

MAYNARD C. REYNOLDS
JACK W. BIRCH

Adaptive Mainstreaming

A PRIMER FOR TEACHERS AND PRINCIPALS

T H I R D E D I T I O N

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**Adaptive Mainstreaming: A Primer for Teachers
and Principals, Third Edition**

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Preface

In preparation of the first two editions of this book we agonized, waived, argued, and compromised over issues of structure, specifically about how to deal with the various categories of exceptional children and special education programs. Finally, however, we wrote books with quite a traditional structure, including chapters on each of the common eight or nine categories of handicapping conditions. At the same time, we predicted and advocated changes toward much less narrow categorization.

In this third edition, we've turned a corner and have omitted separate chapters on learning disabilities and the milder forms of mental retardation and emotional disturbance. But some of the same awkwardness and compromise are still with us. Many school programs are still organized quite strictly by categories, and our readers need to know that. On the other hand, textbooks ought to tell about practices that are reasonably well confirmed by research or by tested professional experience. Most of the categorizations of students and programs do not meet that "state of the art" test, so we've decided to speak as forthrightly as we can about the matter.

In this book, there are separate categorical chapters only in domains in which we believe there is quite a clear and distinct knowledge base for teaching. In the vision area, for example, there are distinct approaches to the teaching of reading (braille), mobility, and orientation that require teacher preparation and skill well beyond anything included in the repertoire of "regular" teachers. Similarly, a case can be made for special categories of hearing impairments, severe and profound handicaps, and speech impairments. The categories of physical impairments and the gifted and talented do not cohere in such distinct ways, but they are among topics treated in separate chapters.

In a sense, we've substituted major sections of this third edition on the topics of effective and adaptive teaching for what might have been separate treatments of learning disabilities, educable mental retardation, and behavior problems or mild emotional disturbance. This represents a judgment about the knowledge base in special education and its relation to practices in the schools. We see the regular schools as challenged now to become more effective and adaptive, in the process reducing substantially the rates at which exceptional children in the milder ranges of these handicapping categories are referred to special education. To put it differently,

we now envision an ongoing process, which we also advocate and support, of renegotiation between regular and special education by which the regular schools accommodate most exceptional children now served in special education pullout programs. We do not see this as entailing the demise of special education or even a cutback. Rather, we foresee a redeployment of specialists as support personnel operating mainly in mainstream environments.

Our views on the current trends and needs in special education have been influenced by two in-depth experiences. One is a recent review and synthesis of research and practice in most aspects of special education that will be reported in a three-volume publication to be available almost simultaneously with this book (Wang, Reynolds, & Walberg, 1987). The other is involvement with the field of adaptive education as a research and development theme (Glaser, 1977; Wang & Birch, 1984). Through both of these experiences, we've been reinforced in our belief that to serve exceptional students in a quality way, it will be necessary to make major changes in both regular and special education and that the most promising approach to such changes is to implement adaptive education for all students. It is within this framework that successful mainstreaming of handicapped students is likely to take place.

That explains why we've addressed this third edition of the book mainly to regular teachers and school principals. We intend that it should be useful as an introductory volume for special educators as well. It also explains why we have changed the title to *Adaptive Mainstreaming: A Primer for Teachers and Principals*.

The book is somewhat unusual in that it is explicit about its advocacy of the *mainstreaming*, or "least restrictive environment," principle. It is clear, we think, that much of special education has developed on the basis of rejecting from the mainstream children who are different or inconvenient to teach and that similar exclusionary trends have been evident in all too much of community life. That legacy of rejection and segregation remains with us and needs to be turned around if persons with disabilities are to be well served. For us, mainstreaming is no casual matter; rather, we see it as a deeply moral challenge as well as a difficult technical problem. Also, we see mainstreaming as no minor swing of the pendulum, soon to be reversed. Instead, we believe it is part of a major, continuing cultural trend to be recognized and supported.

Finally, we acknowledge the good help and cooperation of the Council for Exceptional Children, the publishers of the first two editions of this book. That was an experimental venture for CEC and for us, one that we enjoyed and appreciate. We welcome now the opportunity to join the other fine publications of the Longman series in special education.

Maynard C. Reynolds
Jack W. Birch

Selected Key Dates and Events

in the Development of U.S. Public Education, 1776–

- 1776** The 13 states unanimously declared their independence and their joint commitment to “life, liberty and the pursuit of happiness.”
- 1779** Thomas Jefferson’s School Bill for Virginia; First state school system proposal.
- 1791** Passage of Tenth Amendment to the United States Constitution reserves education to the states.
- 1817** First educational program for exceptional children and youth formally established in the United States—American Asylum for the Education and Instruction of the Deaf (now American School for the Deaf), Hartford, Connecticut.
- 1818** First grants of money paid by the federal government to states.
- 1821** English high school for boys organized in Boston.
- 1823** United States’ first normal school for teachers privately established in Vermont. Kentucky established the first state school for persons who were deaf.
- 1826** First nursery school of the nation opened in New Harmony, Indiana. Bowdoin College first in United States to award a degree to a black person, John Russwurm.

- 1829** Massachusetts passed first state high school law. First residential school for blind students in the United States incorporated in Watertown, Massachusetts; initially called the New England Asylum for the Blind, now the Perkins School for the Blind. First state schools for students who were blind established in Boston and New York City. Publication of *Essay on the Construction of Schoolhouses* by William A. Alcott.
- 1837** Horace Mann discusses school hygiene in his first report to the Massachusetts Board of Education.
- 1839** State supported normal school for teacher training started at Lexington, Massachusetts.
- 1840** Rhode Island passed first state compulsory education law.
- 1845** First statewide associations of teachers founded in New York and Rhode Island.
- 1848** Edouard Seguin came from France to describe his educational procedures with mentally retarded pupils and to urge the establishment of schools for mentally retarded children and youth in the United States.
- Dorothea Dix confronted the Congress with the inhumanity of many programs for the “mentally ill.”
- The Massachusetts legislature enacted a three-year experimental scheme to instruct ten selected children considered mentally retarded, with a total budget of \$7,500.00.
- 1852** Pennsylvania’s appropriation to Elwyn Institute in Philadelphia was the first use of public monies to support education for children with handicaps in a private facility.
- Massachusetts passed the second compulsory school attendance law.
- 1854** First U.S. federal direct participation in education of handicapped children and youth through founding by act of Congress of Columbia Institution for the Instruction of the Deaf and Dumb, and the Blind. Extended to college level in act signed by Abraham Lincoln in 1864 and designated in 1865 specifically for persons who are deaf. In 1954 became officially known as Gallaudet College.

- 1855** The United States' first kindergarten established in Watertown, Wisconsin.
- 1857** National Education Association formed, initially called the National Teachers' Association.
- 1859** Nation's first residential school for persons with mental retardation started in South Boston under the name Massachusetts School for Idiotic and Feeble-Minded Youth. Samuel Gridley Howe, then head of the Perkins School for the Blind, was most influential in enlisting legislative and public support for this new facility.
- U.S. Congress initiated a perpetual fund to help educate blind persons through the American Printing House for the Blind, located in Lexington, Kentucky.
- 1867** Congress created a National Department of Education, later to become the United States Office of Education, under the Secretary of Health, Education and Welfare.
- 1869** First day classes for any exceptional children were begun for deaf pupils in Boston, Massachusetts.
- 1873** Nation's first permanent public kindergarten initiated by the St. Louis, Missouri, Public Schools.
- 1878** Day classes for mentally retarded pupils proposed by August Schenck of Detroit in a speech before the American Teachers Association.
- 1880** Los Angeles Board of Education requested school personnel to be aware of classroom ventilation and temperatures.
- 1890** Dr. Samuel Durgin, Health Commissioner, Boston, Massachusetts, established a system of medical inspection following a series of school epidemics. Fifty "medical visitors" (physicians) appointed to visit schools daily to examine children suspected of having communicable diseases. Suspected cases were quarantined at home.
- 1891** Teacher training launched at Gallaudet College in education of deaf pupils.

- 1892** First public school medical officer in the United States appointed in New York City.
- 1893** Committee of Ten report promulgated the initial report of a series on curriculum from the National Education Association.
- 1895** United States educators with management responsibilities formed the American Association of School Administrators.
- 1896** First public school day classes for mentally retarded pupils initiated in Providence, Rhode Island.
- 1898** National Congress of Mothers organized; now called National Congress of Parents and Teachers.
- 1899** First public school day classes for crippled children and youth started in Chicago, Illinois.
- First state law relating to medical inspection of school children passed in Connecticut, also required teachers to test pupils' eyes once every three years.
- 1900** First public school day classes for blind students begun in Chicago, Illinois.
- Two states, Wisconsin and Michigan, authorized subsidies to expand classes for deaf pupils in local public schools, the first such state financial support for excess educational cost for any exceptional children and youth.
- 1904** Vineland Training School started summer training sessions for teachers of the retarded.
- 1905** E. L. Thorndike conceptualized and planned a scale to measure educational achievement.
- 1906** Approximate date medical inspections were introduced in the schools for the detection and prevention of contagious and infectious diseases.
- 1908** Establishment of first public school day classes for children with lowered vitality.
- Speech correction initiated in New York public school.

1909 First White House Conference on Children and Youth.

National Education Association cites the Goddard translation and revision of the Binet-Simon Scale of Intelligence as a useful test with exceptional children and specifically with mentally retarded children.

1910 Nation's first public junior high schools opened in Berkeley, California, and Columbus, Ohio.

First formal lunch program installed in public schools.

1911 Countrywide survey by United States Bureau of Education found 6% of cities reporting special classes for gifted pupils.

Establishment of Joint Committee on Health Problems in Education of the NEA and the AMA.

1913 Roxbury, Massachusetts, and Cleveland, Ohio, started first classes for partially seeing pupils.

1915 *Laggards in Our Schools* by Leonard P. Ayres was published; it became one of the first special education texts.

Minnesota initiated state aid of \$100 for each child attending a special class and required certification of teachers to instruct such classes.

1916 Organization of American Federation of Teachers as an affiliate of the American Federation of Labor.

Lewis Terman produced the Stanford-Binet Scale of Intelligence Tests with an elaborate standardization and the inclusion of the intelligence quotient concept proposed by Stern in 1912.

1917 Federal support for vocational education furnished through Smith-Hughes Act.

New York City started special school programs for children with cardiac and other health problems.

1919 All states had legally effective compulsory education.

The Seven Cardinal Principles of Secondary Education was published.

The foundation was laid for special education cooperatives and intermediate units by Pennsylvania laws allowing school districts to join together to provide special education.

White House Conference on Child Health and Protection stressed that healthful school living was the most important phase of education and made recommendations for environmental factors and the school day. Planning the school day, arrangement of the curriculum and discipline were some of their concerns.

- 1920** First presidential proclamation of American Education Week. School census taking initiated in Massachusetts to determine the number of handicapped children in each school district; required of local boards of education and financed by the state. Special classes mandated where ten or more mentally retarded children found.

Federal Civilian Rehabilitation Act signed by President Woodrow Wilson.

- 1921** Malden Study showed that health education was practical, could change children's health habits and could influence the child's growth.

- 1922** Founding year of The Council for Exceptional Children.

- 1923** World Confederation of Organizations of the Teaching Profession organized in San Francisco; original name was World Federation of Education Associations.

Oregon laws enacted to include gifted children as educationally exceptional children needing special education.

- 1925** The National Congress of Parents and Teachers promoted the Summer Round-Up Campaign to promote among parents a realization of their responsibility for sending children to school prepared through adequate medical attention.

- 1926** First prototype of teaching machine and programmed instruction invented by Sidney Pressey at Ohio State University.

Health of teachers was emphasized in a report by James Frederick Rogers. First attempt to stress importance of teacher's health as part of school health program.

- 1930** In a national conference on child health protection called by President Hoover, one committee was assigned to study the needs of exceptional children.
- 1931** A section on exceptional children was formed in the United States Office of Education and a professional educator was named a Senior Specialist to head the unit.
- 1940** White House Conference on Children in a Democracy stressed mental health and need for health education in elementary and secondary schools.
- 1941** The National Society for the Study of Education devoted a yearbook to the education of exceptional children.
- 1944** Initial GI Bill for veterans' education passed by Congress.
- 1946** The National School Lunch Act (Public Law 396) passed by Congress, served as impetus for development of kitchens and cafeteria facilities and services in public schools throughout the country. Act made federal funds available, and with the installation of kitchens and cafeterias increased emphasis on maintenance of sanitary and safe cooking and eating facilities and equipment. Importance of hiring healthy food handlers stressed.
- 1950** National Association for Retarded Citizens formed; other parent groups with focus on specific exceptional conditions also began to press for special education and other necessary services. Thirty-four states had laws subsidizing public school classes for all recognized groups of exceptional children.
- Mid-Century White House Conference on Children and Youth focuses attention on handicapped child.
- The Mid-Century White House Conference provided optimum standards for lighting, heating, ventilation, cooling, and other environmental factors; school nutrition, and factors related to the school day.
- 1952** Federal Communications Commission reserved more than 200 channels for noncommercial television, providing functional base for educational television.

- 1957** Cooperative Educational Research Program launched by the U.S. Office of Education, with problems of mentally retarded children a priority concern.
- 1958** National Defense Education Act approved by Congress to improve instruction in sciences, mathematics, and languages. Congress passed Public Law 85-926 to provide \$1 million to be allocated to colleges and to universities to train professional educators for special education of mentally retarded pupils.
- 1960** First book published on programmed instruction.
- White House Conference on Children and Youth considered hearing and vision screening, dental and medical examinations, tuberculin testing, prevention and control of diseases, health records, immunization, the handicapped child, and health service facilities.
- 1961** Congress added funds to support preparation of teachers of deaf children and youth.
- 1963** Congress legislated funds to support training of educators for all recognized groups of handicapped children and youth and to subsidize research regarding their education.
- 1965** Elementary and Secondary Education Act provided major breakthrough in federal support of the schools, particularly for programs serving disadvantaged children and youth.
- National Commission on Architectural Barriers established to study access and mobility problems facing persons with physical disabilities.
- National Teacher Corps approved by Congress. Head Start was made a year-round program. Elementary and Secondary Education Act authorized educational benefits directed mostly toward low income families.
- 1966** Regional educational research and development centers and laboratories established through the United States Office of Education.
- 1967** Education Professions Development Act adopted by Congress.
- 1968** Federal Handicapped Children's Early Education Assistance Act

approved to establish demonstrations of early education and to furnish models for state and local educators.

- 1969** Federal Elementary and Secondary Education Act amended to provide technical assistance to states for special education of gifted and talented pupils and to support teaching and research on children considered learning disabled.
- 1971** Special study of educational needs of gifted and talented pupils initiated by United States Commissioner of Education.
- 1972** Conclusions from legal actions in Pennsylvania and in the District of Columbia initiated a national move to open and improve education for all exceptional pupils within the context of regular education to the fullest extent possible and with guarantees of due process.
- 1973** Rehabilitation Act amendments guarantee rights of handicapped persons in employment and in educational institutions that receive federal monies.
- Section of 504 of the Rehabilitation Act of 1973 dealt with the physical accessibility of buildings and public programs to the handicapped.
- 1974** U.S. Supreme Court upheld right of non-English speaking students to bilingual compensatory education in English (*Lau v. Nichols*).
- 1975** Education of All Handicapped Children Act (Public Law 94-142) passed by the Congress and signed by President Gerald Ford.
- Passage of Public Law 94-142 also known as The Education of All Handicapped Children Act. Designed to assist the states to assure that all handicapped children have available to them free, appropriate public education. Together with Section 504 of Rehabilitation Act of 1973 emphasized "mainstreaming."
- 1976** All states have laws subsidizing public school programs for exceptional children and youth.

The National Education Association and the American Federation of teachers pass resolutions in support of teaching exceptional children in regular classes (mainstreaming) with appropriate support personnel and facilities.

- Four states require by law all regular class teachers to have preparation to include exceptional pupils in their classes.
- 1978** Public Law 94-142 (The Education of All Handicapped Children Act) became effective, assuring all handicapped children a full public education and a variety of accompanying rights.
- 1979** The Office of Comprehensive School Health was established to coordinate many federal efforts in school health services, instruction and environmental programs.
- 1980** Cabinet level U.S. Department of Education officially instituted on April 1.
- Year-round schooling for children with certain handicaps made law in Delaware and ordered by court in Pennsylvania. Public Law 95-626, the Congress appropriated an additional \$10 million specifically designated for grant programs to deter smoking and use of alcoholic beverages among children and adolescents.
- 1981** This year proclaimed by United Nations as International Year of Disabled Persons. Main purpose to encourage rehabilitation of the approximately 450 million handicapped persons in the world and to help them achieve full participation in the social and economic life of their communities.
- Department of Education and Department of Health publish a document entitled "Health Promotion Through the School." The document is an assessment guide to provide a process for reviewing specific areas of school health policy, curriculum and services.
- 1986** Public Law 99-457 passed by Congress and signed by President Ronald Reagan; it amends Public Law 94-142 with the special feature of mandating education for handicapped preschoolers (ages 3 to 5) and encouraging programs at even earlier ages.
- 1987** U.S. Department of Education launches priority attention to transition programs (bridging from school to community employment) "regular education initiative" to strengthen general education resources for handicapped students.

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