

*** See our newest resource on classroom management and discipline from local talent, George Bear! ***

PBS

Classroom Management

- *Awards for Reinforcing Positive Behavior*. Rev ed. Santa Monica, CA: Canter & Associates, 1987.

This book is part of Lee Canter's Assertive Discipline Series and contains general and specific positive behavior awards, positive notes, and desktop stand-up awards for students in grades **K-3**.

- *Awards for Reinforcing Positive Behavior*. Rev ed. Santa Monica, CA: Canter & Associates, 1987.

This book is part of Lee Canter's Assertive Discipline Series and contains general and specific positive behavior awards, bookmarks, and motivators for students in grades **4-6**.

- ***Bear, George (with Cavalier, Al and Manning, Maureen). Developing Self-Discipline and Preventing and Correcting Misbehavior. Boston: Pearson, Allyn, and Bacon, 2005.***

“George Bear’s book is destined to be a classic in its field. Comprehensive in coverage, exceptionally well-grounded in research, and packed with clear, best-practiced recommendations, it will set a new standard for books on discipline. Anyone concerned about the character of the next generation will appreciate Bear’s distinctive emphasis on self-discipline as the core character strength essential for orderly classroom’s, diligent work, and responsible citizens.”

- Canter, Lee and Marlene. *Behavior Management in The Middle School Classroom: A Teacher’s Guide to Meeting the Special Challenges of Early Adolescents*. Santa Monica: Canter & Associates, 1995.

“In this book Lee Canter brings together concepts, strategies and step-by-step plans from his four key programs and tailors them to the specific needs of today’s middle school teacher.”

- Canter, Lee and Marlene. *Lee Canter’s Assertive Discipline*. Santa Monica: Canter & Associates, Inc. 1992.

“It is our hope that all teachers will find within this text the skills that will empower them to meet their own professional goals and the needs of their students.”

- Canter, Lee, and Canter, Marlene. *Lee Canter's Assertive Discipline: Positive Behavior Management for Today's Classroom*. Revised ed. Santa Monica, CA: Canter and Associates, 1992.

“The goal of the revised *Assertive Discipline* is to teach students to choose responsible behavior and in so doing raise their self-esteem and increase their academic success”.

- Colvin, Geoff. *Managing the Cycle of Acting-Out Behavior in the Classroom*. Eugene, OR: Behavior Associates, 2004.

“This book presents a model for describing acting-out behavior in terms of seven phases.... Well-tested, effective and practical strategies are described in detail for managing student behavior during each phase of the cycle”.

- Colvin, Geoffrey, & Lazar, Mike. *The Effective Elementary Classroom: Managing for Success*. Longmont, CO: Sopris West Educational Services, 1997.

“This book focuses on 1) Helping teachers prevent problems through careful planning and organization, and 2) Teaching students classroom expectations and routines through systematic instructional procedures”.

- Cummings, Carol. *Winning Strategies for Classroom Management*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

“This book examines the intellectual, emotional, and physical challenges faced by students in every classroom and provides strategies for overcoming those obstacles to success”.

- Darch, Craig B. and Edward J. Kame'enui. *Instructional Classroom Management: A Proactive Approach to Behavior Management*. Second Edition. Upper Saddle River: Merrill Prentice Hall, 2004.

“This edition integrates current research into a management plan that is effective for an entire school year. This plan includes assessment and instruction that allow the teacher to develop teaching plans to proactively reduce the occurrence of disruptive behavior in the classroom and the school.”

- Denton, Paula, & Kriete, Roxann. *The First Six Weeks of School. Strategies for Teachers Series*. Greenfield, MA: Northeast Foundation for Children, 2000.

“The First Six Weeks of School is a comprehensive guidebook showing K-6 teachers how to structure the first six weeks of school in order to lay the groundwork for a productive year of learning”. It features daily plans for the first three weeks; guidelines for building community, creating rules, and fostering autonomy; and a collection of games, activities, songs, read-alouds, and resources.”

- Emmer, Edmund T., Evertson, Carolyn M. and Murray E. Worsham. *Classroom Management: For Secondary Teachers*. Sixth Edition. Allyn and Bacon, 2003.

“*Classroom Management for Secondary Teachers*, Sixth Edition, helps teachers plan, implement, and develop the most fundamental classroom management task – to develop a smoothly running classroom that encourages learning.”

- Evertson, Carolyn M., Emmer, Edmund T. and Murray E. Worsham. *Classroom Management: For Elementary Teachers*. Allyn and Bacon. 2003.

“*Classroom Management for Secondary Teachers*, Sixth Edition, helps teachers plan, implement, and develop the most fundamental classroom management task – to develop a smoothly running classroom that encourages learning.”

- Jenson, William; Rhode, Ginger, and Reavis, H. Kenton. *The Tough Kid Tool Box*. Longmont, CO: Sopris West, 1994.

“*The Tough Kid Tool Box* provides teachers at all grade levels with straightforward, classroom tested, ready to use materials for managing and motivating tough-to-teach students”. It includes behavior observation forms, mystery motivator charts, classroom contracts, point cards, reinforcer lists, and more.”

- Jones, Fred. *Tools for Teaching*. Frederic H. Jones & Associates, 2000.

From author’s preface: “This book is the culmination of all that I have learned about managing classrooms. It describes the fundamentals of the job of being a classroom teacher”.

- Keonig, Larry. *Smart Discipline for the Classroom: Respect and Cooperation Restored*. Rev. ed. Thousand Oaks, CA: Corwin Press, 1995.

“This book gives you the skills to succeed in maintaining discipline, while encouraging healthy self-esteem and motivating students to do their very best”.

- Levin, James and James F. Nolan. *Principles of Classroom Management: A Professional Decision-Making Model*. Third Edition. Allyn and Bacon, 2000.

“This edition of the text goes beyond the first two in its conviction that relationships building is a critical factor in managing student behavior and establishing classroom learning environments in which students can thrive.”

- Reavis, H. Kenton, et.al. *Best Practices: Behavioral and Educational Strategies for Teachers*. Longmont: Sopris West, 1996.

“Based on the widely acclaimed program developed by the Utah State Office of Education, *BEST Practices* offers teachers condensed descriptions and outlines of 12 educational practices. Through techniques such as overcorrection, contracts, homenotes, group contingencies, peer tutoring, and time-out, teachers learn to improve students’ motivation, cooperative learning, academic performance, and behavior within the classroom.”

Social and Emotional Competencies

- Fetty, Margaret, ed. *Character Education*. Steck-Vaughn, 2003.

Character Education contains lesson units designed for grades 5-6 to encourage fairness, citizenship, responsibility, caring, respect, and trustworthiness.

- Greenberg, Mark, and Kusche, Carol. *Promoting Alternative Thinking Strategies (PATHS)*. Blueprints for Violence Prevention. Boulder, CO: 2002.
- Hall, A., Holder, B., Matthews, E., McDowell, M., Pyne, L., et al. *Character Education: Ideas and Activities for the Classroom*. Greensboro, NC: Carson-Dellosa, 1998.

“The purpose of this book is to offer teachers ideas and activities for integrating character education into their regular curriculum. The whole-group activities, games, art ideas, and more will help you teach character education in a fun way and help your students learn how to be caring and productive citizens”.

- Jones, Vern; Dohrn, Elizabeth; & Cory Dunn. *Creating Effective Programs for Students with Emotional and Behavior Disorders: Interdisciplinary Approaches for Adding Meaning and Hope to Behavior Change Interventions*. Allyn and Bacon, 2004.

This book offers several strategies in effective strategies in working with students who have EBD.

- Knapczyk, Dennis, and Rodes, Paul. *Teaching Social Competence: A Practical Approach for Improving Social Skills in Students At-Risk*. New York: Brooks/Cole, 1996.

“This thorough guide provides all the information you need to plan and carry out a successful [social skills] program, from defining and assessing social skills to teaching social skills to groups and collaborating with other school personnel”.

- Leber, Nancy Jolson. *Easy Activities for Building Social Skills*. New York: Scholastic, 2002.

“In this comprehensive resource, you’ll find clear background information on each [social] skill, specific ways to model appropriate behavior, and companion lessons that use play, writing, songs, art, and movement to enrich circle time or any time”. Grades PreK – 1.

- Lickona, Thomas. *Character Matters: How to Help Our Children Develop Good Judgment, Integrity, and Other Essential Virtues*. New York: Simon & Schuster, 2004.

“Lickona shows how irresponsible and destructive behavior can invariably be traced to the absence of good character and its 10 essential qualities.... He lays out a blueprint for building these core virtues through a partnership shared by families, schools, and communities”.

- Pianta, Robert C. *Enhancing Relationships Between Children and Teachers*. Washington, DC: American Psychological Association, 1999.
- Porter, Louise. *Young Children’s Behaviour: Practical Approaches for Caregivers and Teachers*. MacLennan and Petty, 1999.

“Drawing on her experience as a child psychologist and as an academic in early childhood education at Flinders University in Adelaide, Louise Porter has produced a resource that is both highly practical and theoretically sound. Students, caregivers and teachers will benefit from the conversational style and step-by-step approach. Comprehensive appendices include quality guidelines, creative activities, and a list of readings that have been carefully selected to address challenging issues for both adult and child.”

- Snell, Martha E. and Rachel Janney. *Teachers’ Guided to Inclusive Practices: Social Relationships and Peer Support*. Baltimore: Paul H. Brookes, 2000.

“Facilitating positive peer relationships and supportive ties between students is essential in creating a successful inclusive classroom. This user-friendly guide for teachers offers proven models on how to build these important relationships. Readers will discover effective strategies and programs that foster friendships in and out of school as well as explanations on how to assess and develop the social skills that bolster supportive peer interactions.”

- Steele, Ann L. *Developing Character When it Counts: A Program for Teaching Character in the Classroom*. Torrance, CA: Frank Schaffer, 1999.

This book “features fun, unique ideas for reinforcing character education and building confidence in the classroom”.

- Walker, Hill; Todis, Bonnie; Holmes, Deborah; and Horton, Gary. *The Access*

Program: Adolescent Curriculum for Communication and Effective Social Skills.
The Walker Social Skills Curriculum. Austin, TX: Pro-Ed, 1988.

“ACCESS is based on principles of direct instruction and relies on competency-based and problem-solving approaches”. Includes student study guide.

- Walker, Hill; Todis, Bonnie; McConnell, Scott; Walker, Jackie; Holmes, Deborah; et al. *The Walker Social Skills Curriculum: The ACCEPTS Program.* Austin, TX: Pro-Ed, 1988.

ACCEPTS is to be used with students who have mild to moderate disabilities in the primary and intermediate grades. It “uses a direct instructional and competency based approach to teaching social skills”.

- Wilson, David W., & Wilson, Ruth Ann. *Self-Management: Promoting Success in Middle School Students, Helping Students Help Themselves.* Mark Twain Media, 1996.

This book contains teacher resource pages and student reproducible activities to develop critical thinking and promote good decision making.

- Yarrow, Peter. *Don't Laugh at Me. Teachers Guide: Grades 2-5, Creating a Ridicule-Free Classroom.* Operation Respect, 2000. (Includes a video)

“*Don't Laugh at Me* addresses issues of the heart, as well as the mind. Through the song, CD, and video, the project harnesses the power of music and art to transform, inspire, and build skills in students. The activities in this guide are designed to raise awareness, explore feelings, connect children to their inner selves and one another, provide important tools for you as a teacher, fulfill curriculum standards, and build essential skills”.

Cultural Competency

- Cartledge, Gwendolyn, & Milburn, JoAnne Fellows. *Cultural Diversity and Social Skills Instruction: Understanding Ethnic and Gender Differences.* Champaign, IL: Research Press, 1996.

“This book is an effort to define some of the issues surrounding cultural differences and social learning in the United States.... [W]e subscribe to achievement over survival, prevention over intervention, development over containment, and proactive approaches over reaction”.

- Harry, Beth. *A Teacher's Handbook for Cultural Diversity, Families, and the Special Education System.* New York: Teachers College, 1997.

“This handbook was conceived in response to requests from two professors” who felt that the “sensitivity of issues such as race, culture, bilingualism, and disability could most appropriately be brought to life by a series of activities that fully engage the students. It is hoped that flexible and thoughtful use of the suggested activities will succeed in achieving that goal”.

- Lynch, Eleanor W., & Hanson, Marci J. *Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families*. Baltimore: Paul H. Brookes, 1992.

“This practical guide examines the role that culture plays in families’ and professionals’ beliefs, values, and behaviors; perceptively explores the difficulties involved in adapting to a different culture, and provides strategies for effective cross-cultural interactions with families of... children who may have or be at-risk or a disability or chronic illness”.

Individual Supports

- Burns, B.J, and Goldman, S.K. (Eds.) *Promising Practices in Wraparound for Children with Serious Emotional Disturbance and their Families*. Systems of Care: Promising Practices in Children’s Mental Health, 1998 Series, Volume IV. Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research, 1999.

This book “identifies the essential elements of wraparound, provides a meta-analysis of the research previously done on the topic, and examines how three sites are turning wraparound into promising practices in their system of care”.

- Canter, Lee and Marlene. *Succeeding With Difficult Students: New Strategies for Reaching Your Most Challenging Students*. Los Angeles: Canter & Associates, 1993.

“*Succeeding With Difficult Students* began as a conversation that took place with one of our consultants following an Assertive Discipline workshop. Knowing that Assertive Discipline effectively reaches 90 to 95% of the students in the classroom, and realizing that it’s the remaining 5 to 10% who take up the majority of a teacher’s time, our consultant began to focus our conversation on the needs of these 5 to 10%.”

- Carr, Edward G., et al. *Communication-Based Intervention for Problem Behavior: A User’s Guide for Producing Positive Change*. Baltimore: Paul H. Brookes, 1994.

In this book, “Dr. Carr and his colleagues demonstrate how to uncover the communicative purpose that problem behavior often serves, and how to teach individuals alternative skills for expressing their needs and influencing their environment – skills that supplant aggression and self-injury”.

- Carr, Edward G., Ph. D., et.al. *Communication Based Intervention for Problem Behavior: A User's Guide for Producing Positive Change*. Baltimore: Paul H. Brookes Publishing, 1994.

“Working with individuals who demonstrate aggression or self-injury can be frustrating; techniques that are successful one day may be useless the next. In *Communication-Based Intervention for Problem Behavior: A User's Guide for Producing Positive Change*, Dr. Carr and his colleagues demonstrate how to uncover the communicative purpose that problem behavior often serves, and how to teach each individual alternative skills for expressing their needs and influencing their environment – skills that supplant aggression and self-injury.”

- Chandler, Lynette K. and Carol M. Dahlquist. *Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings*. Upper Saddle River: Merrill Prentice Hall, 2002.

“This book is divided into four sections that take the reader through the process of conducting functional assessment and implementing interventions based on the function of behavior.”

- Illback, Robert, J., & Nelson, C. Michael, eds. *Emerging School-Based Approaches for Children with Emotional and Behavioral Problems: Research and Practice in Service Integration*. New York: Haworth, 1996.

This book is a compilation of research regarding service integration.

- Jackson, Lewis and Marion Veeneman Panyan. *Positive Behavioral Support in the Classroom: Principles and Practices*. Baltimore: Paul H. Brookes, 2002.

“With its blend of research and practical strategies, this is the perfect text to help education professionals evaluate children with challenging behaviors, tailor support for individual students, and link behavioral support concepts to the broader practices of schools and society.”

- Luiselli, James K. and Michael J. Cameron. *Antecedent Control: Innovative Approaches to Behavioral Support*. Baltimore: Paul H. Brookes, 1998.

“Positive, practical, and proactive, this book proposes an alternative to traditional reactive or consequence-based methods of behavioral support. The authors' timely stimulus control strategies eliminate the factors that lead to challenging behaviors and enhance educational, therapeutic, and rehabilitative options for children, adolescents, and adults with a range of different diagnoses.”

- Martin, Garry, and Pear, Joseph. *Behavior Modification: What It Is and How to Do It*. 7th ed. Upper Saddle River, NJ: Prentice Hall, 2003.

“The seventh edition of Garry Martin and Joseph Pear’s authoritative and widely used text... continues to carry a highly accessible format and offers hands-on experience with principles and applications to everyday situations, such as clinical, home, school, and work settings”.

- McConnell, Kathleen, et.al. *Practical Ideas That Really Work for Students with Disruptive, Defiant, or Difficult Behaviors: Preschool through Grade 4*. Austin: Pro-Ed, 2002.

“We created this book for educators and other school-based professionals who work with students who display an array of challenging behaviors. This resource provides an assessment system and set of intervention ideas for students whose behaviors are disruptive, defiant, and/or difficult.”

- McConnell, Kathleen, et.al. *Practical Ideas That Really Work for Students with Disruptive, Defiant, or Difficult Behaviors: Grade 5 through Grade 12*. Austin: Pro-Ed, 2002.
- McConnell Fad, Kathleen, et.al. *Behavioral Intervention Planning, Revised Edition: Completing a Functional Behavioral Assessment and Developing a Behavioral Intervention Plan*. Austin: Pro-Ed, 2000.

“Our hope is that this manual and the accompanying form will assist school-based personnel in dealing with the complexities associated with the discipline of students who have disabilities.”

- Nelson, J. Ron, Ph.D., et.al. *Conducting Functional Behavioral Assessments: A Practical Guide*. Longmont: Sopris West, 1998.

“Based on both research and field experience, *Conducting Functional Behavioral Assessments* will help school psychologists and other specialists address problem behaviors through a four stage model of collaborative problem solving: Problem definition, problem analysis, development of a Behavioral Intervention Plan, and monitoring of progress.”

- Repp, Alan, and Horner, Robert. *Functional Analysis of Problem Behavior: From Effective Assessment to Effective Support*. The Wordsworth Special Educator Series. New York: Wadsworth, 1999.

“Featuring current essays by top experts in the field, this innovative collection gives educators a greatly broadened look at the usefulness of functional analysis in helping to change problem behavior”.

- Thompson, Travis; Felce, David, and Symons, Frank, eds. *Behavioral Observation:*

Technology and Applications in Developmental Disabilities. Baltimore: Paul H. Brookes, 2000.

“Practitioners, students, and researchers in the fields of developmental and behavioral disabilities will learn how to make technology work for them in this exciting, one-of-a-kind book”.

- Vietze, Peter M., & Holburn, Steve, eds. *Person-Centered Planning: Research, Practice, and Future Directions*. Baltimore: Paul H. Brookes, 2002.

“Supported by quantitative and qualitative research, this informative book gives professionals a complete picture of the challenges and benefits person-centered planning can bring – and equips them with strategies for making it work”.

- Woodruff, Darren; Osher, David; Hoffman, Catherine; Gruner, Allison; King, Mark; et al. *The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders*. Systems of Care: Promising Practices in Children’s Mental Health, 1998 Series, Volume III. Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research, 1999.

This book “explores sites that are overcoming obstacles to educating children with a serious emotional disturbance and establishing successful school-based systems of care”.

Families

- Lucyshyn, Joseph M., Dunlap, Glen, & Albin, Richard W. *Families and Positive Behavior Support: Addressing Problem Behavior in Family Contexts*. Baltimore: Paul H. Brookes, 2002.

This book reviews PBS through research and theory, practical instructions, and real-life experience.

- Stipek, Deborah, & Seal, Kathy. *Motivated Minds: Raising Children to Love Learning*. New York: Henry Holt, 2001.

“The authors describe how to create an intellectually enriching home environment for children that will enhance their school experience. They offer practical advice on promoting enthusiasm, academic risk-taking, and persistence, and they give down-to-earth tips for managing difficult issues....”

General PBS

- *Facilitator’s Guide: Positive Behavioral Support*. Florida Department of Education, 1999.

“This Facilitator’s Guide was developed by the staff of the Positive Behavioral Support (PBS) Project at the University of South Florida. It is designed to build capacity of school districts in positive assessment based approaches to support students with significant behavioral challenges”. (3 copies)

- Martella, Ronald C., et.al. *Managing Disruptive Behaviors in the Schools: A Schoolwide, Classroom, and Individualized Social Learning Approach*. Allyn and Bacon, 2003.

“*Managing Disruptive Behavior in the Schools* offers a comprehensive presentation of three levels of behavior management strategies: schoolwide, classroom, and individual. Such a unique and integrated glimpse at all the levels of behavior management in schools is often overlooked in other texts. A social learning emphasis is integrated throughout the book and application of this information in the text is supported by a range of devices such as vignettes, examples, strategies, and activities to show students how to manage behavior effectively and create a positive learning environment.”

Inclusion

Curriculum / Lesson Planning

- Bickert, Grace. *Including the Special Needs Children: Activities to Help All Students Grow and Learn*. Nashville, TN: Incentive, 2002.

“*Including the Special Needs Children* is divided into two main parts. The first section introduces the reader to the included classroom.... The second section presents over sixty pages of activities....”

- Castagnera, Elizabeth; Fisher, Douglas; Rodifer, Karen; Sax, Caren; and Frey, Nancy. *Deciding What to Teach and How to Teach It: Connecting Students Through Curriculum and Instruction*. Second ed. Colorado Springs, CO: PEAK Parent Center, 2003.

“This book is the second in a series of books... that expands the earlier work of PEAK Parent Center. The Connecting Students Series provides families and professionals practical strategies for meeting the diverse needs of our student population”.

- Cole, Sandi Ed. D., et.al. *Adapting Curriculum & Instruction in Inclusive Classrooms: A Teacher’s Desk Reference*. Second edition. Bloomington: The Center for Education and Lifelong Learning, 2000. (2 copies)

“The Desk Reference is divided into four sections: The Process of Teaching is the overarching philosophy that an educator has about teaching and learning; Decision-making and Planning is the step that teachers take when planning a particular lesson or unit; Fine-tuning for Individual Learners is the level of the process for a very few number of students who require individual planning and have very individualized

education plans; Refine, Reflect, Assess, and Evaluate is the step in the cycle which requires that teachers monitor the effectiveness of the teaching strategies and determine the need for change.”

- Dieker, Lisa. *The Co-Teaching Lesson Plan Book: Academic Year Version*. Whitefish Bay, WI: Knowledge by Design, 2002.

“This book was designed to support the evolution of change in the field of special education. I have found that current lesson plan structures do not address the needs of both co-teachers”.

- Getskow, Veronica, & Konczal, Dee. *Kids With Special Needs: Information and Activities to Promote Awareness and Understanding*. Huntington Beach, CA: Creative Teaching, 1996.

This book allows your students to “actually ‘experience’ what it’s like to have a disability. Through simulations, games, and activities, students discover for themselves the difficulties faced by children with disabilities”.

- Rief, Sandra F., & Heimburge, Julie A. *How to Reach and Teach All Students in the Inclusive Classroom: Ready-to-Use Strategies, Lessons and Activities for Teaching Students with Diverse Learning Needs*. Paramus, NJ: The Center for Applied Research in Education, 1996.
- Wiggins, Grant, & McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

“*Understanding by Design* will help educators enhance their understanding of understanding, so that the curriculum and assessments they design truly focus on enhancing the understanding of their students”.

- Wiggins, Grant, & McTighe, Jay. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development, 2004.

This workbook “extends the ideas presented in *Understanding by Design* by focusing on professional development and the practical matters of curriculum design”.

Collaboration

- Friend, Marilyn and Lynne Cook. *Interactions: Collaboration Skills for School Professionals*. Fourth edition. Allyn and Bacon, 2003.

“*Interactions: Collaboration Skills for School Professionals*, Fourth Edition, provides a cutting-edge look at how teams of school professionals – classroom teachers, special education teachers, and counselors – can effectively work together to provide a necessary

range of services to students with special needs. As a result, future teachers learn how to collaborate with school professionals and families to help special education students who are more often being placed in general classroom settings.”

- Kang, Hildi. *Creating an Inclusive Classroom*. Torrance, CA: Frank Schaffer, 1999.

“*Creating an Inclusive Classroom* provides a link between the special education staff at your school and you, the classroom teacher.” It contains “dozens of easy-to-implement ideas collected from resource specialists, textbooks, and school district publications nationwide”.

State Policies and Standards

- Jaskulski, Tecla M., et.al. *The Journey to Inclusion: A Resource Guide for State Policymakers*. President’s Committee on Mental Retardation, 1995.

“This report is designed to be a resource to the participants in the National Collaborative Academy convened by the President’s Committee on Mental Retardation, as well as all others interested in policies and programs affecting people with mental retardation. The focus of the National Collaborative Academy is on inclusion throughout the lifetime of individuals with mental retardation, and on the policies, services and supports that make inclusion a reality – the journey to inclusion.”

- Miller, Lynda, & Hoffman, Lauren. *Linking IEPs to State Learning Standards: Step-by-Step Guide*. Austin, TX: Pro-Ed, 2002.

“The major features of this guide include background information regarding state learning standards and their relationship to students’ IEPs; step-by-step procedures for becoming familiar with state learning standards, discovering how curriculum is related to those standards, and designing IEPs based on standards; and examples showing how to use this step-by-step process effectively and efficiently”.

Technology/ Software

- Rader, Jan. *Inspiration: Simple Projects – Intermediate*. Westminster, CA: Teacher Created Materials, 2001.

This book is “designed to help you use Inspiration in the classroom with your students. It contains language arts, mathematics, social studies, and science education projects that incorporate the use of Inspiration. The projects were developed for third- through fifth-

grade teachers and their students”. Includes CD-ROM of examples to be used with your Inspiration software.

- Ray, Jan, and Rosengart, Terry. *Inspiration: Simple Projects - Challenging*. Westminster, CA: Teacher Created Materials, 2001.

This book is “designed to help you use Inspiration in the classroom with your students. It contains language arts, mathematics, social studies, and science education projects that incorporate the use of Inspiration. The projects were developed for fifth- through eighth-grade teachers and their students”. Includes CD-ROM of examples to be used with your Inspiration software.

- Rose, David H., & Meyer, Anne. *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development., 2002.

“This book is the first comprehensive presentation of the principles and applications of Universal Design for Learning (UDL) – a practical, research-based framework for responding to individual learning differences and a blueprint for the modern redesign of education”.

- Rosengart, Terry. *Inspiration for Terrified Teachers*. Westminster, CA: Teacher Created Materials, 2000.

“Inspiration for Terrified Teachers is divided into two main parts. Part One: Creating with Inspiration guides you in using the program. In this section you will learn how to create diagrams and outlines.... Part Two: Curriculum Projects explores ways that Inspiration fits into your classroom”. Includes CD-ROM with electronic templates to be used with Inspiration software.

General Inclusion

- Buswell, Barbara E., et.al. *Opening Doors: Connecting Students to Curriculum, Classmates, and Learning*. Second Edition. Colorado Springs: PEAK Parent Center, Inc. 1999. (4 copies)

“The second edition of *OPENING DOORS: Connecting Students to Curriculum, Classmates, and Learning* is the third in a series of books edited by Barabara Buswell, Beth Schaffner, and Alison Seyler that expands earlier work of PEAK Parent Center. The Connecting Students Series provides families and professionals practical strategies for meeting the diverse needs of our student population.”

- Cavallaro, Claire C., Ph.D. and Michele Haney, Ph.D. *Preschool Inclusion*. Baltimore: Paul H. Brookes, 1999.

“This accessible resource provides field-tested, research-based strategies for including young children with disabilities in early childhood programs. Preservice and in-service educators, Head Start personnel, and child care providers can use the photocopiable forms and helpful case study chapters to promote inclusion in children’s earliest social and educational experiences.”

- Clark, Ron. *The Essential 55: An Award-Winning Educator’s Rules for Discovering the Successful Student in Every Child*. New York: Hyperion, 2003.

“Through trial and error, this teacher has distilled fifty-five ideas that have helped him take apathetic students in some of the country’s most challenging areas and transform them into award-winning scholars”.

- *Creating Schools for All our Students: What 12 Schools Have to Say*. A Product of the Working Forum on Inclusive Schools. Published by The Council for Exceptional Children, 1994.

This book focuses on what inclusive schools are. It also gives efficient strategies in creating such schools.

- Falvey, Mary; Forest, Marsha; Pearpoint, Jack, and Rosenberg, Richard. *All My Life’s a Circle. Using the Tools: Circles, MAPS & PATHS*. Toronto: Inclusion Press, 1997. (2 copies)
- Fisher, Douglas, et.al. *Inclusive High Schools: Learning from Contemporary Classrooms*. Baltimore: Paul H. Brookes Publishing Co. 1999.

“Addressing both processes and outcomes, this book provides a framework for developing inclusive high schools, illustrated by detailed accounts of high schools that have struggled, strategized, and ultimately achieved.”

- Fisher, Douglas, and Ryndak, Diane, eds. *The Foundations of Inclusive Education: A Compendium of Articles on Effective Strategies to Achieve Inclusive Education*. Baltimore: TASH, 2001.

This book is a compilation of journal articles on inclusion and is published by TASH: Equity, Quality, and Social Justice for People with Disabilities.

- Fisher, Douglas, and Ryndak, Diane, eds. *The Foundations of Inclusive Education: A Compendium of Articles on Effective Strategies to Achieve Inclusive Education*. Second edition. Baltimore: TASH, 2003

This book is a compilation of more articles on inclusion and is in its second edition, published by TASH.

- Giangreco, Michael F. *Quick-Guides To Inclusion: Ideas for Educating Students with Disabilities*. Baltimore: Paul H. Brookes, 1997.
- Giangreco, Michael F. *Quick-Guides to Inclusion 2: Ideas for Educating Students with Disabilities*. Baltimore: Paul H. Brookes, 1998.

“The Quick-Guides contained in this book are meant to provide relevant information that can be read in a short amount of time. The Quick-Guides are written for general education teachers, although they can be helpful to a variety of team members. We thought this might be especially helpful for those of you who find yourself working with other general education teachers to facilitate the supported education of students with disabilities.”

- Giangreco, Michael. *Quick Guides to Inclusion 3: Ideas for Educating Students with Disabilities*. Baltimore: Paul H. Brookes, 2002.

“Featuring the same easy-to-use format and friendly tone as the first two *Quick-Guides*, this third volume in the series gives readers fast, reliable information on five more inclusion topics”. 2 copies.

- Halverson, Ann T., & Neary, Thomas. *Building Inclusive Schools: Tools and Strategies for Success*. Boston: Allyn & Bacon, 2001.

“This exciting and comprehensive book covers everything from the legal rationale for building inclusive schools to effective classroom techniques. Its objective: to ensure that all students enjoy access to a free and age-appropriate public education”.

- Kronberg, Robi; York-Barr, Jennifer; & Doyle, Mary Beth. *Module 2: Curriculum as Everything Students Learn in School: Creating a Classroom Community*. Creating Inclusive School Communities: A Staff Development Series for General and Special Educators. Baltimore: Paul H. Brookes, 1996.

“This module shows the role [friendships] can play in helping students build social relationships”. Includes facilitator guide and participant guide.

- Sailor, Wayne, ed. *Whole-School Success and Inclusive Education: Building Partnerships for Learning, Achievement, and Accountability*. New York: Teachers College, 2002.

“This authoritative guide provides an in-depth understanding of inclusion practices in public education”.

- Schaffner, C. Beth and Barbara E. Buswell. *Opening Doors: Strategies for Including All Students in Regular Education*. Colorado Springs: PEAK Parent Center, Inc. 1991.

“Opening Doors is a book about including all students in regular school classes and activities. It’s a “how-to” book that addresses the questions: “*How will I make this work?*” It describes strategies that educators, therapists, principals, families, and students have used to include students/classmates who were educated separately in the past.”

- Scheyer-Crenot, Marquita, et.al. *The Inclusive Classroom*. Westminster, CA: Teacher Created Materials, 1996.

“This book was written to help teachers get answers to the questions and concerns they have about inclusion. The questions that guide the organization of this book are the questions that are often asked as schools and districts move toward implementation of inclusive educational programs.”

- Wolery, Mark, and Wilbers, Jan, eds. *Including Children with Special Needs in Early Childhood Programs*. Research Into Practice. Washington, DC: National Association for the Education of the Young, 1994.

“In this monograph we find a thoughtful synthesis of an extensive body of research and implications for creating successful, inclusive programs that enhance the lives of all the children and families who participate in them”.

Management/Coaching

- Buckingham, Marcus, & Coffman, Curt. *First, Break All the Rules: What the World’s Greatest Managers Do Differently*. New York: Simon & Schuster, 1999.

“There are vital performance and career lessons here for managers at every level, and, best of all, the book shows you how to apply them to your own situation”... “Finally, something definitive about what makes for a great workplace”.