Bibliographies

6-1997

**Individuals With Disabilities Performing Service Topic**

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Individuals With Disabilities Performing Service
Topic Bibliography

By
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March 1994

Updated June 1997

Madeleine S. Hengel, PhD Candidate & Craig Hollander

The National Service-Learning Cooperative is a collaborative project between the
National Youth Leadership Council, the University of Minnesota and thirteen other
organizations and institutions, funded by the Corporation for National Service
under Cooperative Agreement No. CA-001.
Introduction

Disabled and special needs populations have frequently been the beneficiaries of service-learning programs. In this revised version of an earlier introduction to service-learning and special needs individuals we add new studies that illustrate the use of service for disabled individuals as both recipients and deliverers of program activity. Our goal is to provide information on the value of service for special needs populations and programs.

The items in this bibliography were obtained through searches of the ERIC database, our own collection of material, and selected websites dealing with special needs programs. These searches have significantly expanded the number of items cited, yet in no way are exhaustive if the materials available. Part of our challenge has been to locate important data sources that can contribute good material to the literature on service-learning and special needs individuals. If you are aware of sources or materials not cited in this reference, please do not hesitate to contact us the the phone number or website listed so we can add your input to the next revision.

The Organization of this Topic Bibliography

The first section of this bibliography contains citations about students with disabilities and service-learning in the form of research articles, reports and examples of programs. Section Two is a more general source on students with disabilities. Section Three covers some of the literature on learning-disabled students. This section draws its information from journal articles, resource reviews and drafts of articles. Section Four lists some websites and resources to inform the researcher and practitioner.

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Springfield, VA 22153-2852
800-443-ERIC

The National Service Learning Cooperative Clearinghouse
Website: http://www.nicsl.coled.umn.edu
E-mail: serve@maroon.tc.umn.edu
University of Minnesota
R460 VoTech Ed Bldg.,
1954 Buford Ave.
St. Paul, MN 55108-6197
800-808-7378 or Fax: 612-625-6277
Section One: Students With Disabilities and Service-Learning

AUTHOR: Brill, Cathy L.
TITLE: Effects of Participation in Service Learning on Adolescents with Disabilities.
YEAR: 1994
AVAIL.: Journal of Adolescence, v17 p369-380, 1994
ABSTRACT: Surveyed thirteen special education teachers to examine effects of disabled adolescents' active participation in service learning. Found promising results for students with mild disabilities in attendance and academic skills and for adolescents with moderate to profound disabilities in socialization and relationships with non disabled peers.

TITLE: "A Sense of Pride." Establishing a Foxfire Adapted Model of Experientially Based Career Education for Handicapped Youth.
YEAR: 1983
AVAIL.: ERIC: # ED244504
NOTES: Final Report.
ABSTRACT: The progress and achievements are detailed of three sites that implemented a modified Foxfire approach (a community-based experiential learning model involving students in community research, interviewing, writing, publishing, and marketing their own magazine). Handicapped high schoolers interviewed and photographed successful handicapped adults, and wrote articles on service providers and community resources. The model emphasizes career education concepts, basic skills attainment, and affective development. Each of the four replication sites in Colorado is described in terms of summary accomplishments, program structure (project staff, student participants, project activities, facilities), parent participation, advisory councils, administrative support, community support, and evaluation. A second section reviews dissemination activities, including collaboration with colleges to offer practica. Information on evaluation is divided into program assessment and responsive evaluation. A concluding section describes primary conditions (such as administrative support and appropriate instructional staffing) that contribute to successful implementation of the model.

AUTHOR: Council of Chief State School Officers, Washington, DC.
TITLE: The Service Learning Planning and Resource Guide.
YEAR: 1994
AVAIL.: ERIC: # ED370237
ABSTRACT: This funding guide is designed to help schools, education agencies, institutions of higher education, and others develop service-learning initiatives to improve K-12 education. It includes descriptions of 130 funding programs in 15 federal agencies, which generally provide two categories of financial assistance—formula grants, and competitive or discretionary grants. Part 1 offers program profiles in the following areas: educational improvement; humanities/social sciences; mathematics, science, and technology; partnerships; school-to-work focus; students with special needs; out-of-school youth; youth development; substance abuse prevention; health education; juvenile delinquency prevention; aging; child care; community development; environment; health care; human services; and literacy. Each profile provides information on the source, eligibility, amount, agency, and examples of appropriate programs. Part 2 contains information on selected service-learning resources and related networks. These are resources for designing and implementing service-learning initiatives at various levels. The following types of resources are described: training, publications, curriculum materials, resource guides, technical assistance, membership services, program manuals, and databases.

AUTHOR: Franks, Jeanette
TITLE: A Program for Sighted, Blind, Low Vision, and Disabled Volunteers.
Students With Disabilities and Service-Learning

YEAR: 1986
AVAIL.: Journal of Vision Impairment and Blindness, v80 n3 p631-632
ABSTRACT: The article describes the structure of a volunteer program in a social service agency serving the blind and visually impaired in Seattle, Washington. The program's manual, screening, placement, job descriptions, evaluations, and statistics are reviewed. Examples of volunteering, including opportunities for disabled volunteers, are given.

AUTHOR: Goldsmith, Suzanne
YEAR: 1995
AVAIL.: American Alliance for Rights and Responsibilities, 1146 19th Street, NW., Suite 250, Washington, DC 20036-3703. ERIC: # ED392152 (Not available from EDRS)
ABSTRACT: This guidebook explores the role of journal writing in community-service leadership and learning. Specifically, it offers suggestions to community-service leaders to help engage their teams in reflective journal writing. The introduction provides an overview of the history of journal-keeping. Chapter 1 provides a rationale for the use of reflection in service work. Journal writing helps participants heighten observational skills, process information, explore feelings, assess progress, evaluate, improve communication, enhance writing skills and fluency, and build citizenship. The second chapter describes the material needs of the journal itself, and chapter 3 offers tips for positively communicating the value of journals to students. Journal formats and approaches are described in the fourth chapter. The fifth chapter suggests appropriate topics for reflective writing. Guidelines for sustaining participants' long-term interest in journal-writing are offered in chapter 6. Chapter 7 highlights approaches for accommodating special-needs students. Journal activities and starter exercises are described in the eighth chapter. Appendices summarize activities of an American Alliance for Rights and Responsibilities introductory workshop for reflective-journal writing. (Contains 17 references.)

AUTHOR: Latin School of Chicago
YEAR: 1995
AVAIL.: Latin School of Chicago, 59 W. North Blvd., Chicago, IL 60610-1492, Phone: (312) 573-4500
ABSTRACT: The service learning program of The Latin School of Chicago calls students to become active participants in the community by learning about the community, engaging in responsible and challenging actions for the common good, and reflecting on those actions. The handbook lists service opportunity sites available to the Latin community and a collection of reflections made by volunteers. Service opportunities are organized by: 1) disabilities; 2) hunger or homeless; 3) AIDS; 4) hospitals; 5) senior citizens; 6) children or youth; and 7) miscellaneous.

AUTHOR: Owen, Mary Jane
YEAR: 1984
AVAIL.: President's Committee on Employment of the Handicapped, Washington, DC 20210
ABSTRACT: Addressed to those individuals who have responsibility for development of volunteer programs for a variety of agencies and organizations, this guide provides positive examples and practical suggestions to increase accessibility to community organizations for handicapped individuals. Its intent is to increase services to the handicapped population and to allow this group to participate in citizens' volunteer activities. Concrete examples are provided of changing agencies' perceptions of people with handicapping conditions. Brief examples are included of successful volunteer efforts of disabled people. The main portion of the booklet consists of 12 suggestions for low-cost, practical ways to remove barriers to the full participation of disabled individuals. They cover recruitment of disabled persons; architectural barriers;
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accommodation; bathroom facilities; specific barriers faced by blind volunteers, deaf volunteers, volunteers with speech disabilities, volunteers with learning disabilities, emotionally disabled volunteers, and mentally retarded volunteers; attitudinal barriers; and language barriers that reinforce myths and stereotypes. A brief annotated guide to resources is appended.

AUTHOR: Rural Clearinghouse for Lifelong Education and Development
TITLE: Service Learning Benefits Students, Communities.
YEAR: 1995
AVAIL.: Rural Clearinghouse Digest, v2 n2 July, 1995. ERIC: # ED391620
ABSTRACT: Service learning is a teaching tool in which students apply classroom skills to solve real problems in their communities. Community service becomes service learning when it is connected to classroom learning and contains opportunities for students to reflect upon their experiences. In addition to enhancing learning through experience, service learning programs offer rural schools and communities an opportunity to develop new and positive connections. Profiles of service learning programs in schools and colleges illustrate the benefits that service learning provides students and communities. K-12 service learning programs in Arkansas, West Virginia, and Alabama involve youth in decision making and staff development training, leading to a sense of ownership and empowerment; allow blind and deaf students to shift roles from passive recipient to active provider of services; and link school reform to community development as student activities focus on community study, support community viability, and celebrate rural life. Service learning programs at colleges and universities include an early intervention, mentoring program that pairs college students with elementary students having similar special talents and interests; programs that promote a sense of citizenship through community development activities and foster compassion through interpersonal relationships with young children, the elderly, and diverse populations; and international exchange programs in rural communities abroad. A list of additional information sources contains 42 references, 3 Internet resources, and 13 organizations.

AUTHOR: Schoel, Jim; And Others
YEAR: 1988
AVAIL.: ERIC: # ED356917
ABSTRACT: Based on techniques of experiential learning, outdoor education, and group counseling, adventure-based counseling aims to improve the self-concept of participants by enhancing trust in others and confidence in self. Groups move through a sequence of carefully orchestrated activities, including trust exercises, games, problem-solving exercises, ropes courses, community service and learning projects, and expeditions. This sequence combines practical physical activities with a responsible and responsive group process. Adventure-based counseling may serve learning-disabled students, physically disabled persons, at-risk students, psychiatric patients, court-referred youth, and healthy intact students. This book explores the theory and practice of adventure-based counseling. Section 1 outlines the origins of adventure-based counseling and explores how its key elements are supported by leading theorists and practitioners. Section 2 discusses objectives, training issues, intake procedures, considerations in group formation, curriculum development and planning for specific groups, briefing the group and establishing group and personal goals, leadership strategies, conflict resolution, and debriefing and terminating the group. Section 3 describes specific applications of adventure-based counseling in schools, hospitals and treatment facilities, and programs for court-referred youths. Appendices include results of program evaluations, charts for activities selection, and descriptions of Project Adventure services and publications. This book contains 59 references and resources and an index.
Section Two: General Sources on Students With Disabilities

AUTHOR: Bright, Eric H.
YEAR: 1986
AVAIL.: ERIC: # ED269915
ABSTRACT: An experiential learning program for secondary moderate and severe mentally handicapped students allows them to learn practical skills and habits needed for adulthood. The program incorporated meaningful jobs within the school, on school grounds, and within the community. Components include a classroom store, practical reading lessons involving shopping lists and form completions, walking field trips, overnight trips, and activities using the telephone. The development of good work habits is stressed. Students are placed in community job training sites and their performance is monitored. Program involvement is specified in the Individualized Education Program.

AUTHOR: Council of Chief State School Officers, Washington, DC
TITLE: Community Service: Learning by Doing.
YEAR: 1989
NOTES: A statement of the Council of Chief State School Officers
AVAIL.: ERIC: # ED319138
ABSTRACT: This pamphlet describes the functions of the Council of Chief State School Officers (CCSSO) and outlines principles and strategies for school-based community service programs that the CCSSO endorses. Essentially the CCSSO forms coalitions with many other educational organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Underlying the CCSSO's efforts is its commitment to network for equity in education for minorities, women, the handicapped, the limited English proficient, and low-income students. In school-based community services programs, students perform needed service in places such as hospitals, day-care centers, nursing homes, and libraries. They may serve as tutors, conduct special projects such as beautifying the campus, or feeding the homeless.

AUTHOR: Evans, Robert J.; ERIC Clearinghouse on Handicapped and Gifted Children
TITLE: Fostering Peer Acceptance of Handicapped Students. 1984 Digest, Revised and Mini bibliography on Promoting Positive Attitudes toward the Disabled.
YEAR: 1984
AVAIL.: ERIC: # ED262498
ABSTRACT: This digest addresses, in question and answer format, ways to promote peer acceptance of handicapped students. Topics covered include the effects of first impressions on non handicapped students and the impact of physical proximity, and the nature of interdependence among students' learning goals and rewards as structured by the teacher. A comparison of the dynamics of a cooperative learning situation and a competitive or individualistic on highlights the ways in which a cooperative situation fosters an atmosphere of trust and higher valuing of classmates. Regular class teachers are urged to teach social skills by carefully planned modeling programs in which accurate information about handicaps replaces fears and prejudice. The importance of teaching handicapped students such skills as accepting responsibility for their actions, following instruction, and resisting peer pressure is stressed. The digest concludes with a note on the importance of individualized instruction for basic skills, time management, study habits, and other skills. An annotated bibliography lists 25 sources on the topic.
**General Sources on Students With Disabilities**

**AUTHOR:** Evenson, Jill, and Others  
**TITLE:** Extending Experience-Based career Education to Handicapped Students: An Overview of the Mainstreaming Approach.  
**YEAR:** 1979  
**AVAIL.:** ERIC: # ED173976  
**NOTES:** Far West Lab. For Educational Research and Development, San Francisco, CA  
**ABSTRACT:** The paper discusses the appropriateness for handicapped students of Experience-Based Career Education (EBCE), a flexible high school program of highly individualized learning that utilizes direct experience in work and community settings to promote growth in basic academic skills, self-reliance, and career awareness. The need for expanded career education and education in life skills for handicapped individuals is considered in terms of legal requirements (particularly those of P.L. 94-142, the Education for All Handicapped Children Act; P.L. 94-482, the Vocational Education Act Amendments Act of 1976; and Section 504 of the Rehabilitation Act of 1973) and the learning requirements of handicapped students. EBCE's core features and the outcomes it offers are looked at, and some of the planning needs and adaptive steps to consider in incorporating handicapped students into ongoing EBCE programs are considered. It is pointed out that since EBCE is already highly individualized, handicapped students can be incorporated into the program through further extending its capacity to meet individual student needs, without changing the overall structure and purposes of the program.

**AUTHOR:** Fredericks, H.D. Bud, and Others  
**TITLE:** Part Time Work for High School Students.  
**YEAR:** 1985  
**AVAIL.:** ERIC: # ED270935  
**NOTES:** 26 p.; Paper presented at the International Conference of the Council for Exceptional Children Division on Career Development (3rd, Las Vegas, NV, October 9-12, 1985)  
**ABSTRACT:** A high school program to prepare severely handicapped students for supported community work changed its original purpose, to develop jobs that would provide full time support work in the community after graduation, to include part-time possibilities. Advantages of incorporating part-time work include eliminating boredom and creating greater mobility. On the job training features a total task teaching method and attention to associated work skills. Volunteers are occasionally used in lieu of the trainer. Two-year results indicate that part-time work is a viable alternative for students with moderate and severe handicaps. Community acceptance has been high, an important factor in a school and community-based effort. Tables are appended depicting such aspects as student placements, tasks taught to students, and associated work skills.

**AUTHOR:** Gordon, Connie, West Virginia State Department of Education  
**TITLE:** Stars for Others Day at the West Virginia Schools for the Deaf and Blind.  
**YEAR:** 1995  
**AVAIL.:** West Virginia State Department of Education  
**ABSTRACT:** Demonstrates the effects of programs featuring disabled students as service providers rather than service receivers. Adults involved in community service and service learning programs discuss student experiences and outcomes.

**AUTHOR:** Miller, Darcy  
**TITLE:** Do Adolescents Help and Share?  
**YEAR:** 1991  
**AVAIL.:** Adolescence, v26 n10 p449-456, Sum 1991  
**ABSTRACT:** Investigated prosocial behaviors (i.e., helping, sharing) of 37 non handicapped and handicapped adolescents in public schools. Found that adolescents with handicaps displayed more prosocial behavior than did non handicapped; however, non handicapped adolescents perceived themselves as engaging more
in prosocial behavior than did handicapped peers. Found that teachers of handicapped adolescents used prosocial teaching styles more than teachers of non handicapped.

YEAR: 1988
AVAIL.: ERIC: # ED305791
ABSTRACT: This executive summary describes an evaluation study of a program which provided transition services to a culturally insulated group of dropout, migrant, bilingual youth of ethnic minority origin, a significant number of whom were adjudicated, handicapped or limited English speaking. The project utilized experiential instructional techniques to promote the subjects' integration into "mainstream" culture by enhancing educational, personal, social and economic measures of health. The students received training in General Education Development (GED) preparation along with training in four other program components: Foxfire, Rural Employability Development for Youth, Computer Practicum and Peer Mentorship. When transition program participants were administered measures of personal, social, economic and educational "health," they were found to have significantly benefited from the transition model, compared with those receiving only standard GED instruction. The executive summary briefly reviews the study background, the research problem, research subjects and setting, methodology, findings and summary conclusions.
Section Three: Learning-Disabled Students

AUTHOR: Cummings & Fisher  
TITLE: The School Survival Guide for Kids with LD.  
DATE: 1991  
AVAIL.: Free Spirit Publishing, (800) 735-7323  
ABSTRACT: For ages eight and up, this guide offers specific tips and strategies especially for students with LD. Dozens of "school tools" build confidence in reading, writing, spelling, math, and more. Helps with how to organize time, set goals, stick up for oneself, handle conflict, stay out of trouble, cope with testing, and get help from adults.

AUTHOR: Lauren, Jill  
TITLE: Succeeding With LD*; 20 True Stories About People with LD*.  
DATE: 1997  
AVAIL.: Free Spirit Publishing, (800) 735-7323  
ABSTRACT: Describes survival skills in the form of ideas (10) that could help the learning disabled. (1) Find and use resources; (2) find strategies that work for you; (3) Be honest about your LD; (4) Don't use your LD as an excuse; (5) Be aware of your rights; (6) Find an interest, hobby, or activity you enjoy; (7) Focus on your strengths; (8) Keep trying; (9) Learn more about LD and (10) Believe in yourself.

AUTHOR: Rice, Ellen  
TITLE: When You're Helping the Poor, You're Never Finished.  
DATE: 1991  
AVAIL.: Hands On, n39 p27-33, Spr 1991; ERIC: #EJ436541  
ABSTRACT: A teacher describes a Foxfire project in which learning-disabled seven year olds made and sold Christmas cards to help the homeless. Outcomes included improved writing skills, understanding of money and math applications for the elementary students, and positive teaching experiences for high school computer students who assisted.

AUTHOR: Stern, Judith & Ben-Ami, Uzi  
DATE: 1996  
AVAIL.: Magination Press, (800) 825-3089  
ABSTRACT: Written for children ages 8-14, this book tells what learning disabilities are and how a child can cope with school, friends and family members. Also available in audiocassette.

AUTHOR: Yoder, Denise I., and Others  
TITLE: Service Learning: Meeting Student and Community Needs.  
DATE: 1996  
AVAIL.: Teaching Exceptional Children, v28 n4 p14-18, Sum 1996; ERIC: #EJ522831  
ABSTRACT: A Program in which twelve seventh- and eighth-grade students with learning disabilities and/or culturally diverse backgrounds participated with non disabled peers in service learning is described. The students improved their social skills and self-esteem through community service with younger students and senior citizens. The article offers a rationale and program development guidelines.
Section Four: Resources

AUTHOR: Guskey, Thomas R. (Ed.)
TITLE: Communicating Student Learning (ASCD Yearbook)
YEAR: 1996
AVAIL.: Association for Supervision and Curriculum Development (ASCD), 1250 N Pitt St. Alexandria, VA 22314,
ph: 703-549-9110, Fax: 703-549-3891
ABSTRACT: The theme of this yearbook is the issue of communicating student learning and addresses grading and
reporting, assessing student learning. Concerns addressed include student performance, parent conferences, and related topics. New examples of exemplary reporting systems are included which address gifted, visual arts, and special education. The chapter on Grading and Academic Feedback for Special Education Students and Students with Learning Difficulties addresses several areas and provides a discussion of the schools of thought regarding special education and grading. Issues discussed are: Assessing students' growth rates, students' perceptions of grading and testing, teachers' perceptions and concerns, a sample of criteria for grading a special education student and how to provide direct feedback to students on their academic performance. The chapter ends with references for further information.

AUTHOR: Hudson River Center for Program Development, Glenmont, NY
DATE: 1996
AVAIL.: ERIC: #ED399356
NOTES: Job Shadowing New York Secretary's Comm. on Achieving Necessary Skills
ABSTRACT: This resource guide is intended to provide New York schools, business/industry, and others with resources to develop work-based learning strategies and components. Section 1 examines the scope, foundation, categories, and operation of work-based learning. Section 2 presents detailed information about the following forms of work-based learning: field trips; job shadowing; service learning; New York's Career Exploration Internship Program; other unpaid internships; youth employment programs; subsidized employment training; youth-run enterprises; cooperative education; paid internships; and apprenticeships. The following information is provided for each form of work-based learning: purpose; program activities, scheduling structure, grade level, and length; staffing requirements; anticipated student outcomes; credit(s) awarded; regulations governing program design/implementation; marketing strategies; financial, program development, and assessment requirements; and illustrative case studies. A wide range of program planning forms constitute approximately one-third of the guide. Among the items included in the guide's 15 appendixes are the following: guidelines for providing work-based learning activity components and developing programs; information about resources/accommodations for disabled students; competencies deemed necessary by the Secretary's Commission on Achieving Necessary Skills; guidelines for preparing young women for higher-wage careers under the School-to-Work Opportunities Act; information about labor laws applicable in New York; ideas of service learning projects; model career exploration internship programs; essential skills and dispositions; an acronyms list; and a glossary.

AUTHOR: National Center for Youth with Disabilities
TITLE: CYDLINE Reviews: Vulnerability and Resiliency: Focus on Children, Youth, and Families with Disabilities.
DATE: 1991
AVAIL.: National Center for Youth with Disabilities, University of Minnesota, Box 721; 420 Delaware St. SE; Minneapolis, MN 55455, Phone: 800-333-6293; ERIC: #ED333638
ABSTRACT: This bibliography focuses on resiliency in children and youth with disabilities and chronic illnesses and in their families. The materials included address factors associated with the successful adaptation of children and their families to the many demands of chronic illness and disability. The bibliography
Resources

contains approximately 35 references to books, articles and book sections on resiliency in general; approximately 55 annotated entries for books, articles and book sections on resiliency in children and youth with chronic illness and disability; and annotations for over 30 books and journal articles on resiliency in family members.

AUTHOR: Villa, Richard A. & Thousand, Jacqueline S. (Eds.)
TITLE: Creating An Inclusive School
YEAR: 1995
AVAIL.: Association for Supervision and Curriculum Development (ASCD), 1250 N Pitt St. Alexandria, VA 22314, ph: 703-549-9110 Fax: 703-549-3891
ABSTRACT: This book gives strong support for inclusive educational practices. The authors of the chapters suggest an inclusive school will be one in which all students feel included. The editors present rationales for inclusion including changing assumptions of how children learn, demographic changes, shifts in funding and give demonstrations of effective programs. The chapter on Resources for Advancing Inclusive Education includes information resources in several topic area such as: Inclusive educational strategies, general resources on inclusion, reports laws and court decisions, school reform, strategies for administrators, curriculum and teaching strategies, collaborative and planning processes, behavior support strategies, promoting belonging and friendship, individual advocacy, differing ability information and a list of videocassettes.

Website Resources

Association for Experiential Education (AEE)
http://www.princeton.edu/~rcurtis/eee.html
2305 Canyon Blvd. Suite 100
Boulder, CO
E-mail: info@eee.org
Fax 303-440-9581
Ph 303-440-8844

The Coordinated Campaign for Learning Disabilities Information Site
http://www.ldonline.org/ccld/index.html
Contains information from the Learning Disabilities Association of America (LDA), the National Center for Learning Disabilities (NCLD), the Orton dyslexia Society (ODS), the Division for Learning Disabilities at the Council for Exceptional Children (CEC), the Council for Learning Disabilities (CLD) and the Charles & Helen Schwab Foundation. Main Menu includes: What's new, the ABCs of LD/ADD, LD in Depth, First Person, the LD Calendar, Audio Clips, KidZone, Finding Help, the LD Store, Talk Back, Bulletin Boards and a Search engine.

Council of Chief State School Officers
http://www.ccsso.org/index.html
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001
Fax 202-408-8072
Ph 202-408-5505
Resources

IDEA: Individuals With Disabilities Education Act
http://www.ed.gov/offices/OSERS/IDEA

The Individuals with Disabilities Education Act aims to strengthen academic expectations and accountability for the nation's 5.4 million children with disabilities, and bridge the gap between what those children learn and the regular curriculum.

Learning Disabilities Links Website
http://www.familyvillage.wisc.edu/lib_ld.htm

United States Department of Education
http://www.ed.gov/

The responsibilities of the U.S. department of Education fall into six areas: (1) Providing national leadership and partnership to address critical issues in American education, (2) Serving as a national clearinghouse of good ideas, (3) Helping families pay for college, (4) Helping local communities and schools meet the most pressing needs of their students, (5) Preparing students for employment in a changing economy and (6) Ensuring nondiscrimination by recipients of federal education funds.