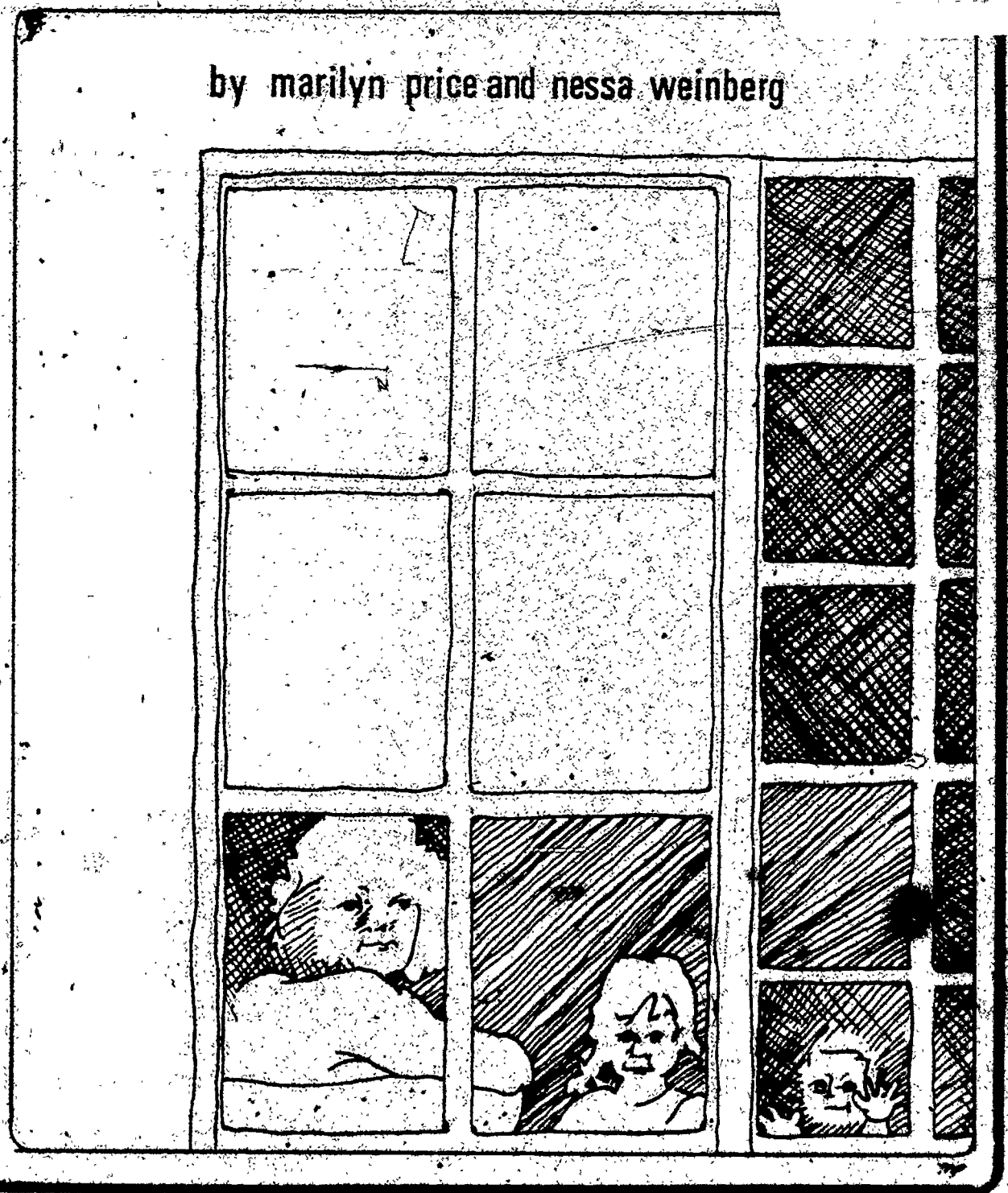
The manual is intended to help teachers who are integrating handicapped children into preschool programs. It opens with a description of the Albuquerque Special Preschool, a program in which handicapped children were integrated in successively less restrictive environments. The raltionale for integration is presented in terms of research and of parents' responses. A section on preparing for an integrated classroom includes assessment, development of an individualized education program, and selection of curriculum. The final section details strategies for use in the integrated classroom, including incorporating play, using self-selection as an approach to foster interaction, conducting snack time and large group activities, scheduling outdoor activities, considering effects of group management/environmental factors, and dealing with differences. (CL)

APPENDIX D

MAKING INTEGRATION WORK

A Teacher's Perspective

by marilyn price and nessa weinberg



MAKING INTEGRATION WORK: A TEACHER'S PERSPECTIVE

A Guide to Integrating Handicapped and Nonhandicapped Preschool Children

MARILYN PRICE AND NESSA WEINBERG, AUTHORS

With additional material contributed by the staff of
Albuquerque Special Preschool, 3501 Campus NE,
Albuquerque, New Mexico 87106

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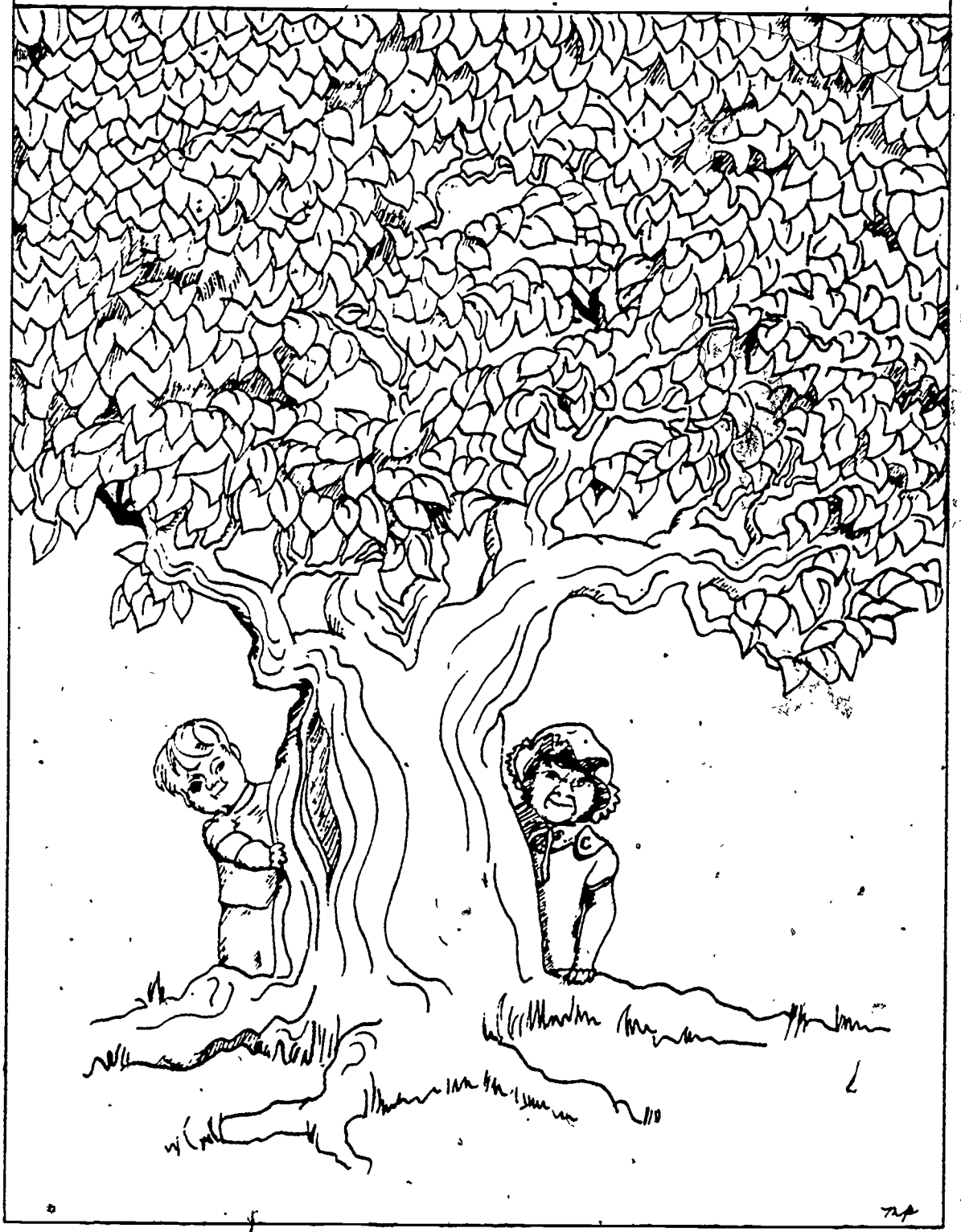
PART 1: INTRODUCTION



When a teacher contemplates the possibility of involving handicapped children in a preschool environment with nonhandicapped children, there are scores of questions to be asked, and considerations to be made.

When is a child with special educational needs able to benefit from being in a learning environment alongside nonhandicapped children?

How do I plan activities to meet the needs of the handicapped child in an integrated group and still challenge the other children?

What do I do or say when a child asks me questions about differences observed in a handicapped child?

How do I promote a truly integrated group with children sharing and caring about each other?

Can I do it alone? What kind of help do I need?

What is integration anyway--and what is supposed to be so good about doing it?

These, and many others, are all important and valid questions a teacher should ask when planning to place a handicapped child in a regular preschool class.

In this guide can be found the answers to questions which will arise among teachers and others involved in direct program planning and implementation of an integrated program for preschool children who are between two and five years old. Information is provided to help adults understand the benefits and precautions involved in integration, to form a basis for deciding whether it is appropriate for a particular child. The importance of planning to assure success is described through information on the various steps in the planning process. In addition, instructional strategies, curriculum approach, and suggested activities provided within this guide should provide a basic framework for building a classroom which is individualized to meet the needs of each child within any preschool group. And finally, strategies which can help deal with the special needs of each child, while promoting a cohesive group, are discussed.

While many questions in general may remain unanswered, or may be found elsewhere, this guide offers many suggestions to assist teachers and others in making an integrated classroom a positive experience for everyone involved.

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A MODEL PROGRAM OF INTEGRATION

In 1978, Albuquerque Special Preschool, Albuquerque, New Mexico, began a program of integration for handicapped and nonhandicapped preschool children between the ages of two to five, with funding from the Office of Special Education, U.S. Department of Education, Handicapped Children's Early Education Programs Demonstration Projects.

This project grew out of a traditional special education program for developmentally delayed children which had been providing services in special education and therapeutic programming for ten years. The need to involve these children in less restrictive environments became evident. An integrated approach was expected to have a positive effect not only on handicapped children, but also on nonhandicapped, the families of both groups, both early childhood and special education teachers, and programs which serve both populations in the community.

Handicapped children were expected to benefit especially in language and social development through interaction with nonhandicapped by modeling their behavior and skills. Handicapped children who were selected for integrated groups were between 2.1 to 4.11 years old, with mild to moderate delays in one or more areas of development. Nonhandicapped children in this model program were between 1.10 to 4.11 years old and were placed with slightly older handicapped, when comparing group mean age. Thus, children were generally of similar developmental level. Nonhandicapped children were expected to benefit from this experience primarily in their increased knowledge of handicapping conditions. In addition, the project proposed to demonstrate that such placement for nonhandicapped with handicapped would not delay their rate of developmental growth, thus alleviating public and parental fears that an integrated placement would "hold back" nonhandicapped children.

Special education teachers were expected to benefit by their exposure to nonhandicapped and normal development as a reference for teaching handicapped. Early childhood teachers were expected to gain skills in working with a broader range of populations, and particularly with handicapped children. Teacher training, based upon needs assessment, was provided through a variety of individualized experiences, such as selected readings, in-service workshops, and observation of appropriate models.

The program was structured to provide several options for placement in successively less-restrictive environments. The levels of placement are based on the premise that a less restrictive environment increases the number of children total in a group, increases the ratio of nonhandicapped to handicapped in a group,

or decreases the number of adult supervisors in the group. The placement options are shown in Table I.

TABLE I

Level	Ratio	Number Children H	Number Children NH	Staffing Pattern
Level I:	1:1	5	5	Single teaching or team-teaching using one early childhood and one special education teacher
Level II:	1:2	5	10	Team-teaching approach, same as above
Level III:	1:5	3	15	Single early childhood teacher approach after one to three months of team-teaching a special education teacher follow-up.

A child might enter the program at any level. Generally, younger (2 to 3 year old) or more severely delayed handicapped were placed initially in Level I and would later be moved to a Level II or III only if they demonstrated ease in dealing with their present environment, as well as changes in skill level.

Children were assessed initially, and at subsequent intervals with the Alpern-Boll Developmental Profile (Alpern, Boll, 1972) and the Learning Accomplishment Profile (Sanford, 1972). Play behavior and degree of interaction between handicapped and nonhandicapped was closely monitored as a measure of successful integration.

Parents and other family members were expected to show greater awareness of handicapping conditions, acceptance of handicapped children and demonstrate an ability to set realistic goals for their children because of the opportunity to view age-appropriate behavior. Training programs based upon needs assessments were provided for parents in addition to a variety of communication techniques, such as weekly notebooks to parents, newsletter, and conferences with their child's teachers. Parents participated in planning and carrying out their child's program through team involvement in preparing the individual education plan for their child.

Many of the suggestions and ideas in this guide are based on the experiences of the people involved in this model project. More information on this project can be obtained by contacting:

Albuquerque Special Preschool
3501 Campus Blvd NE
Albuquerque, NM 87106

Definition of Terms

The terms *integration* and *mainstreaming* in a general sense are synonymous, although in the field of education a differentiation of the two terms has evolved. Integration usually refers to the combining of two groups of formerly separated individuals, whereas mainstreaming takes this several steps further.

Kaufman, Gottlieb, Agard, and Kukie (1975) suggest the following definition of mainstreaming:

> *the temporal, instructional and social integration of eligible exceptional children with normal peers based on an ongoing, individually determined, educational planning and programming process and requires clarification of responsibility among regular and special educational, administrative, instructional and supportive personnel.*

Although this policy was written for school-aged children, the essential elements are applicable to early education:

1. individualized educational planning;
2. consideration of the maximum time, instructional program and social interaction which handicapped children can benefit from in a setting with nonhandicapped children.

Integration and mainstreaming are essentially experiences which are most likely to ensure that handicapped children can realize maximum potential for full participation in society and independence of functioning. It is the pursuit of *normalization* in educational programs through bringing together handicapped and nonhandicapped children. The nature and extent of contact with nonhandicapped children is dependent on any child's ability to benefit from the experience. (Safford and Rosen, 1981)

Individualized educational planning is defined by the IEP, which is a written prescription of an appropriate program for a single child. It is based on in-depth knowledge of the unique learning needs of a particular child.

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The term *least restrictive environment* refers to the choice of settings, which is also unique to the learning needs of an individual child. It implies the quest for normalcy of educational setting, defined on the basis of the degree to which a handicapped child participates with nonhandicapped children in a regular classroom environment (Safford and Rosen, 1981).

A *peer* is generally considered to be another child of more or less the same age (Hartup, 1978). An effective integration strategy may be to combine children of mixed ages, such as three to four year olds, thus somewhat loosening the definition of peer. For the purpose of bringing together children of similar developmental age levels, *peer* is then children who interact at comparable levels of behavioral complexity (Lewis and Rosenblum, 1975).

Labeling children handicapped versus nonhandicapped presupposes a level of differentiation which in reality does not exist. Many handicapped children are normal or above normal in some areas of development. Likewise, many children labeled normal have learning problems. It should be pointed out that children who are labeled as handicapped, although in need of special intervention, are more like other children than not.

A general understanding of the term *handicapped* is offered as a child who exhibits noticeable and significant delay(s) in development in at least one of the following areas: self-help, social/personal, cognitive or conceptual, speech or language, and fine/gross motor skills; the extent of which is determined by reliable evaluation, and which results in a need for specialized services.

RATIONALE FOR INTEGRATION OR MAINSTREAMING

What Research Tell Us

Does integration work? To conclusively answer this question, a great deal of research still needs to be done--especially to determine for whom, how, and under what conditions integration seems to be most effective. Some of the difficulty in determining the efficacy of integration or mainstreaming stems from an inability to control the many variables in a classroom, such as teacher skills and curriculum, which affect children's performance. Therefore, the conclusions drawn from research findings are made with caution.

The mainstream movement actually stems from the 1954 Brown vs. Topeka Board of Education decision, which later stimulated numerous other court decisions, decreeing that "separate is not equal." Further impetus was given to mainstream efforts by the

federal mandate under PL 94-142, stipulating that handicapped children are to be provided an education in the least restrictive environment; that is, handicapped children are to be educated with nonhandicapped children, in the regular educational environment, to the maximum extent.

Integration provides handicapped children an opportunity to imitate the more competent child. Imitation is widely acknowledged as having an important role in social learning through play (Bandura and Walters, 1963). For handicapped children, however, this learning is more likely to occur with a highly structured and systematic approach to teaching (Devoney, Guralnick and Rubin, 1974; Fredericks, Baldwin, Grove, Moore, Riggs and Lyons, 1978).

Numerous studies have indicated that nonhandicapped children will not be "held back" or imitate less competent behavior by exposure to their handicapped peers because children tend to model the behavior of more competent peers (Apolloni and Cooke, 1978; Cooke, Ruskus, Apolloni and Peck, 1981; Bricker and Bricker, 1972; Strickert, 1974). Goldman (1976) found that nonhandicapped children placed in groups where there was a two-year age difference (three to four year olds) showed more mature social behavior than children in groups composed of same age peers.

A potential benefit of integration is that it can positively influence the attitudes of nonhandicapped children and their parents toward handicapped people. Voeltz (1980) demonstrated that nonhandicapped children who were provided with an opportunity to interact with handicapped children in the regular school setting showed improved attitudes and more accurate perceptions of the abilities of handicapped children. Parents of both handicapped and nonhandicapped children are positively affected, developing a more optimistic outlook and usually viewing the interactive experience as aiding in positive self-concept for their children (Roddy, 1980; Vincent, Brown and Getz-Shiftel, 1981).

Ispa and Matz (1978) evaluated the effects of mainstreamed children in a cognitively-oriented program. They found significant pre-post changes for both handicapped and nonhandicapped children--beyond what would be expected, based on normal development (of one month developmental gain per calendar month). These children, on the average, gained 2.07 months for each month enrolled.

Other research has generally shown that exposing handicapped children to models of age-appropriate language and social behavior can be particularly beneficial (Cooke, et. al, 1981).

It is possible, however, that handicapped children will show greater gains with teachers who are experienced with integrated settings. An analysis of numerous studies on social integration (Guralnick, 1981) indicated that the degree of separation in terms of social interaction between handicapped and nonhandicapped children increases as a function of the severity of the handicapping condition. Despite this factor, it does not appear that handicapped children have been rejected by their nonhandicapped peers, in general.

Further study is needed to verify these initial findings which indicate that certain integrative approaches can provide a beneficial experience for both handicapped and nonhandicapped children and their parents. It is certain that a richer, more diverse and stimulating environment is provided for children in an integrated setting, with much of the research attending to the benefits in the social and communication aspects of child progress. Totally interactive behavior has not been achieved in integrated settings, nor has it been conclusively demonstrated that handicapped children do better in overall developmental growth by exposure to nonhandicapped peers. However, there is a tendency toward the development of more positive and realistic attitudes toward the handicapped, a potential for greater social growth, and an opportunity for providing an education for a child in the least restrictive environment. Due to the relatively short period of time in which the effects of these mainstream environments has been analyzed, their long-term benefit is virtually unknown. The blend of a systematically structured, individualized program in an integrated setting potentially offers an intriguing opportunity for these handicapped children to mature, as we do, in the mainstream of society. In time, longitudinal studies will tell us what the ~~impact has~~ been on these children and societal attitudes and expections as a whole.

What Teachers and Parents Tell Us

It is possible that even with a great deal of teacher enthusiasm for beginning an integrated program, it may be necessary to convince parents of nonhandicapped children that it is a good idea. Considerable insight has been gained through observation of the classrooms and interviewing parents of nonhandicapped children who have been in an integrated classroom. The benefits to these children fall into three major categories; the quality of educational practices; social gains; and general benefits to children and families.

In the first area--the quality of educational practices--parents of the nonhandicapped noticed the potential benefit of having a re-

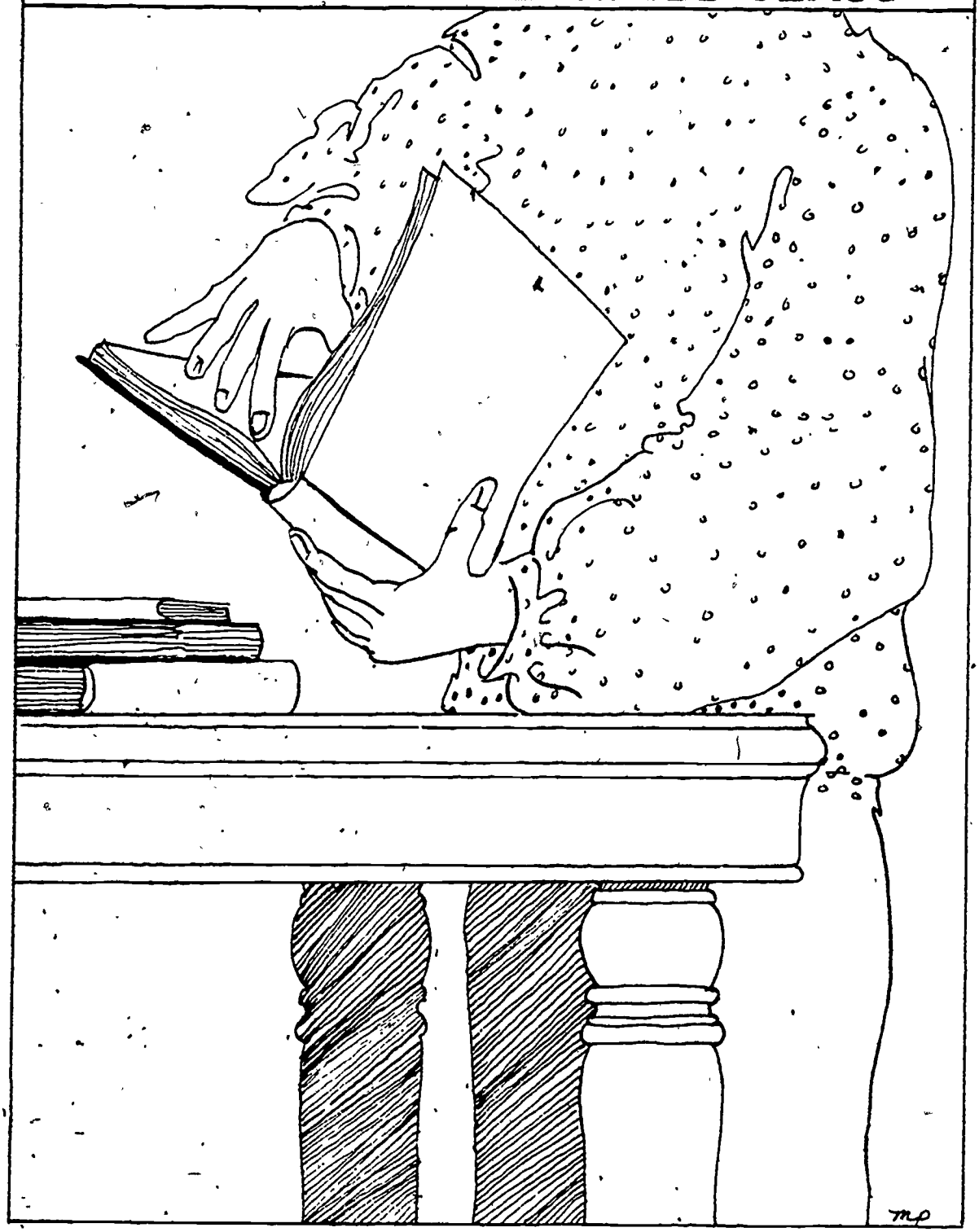
duced pupil:teacher ratio, which is common to special education classes. Due to the emphasis on individual needs of the handicapped children, the teachers are geared toward focusing on individual children rather than being primarily occupied with the needs of the total group. Parents appreciated the special therapeutic services we offered, such as swimming, using an occupational therapy room, and holding dance and sign language classes. In program planning, the teachers devote attention to all developmental areas, creating for nonhandicapped children many opportunities for growth in a rich and varied environment.

The social gains of nonhandicapped children are a little more subtle. One parent said that her child had developed leadership abilities because she had been given a chance to help other children, and had gained greater confidence. Another parent felt that her son shows more understanding of younger children outside the school environment, because he has grown in patience and helpfulness due to this experience. Several parents felt they could never fabricate for their children an intimate setting with handicapped children, provided by this program. Finally, a parent stated that the greatest social benefit seemed to be that the children saw no significant differences among their peers. Several teachers have observed that the integrated class as a whole seems less aggressive than other classes of nonhandicapped children. Although there is no data to support this, it seems that due to all the positive encouragement in the integrated class, there is little room for aggression. We accept, we love, we look after one another; and, we talk about differences and similarities. It is valuable to provide a safe environment in which nonhandicapped children can stare (without being corrected for it), because it eliminates fears about differences by virtue of being thoroughly exposed to them.

In the area of general benefits to children and their families, several interesting observations were made. One parent said: "This classroom shows me that the handicapping condition is not the most important thing about a child." Some parents of nonhandicapped children have said that they now feel more comfortable meeting with the parents of handicapped children, and are glad to know that they face similar problems. Some of these parents have worked through feelings of being reluctant to rejoice in the accomplishments of their "normal" children in light of their initial contacts with parents of handicapped children.

The program has provided parents with the challenge of developing age-appropriate explanations when their children have questions about handicapping conditions. In general, families have gained much insight into their own and other children. All of the parents interviewed felt that they would choose such an opportunity again.

PART 2: GETTING READY FOR AN INTEGRATED CLASS



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BASIC COMPONENTS OF AN INTEGRATED CLASSROOM

There are several elements which are basic to an integrated preschool program (Anastasiow, 1978); and, in fact, are probably basic to well-organized preschool programs in general. From these basics, a teacher may operate under a variety of approaches or philosophical frameworks for teaching. However, according to Anastasiow, model integration programs which have been operating with funding from the Office of Special Education, Department of Education (formerly HCEEP), in the Early Childhood Demonstration model programs, have been shown to generally operate under several common dimensions. These dimensions are:

1. A developmental framework for viewing the needs of the child is implied or implicit. A framework of sequential information on child development is needed to have a guideline, or direction, in which to promote child growth.

2. Structure is the nature of planning and organizing by the teacher so that a consistent curricular approach, whatever it may be, is used.

3. Play and tools of play (or toys) are commonly acknowledged means through which young children learn. The utilization of play in a curriculum may vary from an approach which provides a great deal of teacher direction and of "teaching children to play," to an approach which assumes children have an inherent ability to play. Play is a common occurrence in most programs and is considered to be a useful vehicle in teaching concepts and skills.

4. Rewards (or positive reinforcement*) are used in programs to promote behavior which is consistent with the desired goals of the program or individual child.

5. Staff training is a common factor in model programs, using a wide variety of methods. The important considerations are that feedback to individual staff on performance be given, and subsequent training on techniques and strategies for facilitating child development are provided.

6. Low ratio of children to adults is commonly described as a part of a model preschool program. Unfortunately, many programs have been developed with such a low ratio,

*Any event following a response which increases the likelihood that the response will occur again.

sometimes as low as 1:1, that it is difficult for other programs to replicate or model themselves after them, due to a more limited availability of funds or other resources. A common ratio in integrated programs tends to be 1:3 to 1:5 (Anastasiow, 1978) for adults and children. Within the subsequent sections of this guide, programming will be described for which the 1:5 ratio or slightly greater can be applied with most children.

Most integrated classrooms have several other aspects in common which seem to be the preferred method for designing preschool programs. First, nonhandicapped children tend to be approximately one year younger than their handicapped classmates (Guralnick, 1981). Parent involvement in an integrated program is also a critical element which can promote a successful program (Allen, 1981). The role of the teacher is also a potent factor in affecting children's learning. The teacher must have a working knowledge of normal and atypical development, use a consistent curriculum which is based on a sound philosophy, and yet be creative and flexible. Allen (1981) suggests that teachers must also be skilled in observing children, and plan for each child individually. Teachers also need the support from such disciplines as speech and hearing, physical and occupational therapy, medicine, and social work, in providing attention to special needs through consultation, demonstration, conducting needed programs to promote the child's growth.

Perhaps one of the most important elements of particular relevance to integrated settings is the structure and the learning environments. More often than not, handicapped children must be taught how to play and will need individualized attention to develop the child's abilities. The physical arrangement of the classroom also seems to be an important factor, not only in providing an accessible classroom, but one in which the potential for interactive play is promoted.

KNOWING WHEN CHILDREN ARE READY

Selecting Handicapped Children

It is recommended that the following factors be considered when deciding whether to place a child in an integrated class.

1. CHRONOLOGICAL AGE: The handicapped child should be as old as the average age of the nonhandicapped children, and perhaps slightly older. By obtaining the mean (average) overall age of the nonhandicapped group of children, the placement of a handicapped child who is at least as old as this mean will provide greater similarity in developmental age between the handicapped and some nonhandicapped children.

2. DEVELOPMENTAL AGE: The child should be at least as old in developmental age as the youngest nonhandicapped child. This information can be obtained through assessment.

3. TYPE OF HANDICAPPING CONDITION: Integration has been successfully demonstrated with children who have many different disabilities, or handicaps, including: learning disabled, communication disordered, educable mentally retarded, trainable mentally retarded, physically handicapped, multi-handicapped, and abused and neglected children who exhibit general developmental delays.

4. SEVERITY OF HANDICAPPING CONDITION: Little is known about whether some children benefit more from an integrated class, when severity or extent of delay is the factor in question. Programs which have demonstrated success with integrated children have included a wide variety of handicapping conditions, as well as mild though severely impaired. As the degree of severity increases, the need for a more individualized program of instruction increases.

5. PREREQUISITE SKILLS:: Handicapped children who already have the following skills prior to integration may benefit from an integrated classroom:

   - ability to sit within a group of children for several minutes.

   - no extreme behavior problems, such as a high frequency of self-abuse or self-stimulation. This especially relates to behavior problems which require intensive

intervention to reduce or eliminate. Behavior problems which may be infrequent, such as tantruming, or which are directed toward peers, such as aggression, may especially be dealt with effectively in the integrated setting, with normal peer pressure helping to reduce these behaviors.

- emerging language skills, that is , an expressive vocabulary of 5-10 words and a comprehension of common words.

- ability to follow the most basic directions used in the integrated classroom, which may be commands such as "come here" and "get your coat."

Selecting Nonhandicapped Children

Although many classes for nonhandicapped children traditionally have a wide range of ages and abilities, placing these children in an integrated class requires some consideration of the following factors:

1. CHRONOLOGICAL AGE: Nonhandicapped children often vary by one to two years in age range in typical preschool classes. This provides an opportunity for the average age of nonhandicapped children to be the same or slightly younger than the average age of the handicapped child.

2. DEVELOPMENTAL AGE: An initial screening of the nonhandicapped children, using an assessment instrument can be helpful. If a nonhandicapped child exhibits significant delays in any area of development, the demands upon teacher time because of this child's needs, should be considered. Many children will have high and low skill areas, and some may be well above the normal range. This is to be expected and can be accommodated within an integrated classroom.

3. ATTITUDES: Any parent or child who expresses a strong opposition to being involved with an integrated classroom may have a detrimental effect upon the entire group. It is recommended that all integrated classroom placements be done with voluntary consent of both parents and children. It is further recommended that parents observe the integrated classroom (if one exists) prior to approval. If one does not presently exist, information regarding the size, and nature of the class and the extent of disabilities of the handicapped children should be given to the parents.

Grouping Children

The ratio of handicapped:nonhandicapped within a classroom will vary, depending on:

1. age of children
2. severity of handicapping conditions
3. prerequisite skill levels of children.

Younger preschool children, the two to three year age range, usually need to be in a smaller group than older children. As a child gets older, play skills and attention spans become more well developed, resulting in less need for teacher supervision and initiation of activities. Also, by the age of 3 a child begins to frequently engage in play which involves other children and consequently should have a substantial number of peers from which to choose. Younger children spend a greater amount of time playing alone. Peer modeling, or children learning from one another, is also affected by ratio. Within an integrated class, nonhandicapped children should be sufficiently represented in number to be able to model behaviors for each other, as well as for the handicapped. For this reason, nonhandicapped children should be available in equal or greater proportion to the handicapped, and amount to no less than 3-4 in total number. Within a ratio no greater than 1:1, a variety of patterns may exist, with examples shown in the diagram in Table I(see page 10).

The most appropriate class size and ratio can be determined by looking at:

1. Age of child - Younger children should generally be placed in smaller groups than older preschoolers;
2. Severity of handicapping conditions - A child with mild delays in development, or with few moderate delays may be initially placed in a larger group than more severely handicapped children. A child with moderate delays in most areas of development and/or severe delays in one or two areas of development may still be able to benefit from an integrated class, although greater work on the teacher's part will be needed, thus lowering class size may be necessary.

3. Prerequisite skills - If few prerequisite skills are exhibited by the child, supervision and program intervention are needed which can best be applied in small groups. However, it is important to look at these skill areas in conjunction with extent of overall developmental delay and all other factors, rather than in isolation.

Several potential patterns of placement emerge from the levels described in the Albuquerque Special Preschool model. A child may begin at Level 1 and work through levels over a period of time, as the child gets older and/or acquires greater skills. Or, a child may be placed initially in the integrated program at any level, depending on individual needs and skills, and remain in that level for an indefinite period of time.

In most integrated classrooms more than one handicapped child is placed in a single setting. Even with reverse mainstreaming, where a few nonhandicapped children are enrolled in a class of predominantly handicapped children, it is most common to find two or more children of each "category." And even another approach to grouping or placing children exists in the transition classroom (Fowler, 1980). Essentially, a transition classroom is designed to assist a handicapped child to learn specific skills in preparation for later placement in a more complex setting, usually in public schools. With this type of placement, handicapped children are often double placed, spending part of the day in one setting and the remainder in a second setting.

A final consideration in placing children in an integrated setting is the total environment in which that child lives. One must consider parental needs and fears and their willingness to place the child in the program. Also, the particular physical environment in which the integrated child is placed is a factor. Accessibility, environmental distractions, and other factors should be viewed in relation to the child's ability to accommodate these potential problems. And, finally, the total array of placement options must be considered. Sometimes, there are possibilities of creating a wide variety of choices, thus, a potential of creating one which is almost ideal for a specific child. In other settings, the options may be limited; for example, in rural communities the child's only option for services may be within a regular day care center. Within the range of options, the teacher will have to, of course, choose the best one available, and use all of the information available in adapting that environment as much as possible to the needs of the child.

ASSESSING CHILDREN'S SKILLS

What is an Assessment?

An assessment is the measurement of an individual's performance at any one time to determine the status in cumulative skill or knowledge. There are two types of assessment:

NORM REFERENCED: This type of assessment has been standardized on a population of normal children. The evaluator can give the test to compare a child's individual performance to other children of the same chronological age.

CRITERION-REFERENCED: This type of assessment is a determination of mastery by the individual on a particular task or criterion within a sequence of developmental skills. Criterion-referenced assessment items are frequently linked to specific instructional objectives, but not to a "normal" age.

Teachers can benefit from information obtained both from norm-referenced and criterion-referenced assessments. A norm-referenced assessment compares the child's level of functioning to normal development. It is a basis for pre-post measurement of child progress. Assessments can then also measure the effectiveness of the program's educational approach for the child. The criterion-referenced assessment is used to obtain goals for the child for use in developing an individualized education plan and to determining the most suitable educational approach for the child.

Most norm-referenced assessment tools, due to their usefulness in diagnosis and placement, are administered by a professional, usually a psychologist or other specialist. Many of these tools require that a person specially qualified in test administration only be allowed to administer these tests. However, some of the assessment tools which teachers may appropriately use have been norm-referenced to some extent, with the description of the population used, etc., being described in the text accompanying the assessment tool. Assessments which are acceptable for use by a teacher, or other individual not specifically trained in test administration, are the focus of this discussion on assessment.

Who Should Give an Assessment?

In the use of criterion-referenced assessments, the teacher is an ideal evaluator by being able to capitalize on the familiar environment of the classroom for the assessment setting. In addition, the teacher has frequent and objective contact with the child. In addition to the teacher, other members of the team involved in the education of the child can have a role in determining the child's skill levels. These team members include the speech therapist, physical therapist, occupational therapist, classroom aide, nurse, parent or other individuals who work with the child.

When Should an Assessment be Done?

All assessments should be done at regular intervals. In addition, they should be given when unusual circumstances within an individual child's life warrant a special assessment. Examples of this are when a child's behavior or performance seems to change radically in a short period of time or when a child is being reviewed by another agency for possible placement.

How is an Assessment Done?

Usually, an assessment tool will give specific instructions for administration. Some directions suggest that answers to the items on the assessment be obtained by a parent interview, others by child observation. It is advisable to use the assessment according to the approach recommended by the authors.

In general, it is suggested that an assessment tool be administered:

- in a consistent fashion during test-retest
- under optimal conditions which will produce a response from the child
- in the setting in which a behavior naturally occurs
- by someone who has frequent contact with the child
- and by someone who is not likely to be biased toward presenting the child in a highly positive or negative way
- after the evaluator has established some form of rapport and method of communication with the child

Each of these suggestions can be illustrated by the following examples:

- if a child is assessed initially in the classroom setting by observation methods, then retesting should occur in a classroom setting by observation

- if a child is known to be most responsive, for example, after his nap in the late afternoon or in the morning, then these times should be utilized

- if a child is most likely to respond to the assessment item "eats with a fork," for example, during a regular mealtime, then assessment should occur during a mealtime

- if the parent is the person most knowledgeable about a child's ability to perform in the self-help skill area, then the parent should participate in the team administering the assessment

- if the parent has been known to be so zealous about the child's performance on tests that the parent has attempted to drill the child on test items, then it may be better to rely on the child-observation method rather than parent interview.

- the evaluator should have achieved a pleasant interaction with child prior to assessment, including establishment of the child's willingness to communicate as well as some method of communication with the evaluator. In assessing a handicapped child with little or no verbal communication skills, an alternative communication system such as pointing, eyeblinks to questions, or some other method should be established.

Should You Make Adaptations for Handicapped Children?

It is important that the teacher know what the child is already doing, and what the child needs to know. With this information, the teacher can appropriately develop an instructional program for the child. The evaluator must make an effort to test the child's limits and to identify the conditions under which response is most likely to occur. Therefore, adaptations in administration of the assessment may be necessary.

The results obtained from an assessment which has been adapted should be used with caution. Once a test or assessment has been adapted to promote a response in a child, the norms under which the assessment items were developed have been violated. Therefore,

any score obtained for which a developmental age is given for a child cannot be said to be truly accurate. It cannot be compared to the normative sample with any degree of assurance that the findings are accurate.

In addition, the evaluator should record the nature of the adaptations on the assessment form, or *protocol*. This enables the subsequent evaluator to assess under similar conditions, and for anyone reviewing the assessment to better understand the findings.

COMMUNICATIVE ADAPTATIONS: With handicapped children, and particularly physically handicapped children, the need to develop an alternative communication system is common. When a child has little or no expressive language skills, other methods of obtaining a response to verbal items are essential to determine what the child knows and is capable of expressing in some form. If a child cannot verbalize, he may be able to tap a finger or blink his eyes when a correct response is presented to the child within a series of choices. If an alternative communication system is already being used by a child, it is essential and appropriate for the evaluator to make use of this system.

INSTRUCTIONAL ADAPTATIONS: Adaptations using a test-teach-test method permit the gathering of information which demonstrates what a child can do after demonstration. Although many tests allow for a sample demonstration of an area, it often is not adequate for a handicapped child. At times, it is necessary to design a task for the child to perform which simulates the assessment item, then proceed to the assessment items. This type of adaptation is particularly relevant when the evaluator is seeking to obtain information about a particular skill, but feels that the child's difficulty in understanding the directions is prohibiting him from responding correctly.

STIMULUS ADAPTATIONS: Some assessment tools may call for a great deal of pencil and paper work or other use of materials which have little stimulus value, or little interest, for the child. When assessment items are presented in a setting which is like a play situation or which is made into an enjoyable activity, the child is more likely to respond than if he is run through a series of items, with the evaluator saying "Do this... now do this . . . now this." The point is not to change the concept that is being examined, but to increase the likelihood of response with an approach which is stimulating and novel.

TIME ADAPTATIONS: Few developmental assessments contain any timed responses, such as "trace a line in three seconds," but when it does occur, a consideration of its feasibility for a

handicapped child is essential. Young children, particularly handicapped children, may not understand the concept of time limitations, though they may be able to perform the task. Also, a physical limitation may make it impossible. Other time limitations center on the general time frame in which an assessment is wholly given. Usually, an assessment done through child-observation techniques will take several days, in two or more sessions, and possibly, in more than one setting. The child may not have the physical stamina, interest, or attention span to participate in activities for such a sustained period as would allow for a complete assessment in one session. Even the evaluator may find this difficult!

CULTURAL ADAPTATIONS: Occasionally, an assessment item may contain elements which are particular to a given social, ethnic, religious or philosophical point of view which is not compatible with an individual child's background. An example of this might be found in the Learning Accomplishment Profile (Sanford, 1974) under social skills:

"Plays aggressively with playmates" (48-60 months)

Although this may be considered normal behavior by the evaluator and the authors of the LAP, aggressive behavior can be considered unacoeptable by some religious groups and by some Native American groups. Because of this, it may not only be suppressed in children within these groups, but also considered an inappropriate educational goal. In general, it is the responsibility of the evaluator to be sensitive to possible cultural conflicts within the assessment items, and take these into consideration when reporting the child's overall skill levels.

TEST-CONSTRUCTION ADAPTATIONS: Some assessment items are constructed in an inconsistent manner, that is, in a way which is inconsistent with a developmental approach or which may be irrelevant or inappropriate as educational goals for children. Aside from the previous example, there are others, such as the following one from the Alpern-Boll Developmental Profile (Alpern & Boll, 1972):

> *Has the child been promoted from regular first grade? Just being placed or assigned or given a social promotion to the second grade is not enough to pass. If a child is not in regular classes (e.g., is in special education classes or in some form of ungraded schooling) then a pass is given if the child is judged by a teacher to be able to do second grade work in reading, writing, and numbers." (79-90 months)*

This item is not developmental in nature, and is inappropriate for assessing a child who is less than six years of age, but has passed the previous items in the assessment.

In all cases of adaptation and elimination, the outcome of the assessment regarding the child's skill level becomes increasingly questionable with the greater amount of change in the standard assessment approach. However, an adapted assessment can provide valuable information for the teacher and others involved in the child's educational program development.

Supplement 1

ASSESSMENT TOOLS SUITABLE FOR YOUNG CHILDREN

Each of these assessment instruments can be used to assess children within the 0-5 age range by a teacher, therapist, or other individual with a professional background, but who may lack special training in assessment/diagnosis. Most of these assessment tools contain instructions for administration.

1. Denver Developmental Screening Test
   University of Colorado Medical Center
   Denver, Colorado 80201

2. Alpern-Boll Developmental Profile
   Psychological Development Publishing Company
   Box 3198
   Aspen, Colorado 81611

3. Learning Accomplishment Profile (LAP)
   Kaplan Press
   600 Jonestown Road
   Winston-Salem, North Carolina 27103

4. Developmental Indicator for Assessment of Learning (DIAL)
   Dial Inc.
   1233 Lincoln Avenue S
   Highland Park, Illinois 60035

5. Brigance Inventory of Early Development
   Curriculum Associates
   5 Esquire Road
   North Billerica, Nebraska 01862

6. Memphis Comprehensive Development Scales
   Fearon Publishers
   6 Davis Drive
   Belmont, California 94002

7. Vision Up
   Educational Products & Training Foundation
   6025 Chestnut Drive
   Boise, Idaho 83704

8. Carolina Developmental Profile
   Kaplan Press
   600 Jonestown Road
   Winston-Salem, North Carolina 27103

9. Marshalltown Behavioral Developmental Profile
   Marshalltown Project
   507 East Anson
   Marshalltown, Iowa 50158

10. Developmental Activities Screening Inventory (DASI)
Teaching Resources
100 Boyleston Street
Boston, Massachusetts 02116

11. Pennsylvania Training Model Curriculum Assessment
123 Forster Street
Harrisburg, Pennsylvania 17102

12. Behavioral Characteristics Progression (BCP)
VORT Corporation
P. O. Box 11132
Palo Alto, California 94306

DEVELOPING AN INDIVIDUALIZED EDUCATION PLAN (IEP)

What is an IEP?

An individualized education plan (IEP) is described for parents by Stevens (1979) as:

> *An IEP is an individualized education program. It is individualized in that it is written specifically for your child and not for a class or group of children. Education refers to those parts of your child's education that require special education or related services. For instance, if your child is in the resource room for spelling only, then the IEP will be written on spelling and will not include math. Program means what will actually be provided for your child. An IEP is not a lesson plan as lesson plans are only part of the educational program. After reading your child's IEP, you should have a clear picture of what your child will be learning for the next few months.*

The IEP is a teaching tool and a guide for the professionals who work with the child. It is not intended to be a contract or an accountability measure, but rather it is intended to be an overall plan from which daily or weekly lesson plans will be developed.

Who Should Be Involved in Writing an IEP?

The following individuals should meet before the IEP goals and objectives are put in writing to provide information from their own point of view about the individual child:

- the diagnostician
- the teacher
- the parent(s)
- any support personnel who are involved in the child's educational program, speech therapist, physical therapist, nurse, for example
- any administrative personnel who may need to know what services, funds for equipment or other needs to make available

What Are the Contents of an IEP?

An individual education plan should contain the following elements:

1. A statement of the child's present level of performance, primarily obtained from diagnostic and assessment information and from this, a summary of strengths and weaknesses.

2. A statement or other record of the parents' major concerns or goals desired for their child, as part of their involvement in the IEP process.

3. A statement of the long-range goals that are subsequently broken down into short-term objectives which include the following parts:

   - who?
   - will do what? (target behavior)
   - when--or in what setting? (condition)
   - how well or at what level? (criterion or standard)
   - how will progress be measured? (evaluation) (Stevens, 1979)

4. A statement of specific educational services to be provided, which include a placement recommendation and type and amount of involvement in a regular education program.

5. The projected date for initiation and anticipated duration of services, and the date for review of the IEP.

6. A statement of the standard by which the child's program will be reviewed to determine whether instructional objectives are being achieved.

7. Designation of person(s) responsible for implementing each goal and/or objective; with their signatures acknowledging their participation/agreement on the IEP.

Many different styles of IEPs have been developed which cover these basic components, and yet comply with the intent of Public Law 94-142, the Education for All Handicapped Children Act. Within this framework, an agency can develop an IEP format which works best for them. An example of an IEP format is provided in Supplement No. 2.

Supplement 2

- - S A M P L E - -

ALBUQUERQUE SPECIAL PRESCHOOL

Individualized Education Program (IEP)

Child's Name _____ In Effect: ____To____

Date of Birth _____ Review date(s): _____

Current Placement (Class) _____ Teacher _____

I.E.P. REVIEW

Date of Review _____ COMMENTS

Person(s) Attending (Sign below) Title

_____

_____

_____

_____

_____

_____

Date of Review _____

Person(s) Attending (Sign below) Title

_____

_____

_____

_____

_____

Date of Review _____

Person(s) Attending Sign below Title

_____

_____

_____

INDIVIDUAL EDUCATIONAL PROGRAM

Parental Involvement in Goalsetting

Dear Parent(s),

Your child's IEP (Individual Educational Program) is being developed or revised. The term *individual educational program* means a written statement of instruction especially designed to meet the unique needs of children. You, as a parent, are an important part of the IEP development. We need your participation in developing goals for your child.

To help you think about your child's strengths and weaknesses, there is a brief description of the six areas of a child's development and some examples of goals one might set in each area. Write at least one goal for your child.

1. GROSS MOTOR: Your child's ability to move his body (i.e. head movement, rolling, sitting, crawling, standing, walking.) Example of a gross motor goal: My child will sit by himself.

Your Goal: _____

_____

_____

2. FINE MOTOR: Your child's ability to use his hands (i.e. holds crayons, turns pages, manipulates clay). Example of a fine motor goal: My child will pick up and use crayons.

Your Goal: _____

_____

_____

3. SELF-HELP: Your child's ability to care for himself (i.e. toileting, dressing, eating, washing). Example of a self-help goal: My child will eat a cracker by himself.

Your Goal: _____

_____

_____

4. LANGUAGE/ SPEECH: Your child's ability to understand and respond to people around him. This does not necessarily refer only to talking as there are other ways children do communicate (i.e. activity stops when hearing "no no", jabbers with expression, responds to own name, etc.). Example of a language/ speech goal: My child will respond to me when I call his/her name.

Your Goal: _____

_____

_____

5. SOCIAL/ BEHAVIORAL: Your child's ability to interact and get along with other people (i.e. plays with other children, helps put things away). Example of a social/behavioral goal: My child will stop having temper tantrums.

Your Goal: _____

_____

_____

6. COGNITIVE: Your child's ability to think and figure out how to do things by himself (i.e. looks at pictures in a book, points to one named body part, matches familiar objects). Example of cognitive goal: My child will learn how to use a new toy, such as turning the handle of a Jack-in-the-box when he wants Jack to jump out.

Your Goal: _____

_____

_____

Which of the above areas do you feel are most important?

_____

_____

_____

_____

SUMMARY OF CHILD PERFORMANCE

Assessment Tool	Date	Gross Motor	Fine Motor	Self Help	Social	Cognitive	Language	Overall Range of Performance
1.								
2.								
3.								
4.								
5.								

STRENGTHS/ABILITIES:

AREAS OF NEED:

STATEMENT OF ANNUAL GOALS

Goals in all areas of development for the coming year:

COMMENTS

1. MOTOR: (Gross) _____

2. MOTOR: (Fine) _____

3. SELF-HELP: _____

4. LANGUAGE/SPEECH: _____

5. SOCIAL: _____

6. COGNITIVE: _____

7. BEHAVIORAL: _____

8. OTHER: _____

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IMPLEMENTATION/INSTRUCTIONAL PLAN

Child's Name _____ Date _____ Sheet # _____

Area of Development _____ Implementor(s) _____

Long-Term Goal _____

Instructional Objectives	Initiated/ Achieved	Methods/Materials	Evaluation Procedures	Comments

Who Does What . . . And When?

An IEP is the collaborative effort of teachers, parents, and support personnel who form an interdisciplinary team in planning and implementing the child's program. Parents play an integral role providing essential information about the child's current strengths and needs. Their goals for the child should be considered in choosing skills to be worked on with the IEP. Ancillary or support personnel should be involved when diagnostic information indicates special needs for services such as physical or occupational therapy, speech therapy, medical care and visual or auditory habilitation.

An IEP is developed when a handicapped child is initially placed in a program, usually within 15-45 days. Using the IEP as a "blueprint" for building an individualized program within a daily series of activities or events leads to the recurring need for assessing child progress. As goals and objectives in the IEP are met, they should be revised or changed. A schedule for periodic review of a child's IEP should be established which includes the professionals and parents involved.

It should be noted that, although goals may usually be set annually, they may begin at different times during that year. Various factors may affect the choice and timing of goals, including teaching prerequisite skills first (and in appropriate developmental sequence), and the availability of time within the daily schedule, thus resulting in a prioritization of goals according to the team's perception of need.

For an IEP to be functional, its objectives must be linked to the development of activities in the classroom on a daily basis. Often, numerous objectives can be worked on within a single activity (see Supplement 3). An IEP is the guide which determines the choice of these activities in the daily lesson plans.

Supplement 3

SCHEMA FOR LINKING OBJECTIVES TO ACTIVITIES

Objective

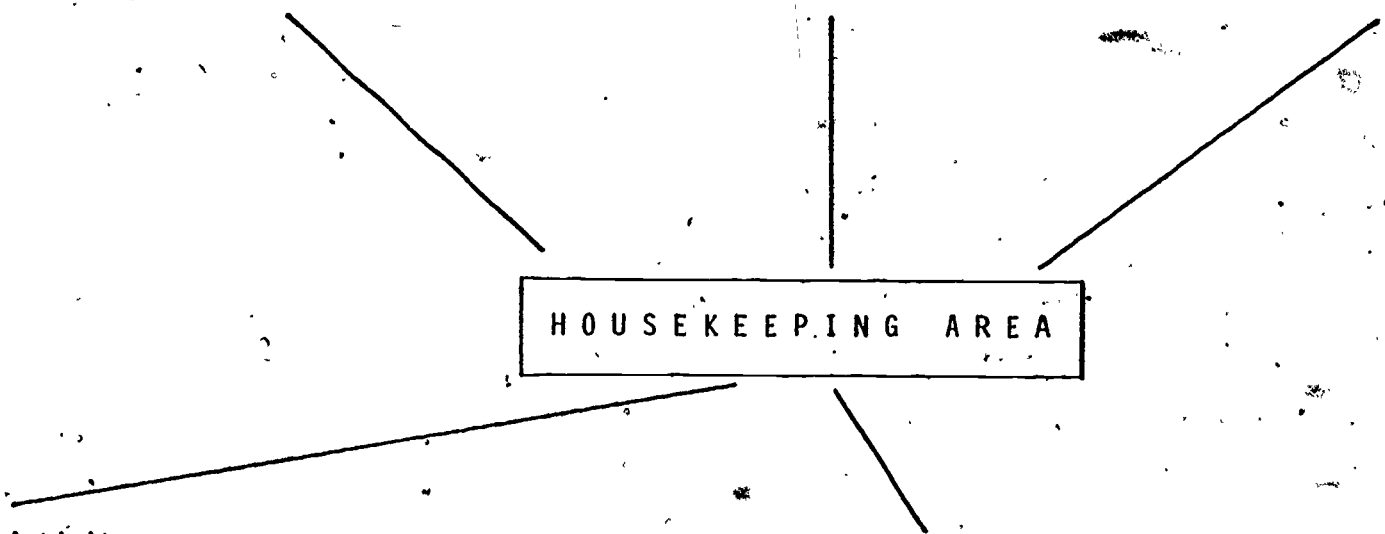
1. Child will label objects.

Objective

2. Child will put on and button a shirt.

Objective

3. Child will exhibit symbolic representation in play.



Activity

Introduce housekeeping equipment (i.e., broom, pots, pans, dress-ups) to area. Teacher initiates play with items and verbal response to questions requiring naming of objects.

Activity

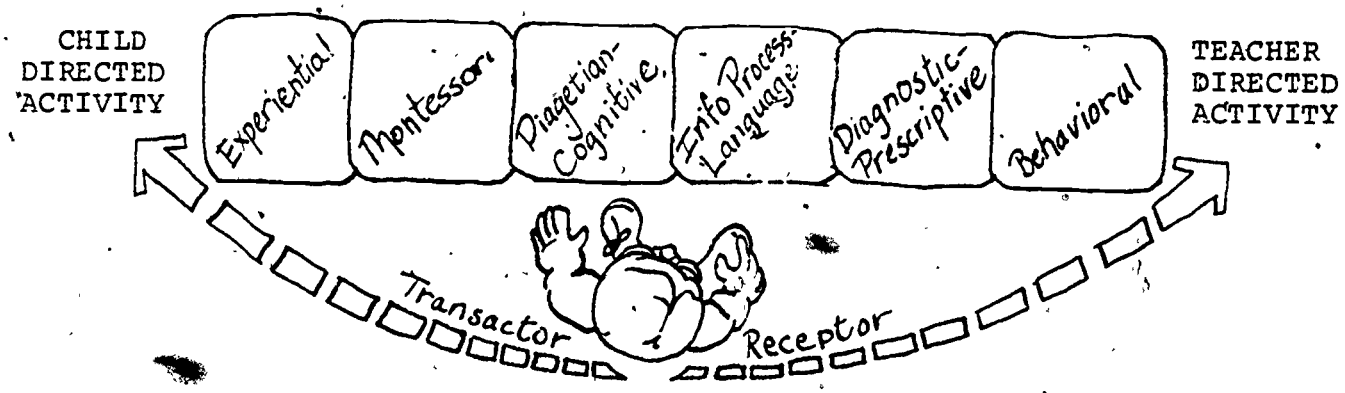
Provide dolls and doll clothes with buttons, tub with water. Teacher demonstrates baby care; asks wh-questions.

CHOOSING A CURRICULUM

There are numerous approaches to developing a classroom framework for learning, and each is different in perceiving how children learn. As described by Anastasiow (1978):

> *At one extreme is the position that the learner is to be taught by a trainer-teacher who perceives the child as a receptor. Another extreme perceives the child as the discoverer and inventor of all of his learnings. Somewhere near the discoverer extreme is the position of the child as a transactor within an environment. And, finally, a more moderate laissez-faire group views the child as a receptor who matures at a fixed rate.*

In the context of the classroom, the environment is meant to include not only the objects in the physical space and the arrangement of that space, but also the experiences or activities which are provided, and the nature of interactions between children and adults. The point on the continuum at which any child can optimally benefit from the environment is worthy of consideration, especially in light of the range of abilities which exist with children in an integrated setting.



A teacher may want to use a curriculum model which best suits the needs of most of the children in the classroom, moving in one direction or another as needed to accommodate individual learning styles. The greater the developmental delay of a child, the more the teacher may need to intercede on behalf of the child and take on a more directive role. Nonhandicapped children are more likely to be capable discoverers and inventors, thus functioning best within a curricular approach which allows them opportunities to direct their own activities.

Supplement 4 shows the major curriculum models which form the basis for most early childhood classrooms. It is important that teachers have a clear understanding of the approach they are using, and consistently apply it.

Supplement 4

CURRICULUM MODELS WITHIN PRESCHOOL EDUCATION

Model Type	Characteristics	Teaching Tools/ Programs
Experiential/ Open-Education	- Based on educational philosophy of Dewey and Froebel - Child learns by exploring - Child structures own environment - Child must be self-motivated - Environment offers wide range of materials and activities - Play is principal means of learning - Teacher serves mainly as resource person	- Assessment: informal and observational on an on-going basis to determine what experiences child needs to have through materials and activities. - Major programs: British Infant School, Eliot-Pearson School at Tufts University
Montessori	- Based on educational philosophy of Maria Montessori - Focuses on sensory training experiences - Makes use of numerous play materials specifically designed to promote sensory discrimination skills - Activities should have a structured motoric component - Older children make good teachers of younger children	- Assessment: Teacher observation and informal assessment to determine child's level in terms of ability to use particular materials. - Major Programs: There are numerous Montessori preschools for regular education across country but few specifically for handicapped children.
Piagetian/ Cognitive	- Based on Jean Piaget's theories of child development - Emphasizes process of learning rather than product - Children learn by active participation; i.e., motoric experiences, which provide a basis for language development - Children learn through sensory experiences - Thinking moves from concrete to abstract - Play is major vehicle for learning - Child passes through a specified series of stages	- Assessment: selected situations to elicit responses according to operational stages of development. - Assessment in Infancy: Ordinal Scales of Psychological Development (Uzgires & Hunt, 1966) - Curricula: Teacher's Guide: Early Childhood Curriculum (Lavatelli, 1973); An Experimental Curriculum for Young Mentally Retarded Children (Connor & Talbot, 1966)

Model Type	Characteristics	Teaching Tools/ Programs
	- Teacher's role is to choose activities appropriate to child and subtly facilitate child.	- Major Programs: Cognitively Oriented Curriculum (Weikart, Rogers, Adcock & McClelland, 1971); preschool programs at University(s) of Oregon and Texas.
Information Processing/ Language-Oriented	- Based on Osgood's Theories of learning - Focuses on children using language to structure and guide their thinking - Based on premise of sensory input, process (or integration), then output through verbal or motoric response - Teacher sets stage for child initiation of language - Activities are structured usually in small groups or tutorial sessions following a specified curriculum.	- Assessment: Illinois Test of Psycholinguistic Ability (ITPA) - Curricula: Peabody Language Development Kit (PLDK); DISTAR; Goal: The Language Development Program - Major programs: Project PEECH (Colonel Wolfe School), University of Illinois.
Diagnostic/ Prescriptive	- Based on numerous theories of child development, translated into assessment instruments for child progress such as Gesell and Bayley. - Based on developmental-maturational theory that maintains that growth is sequential. - Developmental "milestones" mark progress of child - An analysis of major tasks to be learned by child is done by teacher to identify sub-steps to be taught - Each child has his own learning objectives, with specific activities, designed by teacher to meet objectives	- Assessment: Criterion-referenced checklists which contain items in 5 areas of development (social, self-help, language, cognitive, and motor). Numerous tools exist, such as Learning Accomplishment Profile (LAP), Portage Project Checklist, and Alpern-Boll Developmental Profile. - Major Programs and curricula: Portage Project, Portage WI; Frank Porter Graham Child Development Center, University of North Carolina;

Model Type	Characteristics	Teaching Tools/ Programs
Behavioral	- Based on Skinner's (and others) theory of learning - Similar to Diagnostic Prescriptive Model in classroom application - Premise that all behavior is observable and measureable; all behavior is learned. - Focus on skills that are necessary and functional - Highly systematized environment, including specific objectives for each child, step-by-step sequence of learning activities, and feedback to children on their performance.	- Assessment: In addition to above, under Diagnostic/Prescriptive Model, teacher will also collect data on specific behaviors, including direct counts and graphing of progress. - Major Programs: Teaching Research Preschool, University of Oregon at Monmouth; Preschool in Experimental Education Unit, University of Washington at Seattle; Edna A Hill Child Development Preschool, University of Kansas.

Throughout the following discussions on getting prepared for and implementing an integrated program, the importance of a child's role as an active participant in his own learning is stressed, as well as the role of the teacher as a facilitator. Children are seen to serve as models for less-capable peers, providing information on the next step in development via the child's use of the environment. Nonhandicapped children can also provide powerful incentives for the handicapped child to make use of his environment by providing praise and assistance. Following the premise that children are not miniature adults, but rather become adults only through a sequential process of learning, it is possible that children can teach each other in a way which is more natural than if carried out by a teacher. In fact, it is possible that children are the best teachers of children.

TEAM TEACHING: SOME HOWS AND WHY

Many early childhood programs, particularly integrated classrooms, have found the concept of team teaching to be successful. The combination of teachers from different disciplines can bring together early childhood, special education, and/or other areas of expertise. It can be a wonderful learning experience or it can be devastating. Before plunging into a team situation, it is a good idea to look at the rationale for it in reference to your program and skills. Establishing ways to make the transition to this form of teaching a smooth one should be decided upon and followed.

There are some very simple, positive notions about working together that make sense. Sharing the workload is efficient, while each teacher probably offers different strengths and weaknesses. Team teachers provide each other with a built-in support system, and can learn a great deal from one another. For parents and children, there is a better chance of gaining the utmost in rapport with a choice of two teachers. Differences in experience, education and background enable a team to offer the best possible approach to individual children.

For teachers interested in making the school year more challenging, team teaching can be a growing experience. After a teacher has taught alone for a couple of years, she has probably developed a sense of identity as a teacher, has established confidence and is familiar with the needs of the preschool age group. Many teachers find it helpful to observe one another, become familiar with each other's style, and discuss teaching philosophy and background before entering into the team together. Criteria for team teachers include motivation, flexibility, and the ability to listen to others as well as to state one's own needs clearly.

Teachers, as well as children, should have goals for themselves. These goals can describe areas of growth which are desired not only as an individual but as a member of the team. Some teachers benefit from having their own individualized education plan, much the same as the children have in their classroom. It may be helpful and insightful to develop this with the advise and support of a supervisory person, who can assist in monitering and providing educational opportunities for the teacher which lead toward meeting those individual goals.

In a team teaching situation, differences of opinion can be expected to arise. A regular time and place to communicate is the most critical need for team teachers. A regularly scheduled time is also needed for planning for the classroom, discussing concerns about individual children and reviewing their progress. Establishment of this kind of a meeting on a weekly basis is not too frequent for most teachers.

Teachers should jointly plan the classroom environment and selection of materials. Some teachers in a team situation have tried easing the workload by dividing responsibility for children, with each teacher planning and setting up activities for some of the children. This is likely to result in problems in integrating children, and in developing compatible and comprehensive activities within a daily schedule. If each teacher has a sense of responsibility for all children in the class, however, that teacher is more likely to work with all children as needed and the classroom will reflect this overall planning and coordination.

Realizing that differences of style, opinion and strategy will always emerge, it is wise to set up a mechanism for handling problems ahead of time. Identify methods by which compromise or choice will be handled. Identify who you may wish to involve in addition to the two team teachers to help resolve any major conflicts.

In integrated classrooms for handicapped and nonhandicapped children, the combination of a teacher with an early childhood background and a teacher with a special education background can prove to be a wealth of ideas combined. Each combination of two teachers will be a unique one, creating opportunities for learning for each of them. Teachers need to be willing to share, compromise and grow, the same things we ask of children, in order for it to be a successful experience.

ORGANIZING THE CLASSROOM EXPERIENCE

Introduction

Let's assume you already have some framework within which your class will be structured, including such parameters as the length of the school day and external factors such as regularly scheduled events: lunch, openings, and closings of the day. In addition, let's assume you already have some ideas about scheduling group activities, music or whatever type of activity is in harmony with your philosophy, teaching and your knowledge of the children enrolled.

What are some planning considerations that you might want to make if you are integrating handicapped with nonhandicapped children? This section provides suggestions on planning a schedule and an environment for this kind of an experience.

Daily Schedule

In the planning process, the daily schedule is usually set up with a consistent sequence of events which are repeated daily. These events are blocks of time which are given labels defining the time. An example is:

9:00	Self-selection
10:00	Clean-up and toileting
10:30	Snack
10:50	Large group activity
11:00	Outside/Therapy time
11:30	Session ends

These blocks of time should be set up at the beginning of the year and tried out on a tentative basis to determine:

- the best length of time for each event
- possible re-grouping of activities
- whether additional events are needed

- whether longer or shorter transition time is needed between events

- whether the sequence of events is suitable for the particular group; for example, a planned *gross motor time* followed by a *freeplay time* may lead some children into the latter activity in an inappropriately active and high-strung state, so that a different later activity should be chosen which could help the children to become calm and focused on a different task.

When the "bugs" are worked out of a schedule, one should plan on using the same schedule every week. In this way, it can provide routine experiences and common expectations for the children. As they begin to anticipate the next event on a daily basis, their concept of sequential relationships develops. For example, the child will begin to recognize that after snacktime, a specific event, such as music, will occur.

Knowing what comes next allows children the opportunity to initiate activities within the regular sequence and to take responsibility toward the completion of the present activity. For example, the teacher's statement of "It's almost time for snack" can stimulate the children to independently clean up the present activity, and wash their hands for the next activity. Also, a consistent schedule can help make it easier for a child to separate from a favorite activity, because of the assurance that the activity will appear again at a regularly scheduled time.

Another consideration supporting the importance of a consistent daily schedule is that it helps children learn and feel a sense of order. Within that sense of order for children, as with most adults, there is usually a subsequent sense of security. Of course, a schedule has to be flexible when needed. We can all recall those snowy days when outdoor play (or even school altogether) was cancelled. In such cases, children are entitled to an explanation of the reason for the change in the schedule.

Weekly Schedule

Within the daily schedule, activities should be planned for each event (or block of time) at least a week ahead of time. Sometimes called a lesson plan, the weekly schedule of activities takes into account the individual needs of children. With planning, the teacher can choose activities to fit within each event of the schedule on the following basis:

- the activities for each block of time (event)
- which children are expected to participate
- specification of individualized work (or specific goals for individual children)
- adult responsibility for activity
- length of time
- materials needed for activity

This information may be shown in more than one place, that is, not only on a weekly lesson plan but also in supplementary material, such as:

- individualized card file
- charts of each child's goals
- individual goal data collection forms on a clipboard

Whatever the teacher chooses as a method for keeping track of this information, it is important that a system be developed which will provide all of the information needed for anyone to work with a child or carry out an activity which is relevant to all the children.

Planning should take into account previous teaching strategies and activities which have worked well with a particular child or the group. The following are some things to consider in planning a weekly schedule:

- the adult: child ratio - some activities require more supervision than others
- pick activities which realistically fit into time slots for events - or plan to carry out activities in two or more days
- within each part of the daily schedule, balance something new to the children with something that is familiar
- plan according to the emotional and energy needs of the children - that is, when children need to slow down, plan an activity which is quiet, such as a story telling event
- consider the pace which the children have shown - that is, whether they tend to be fast or slow in completing certain tasks

Planning for Teaching Classroom Rules

The beginning of the year is the ideal time to establish the general rules of order, safety, use of materials, and procedure with the children. Generally, a teacher will need to provide more supervision as these rules are being taught, so it is usually necessary to provide fewer choices of activities during the first few weeks or months. As the teacher models and presents the rules of the classroom within a few activities, the children will quickly learn these rules and be able then to handle greater freedom of choice. During this time, the teacher should provide verbal reminders on what activity will occur next throughout the day. In this way, the independent behavior which is desired in getting children to clean-up and anticipate the next activity can be enhanced.

Some examples of rules which are a good idea to establish early in the year are:

- put away materials used
- finish what you begin
- take turns or share materials that more than one child wants
- no throwing
- no running inside

Depending on your own classroom environment and situational needs, other rules may become essential to smooth operation and fairness to children and adults.

Materials and Environment

The utilization of space and arrangement of furniture, equipment and materials are an integral part of planning. Space and arrangement affect the likelihood of the use of materials, the number of children who might use the space and materials, and the children's interaction with each other.

A primary consideration in developing the classroom layout is the capability to extend one play experience into another. Some materials and play areas enhance others, and when combined, sustain play. Play then becomes more complex and extended from its original concept. For example, playing with the dress-up clothes can extend to the playhouse area, then to building a house in the block building area.

More advanced (complex) levels of play can be promoted through the arrangement of materials also. Parallel or cooperative play between two or more children can particularly be encouraged. The placement of two similar items side-by-side, such as painting easels, will promote parallel play. When two sets of paint pots are reduced to one set at these two easels, then the sharing of the paint develops a cooperative play situation. Two pegboards with one container of pegs promotes cooperative play, as another example. Numerous pairing of partial or full sets of materials can promote the likelihood of parallel and interactive play.

Consideration of the physical environment is especially important for self-selection activities. Ample physical space must be available for both quiet and noisy, highly active and passive activities to occur simultaneously without interference. The type of surface on which an activity is placed is important to harmony. Materials which can create a good deal of noise when manipulated, such as large building blocks, should be placed on a surface such as a rug or a mat.

Within each activity area which has been set up for self-selection, there should be ample physical space for two or more children in order to promote interactive play. The types of materials which are available to children are also important, as some materials lend themselves to a greater likelihood of interactive play, such as dress-up clothes. A list of these items are shown in the Integrated Environments Checklist (Supplement #6) and in the Activities, Materials and Equipment List (Supplement #5).

When fighting or other conflicts among children arise, it may be indicative of a poor arrangement of activity areas. This conflict will usually occur if highly different activities are within close proximity to each other. For example, the placement of a quiet reading area next to the workbench creates the potential for conflict. Another potential source of conflict among children is when transition from one area to another cannot be easily achieved by children. Clear pathways should exist to all areas, without having to cross through areas to get to others. However, pathways which are too large, can promote behaviors which are inappropriate for indoors, such as running. Activity in pathways can also discourage extended play between areas.

The distance between areas and the determination of which activities should be next to each other are primary factors in arranging a smooth-running classroom environment. Each setting will differ because of its own parameters, such as exits and windows, and other variables involved.

There are a variety of environmental structures and spaces which have a great potential for promoting interaction between children. These are:

1. LOFT AND HOUSE: Designed separately or in combination with each other, such a space can be used to define a quiet area, housekeeping areas, dress-up clothes area, puppet stage, or numerous other activities.

2. BLOCK-BUILDING AREA: Placed on a quiet surface such as smooth indoor/outdoor carpet or a mat, this area can be particularly important in promoting sustained play from day to day. Often, several children can become involved in extending the blockbuilding structure from one area to another.

3. ARTS AND CRAFTS AREA: With a shelf or counter which displays a variety of arts and crafts material, this area should be basic in any classroom. Along with basic materials which should always be available, such as crayons and paper, a variety of novel, stimulating materials can be rotated in and out of this area regularly thus promoting the interest of several children.

4. FINE-MOTOR MANIPULATIVES AREA: This area should contain a number of standard items which are always available, such as puzzles or small-block building material, and should rotate novel items to stimulate interest. A shelf or storage area for display of materials, as well as a table for their use, is needed.

5. QUIET AREA: An area large enough for at least two children could be designed using a large box with pillows, a couch, or even the space under the loft. Appropriate use of this area can be stimulated by placement of a selection of books nearby, a record player or even a pet area.

6. LARGE GROUP AREA: With space for getting the entire group of children together at once, this area may simply be a rug or floor space for making a large circle. Carpet squares for each child may be helpful in defining individual spaces. These are used to carry out large group activities such as music, language development games and activities, and movement activities.

Planning the arrangement of materials can promote their independent and interactive use by the children. Some suggestions for arrangement of materials are:

1. Display materials at child height.

2. Store materials intended for use (such as arts and crafts items and fine-motor manipulatives) in tubs or transparent containers. Tubs may display a picture or label on the front of the appropriate item to be stored in the container. Children should be able to handle and carry containers easily.

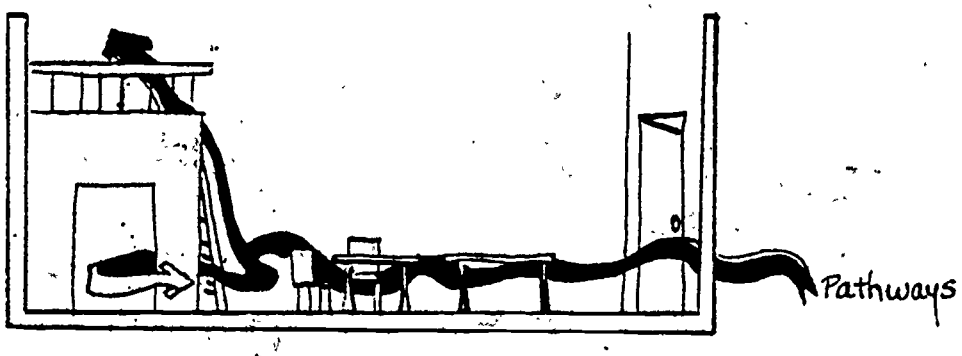
3. Arrange the materials or containers so that children can see the order in which things should be returned. For example, pictures matching the item to a particular place on the shelf may be helpful.

4. Make available materials of various ability levels at one time, particularly in the fine-motor manipulative area and arts and crafts area.

5. Make available two or more of the same kind of material when possible in full or partial sets.

6. Remove materials and equipment from reach of children for which they do not have the skills to use, such as the record player or popcorn popper.

7. Rotate items in the activity areas, so that everything is not out at once, and so that interesting items can be maintained.



Supplement 5

ACTIVITIES, MATERIALS AND EQUIPMENT FOR INTEGRATED CLASSROOMS

Activities: Teacher presence at some activity centers help stimulate and assist handicapped and nonhandicapped children's participation

* Make-believe play - preparing a meal, dressing up like adults or favorite TV characters
* Puppets - puppet shows
* Water play table - fill with cornmeal, styrofoam, and other new textures
* Painting - two children side-by-side at easel, or large piece of paper on table (for murals)
* Playdough - baking cookies, building a structure as a group effort (for exploring, pulling, pounding, sharing)
* Games - Ring Aroud the Rosy, pulling/riding a wagon, taking walks with a partner
* Block play - designing and building a miniature town, extending make-believe play into block area
* Lunchtime
* Tape recording of voices, stories, in small group
* Play music of action songs, games
* Mime activities
* Children choose partners to go places

Environmental Modifications and Equipment

* Build a loft for classroom use
* Make a playhouse for "housekeeping" including dishes and other utensils
* A large block area
* Ample room around tables for group projects
* Tire swings for two or more children (suspend tire horizontally)

* See-saw
* Slide wide enough for two or more children
* Parachute (needs many hands to hold and lift)
* Innertube trampoline large enough for two or more children
* Play telephones - at least two
* Dress-up clothes, hats, etc
* Large cardboard boxes which will hold at least two children
* Private space large enough for two children, such as cubby or small rug with books
* Sandbox (outdoors) with many shovels, cuts, etc
* Rocking boat for two or more children
* Clay, mud, fingerpaint and other messy substances

Supplement #6

INTEGRATED ENVIRONMENTS CHECKLIST

The items on this checklist are suggestions for providing an environment which is beneficial to promotion of interaction and cooperation between children -- and, in particular, between handicapped and nonhandicapped in an integrated setting. Any item to which you respond negatively when viewing your own classroom is one which you should consider for possible modification of the environment.

Space and Arrangement	Yes	No
1. The room is arranged to define separate activities which can be identified by a sample of children.		
2. An area is defined for large block-building activity which has blocks of at least 6-12" and space for building which is at least 1 sq. ft. per block.		
3. Floor space for large block-building is covered with indoor/outdoor carpet, mats, or other material to reduce noise.		
4. An area is defined for large-group activities.		
5. An area is defined for arts and crafts activities, with basic items accessible to children (see materials section) by the physical location of items.		
6. An area is defined for quiet activity or rest which contains some items for comfort (such as pillows, couch, or mats) and which is accessible to children at all times.		
7. An area is defined for housekeeping activities which includes the items shown in the materials section.		
8. An area is defined for fine-motor manipulatives activity which contains materials accessible to children, including the items in the materials section, at all times.		
9. The playground is directly accessible from the classroom.		
10. The bathroom is directly accessible from the classroom.		
11. The bathroom contains 1 or more sinks where children can independently reach the faucets.		
12. Storage areas (cubbies or other containers) are identified for each child to keep personal belongings, artworks, etc.		
13. Tables which will seat 4 or more children at once are present in sufficient quantity to allow seating all children at once.		

Supplement #6
(continued)

	Yes	No
14. Entry and exit doorknobs are located within reach of children.	____	____
15. Materials in each activity area are displayed at child-height.	____	____
16. Materials which are available for use by children can be stored in a location specifically identifiable to children.	____	____
17. Surface area (such as bare wall or corkboard) is available for displaying children's artwork, stories, etc.	____	____
18. Washtubs; sink, or other water container is accessible to children for clean-up of messy activities nearby.	____	____
19. Children can obtain access to the housekeeping area directly from the block-building area (without crossing another area).	____	____
20. Children can obtain access to books directly from the Quiet Area without crossing another area.	____	____
21. Noisy activities such as a workbench are not located next to the Quiet Area.	____	____
22. Visual access can be obtained to all areas of the room by standing in any one area.	____	____
23. A divider or other portable structure to screen off an area is available.	____	____
24. Pathways provide access to each activity area without crossing other areas.	____	____
25. All space in the room is being utilized.	____	____

_____ Number Yes answers

_____ Percent Yes (divide Yes answers by 25)

Supplement #6
(continued)

Materials

A. The following materials are available at all times:

		Yes	No
1.	Dolls		
2.	Doll clothes		
3.	Books (for children)		
4.	Records		
5.	Record player		
6.	Large blocks		
7.	Small blocks		
8.	Puzzles		
9.	Assorted manipulatives (such as Legos)		
10.	Large paper		
11.	Writing utensils		
12.	Scissors		
13.	Paint/brushes		
14.	Tape and glue		
15.	Miniaturized cars, people, or animals		
16.	Dress-up clothes for male, female, and some job roles		
17.	Mirror		
18.	Empty, unbreakable containers		
19.	Housekeeping utensils such as pots, cups, eating utensils		

B. The following materials (equipment) are available at some time during the year:

20.	Real plants		
21.	Real animals		
22.	Water table, tub, or pool		
23.	Sand table, tub, or box		

C. Materials are arranged as follows:

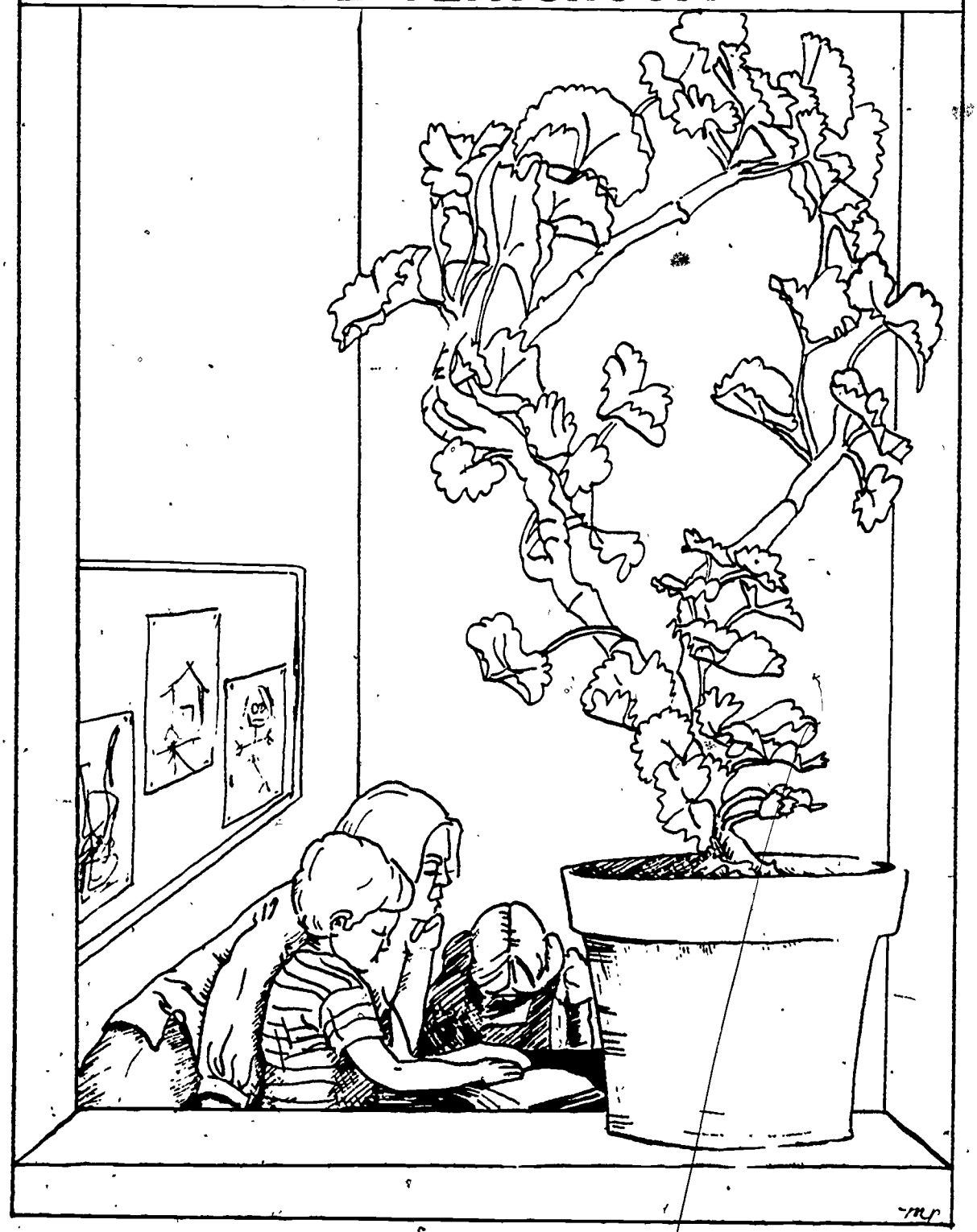
24.	Materials are stored in containers which clearly define their contents.		
25.	Storage containers are available for small items which are multiple in quantity, such as crayons, blocks.		
26.	Storage containers are nonbreakable.		
27.	Materials in the fine-motor manipulative area are suitable to a variety of ability levels in children.		

Supplement #6
(continued)

	Yes	No
28. Materials in the fine-motor manipulatives area and in the arts/crafts area contain several items which are duplicated in full or partial sets.	____	____
29. Materials or equipment for which children do not have the skills to use are out of reach (such as the record player or electric skillet).	____	____
30. Materials are being rotated on regular basis between storage and display for use by children.	____	____

Comments/Recommendations:

PART 3: STRATEGIES IN THE CLASSROOM



INTRODUCTION

The following section describes blocks of time upon which to build a daily schedule for integrating handicapped and nonhandicapped preschoolers. Although four blocks of time in the daily schedule have been chosen to describe the program (self-selection, snack, large group, occupational therapy/outside), other arrangements could be developed, depending on the emphasis of your particular program or time available. After each block of time is discussed, some suggestions are given for activities which will allow children to work in groups on individual areas of need. Teaching strategies are also described throughout this section.

In this framework, handicapped and nonhandicapped children are together and fully integrated throughout the day, except for individual therapy when necessary. Examples are taken from classrooms of ten to fifteen children where one-half or one-third of the children are handicapped, as well as larger classrooms where a much smaller percentage of children are handicapped.

The Importance of Play

The preschool child is an avid learner as he watches, listens and interacts with the environment. There are many theoretical approaches regarding how children gather information, as well as what methods teachers can use in the classroom to facilitate maximum growth, development and learning. One of the most important constructs in early childhood education is the value of play as a vehicle for all areas of growth. In addition, play helps to form the basis for later cognitive functioning.

In a Piagetian framework, play functions as a means for children to move from activity to representation, concrete to abstract. It is the primary focus of children before the emergence of language. A rich sensory environment encourages spontaneous play. In most situations this is certain to enhance concept formation in areas such as cause and effect, seriation and measurement.

Play also allows the child to understand the world, adapt to it and master situations--all important steps in reaching the milestones of early childhood. Through dramatic play in particular, children can express themselves, learn to problem solve and develop empathy for others. Playing out real life roles as well as reflecting relationships and experiences are common occurrences in the preschool setting. As socialization increases, play companions can give one another concrete experiences for forming

relationships, for example, by learning what is socially acceptable to peers.

The integrated classroom setting is characterized by several levels of play which are developmental in nature. Solitary, or isolate play is evident in the child who watches activity or is involved in play by himself. Parallel play takes place when two or more children are actively engaged in play, side by side, yet having little or nothing to do with one another. The next developmental level of play is interactive play where some communication takes place (verbal or nonverbal) concerning the activity. It is sustained for a reasonable amount of time. The apex of preschool play is cooperative play. A classic example of this type of play is a group of children planning and pursuing the building of a fire station in the block area, each taking a role (as firefighter, dog or person in distress, etc) and carrying out a theme under group direction.

The handicapped child is certain to benefit from the powerful play models present in the integrated classroom. The most obvious areas to notice are the presence of modeling in socialization, language development and symbolic representation. Both nonhandicapped children and handicapped children need large blocks of time in their school day to work on these areas as well as to experiment with the different levels of play. The self selection time of day provides an excellent opportunity for growth in all areas of development. It is a structured time of day in which individualized goals can be met, spontaneous play can take place and newly gained skills can be observed and assessed. By understanding the importance and value of play, we can help children learn, grow and develop in the way that is most natural to them.

SELF-SELECTION

The self-selection time of day must be well planned and structured to attain maximum benefit in an integrated classroom. The purpose of self-selection as well as the role of the teacher during this time must be clear before appropriate activities can be planned and carried out.

Young children learn best through play because it is a vehicle for all areas of growth and development. Play is the child's basis for learning language as well as enhancing concept formation - two areas commonly worked on in the integrated classroom. Through spontaneous play, the preschool age child learns to understand the world and gain some control over it.

By providing a large block of play time in the preschool setting, children have the opportunity to grow in the six developmental areas: fine and gross motor; language; cognitive; social; and self-help. Through careful preparation on the part of the teacher, instruction on the children's IEP goals can occur at this time of day. A self-selection time provides an ideal setting for interaction between the handicapped and nonhandicapped children. In addition, the handicapped can model the behavior of the nonhandicapped children. Self-selection provides the opportunity to extend previous experiences as well as introduce new concepts. Children must use skills to initiate and choose activities during self-selection time. For the teacher, self-selection can be a time to probe and assess the skill level of each child.

The role of the teacher during this time is to see that planned activities are carried through, but also allow for unplanned events to take place. The teacher plans one or more activities for each day which will require different types of intervention and direction as well as some which will need little or no teacher guidance. Teacher supervision of self-selection activities can be provided in two ways:

A *teacher-initiated activity* is one in which the adult brings attention to an activity, then removes self as the children become involved and start initiating play on their own. This type of supervision can also be used to promote play between handicapped and nonhandicapped and to direct children who are having trouble initiating and choosing an activity. Examples of common teacher-initiated activities include block building, easel painting, and the use of a water play table.

A *teacher-directed activity* is one in which the adult initiates and continues to supervise an activity.

This type of supervision can be used to direct children, help them learn to initiate and attend to an activity, and to provide reinforcement for their participation. The teacher can guide an activity to a variety of skill levels, thus promoting the integration of handicapped and nonhandicapped children. Individualized instruction can be provided in these activities when the needs of a child warrant such attention. Examples of teacher-directed activities include lotto games, writing stories told by children, and cooking.

Children can direct themselves and therefore create a new activity during self-selection time:

A *self-initiated activity* is one in which a child makes a single choice to work a puzzle, look at a book, build with blocks, on his own with little or no intervention by a child or adult. Therefore, materials which can be used independently should be available.

A *peer-initiated activity* is one in which a child becomes involved through observation of a peer engaged in play or through invitation by that peer. A common example would be a child who becomes interested in house play while watching other children play with dress-up clothes. Another example would be one child asking a friend for assistance in block building.

The self-selection time enables the children to choose from a variety of new or old activities. Children often need to repeat activities to master a task. Therefore, materials and activities which should usually be available include: some form of block building (unit or hollow core); housekeeping and dress-up play; some manipulatives (including puzzles and a variety of fine motor materials); books and records for browsing and listening; and art materials (markers, paper, and scissors, etc.) so children can incorporate their use in other activities. Aside from these activities, the teacher may plan and structure activities depending on:

- the recently expressed interest of children;
- IEP goals and objectives for individual children;
- availability of adults for supervision;
- the need to maintain a balance between noisy and quiet activities, messy and quick-clean-up ones;

- whether the variety of activities will amply provide an opportunity to explore in several sensory and skill areas.

This time of day is not to be confused with the common concept of *free play*. Self-selection time requires a great deal of planning, careful attention to environment and choice of materials, and involvement of the adults. The teacher must develop a careful balance between the need for planning and supervision and the spontaneity with which children create their own activity.

Suggested Activities for Self-Selection

Purpose of Activity: To provide tactile stimulation

Possible activities:

1. chalk drawings on a mat* (to be described below)
2. using water or sand table (corn meal also works well)
3. finger painting (try it directly on a table)
4. using play dough
5. mystery feeling box (touch things without looking)

*Chalk drawings on a mat: Have children draw on carpet scraps with chalk and then "erase" it with their hands, feet, or any other body part. Make sure it is not dustless chalk. Some handicapped children are not very tolerant of tactile stimulation and need to learn to experience it in a way that is not threatening. The activity will also help children develop a pencil/crayon grasp. As a self-selection activity it will be enjoyed by the nonhandicapped children as well because it is so open ended and provides a time to make complex drawings. Therefore, it lends itself well to use within an integrated setting, since it can easily accommodate children of many developmental abilities and provide an enjoyable social experience.

* * * * * * *

Purpose of activity: To develop symbolic representation and facilitate representational play

Possible activities:

1. re-create a field trip** (to be described below)

* Contributed by Erin Moody
** Contributed by Pat Krchmar

2. use new and different housekeeping equipment

3. set up a play store using empty food containers

4. make mud pies in the sand table

5. take an imaginary hike in the classroom

**Recreate a field trip: After a visit to the fire station, the children can use the large block area to recreate the site of the trip. A fire station, engine, and sleeping quarters can all be built. A teacher (or nonhandicapped peer) will have to help direct the activity of the handicapped children at first. The use of props and dress-ups is important so that the activity does not become too abstract, thus too difficult for involvement of some handicapped children. This type of play will be easily integrated because it allows for any level of imagination. Children can be assisted in elaborating on their ideas by drawing pictures or writing stories.

* * * * * *

Purpose of activity: To develop self-help skills in dressing and feeding

Possible activities:

1. use clothespins and clothesline for hanging paintings and dressups* (to be described below)

2. cut up vegetables to serve for snack

3. make available new and different dress-up clothes with zippers and snaps

4. provide dolls with easy-to-put-on clothes

5. spread cream cheese on crackers

Use clothespins and clothesline for hanging pictures and dress-ups: Have a box of clothespins available (the squeeze/clamp type that are not too difficult to open) alongside a rope clothesline. When children are finished painting at an easel or drawing a picture, they can hang up their work to dry. The same type of line can be found in the dress-up area. This activity will help the children develop hand and finger strength, which are prerequisites for dressing and feeding skills. All of the children will enjoy the independence of taking their own pictures to dry and being able to neatly put away clothes in the house area.

* * * * * *

* Contributed by Erin Moody

SNACK TIME

In an integrated classroom, it is important to utilize every opportunity each day for the growth and development of all children. Therefore, the snack preparation process should always be done with child participation or observation, rather than being prepared in advance.

Snack preparation provides an excellent time for language development by engaging children in conversation about new food, taste, and concepts in cooking. It is a perfect time to work on concept development such as wet/dry, hot/cold, cooked/raw, and simple counting (i.e., amounts of food needed for the group). Children can enjoy a sense of responsibility and confidence when passing out food to their peers. Snack time is a natural setting for socialization. A group of four or five children involved in food preparation is an ideal situation for social skill building since there is need to take turns mixing, share jobs in cooking while enjoying making something good to eat for the rest of the group. Fine motor skills can be developed through activities such as mixing, pouring, spreading, cutting, kneading dough, and even using an egg beater. Finally, making snack as an activity during or at the close of self-selection time allows for the extension of previous activities, such as learning about flowers and making flower shaped cookies, playing store and selling vegetables, or visiting a dairy and using milk for shakes the next day.

At times, children may be hesitant to try certain snacks. Here are some tips on helping children to eat new foods:

- 'selling' food as a part of playing store;
- combine a preferred food with a new food, such as cheese (familiar) with celery;
- give food a new name, such as "ants on a log" (raisins on peanut butter in celery sticks);
- give food a special quality, such as "magic tomatoes" (made magic with a sprinkling of salt).

Generally, when children take part in food preparation they are less suspicious of new foods and more eager to try a taste. Sometimes, "licking the bowl" is in order when helping a child try something new and different. Seating an eager eater beside a reluctant one will usually encourage better eating habits.

Some adult expectations that will help children:

- stress that everyone needs to taste each food;
- begin by serving small portions, then children can request more if they like;
- encourage children to serve themselves and pass food to friends;
- clean-up of one's place should be expected when appropriate.

Snack time is more than an eating experience; it is a valuable opportunity for teaching skills, particularly in language and social development, in a natural setting.

Suggested Activities for Snack

Purpose of activity: To develop the ability to sequence and recall events

Possible activities:

1. make carob chewies* (to be described below)
2. recall the events in food preparation while eating
3. make juice popsicles to freeze for the next day
4. clean tables before and after snack; rinse cups
5. keep a pictoral list of each week's snacks

Carob chewies: Make a pictoral recipe for ease in "reading."

Melt in a pan: 1 cup butter
1 cup honey
1 cup sifted carob powder

Remove from heat. Add: 1 cup peanut butter
3 cups oats (toast at 400°F for 10 minutes first)
2 cups raisins or coconut
1-2 teaspoons vanilla

Thoroughly mix all ingredients and place by heaping teaspoons on a greased cookie sheets or wax paper. Freeze.

* Contributed by JoAnn Bates

Any cooking activity allows the teacher to point out to children the order and sequence within an activity. This particular recipe is good because it involves several steps: toasting; melting, mixing, freezing. Cooking activities are excellent for an integrated classroom because all children are generally interested in making and eating a special, nutritious snack. Children can take turns adding ingredients, mixing, making chewies, etc. All levels of ability can be included. The teacher can talk about who is doing what, what is being added, or what we do next. Concept awareness of wet/dry, hot/cold, melt/freeze, sweet/sour can all be included. Clean-up should be done with participation of children, as it encourages independence, self-help skills, and brings closure to an activity.

* * * * *

Purpose of activity: To encourage socialization, turn-taking, listening

Possible activities:

1. use snack time helpers to pass out food (to be described below)
2. choose recipes which require a lot of mixing for turn-taking
3. have children pour juice for others at their table
4. eat snack in small groups; i.e., 4-5 children, with 1 adult to facilitate conversation
5. have a "picnic" outside in small groups

Snack time helpers to pass out food: In the integrated classroom, it is important to have more than one helper per specific task so that the children have greater opportunity to socialize and depend on each other. One child can pass out apples as another follows with crackers and a third gives out cheese. Changing helpers and deciding who passes the food will help children learn to take turns and cooperate as a team or small group. Passing out food to a friend requires an otherwise shy child to make social contact. Oftentimes, a child who is reluctant to eat a snack can be aided by being a snack helper. When everyone has an equal turn at this job, it helps develop self-esteem in individual children and points out that everyone is capable of helping the group.

* * * * * *

Purpose of activity: To develop fine motor dexterity and strength

Possible activities:

1. make "ants on a log" (to be described below)
2. knead and shape pretzels
3. make cinnamon toast, press down toaster, sprinkle sugar
4. make peanut butter eating clay (1 cup peanut butter with 1 tablespoon honey and 2 tablespoons milk)
5. cut up a variety of fruits for fancy fruit salad

Make "ants on a log": Cut celery into medium size pieces, fill and spread the inside with peanut butter, and decorate with raisins. Each aspect of this activity will help improve fine motor strength for children of all levels. Cutting celery with a sharp knife is quite difficult and must be carefully overseen by the teacher. Holding the child's hand as you cut together may be initially needed. Spreading the peanut butter in wet celery requires a great deal of concentration. Decorating with raisins will conclude the activity and will provide skill development for those who need to work on developing their pincer grasp.

* * * * * *

LARGE GROUP TIME

Large group time usually includes any or all of the following elements: a musical activity; a movement activity; and opportunity for children to share an experience or some information through language and imagination, and the expectation that each child respond to and follow directions. As an event when the entire group gathers together for a 10-20 minute block of time, large group can be one of the most structured times of the day because many considerations are necessary for a smooth running group.

Organization of both physical space and content are important in planning the large group time. Initially, it is preferable to conduct large group events in the same physical space so that children become accustomed to sitting in this area for this activity. Also, it may be helpful to have each child sit on the mat of her choice. Mats can be made of small squares of rug, straw, cardboard, or other materials. Assigning a child to a mat can help locate a space within the group and serves as a concrete reference point for the child who begins to wander from the group. In addition to identifying the child's space, this organized placement of children within the group helps assure that each child has a good view of the activity. Ideally, mats should be phased out as children develop skills to sit within a group unassisted.

The content of a large group time should vary from day to day to remain new and stimulating and yet have some common elements to help children recall expectations and follow directions easily. It is important to keep in mind the following considerations when planning activities for large group time:

- begin with a highly stimulating activity;
- provide many short activities and vary them frequently; when children are accustomed to attending well, one long imaginative storytelling activity is possible;
- balance something new with something familiar;
- plan the sequence so that lots of action is followed by a quieter activity;
- make note of children's attention span and plan activities which are timed within this span or only slightly longer.

The potential for large group activities is very great. Language development can be considered of primary importance; however, instruction on cognitive goals as well as motor goals may take place at this time. The socialization that takes place as a group of children participate and share together is quite valuable. It is a natural time for the integration of handicapped and nonhandicapped children to take place. Careful planning of activities for the large group will ensure that children with varied skill levels can all participate. One must be especially concerned with holding the interest of and stimulating the nonhandicapped children at this time, while including all handicapped children.

Suggested Activities for Large Group Time

Purpose of activity: To imitate verbal and motor movements

Possible activities:

1. the clapping orchestra (to be described below)
2. follow the leader march
3. "Simon Says"
4. mirror images to music
5. call and response records

The clapping orchestra: One child is chosen at a time as the orchestra leader, after an initial demonstration by the teacher. To a fast tempo record, the leader claps, indicating that all children clap. When the leader stops, everyone does. When the leader points to an individual child, only that child claps. This can be done with rhythm instruments or vocalization. Most children love being the leader and learn to take turns. They will "lead" at whatever level is comfortable for them, some using only one direction, others changing directions quickly and frequently, managing to confuse even a teacher.

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Purpose of activity: To promote imaginative and symbolic thinking

Possible activities:

1. "Guess what I am doing?" (to be described below)
2. flannel board stories
3. Children tell an imaginative story "in the round"

4. dance activities (i.e., imitate animal movements)

5. take an imaginary trip to future field trip site

"Guess what I am doing?" The teacher can whisper a direction to a child (such as "pretend you are swimming" or "pretend you are hopping like a rabbit"). The other children take turns guessing what the child is doing. This activity enables children to think symbolically in response to another child as well as making their own bodies move in an imaginary fashion. The more sophisticated child can provide his own ideas for representation. At the same time, a child who needs assistance can receive helpful ideas from the teacher and still be successful in the group activity.

* * * * * *

Purpose of activity: To increase expressive language abilities

Possible activities:

1. "What do you do with it?" (to be described below)

2. show and tell

3. classification games (colors, shapes; use the classroom environment)

4. discuss vacations, weekends, holidays, families, etc.

5. ask questions to stimulate discussion about a story recently read

"What do you do with it?": Have a bag full of common items (brush, scissors, can opener, egg beater, tape). Pass the bag around the group so that each child can reach in and choose an object. Take turns describing the function or purpose of the item each child holds. Children of varying abilities will respond with answers ranging from simple to quite complex, thus developing skills at his/her own level. For example, one child may answer to "What do you do with a brush?" simply with the word "hair," whereas another child will explain how you fix your hair in the morning so that it will look neat. Both children are participating - that is what counts.

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OUTSIDE/THERAPY TIME

The outdoor playground or use of a large indoor room such as an occupational therapy room or indoor gym is meant to be more than an unstructured play time in the integrated setting. It is a time for physical exercise as well as a change of pace, allowing children to do things that are not feasible or appropriate in the classroom--yell, run, and climb. In an integrated classroom, this can be a time of day when differences may be less apparent between the handicapped and nonhandicapped children if they have comparable gross motor skills. A child who has difficulty communicating verbally, for example, may be able to play a running game without any problems. Of course, for children who need individual attention for development of gross motor skills, it is an ideal time to work in this area, make use of peer modeling, and carry out physical exercises prescribed by the therapist.

Although tricycles, wagons, jungle gym, slides, and swings are all essential, outdoor play experiences do not need to be confined to a playground and its standard equipment. Many activities that are usually done indoors can take on new and special qualities outdoors--such as mural and easel painting. Sand and water play are natural activities for an outside time and can provide an ideal setting for imaginative play. Taking walks as a group is an excellent opportunity to generalize language learning to real experiences. Children can practice directional prepositions (in front of, behind, beside) while holding hands with a partner. It is an ideal time to pair children who can offer each other something. For example, a nonhandicapped child will gain confidence by helping another, or a handicapped child will benefit from modeling the behavior of a peer who follows directions well.

In an indoor gym, many activities can promote interaction between handicapped and nonhandicapped children, such as several children on a teeter-totter, a group of children playing under a parachute, and circle games. An occupational or physical therapist can suggest activities for specific motor development goals and needs of individual children. All children can be challenged by such activities if they are designed to accommodate many skill levels. The opportunity to socialize, take turns, learn rules of games, and play together must not be taken for granted during outside or occupational therapy time. Adults can assist children with forming friendships when necessary, as well as provide for some encouragement for reaching out on one's own.

Suggested Activities for Outside/Therapy Time

Purpose of activity: To encourage an awareness of group effort

Possible activities:

1. parachute play* (to be described below)
2. play tug of war with long rope
3. fantasy chase game (e.g., the teacher is a witch)
4. build a sand castle together
5. use dress-up and make-up faces as clowns to have a parade

Parachute play: Everyone stands in a circle holding onto the edges of a parachute (or large sheet). The parachute is alternately raised and lowered slowly by everyone's cooperation in raising and lowering his/her arms. One, a few, or all children can run under it (must be well supervised) when it is up in the air. This activity depends heavily on a group effort, providing good gross motor exercise and promoting motor-planning skills. It will appeal to and challenge all members of a classroom.

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Purpose of activity: To learn to follow rules

Possible activities:

1. set up an obstacle course (to be described below)
2. play "Duck, Duck, Goose" or other circle games
3. taking walks, understanding safety rules, partners, etc.
4. limit the number of children to use a piece of equipment (i.e., tire swing, sandbox)
5. sharing tricycles, wagons, taking turns in setting up a "highway"

* Contributed by Erin Moody

Obstacle course: In setting up an indoor or outdoor obstacle course, many types of equipment can be used: scooter boards; rocking boats; swings; teeter-totters; slides; hills; whatever is available. Children can take turns moving through an obvious sequence of activities, bound by limits and rules for use. For example, slide down the slide, then walk across the balance beam, then climb to the top of the monkey bars--following the person in front of you. This type of activity will promote peer modeling as the entire group will be involved. It will require close adult supervision for safety and assistance.

* * * * * * *

Purpose of activity: To develop strength in gross motor abilities, balance, and coordination

Possible activities:

1. play follow the leader on the playground using a fantasy theme (to be described below)
2. find an open space for running, rolling down hills
3. "blindfolded" walk with partners (older children)
4. piñata party (break the piñata with a bat)
5. find or create stairs on walks

Follow the leader: Create the game with children or adults as the leader. A fantasy theme may help involve children who may be hesitant to join in. Some themes might include going on a trip to another planet, walking through the forest and seeing trees and lakes, tiptoeing through the jungle so as not to wake the wild animals. All playground equipment, or bushes, grassy areas, or whatever can be used. Making a game of it will encourage children to try out new equipment they have not used. All children can be included, although care must be taken to see that activities are not so difficult that some children are unable to try them.

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GROUP MANAGEMENT AND TRANSITIONS

In order to maintain a structured, constructive environment in which both handicapped and nonhandicapped children can function together, working with the group as a whole is important and, at times, difficult. Interruptions and disruptions will occur--such as the inappropriate use of materials, difficulty in understanding directions or coping with transitions, inability to attend to a group or to an activity--as well as motor problems which may result in bumping into or knocking over things in the classroom.

One of the first things to notice is whether or not the child with some special needs has the skills to function in this particular classroom. It is helpful to start, very basically, in developing new skills and becoming aware of others' differences, so that the handicapped child can be assisted in becoming a member of the group.

The next step is to take a careful look at the classroom. Did the year begin with a fairly simple environment in the classroom? A child with special needs, as well as many nonhandicapped children, can easily be overloaded by too many interest areas, too many components in an area, and too many brisk changes throughout the day. If the classroom progresses from simple to complex, it can be observed more clearly, whether or not the children have appropriate play and attending skills. Next, it is important to be sure that all of the rules and expectations for the children are set forth clearly and maintained consistently. For example, one child may need to be told repeatedly not to play with the record player. It will take much longer for that child to learn if the rule is not enforced consistently.

Another environmental consideration in the management of a large group of children is to notice the placement of areas within the room. If, for example, the workbench or block area is adjacent to an area where quiet activity is expected, there will undoubtedly be problems. It simply does not make sense to ask a child to hammer quietly. Finally, it is essential to scan pathways in the classroom environment. A child who has difficulty moving his body through space will be doubly confused if there are unclear pathways in the room. A child should be able to make his way from an art activity area to the housekeeping area without having to negotiate a maze of narrow pathways or to disrupt carefully-built block structures, causing a chain reaction of frustration by tripping over something or someone.

One of the major points to remember in managing a large group of children is to anticipate! The teacher needs to anticipate that out-of-control or disruptive behavior is likely to occur and to plan for coping with it. For example, when making masks with a group of children, the teacher should expect loud, scary sounds and rambunctious behavior. Because this activity can easily get out of control, the teacher must plan ways to deal with it, direct it, or end it.

Second, anticipate the child who wanders aimlessly so that the day doesn't end before it is realized that the child has done nothing. It is easier to spot the "invisible child" when such behavior has been previously noticed. Waiting can be especially difficult for some children. Anticipate how long an activity will take to set up, so that children do not have to wait too long. Better yet, have everything at hand before the children arrive for a given activity. If we expect that what happened yesterday or last week might happen again today, then half the battle of group management is won. New crises will always come up, but experience should serve to assure better preparation.

In overseeing a large classroom, the teacher should be sensitive to the varying abilities of children. If the activities encompass many levels of development, then children will be more likely to succeed. A classroom full of children having successful experiences will run quite smoothly. When problems occur, several factors may be considered:

- Are there enough materials to share?
- Is there an environmental problem?
- What preceded the difficulty?
- Was there an uneasy transition?
- Does the schedule need changing?
- Was an activity too taxing, too difficult for some children, or was it unchallenging for a group or an individual?
- Are children given enough time to function independently?
- Do some children seem to spend a lot of time waiting between activities?

Careful observation by the teacher or others can help answer these questions.

One area of potential difficulty in an integrated classroom is the transition from one activity to the next. A child with special needs may have problems with internalizing rules, sequencing, or simply remembering what comes next. A child with auditory processing problems may not understand what is being requested and may need visual cues to understand a direction. Sometimes, just accomplishing a change in activities will take longer for the handicapped child.

The adults in the classroom must also plan for the transition by readying materials for the next activity. For example, if puppets will be used during the large group activity, they should be gathered in advance. Prior notice to the children about transitions always helps. Verbal reminders--such as, "We'll start cleaning up in five minutes," or "You have time to do one more puzzle," or "After we go outside it will be time to go home"--can really help a child anticipate a transition. Reassurances of what comes next are very helpful to the child who finds it hard to remember.

When children play a role in the logical order of activities, they understand the rationale for change. For example, when the children set out their mats for large group time, they are physically involved in the transition. When it is nearly snack time, it makes sense to involve the children directly by having them clear the tables. Another important aspect of transitioning is flexibility on the part of the teacher and a sensitivity to children's needs. When an activity loses its appeal, the teacher should be sensitive to the need to change it, extend it by adding a new dimension, or simply end it. If the teacher is comfortable with that, the children will also be comfortable. Finally, one transitioning technique which can be helpful is to develop a game and routine for ending an activity. An example of this is asking all children who are wearing red to leave the group. Games in which children can leave the group one at a time to get their coats, go to the bathroom, or sit at the table are recommended. With this, the children will not exit at once in chaos. Games such as these require attention from children, help them understand sequence, and help prevent behavior problems during a transition.

With experience, a teacher will develop a repertoire of techniques for managing a large group of children and making smooth transitions. The most important points to remember are to observe the children within the environment, to anticipate difficulties or problems, and to utilize techniques, materials, and activities that will make transitions and change easier.

OTHER SPECIAL LEARNING ACTIVITIES

An integrated program should make an effort to take advantage of specialists in the community who can offer particular strengths to the program. The Albuquerque Special Preschool was able to offer two special learning activities within its integrated program.

A movement, or dance class, held for one-half hour every other week proved to be an excellent vehicle for working in all areas of development for the children. The class was designed so that the children were asked to make use of their ability to imagine, follow single-step as well as a series of directions, recall stories and songs used for movement activity, all within the context of gross motor activity. One exercise, for example, involved the children acting out the song "Eency Weency Spider." The group was divided into three smaller groups: the spiders; the rain; and the sun. As the children sang, each group moved when the time came for its part. This "sophisticated choreography" required that the children recall a familiar song, conceptualize all of its components, follow directions as to where to go, when and how, and finally to use their bodies with some imagination along with other members of a group.

Some activities during dance class were designed to improve individual motor skills. These included leaps across the floor, hopping in step with a partner, or jumping over a doll. A favorite challenge was to imitate a "dinosaur walk" with both hands and feet flat on the floor, requiring quite a stretch of muscles. Aside from helping to improve skills in particular areas, the dance class is an enjoyable change of pace for the children, one to which they all look forward. From week to week, children noticed each other's progress.

Another very successful special learning activity is a sign language class. This is particularly valuable if one or more handicapped children in the class are learning to sign. It enables all other children to understand some of the "special" language they see adults and children use. The sign vocabulary that is acquired need not be extensive - foods, colors, family members are all useful signs to know. The important point is that the child who signs, especially if he is the only one in class, will feel more comfortable using signs at school if there is familiarity on the part of the other children. Furthermore, the children realize it is a useful language and gain appreciation of a child who signs.

DEALING WITH DIFFERENCES

At first glance, it seems so easy: simply place nonhandicapped with handicapped children and they'll play together. In reality, it is much more complex than that. Two things are at risk when integration is left to chance. First, the interactions may be negative. What may seem like playing together could be manipulation of one child. Second, the nonhandicapped child could model undesirable behavior. The situation is not used for its greatest potential unless integration is planned for and intervention takes place when necessary.

The first aspect of integration for which staff needs to plan is the logistics of getting the two groups playing and working together. To begin with, activities which can accommodate all age and developmental levels within a particular classroom must be provided. An activity which will require sophisticated cutting skills will not involve a child who has a lack of fine motor dexterity. However, a cutting activity which is open-ended and allows for a variety of levels of cutting abilities to accomplish the same goal, will accommodate the many developmental levels seen in one class.

In planning integration strategies, teachers must always be aware of the varied abilities within the group to insure that both handicapped and nonhandicapped children successfully participate in any given activity. For example, a certain game during large group can be geared to the individual goal needs of the handicapped children and be made interesting to the other children as well. With the use of a large cardboard refrigerator box, the children can imagine they are playing in a castle. One at a time, they can be asked to go to the top of the castle (to visit the princess), or to go under the box, downstairs in the castle (the dungeon), or to go beside the castle, on the sun porch (to have tea with the king and queen). For the handicapped child who may have difficulty understanding spatial relationships, it is a great exercise in the prepositions--on top of, under, and beside. At the same time, the game can keep the interest of the nonhandicapped through the use of fantasy, imagination, and the introduction of new words and concepts (a dungeon--what's in there? What does it look like? Is it scary?). All children are involved, challenged, and integrated in an activity like this. To have a successful integration program, all activities should be planned with this in mind.

Other methods of encouraging children to play together involve environmental modifications in the classroom. An abundance of

materials which can be used by at least two children facilitate integration better than single-child materials. A material should have more than one component so that parallel or interactive play, rather than isolated play, can take place. Suggestions include one container of pegs with two or three pegboards, or many paint brushes at one large easel.

Although it often occurs quite naturally, ways to encourage peer modeling should be explored. There are some helpful ways to ensure its occurrence. Seating competent children next to ones who will need help at snack or large group time is a good example. Another way is to pair children together as partners for walks and field trips, so the more able child can assist the one who may have difficulty. A simple game asking, "Let's see how quickly John and Joe can trade places," at group time will enable a child to sit close to one who will be a good model.

The teacher may promote interaction by helping nonhandicapped children find ways to include handicapped children in dramatic play, especially. For example, suggesting "It looks like you might need another sister in your family to help cook the dinner." may encourage some new interaction in play, an opportunity for more modeling. At times, it may be necessary to limit the number of children in some small group activities to prevent domination of the activities by the nonhandicapped children. Handicapped as well as nonhandicapped children will imitate the behaviors to which adults give favorable attention. If comments are made on how well a child cooperates or puts the play dough away, for example, the handicapped child is more likely to notice the appropriateness of the particular behavior and model that behavior.

It is important to remember that handicapped children should not be removed from the group frequently for therapy or individual work, as they then do not have an equal opportunity to establish friendships and to be considered a regular part of the group. Make every effort to carry out therapy within the classroom setting during the course of teacher-planned activities.

In a regular classroom, the teacher will have to add to established management techniques in order to include and integrate handicapped children. Some specific points to be aware of and questions to ask when integrating children with individual needs which differ from the group are:

- Awareness of physical location in relation to developmental level of the child; i.e., is the child in danger? Can the child remember safety rules easily?

- What are the effective reinforcers and appropriate limitations for each handicapped child?

- What are the toileting needs for individual children?

- Does the handicapped child usually need an adult to sit next to her at snack, at a messy activity? Is an adult hand always needed for walks and field trips?

When the individual needs of children and the varying abilities of the group are taken into consideration, it becomes possible to watch the two groups of children begin to play together successfully. The integrated classroom provides a unique opportunity for all of the children. By planning carefully and not leaving integration to chance, both groups of children can benefit from this experience.

One of the most effective ways of understanding another person's problems or difficulties is to "put yourself in their shoes." In a very literal sense, this would mean that if you wore giant foam rubber shoes while walking on a balance beam, you are quite likely to have a greater feeling for a child with very poor coordination to walk in a straight line.

There are many activities and methods of sharing information about the characteristics of a specific exceptionality, particularly physical disabilities. By focusing on characteristics--such as poor coordination, partial hearing loss, tunnel vision, tactile oversensitivity, to name a few--through activities which build a functional understanding of these characteristics, then participating children may place less emphasis on the labels often associated with handicapped children. The process of demystifying labels associated with handicapped conditions can do a great deal in helping children understand the child behind the label, and to see how frustrating a physical disability may be for that child, and finally what that disabled child does to accomplish various tasks.

When children have questions about a subject they are not sure they should talk about--such as "Why is he wearing those funny looking things (braces) on his legs?"--the question is usually directed at the child's parent. How is the parent prepared to answer these questions about the child's observations and natural curiosity? One of the ways of helping parents acquire the information and understanding of a variety of disabilities is to provide them with similar activities as are provided their children. Examples of activities which can develop empathy by simulating handicapping characteristics are: using a wheelchair, trying an activity blindfolded, wearing mufflers over the ears, or wearing shoes several sizes too large.

Before choosing activities to develop empathy in nonhandicapped children, consider the following suggestions:

- Some children may need more information than others, with some needing or wanting very little information at all. Therefore, participation in an activity should provide for options to terminate or expand in other directions for all children.

- Some children may have a greater interest after they have spent some time in the presence of a child with a noticeable difference, but have no interest in the subject prior to the actual experience. Activities which provide understanding and information can be provided before a handicapped child joins the group, but it depends on your group. Usually, the information is more interesting and relevant to preschool children after the handicapped child has joined the group.

- Consider whether or not the handicapped child's presence is appropriate during some of these activities.

- Very young children may not be able to make the association between their own experience in relation to what it is like for another child to have a similar experience.

Once we have planned carefully so that handicapped and nonhandicapped children are involved in activities side by side, it is time to pay attention to their attitudes, comments, criticisms and awareness of one another. In setting up situations so that handicapped children will model nonhandicapped children, it is important to structure situations that will require more than one child. This will encourage children to depend on each other and see the value in each of their peers. For example, we might ask two children to help clean an animal cage, or hold up a mural so it can be taped to a wall. Instead of dwelling on the traditional *one* helper, make it two or three--handicapped with nonhandicapped.

One of the most positive ways to promote good feelings among the children is to notice the developmental gains of a handicapped child and bring that awareness to the child, in front of the group. For instance, stating "I like the way John is sharing", when John is just learning this skill will help the other children feel positively about John. It is more valuable for everyone to notice what a child can do instead of what a child can't do!

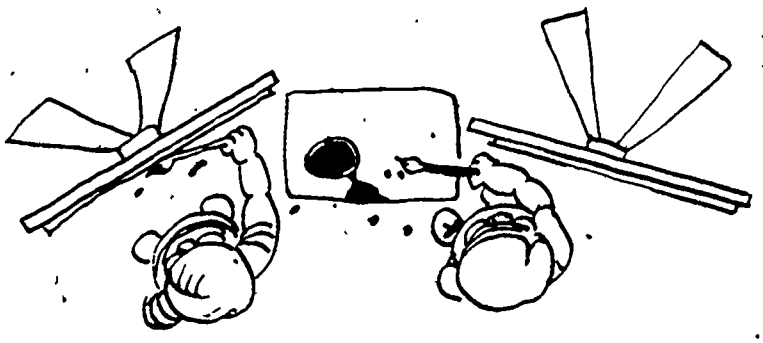
Large group time is an excellent point in the day to further the awareness of similarities and differences in the integrated classroom. Stories can be read about children who are different or have special needs. This can often lead to a discussion about what is hard or easy for them to do or what is different or special about each child. Attending in a large group can be very difficult for many handicapped children. Rather than disciplining a child repeatedly in a group setting, be sensitive to a child's limits by terminating the activity. Give positive reinforcement to those who can attend well. (See Supplement 7)

To facilitate a budding friendship or dispel uncertainties about a particular child, a child can be asked to pick a partner never chosen before. For example, one child commented after such a pairing, "He can talk when it's just me with him!" Another pairing technique is to have a nonhandicapped child accompany a handicapped child to a therapy session. In this way, the handicapped child is not singled out as needing special help, and at the same time, has a peer model for therapeutic purposes. The nonhandicapped child can gain a very special awareness of the handicapped child's needs through this experience, though it may not be conscious.

When planning for the integrated classroom, keep in mind that activities in which children succeed usually foster a positive self-image. This will, in turn, create positive feelings toward others who are trying to have a successful learning experience. The teacher can take advantage of such learning activities by shaping and encouraging helpful behavior. There can, however, be a problem when helpful behavior becomes maternal or even condescending. One needs to be observant of this behavior, especially in the older nonhandicapped child. A simple explanation will often help, such as, "He can do it if we let him. You know how much you like doing things all by yourself."

Finally, we must be aware of what we say and how we say it, because adults can be powerful models for children. In an integrated program, we set the tone for positive feelings between the handicapped and nonhandicapped children. If we are always heard to say "No", "Don't", "Pay attention" or Look at me" to the handicapped children, we will hear those same words directed at them by their peers. We must make a special effort to comment on the positive behaviors of handicapped children so that the others will also notice it. In addition, we must be sensitive to difficult situations that arise, and use words carefully in explaining problems. When the nonhandicapped child teases or mimic a handicapped peer, we must be honest and straightforward with our requests to stop, being careful not to produce a feeling of guilt for such behavior.

To promote positive attitudes among the children of an integrated classroom, it is critical to take the time to observe children's behavior in relation to each other, listen to their comments about other children and respond appropriately. Adults must heighten their own awareness of similarities and differences as well as that of children, and be sensitive to the needs and feelings of each member of the class.



POSSIBLE OBSERVATIONS BY CHILDREN CONCERNING DIFFERENCES AND SUGGESTED ADULT RESPONSES

1. Child leaves the room with adult (for therapy, etc.)

   Suggested Adult Response: Explain that the child is leaving to work on a specific skill, such as "learning to talk better." Give nonhandicapped the opportunity to go to therapy with a peer.

2. Child has speech problems which may be imitated by nonhandicapped.

   Suggested Adult Response: Provide examples of how it is difficult for all of us to say some words, an example being spaghetti. See also #9.

3. Child may need physical assistance in motor tasks.

   Suggested Adult Response: Nonhandicapped can be encouraged to assist; pair nonhandicapped with handicapped on walks to hold hands and assist.

4. Child does not respond to verbal statements by nonhandicapped, who then seek teacher assistance.

   Suggested Adult Response: Direct nonhandicapped child to try again and demonstrate suggested vocabulary to use (in simpler language).

5. Child has difficulty holding hands and staying with the group in games, on walks, etc.

   Suggested Adult Response: Suggest that nonhandicapped child could be a "helper" pairing children, and observing for need to provide verbal or physical assistance.

6. Child's speech is not understandable.

   Suggested Adult Response: Ask nonhandicapped child to try a little harder to listen more carefully. Observe for possible need to assist.

7. Child exhibits specific inappropriate behavior, such as spitting, not sharing materials, etc.

   Suggested Adult Response: Observe situation for possible cause of behavior; ask peers why it might be happening; suggest to nonhandicapped child that he tell handicapped child how he feels about behavior.

8. Child has high rate of absenteeism.

   Suggested Adult Response: Discuss reasons, such as illness, with a reminder that handicapped child is still a part of the class.

9. Child is imitated by peers for unusual behavior such as incoordination or unusual gait in walking.

   Suggested Adult Response: Suggest that the nonhandicapped can make it easier for the handicapped child to learn "good talking" or "walking", etc., if we show him how to do it by our example.

10. Child gets into a dangerous situation.

    Suggested Adult Response: See #5 above.

11. Child may not be asked or is actually turned down from participating in activities.

    Suggested Adult Response: Teacher presence and assistance in directing the handicapped child in this activity.

Books for Classrooms of Integrated Handicapped and Nonhandicapped Children

1. Behrens, June. 1976. Can You Walk The Plank? Children's Press, Chicago, Illinois. A book with photographs exploring basic movement skills through such fantasy experiences as walking the plank (balance beam).

2. Brightman, Alan. 1976. Like Me. Little, Brown and Company, Boston. A child looks at his mentally handicapped friends and points out that everyone is the same although some people are slower at learning.

3. Castle, Sue. 1977. Face Talk, Hand Talk, Body Talk. Doubleday and Co., Garden City, New York. How children can say things and express feelings using only their bodies and faces.

4. Cohen, Miriam. 1967. Will I Have A Friend? Macmillan Publishing Co, Inc., New York. The first day of school concern with finding a friend.

5. Fassler, Joan. 1975 - 3rd printing 1978. Howie Helps Himself. Albert Whitman and Company, Chicago, Illinois. A child with cerebral palsy wishes to move his wheelchair by himself.

6. Glazzard, Margaret H. 1978. Meet Lance, He's a Special Person. H and H Enterprises, Inc., 946 Tennessee, Box 1070, Lawrence, Kansas. A story about a boy with Down's Syndrome and how he learns.

7. Green, Olary Olc Burney. MCMLX. Is It Hard? Is It Easy? Addison-Wesley Publishing Company, Inc., Reading, Mass. Points out everyday tasks that may be hard or easy for different children.

8. Hirsch, Karen. My Sister, Carolrhoda Books, Minneapolis, Minn. A child's perception of her retarded sister as a very special person.

9. Kraus, Robert. 1971. Leo The Late Bloomer, Windmill Books and E.P.Dutton, New York. The fantasy story of a tiger, Leo, who is a slow learner but finally "blooms".

10. Lasker, Joe. 1974. He's My Brother, Albert Whitman and Company, Chicago. A young boy describes the experiences of his younger brother who has a learning disability.

11. Mack, Nancy. Tracy, Raintree Editions, Milwaukee, Wisconsin. A photo story of a girl who has cerebral palsy.

12. Ominsky, Elaine. 1977. Jon O: A Special Boy, Prentice Hall, Inc., Englewood Cliffs, N.J. The life of a boy with Down's Syndrome who has adjusted to being a very special child.

13. Peterson, Jeanne W., 1977. I Have A Sister, My Sister Is Deaf, Harper-Row, New York, N.Y. An illustrated story of how a deaf sister experiences everyday life.

14. Simon, Norma. 1976. Why Am I Different?, Albert Whitman and Company, Chicago. Discusses everyday siuations in which children see themselves as "different" in family life, preferences, and aptitudes, and yet, feel that being different is alright.

15. Simon, Norma, 1970. How Do I Feel? Albert Whitman and Company, Chicago. A book about the feelings of children - anger, frustration, weariness pride, etc.

16. Stein, Sara Bonnett. 1974. About Handicaps: An Open Book For Parents and Children Together, Walker and Company, New York, N.Y. A boy learns about physical handicaps of others, including a child with cerebral palsy. This book includes a text for parents or teachers.

17. Wolf, Bernard. Anna's Silent World, Lippencott Publishing. A photographic description of a deaf child's life.

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