

Inclusive Schools

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Wood, M. M., Davis, K. R., Swindle, F. L., & Quirk, C. (1996). **Developmental therapy-developmental teaching: Fostering social-emotional competence in troubled children and youth (3rd ed.).** Austin, TX: Pro-Ed. **371.94 D48d**

Zionts, P. (2005). **Inclusion strategies for students with learning and behaviour problems: Perspectives, experiences, and best practices (2nd ed.).** Austin, TX: Pro-Ed. **371.9046 I51**

PLANNING FOR BEHAVIOUR – MEDIA

Community involvement: Working together to improve schools. (1995). [videocassette kit]. Salt Lake City, UT: The Video Journal of Education. Designed to introduce viewers to the need for community involvement in schools. Program one explores the reasons for school isolation from the community, barriers to parental involvement in school activities, and the differing levels of parental involvement possible. Program two discusses how to reach out to the community, showing the efforts of American schools to allow for parental and business involvement in their programs. Audience: Professional Development. **Booking #0536**

Reclaiming youth at risk: Our hope for the future. (1996). [videocassette kit]. 3 VHS, 1 facilitator's guide. Bloomington, IN: National Educational Service. Designed to introduce viewers to reclaiming, an educational approach used with at-risk youth that is based on western concepts and Native American philosophy. Program one presents an overview of reclaiming showing its use in conflict resolution and relationship building situations as it is used in residential facilities and schools. Program two outlines the basic concepts of reclaiming and program three looks at the concepts of independence and generosity, showing strategies and opportunities through which at-risk students can successfully fulfil these needs. Audience: Professional Development. **Booking #0674**

INDIVIDUAL EDUCATION PLANNING – BOOKS

Bateman, B. D., & Linden, M. A. (1998). **Better IEPs: How to develop legally correct and educationally useful programs.** Longmont, CO: Sopris West. **371.9 B38**

Bateman, B. D. (2003). **Writing measurable IEP goals and objectives.** Verona, WI: IEP Resources. **371.9 B38w**

Bigge, J. L., & Stump, C. S. (1999). **Curriculum, assessment, and instruction for students with disabilities.** Belmont, CA: Wadsworth Publications. **371.9 B53**

Burns, E. (2001). **Developing and implementing IDEA-IEPs: An individualized Education Program (IEP) handbook for meeting Individuals with Disabilities Education Act (IDEA) requirements.** Springfield, IL: C.C. Thomas. **371.90973 B87**

Calculator, S. N., & Jorgensen, C. M. (1994). **Including students with severe disabilities in schools: Fostering communication, interaction, and participation.** San Diego, CA: Singular Publishing Group. **371.9046 I53**

Dornbush, M. P., & Pruitt, S. K. (1995). **Teaching the tiger: A handbook for individuals involved in the education of students with attention deficit disorders, Tourette Syndrome, or obsessive-compulsive disorder.** Duarte, CA: Hope Press. **371.94 D67**

Duquette, C. (2001). **Students at risk: Solutions to classroom challenges.** Markham, ON: Pembroke. **371.9043 D86**

Falvey, M. A. (1997). **All my life's a circle: Using the tools: circles, MAPS & PATH.** Toronto, ON: Inclusion Press. **362.4 A45**

Ferguson, D. L. (2001). **Designing personalized learning for every student.** Alexandria, VA: Association for Supervision and Curriculum Development. **371.394 D48**

Fouse, B. (1999). **Creating a "win-win IEP for students with autism.** Arlington, TX: Future Horizons. **371.94 F69**

Freeze, D. R. (1996). **Promoting successful transitions for students with special needs: A handbook of best practices for the education of students with special needs in transition from school to work and adult life: An outcome of the TAPAR Project: Transitions and Progress for All in Rural Areas.** [Winnipeg, MB]: Canadian Council for Exceptional Children. **371.9 F74**

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (1993). **Choosing options and accommodations for children (COACH): A guide to planning inclusive education.** Baltimore: P. H. Brookes. **371.90460973 G51**

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (1998). **Choosing outcomes and accommodations for children: A guide to educational planning for students with disabilities.** Baltimore: P. H. Brookes. **371.90460973 G51 1998**

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (1998). **COACH 2: Student record.** Baltimore: P. H. Brookes. **371.90460973 G51c 1998 v.2**

Haager, D. & Klingner, J. K. (2005). **Differentiating instruction in inclusive classrooms: The special educator's guide.** Boston; Montreal: Pearson; Allyn and Bacon. **371.9046 H31**

Heward, W. L. (2000). **Exceptional children: An introduction to special education.** Upper Saddle River, NJ: Merrill. **371.9 H49**

Hughes, T. D. (1992). **A study of Individual Education Plans for fifteen mainstreamed junior school students.** Winnipeg, MB: **371.9046 H83**

Lovitt, T. C. **Writing and implementing an IEP: A step-by-step plan.** **371.9043 L69**

Manitoba Department of Education and Training. (1998). **Individual Education Planning: A handbook for developing and implementing IEPs Early to Senior Years.** Winnipeg, MB: Author. **371.9 I53**

Manitoba Department of Education and Training. (1989). **Special education in Manitoba: Policy and procedural guidelines for the education of students with special needs in the public school system = Education de l'enfance en difficulte au Manitoba: lignes directrice.** Winnipeg, MB: Author. **371.9097127 M36**

Manitoba Education and Training. (1995). **Towards inclusion: A handbook for individualized programming designation, Senior Years: A resource for Senior Years schools.** Winnipeg, MB: Author. **371.9097127 T69**

Manitoba Education and Training. (1995). **Towards inclusion: A handbook for modified course designation, Senior 1 - 4: A resource for Senior Years schools.** Winnipeg, MB: Author. **371.9097127 T69m**

Manitoba Education, Training and Youth. (2001). **Towards inclusion: From challenges to possibilities: Planning for behaviour.** Winnipeg, MB: Author. **371.93 T66**

Moll, A. M. (2003). **Differentiated instruction guide for inclusive teaching.** Port Chester, NY: Dude Publishers. **371.904394 M64**

Pearpoint, J. (1998). **PATH: a workbook for planning positive possible futures, planning alternative tomorrows with hope, for schools, organizations, businesses, families.** Toronto, ON: Inclusion Press. **153.43 P41**

Polloway, E. A., Patton, J. R., & Serna, L. (2001). **Strategies for teaching learners with special needs** (7th ed.). Columbus, OH: Merrill Prentice Hall. **371.9 P64 2001**

Reithaug, D. (1998). **Orchestrating positive and practical behavior plans**. West Vancouver, BC: Stirling Head Enterprises. **371.93 R43**

Salend, S. J. (2005). **Creating inclusive classrooms: Effective and reflective practices** (5th ed.). Upper Saddle River, NJ: Merrill. **371.9046 S24 2005**

Stainback, S. B., & Stainback, W. C. (1992). **Curriculum considerations in inclusive classrooms: Facilitating learning for all students**. Baltimore: P. H. Brookes. **371.9046 C87**

Stainback, S. B. (1996). **Inclusion: A guide for educators**. Baltimore: P. H. Brookes. **371.9046 I54**

Valletutti, P. J., & Dummett, L. (1992). **Cognitive development: a functional approach**. San Diego, CA: Singular Publishing. **370.152 V34**

INDIVIDUAL EDUCATION PLANNING – MEDIA

Developmental educational programs. (1991). 1 VHS, 1 study guide. Madison, WI: Board of Regents, University of Wisconsin. Introduces viewers to gifted education and to suggest ways in which parents, teachers and administrators can help able learners reach their potential. Looks at meeting the needs of extraordinarily gifted students, the top 10% of the identified gifted population, pointing out that this almost always means an individualized instruction plan for the student. Shows programs in ballet, music and creative writing for middle school students whose Scholastic Aptitude Test scores are high enough to permit their taking university courses. Audience: Educators, Educational Administrators, Parents. **Booking #9705**

PLANNING FOR IMPROVEMENT – BOOKS

Abbott, J., & Ryan, T. (2001). **The Unfinished revolution: Learning, human behavior, community, and political paradox**. Alexandria, VA: Association for Supervision and Curriculum Development. **370.1523 A23**

Aronson, R. (2001). **At-risk students defy the odds: Overcoming barriers to educational success**. Lanham, MD: Scarecrow Education. **371.82694 A76**

Ash, L., Kinsman, A., Luckey, J., & Avis, J. (1999). **Design teams for school change: A cyberprojects approach**. Arlington Heights, IL: Skylight Training and Publishing. **371.33 A85**

Borba, M., & Taylor-McMillan, B. (2003). **Esteem builders: A K-8 self-esteem curriculum for improving student achievement, behaviour and school climate**. Torrance, CA: Jalmar Press. **372.13 B67e 2003**

Brown, J. H., Bernard, B., & D'Emidio-Caston, M. (2001). **Resilience education**. Thousand Oaks, CA: Corwin Press. **371.82694 B76**

Brown, J. L. (1999). **The Hero's journey: how educators can transform schools and improve learning**. Alexandria, VA: Association for Supervision and Curriculum Development. **371.2 B76**

- Cairns, J., Lawton, D., & Gardner, R. (Eds.) (2001). **Values, culture and education**. London: Kogan Page. **370.5 W67 2001**
- Chall, J. S. (2000). **The Academic achievement challenge: What really works in the classroom?** New York: Guilford Press. **371.3 C42**
- Comer, J. P. (1999). **Child by child: The comer process for change in education**. New York: Teachers College Press. **371.200973 C45**
- Cotton, K. (1999). **Research you can use to improve results**. Alexandria, VA: Association for Supervision and Curriculum Development. **370.78 C68**
- Coulby, D., Cowen, R., & Jones, C. (Eds.). (2000). **Education in times of transition**. London: Kogan Page. **370.5 W67 2000**
- Cuban, L., & Woodward, J. P. (2001). **Technology, curriculum, and professional development: Adapting schools to meet the needs of students with disabilities**. Thousand Oaks, CA: Corwin Press. **371.904334 T42**
- Dean, S. (2001). **Hearts & minds: A public school miracle**. Toronto, ON: Penguin Books. **372.971356 D41**
- Decker, C. A., & Decker, J. R. (2001). **Planning and administering early childhood programs**. Upper Saddle River, NJ: Prentice Hall. **372.21 D43 2001**
- Dickinson, T. S. (2001). **Reinventing the Middle School**. New York: Routledge/Falmer. **373.236 R44**
- Dimmock, C. A. J. (2000). **Designing the learning-centred school: A cross-cultural perspective**. London: Falmer Press. **371.207 D54**
- Eisler, R. T. (2000). **Tomorrow's children: A blueprint for partnership education in the 21st century**. Boulder, CO: Westview Press. **370.115 E38**
- Epstein, J. L. (2001). **School, family, and community partnerships: Preparing educators, and improving schools**. Boulder, CO: Westview Press. **371.19 E7**
- Fullan, M. (2001). **Leading in a culture of change**. San Francisco: Jossey-Bass. **371.2 F84 I**
- Fullan, M. (2001). **The New meaning of educational change**. New York: Teachers College Press. **379.154 F84 2001**
- Ginsberg, M. B., & Wlodkowski, R. J. (2000). **Creating highly motivated classrooms for all students: A schoolwide approach to powerful teaching with diverse learners**. San Francisco: Jossey-Bass. **371.102 G56c**
- Henderson, N., & Milstein, M. M. (2003). **Resiliency in schools: Making it happen for students and educators**. Thousand Oaks, CA: Corwin Press. **370.158 H45 2003**
- Herman, J. J., & Herman, J. L. (1999). **School planning & personnel: A resource guide to effective administration**. Lancaster, PA: Technomic Publishing. **371.201 H47**

Jackson, A., Davis, G. A., Abeel, M., & Bordonaro, A. (2000). **Turning points 2000: Educating adolescents in the 21st century**. New York: Teachers College Press. **373.18 J32**

Kohn, A. (1999). **The Schools our children deserve: Moving beyond traditional classrooms and "tougher standards."** Boston: Houghton Mifflin. **371.2 K63**

Lee, V. E., & Smith, J. (2001). **Restructuring high schools for equity and excellence: What works**. New York: Teachers College Press. **373.73 L43**

Leiberman, L. M., & Miller, L. (Eds.) (2001). **Teachers caught in the action: Professional development that matters**. New York: Teachers College Press. **371.146 T42**

Levin, B. (2001). **Reforming education: from origins to outcomes**. London: Routledge. **379 L49**

Milstein, M. M., & Henry, D. A. (2000). **Spreading resiliency: Making it happen for schools and communities**. Thousand Oaks, CA: Corwin Press. **371.19 M54**

Nevo, D. (1995). **School-based evaluation: A dialogue for school improvement**. Oxford: Pergamon. **379.154 N49**

Reed, C. J. (2000). **Teaching with power: Shared decision-making and classroom practice**. New York: Teachers College Press. **371.106 R43**

Schmoker, M. (1999). **Results: The key to continuous school improvement** (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. **371.2 S35 1999**

Senge, P. M. (2000). **Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education**. New York: Doubleday. **371.2 S37**

Sergiovanni, T. J. (2000). **The Lifeworld of leadership: Creating culture, community, and personal meaning in our schools**. San Francisco: Jossey-Bass. **371.2 S47 I**

Sergiovanni, T. J. (2001). **The Principalship: A reflective practice perspective**. Toronto: Allyn and Bacon. **371.2012 S47**

Slavin, R. E., & Madden, N. A. (2001). **Success for all: Research and reform in elementary education**. Mahwah, NJ: Lawrence Erlbaum. **372 S92**

Stringfield, S., & Land, D. (2002). (Eds.). **Educating at-risk students: One hundred-first yearbook of the National Society for the Study of Education: Part II**. Chicago: National Society for the Study of Education. **371.9 E39 v.2**

Sutherland, D., & Sokal, L. (Eds.). (2003). **Resiliency and capacity building in inner-city learning communities**. Winnipeg, MB: Portage & Main Press. **370.91732 R48**

Taylor, A. (2001). **The Politics of educational reform in Alberta**. Toronto, ON: University of Toronto Press. **379.7123 T39**

Tharp, R. G. (2000). **Teaching transformed: Achieving excellence, fairness, inclusion, and harmony**. Boulder, CO: Westview Press. **371.2 T41**

Thomson, K. (2002). **Building resilient students: Integrating resiliency into what you already know and do.** Thousand Oaks, CA: Corwin Press. **370.153 T46**

Villa, R. A., & Thousand, J. S. (2000). **Restructuring for caring and effective education: Piecing the puzzle together.** Baltimore: P.H. Brookes. **371.9046 R48**

Wendel, T., & Raham, H. (2000). **Creating equity and quality: A literature review of school effectiveness and improvement.** Kelowna, BC: Society for Advancement of Excellence in Education. **370 W44**

PLANNING FOR IMPROVEMENT – MEDIA

Developing rigorous and relevant academic skills. (1998). [kit]. 2 VHS, 1 sound cassette, 1 guidebook. Sandy, UT: Video Journal of Education. Contents: *Laying the foundation; The rigorous and relevant classroom.* Designed to help students to develop academic skills to succeed in a rapidly changing workplace. Program one examines the need for change in American education and discusses the concept of rigorous and relevant learning and its application in today's classroom. Community support, parental involvement, business partnerships, new school design and integrated classrooms in the achievement of rigorous and relevant learning are discussed. Program two discusses technology integration in the classroom, the teaching of relevant skills and real world projects or assessments that can assist in developing life skills. Audience: Professional Development. **Booking #0814**

Effective schools: Building foundations for school improvement. (1995) [kit]. 2 VHS, 1 sound cassette, 1 guidebook. Salt Lake City, UT: Video Journal of Education. Contents: *Implementing the correlates of effective schools; Initiating school improvement.* Program one discusses the background to effective schools research, and explains the seven correlates of effective schools; comparing each to its second generation correlate. Program two considers the initiation of a school improvement plan to assure student success. Examines the concept of idealized redesign as a framework for planning school improvement, and discusses curriculum development and assessment methods. Audience: Professional Development. **Booking #0916**

Managing change. (1995). [kit]. 2 VHS, 1 sound cassette, 1 guidebook. Salt Lake City, UT: Video Journal of Education. Contents: *The dynamics of change; Planning for change.* Michael Fullan and John Champlin introduce viewers to the management of change in school improvement efforts. Program one explains that educators must manage change and must become involved to some degree with substantial change. Program two discusses planning in the change process, considering that change in one area of the school system affects every other area, that plans for change can become counter-productive, and that clear expectations and open communication are essential. Audience: Professional Development. **Booking #2979**

Principals: Leaders of change. (1996). [kit]. 2 VHS, 1 sound cassette, 1 guidebook. Salt Lake City, UT: Video Journal of Education. Contents: *Innovative leadership for school improvement; Culture-building leadership.* Introduces viewers to the changing world of the school principal. Program one examines the role of the school principal as the primary catalyst for change, and considers whether he/she is a manager, a leader or both. Program two explores the elements of culture in an effective school, showing how students must be the focus of educational change and describes the impact of the principal in this process. Audience: Professional Development. **Booking #2921**