II. ANNOTATED BIBLIOGRAPHY FOR MICHAEL F. GIANGRECO

Michael F. Giangreco (http://www.uvm.edu/~cdci/archives/mgiangre/index.html) is a Professor in the University of Vermont’s Department of Education (Special Education Program) and at the Center on Disability & Community Inclusion. For more than a decade, Dr. Giangreco and his colleagues have been studying ways to improve paraprofessional supports for students with disabilities. His research has led to the identification of best practices in the use of paraprofessionals to promote the learning and development of students with disabilities within inclusive environments. Below is an annotated bibliography of Dr. Giangreco’s work focused on inclusion of students with disabilities (http://www.uvm.edu/~cdci/archives/mgiangre/inclu.html) prepared by Kristi Godfrey-Hurrell.


This descriptive study presented responses from six sets of Italian scholars concerning school demographic data pertaining to the inclusion of students with disabilities in Italy. These responses prompted a discussion around five concerns that Giangreco, Doyle, and Suter (2014) shared with the Italian scholars which included: (a) disability identification, labeling and disproportionate placement, (b) the role of the medical model in education, (c) lack of shared definitions about inclusive education, (d) roles and capacity of general education teachers, and (e) micro-exclusions in general education schools and classrooms. Future directions were included to promote inclusive education opportunities and outcomes for all students.


Authors presented a description of four foundational principles and two curricular approaches for school personnel in creating meaningful educational experiences for secondary students with intellectual disabilities in inclusive general education classrooms.


In response to the documentation of a variety of US demographic and service delivery variables that can impede or support advances in curricula, instruction, and social/behavioral interventions, authors presented a study that collected school demographic and service delivery data from 16 schools in five regions of Italy. Results showed disparity across schools on numerous variables.

This paper included a compilation of English-language resources concerning Italy’s placement of students with disabilities in general education classes. Four main parts are presented: (a) a glossary of terms, (b) a timeline of events, (c) an annotated bibliography (2000-2012), and (d) key lessons learned. Further, three appendices are included: (a) a bibliography of earlier resources on integrazione scolastica (1987-1999), (b) a bibliography of related resources (1991-2011), and (c) Italian and European web sites pertaining to integrazione scolastica, inclusive education, and disability.


This textbook addressed a full-range of curriculum and instructional topics involved in educating students with moderate, severe, and multiple disabilities. Each chapter was written by leaders in the field and included case studies and evidence-based practices for teaching students included in low-incidence populations.


This book addressed interpretations of inclusive education from experiences and expertise of leading writers and academics around the world that have had direct experience with teaching and researching this area. A combination of theory and practical material is presented within the chapters concerning themes such as: (a) the causes of exclusion, (b) the obstacles to inclusion, (c) how we can learn from students, (d) professional development enhancing teaching and learning, and (e) support in the classroom.


This article presented considerations for team members working in inclusive schools. A further discussion on environmental influences as a potent contributor to student performance is also provided.


This is a guide that provides practitioners with practical guidance on including students with disabilities in the general education environment. There are 23 guides included that provide the reader with easy to follow ideas, examples, and tips.

This article presented an inclusion scenario and provided discussion around how to meaningfully assist students with disabilities in participating in the general education classroom.


The author presented his personal and professional perspective on including students with disabilities in the general education classroom and what inclusive education means.


This guide featured reliable information on five inclusion topics: (a) literacy, (b) self-determination, (c) friendship, (d) differentiated instruction, and (e) high school inclusion.


This book is a collection of full color cartoons that are a “best of” selection from three previous books. These cartoons are meant to inform, encourage dialogue, and create action to improve education and reduce stress.


This is a 14 page guide that provides suggestions for those who work with students who use wheelchairs. The guide includes the following sections: (a) transferring to and from a wheelchair, (b) wheelchair mobility, and (c) other mobility tips.


This foreword by Giangreco discussed how the combination of societal values, logical practices, and educational research can have a positive effect on education and those with disabilities.

IDEA provides federal regulations and an underlying philosophy for how to guide education for those with disabilities, however this law can be interpreted very differently. This article discussed the relationship among the program, placement, and services for students with disabilities when planning an appropriate education.


As indicated by Amazon (2014), “These whimsical books capture the rewards and realities of working with students with special needs. The witty and insightful cartoons are perfect for presentations, communication, and personal reflection.”


This paper presented information specific to inclusive education. Information consisted of: (a) characteristics, (b) myths surrounding the needs of students with disabilities, (c) principles underlying the standards of practice for inclusion, (d) concerns of general educators, (e) goals of inclusive education, and (f) common questions posed by general educators interested in successfully including children with disabilities.


This is a 6th edition textbook that provides information on the lifespan view of those with disabilities.


This article presented selected issues associated with employing paraprofessionals and extended the discussion on paraprofessional issues through an exploration of guidelines that could assist teams in making decisions about paraprofessional supports.

This document listed a set of statements that reflected shared understandings from the authors on paraprofessional supports for students with disabilities in the general education classroom. These shared understandings were collected from the authors’ personal and professional experiences as well as learnings from educational literature and research.


This guide presents ideas for educating students with disabilities. It is a companion book to Quick-Guides to inclusion which provided pertinent information and advice on five additional inclusion topics: curriculum adaptations, instructional strategies, secondary transition, augmentative and alternative communication and administration of inclusive schools.


This article summarized primary content presented in the 16th Schonell Memorial Lecture at The University of Queensland on July 29, 1996. Four major topics related to the education of students with disabilities in the general education classroom included: (a) characteristic of inclusive education, (b) key lessons learned about inclusive education, (c) tools to facilitate inclusion, and (d) the impact of inclusion on students with disabilities and their classmates, families, and teachers.


This study presented data on the effects of the proximity of instructional assistants on students with multiple disabilities who were placed in general education classrooms. Eight major findings were discussed and implications for practice were provided related to policy development, training, classroom practices, and research.


This guide offers essential information and brief advice for improving inclusive skills. It consists of five Quick-Guides, each one dedicated to a relevant topic such as: including students with disabilities in the classroom; building partnerships with parents; creating partnerships with paraprofessionals; getting the most out of support services; and creating positive behavioral supports.

This editorial piece was written in response to a study presented by Buysse, Wesley, Keyes, & Bailey (1996) in which the authors addressed the value in measuring the levels of comfort teachers have with their students with disabilities. Giangreco presented his view on how using comfort level data based on child characteristics could be both valuable and also carry certain drawbacks. These drawbacks and ideas for future research were explored.


This article provided recommendations for ways in which teachers, who have been successful in teaching children without identified disabilities, can successfully teach children with identified disabilities.


This chapter discussed two key legal cases related to inclusion of students with severe disabilities in the general education settings along with seven key lessons learned from movement toward more inclusive environments.


This article described three field-tested approaches to planning educational programs in an inclusive setting for students who were identified with deaf-blindness. Information on making decisions about support services and developing lesson accommodations was also provided.


This article discussed what inclusive education is, what it is not, and seven ways it can provide opportunities for improving education.


This study presented a survey of 166 high school students without disabilities in Washington who demonstrated positive outcomes of integration experiences in areas such as increased responsiveness to needs of others, increased appreciation of human diversity, and development of personal values. Findings showed more positive outcomes were
associated with more contact, receiving credit for the experience, and more substantive interaction.


This study described the experiences of general education teachers who had a student with severe disabilities in their classrooms. A total of 19 interviews and questionnaires were presented with teachers from kindergarten to ninth grade. Results and implications were provided.


This study investigated parents' perceptions regarding the effect of general education classroom placement of students with severe disabilities on their child. A total of 81 parents of students without identified disabilities (kindergarten through Grade 8) were included. Data indicated that a majority of the parents reported their child's experience was comfortable and positive, had a positive effect on their child's social/emotional growth, and did not interfere with their child receiving a good education. A discussion suggesting further inquiry regarding parental attitudes was offered.


This chapter reviewed existing literature on students with severe disabilities regarding the provision of appropriate special education services in the regular education environment.


This article provided a framework for conceptualizing a process of change that pertains to the inclusion of students with severe disabilities in the regular education classroom.