

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.

Giangreco, M. F., Doyle, M. B., & Suter, J. C. (2014). Italian and American progress toward inclusive education: Common concerns and future directions. *Life Span and Disability: An Interdisciplinary Journal* (Ciclo Evolutivo e Disabilita), 17, 119-136. Retrieved from: http://www.lifespan.it/client/abstract/ENG283_6_Giangreco.pdf

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.

Doyle, M. B. & Giangreco, M. F. (2013). Guiding principles for including secondary students with intellectual disabilities in general education classes. *American Secondary Education Journal*, 42, 57-72.

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.

Giangreco, M. F., Doyle, M. B., & Suter, J. C. (2012). Demographic and personnel service delivery data: Implications for including students with disabilities in Italian schools. *Life Span and Disability: An Interdisciplinary Journal* (Ciclo Evolutivo e Disabilita), 15, 97-123.

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.

Giangreco, M. F., & Doyle, M. B. (2012). Integrazione scolastica in Italy: A compilation of English-Language resources. *International Journal of Whole Schooling*, 8, 63-105.

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.

Giangreco, M. F. (2011). Educating students with severe disabilities: Foundational concepts and practices. In M.E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (7th ed., pp. 1-30). Upper Saddle River, NJ: Pearson Education/Prentice-Hall.

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.

Giangreco, M. F., Carter, E. W., Doyle, M. B., & Suter, J. C. (2010). Supporting students with disabilities in inclusive classrooms: Personnel and peers. In R. Rose (Ed.), *Confronting obstacles to inclusion: International responses to developing inclusive schools* (pp. 247-263). Abingdon, Oxfordshire, UK: Routledge.

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.

Giangreco, M. F. (2009). Opportunities for children and youth with intellectual developmental disabilities: Beyond genetics. *Life Span and Disability: An Interdisciplinary Journal* (Cicio Evolutivo e Disabilita), 12, 129-139.

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.

Giangreco, M. F., & Doyle, M. B. (Eds.). (2007). *Quick-guides to inclusion: Ideas for educating students with disabilities* (2nd ed.). Baltimore: Paul H. Brookes.

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.

Giangreco, M. F. (2007). Extending inclusive opportunities. *Educational Leadership*, 64(5), 34-37.

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

Giangreco, M. F. (2006). Foundational concepts and practices for educating students with severe disabilities. In M.E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (6th ed., pp. 1-27). Upper Saddle River, NJ: Pearson Education/Prentice-Hall.

Giangreco, M. F. (2003). Moving toward inclusive education. In W.L. Heward (Ed.), *Exceptional children: An introduction to special education* (7th ed.) (p. 78-79). Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.

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

Giangreco, M. F. (2002). *Quick-guides to inclusion 3: Ideas for educating students with disabilities*. Baltimore: Paul H. Brookes Publishing.

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

Giangreco, M. F. (2002). *Absurdities and realities of special education: The best of ants..., flying..., and logs...*(full color edition). Thousand Oaks, CA: Corwin Press.
www.corwinpress.com

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.

Giangreco, M. F., McEwen, I., Fox, T., & Lisi-Baker, D. (2002). Assisting students who use wheelchairs: Guidelines for school personnel. In M.F. Giangreco (Ed.), *Quick-guides to inclusion 3: Ideas for educating students with disabilities* (pp. 141-153). Baltimore: Paul H. Brookes.

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.

Giangreco, M. F. (2002). Values, logical practices, and research: The three musketeers of effective education. In J. Downing (Ed.), *Including students with severe and multiple disabilities in typical classrooms* (2nd ed.) (pp. ix-xiii). Baltimore: Paul H. Brookes.

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.

Giangreco, M. F. (2001). Interactions among program, placement, and services in educational planning for students with disabilities. *Mental Retardation*, 39, 341-350.

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.

Giangreco, M. F. (2000). *Teaching old dogs new tricks: more absurdities and realities of education*. Thousand Oaks, CA: Corwin Press.

Giangreco, M. F. (1999). *Flying by the seat of your pants: More absurdities and realities of special education*. Thousand Oaks, CA: Corwin Press. www.corwinpress.com

Giangreco, M. F. (1998). *Ants in his pants: Absurdities and realities of special education*. Thousand Oaks, CA: Corwin Press. www.corwinpress.com

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.”

Giangreco, M. F., & Doyle, M. B. (2000). Curricular and instructional considerations for teaching students with disabilities in general education classrooms. In S. Wade (Ed.), *Inclusive education: A casebook of readings for prospective and practicing teachers* (Vol. 1) (pp. 51-69). Hillsdale, NJ: Lawrence Erlbaum.

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.

Giangreco, M. F. (2000). Moving toward inclusive education. In W.L. Heward (Ed.), *Exceptional children: An introduction to special education* (6th ed.) (p. 76-77). Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.

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

Giangreco, M. F., Broer S. M., & Edelman, S. W. (1999). The tip of the iceberg: Determining whether paraprofessional support is needed for students with disabilities in general education settings. *The Journal of the Association for Persons with Severe Handicaps*, 24, 280-290.

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.

Giangreco, M. F., CichoskiKelly, E., Backus, L., Edelman, S.W., Tucker, P., Broer, S., CichoskiKelly, C., & Spinney, P. (March, 1999). Developing a shared understanding: Paraeducator supports for students with disabilities in general education. *TASH Newsletter*, 25(1), 21-23.

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.

Giangreco, M. F. (Ed.). (1998). *Quick-guides to inclusion 2: Ideas for educating students with disabilities*. Baltimore, MD: Paul H. Brookes.

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.

Giangreco, M. F., (1997) Key lessons learned about inclusive education: Summary of the 1996 Schonell Memorial Lecture. *International Journal of Disability, Development & Education*, 44, 193-206.

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.

Giangreco, M. F., Edelman, S., Luiselli, T.E., & MacFarland, S.Z.C. (1997). Helping or hovering? Effects of instructional assistant proximity on students with disabilities. *Exceptional Children*, 64, 7-18.

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.

Giangreco, M. F. (Ed.). (1997). *Quick guides to inclusion: Ideas for educating students with disabilities*. Baltimore: MD: Paul H. Brookes Publishing.

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.

Giangreco, M. F., (1996). Extending the "comfort zone" to include every child. *Journal of Early Intervention, 20*, 206-208.

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.

Giangreco, M. F. (1996). "What do I do now?!" A teacher's guide to including students with disabilities. *Educational Leadership, 53*(5), 56-59.

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.

Baumgart, D., & Giangreco, M. (1996). Key lessons learned about inclusion. In D. Lehr & F. Brown (Eds.), *Persons who challenge the system: Persons with profound disabilities*. (79-97) Baltimore, MD: Paul H. Brookes Publishing.

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.

Cloninger, C. J., & Giangreco, M. F. (1995). Including students with deaf-blindness in general education classes. *Journal of Visual Impairment & Blindness, 89*, 262-266.

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.

Giangreco, M. F., Baumgart, D., & Doyle, M.B. (1995). How inclusion can facilitate teaching and learning. *Intervention in School and Clinic, 30*, 273-278.

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

Helmstetter, E., Peck, C., & Giangreco, M.F. (1994). Outcomes of interactions with peers with moderate or severe disabilities: A statewide survey of high school students. *The Journal of the Association for Persons with Severe Handicaps, 19*, 263-276.

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.

- Giangreco, M. F., Dennis, R., Cloninger, C., Edelman, S., & Schattman, R. (1993). "I've counted Jon:" Transformational experiences of teachers educating students with disabilities. *Exceptional Children, 59*, 359-372.

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.

- Giangreco, M. F., Edelman, S., Cloninger, C., & Dennis, R. (1993). My child has a classmate with severe disabilities: What parents of nondisabled children think about full inclusion. *Developmental Disabilities Bulletin, 21*, 77-91.

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.

- Giangreco, M. F., & Putnam, J. (1991). Supporting the education of students with severe disabilities in regular education environments. In L.H. Meyer, C. Peck, & L. Brown (Eds.), *Critical issues in the lives of people with severe disabilities* (245-270). Baltimore, MD: Paul H. Brookes Publishing Co.

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

- Giangreco, M. F. (1989). Facilitating integration of students with severe disabilities: Implications of the principle of "Planned Change" for teacher preparation programs. *Teacher Education & Special Education, 12*, 139-147.

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.

- Giangreco, M. F. & Meyer, L.H. (1988). Expanding service delivery options in regular schools and classrooms for students with severe disabilities. In J. L. Graden, J. E. Zins, & M. J. Curtis (Eds.), *Alternative educational delivery systems: Enhancing instructional options for all students* (pp. 241-267). Washington, DC: National Association of School Psychologists.