

# FOCUS ON EXCEPTIONAL CHILDREN

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## INDIVIDUALLY GUIDED EDUCATION (IGE): ONE MODEL FOR MAINSTREAMING

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### MAINSTREAMING WITH INDIVIDUALLY GUIDED EDUCATION

Mainstreaming—educating exceptional children in regular classes—is one of the most predominant trends currently in force in the field of special education. This general movement which seeks to end the educational isolation of exceptional children is philosophically based in a concern for the individual—his or her rights to and opportunities for access to all privileges to be offered by our public and private institutions of learning. This movement which has been growing over the past two decades is affecting every institution in our society (Reynolds, 1974). Its force is reflected in the new *Education for All Handicapped Children Act* approved by the Congress. This Act requires of States:

Procedures to insure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (U.S. 94th Congress, 1975, p. 19)

The intent of the law is clear. Whenever possible and appropriate, handicapped children are to be educated in regular classes with normal children.

There are many different types of regular classes. Those regular classes which offer systems for the individualization of instruction provide some of the best opportunities for successful mainstreaming (Birch, 1974; Deno, 1973; Reynolds & Davis, 1971). One system which has been implemented on a national basis in many classrooms and which provides for the individualization of instruction in the regular classroom is Individually Guided Education.

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## INDIVIDUALLY GUIDED EDUCATION

Individually Guided Education (IGE) is one model which has been used to "mainstream" exceptional children, that is, to provide for their education along with "normal" children in the regular classroom. Although originally developed to provide better educational experiences for "normal" children, this system offers many features which are advantageous to the education of all children.

## HISTORICAL DEVELOPMENT

The IGE system was developed by Klausmeier in the late 1960s (Klausmeier, Goodwin, Prash & Goodson, 1966). One of the major elements of the IGE system was the concept first proposed by Washburne (1932) of nongraded classrooms. The first IGE system based on the nongraded classroom concept was implemented in four school districts: Madison, Janesville, Milwaukee, and Racine, Wisconsin, in 1965. There were 13 nongraded classes in all. During the second semester of the same

year (1965-1966), the number of nongraded classes was increased to 19 (Klausmeier, Morrow & Walter, 1968). From this early institution of the system, the number of IGE schools has grown rapidly—50 in 1969-70, 500 in 1971-72, 700 in 1973-74, and between 2,000 and 3,000 in 1974-75 (Klausmeier, 1975b).

## COMPONENTS

The IGE system is comprised of seven separate components. These include (a) the multiunit organizational-administrative arrangements, (b) instructional programming for the individual student, (c) evaluation for educational decision making, (d) curricular materials compatible with IGE, (e) home-school-community relations, (f) facilitative environments for IGE, and (g) continuing research and development required to improve IGE (see Figure 1). Each of these components contribute to and foster an educational environment which facilitates the individualization of instruction for each child in the system. Independent individualized instruction is not, however, the focus. In contrast to other systems for individualizing instruction, IGE focuses on flexible grouping patterns to meet the needs of the individual in different areas of the school curriculum.

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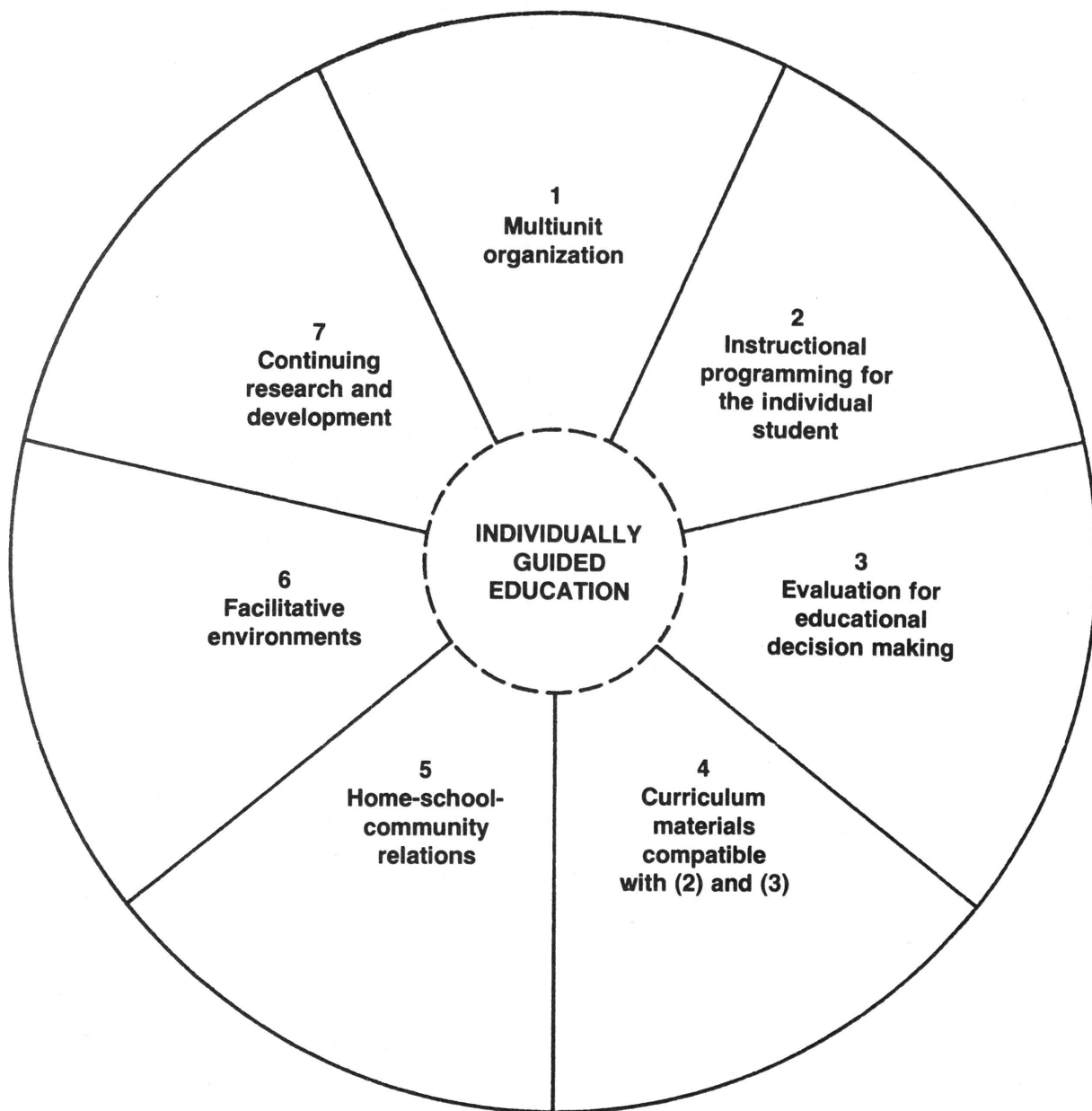
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## Multiunit Organizational-Administrative Arrangements

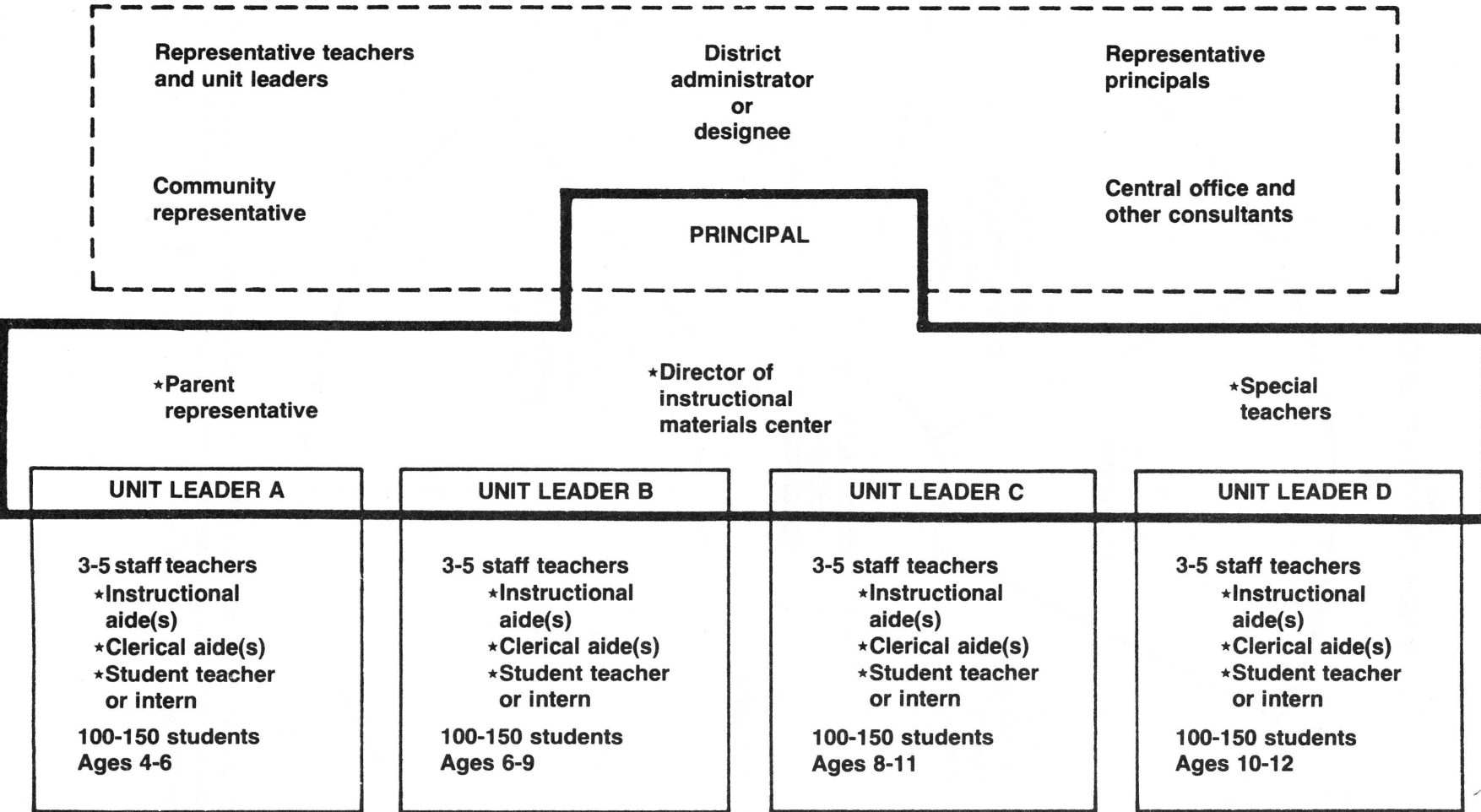
The structuring of an IGE system within a school typically begins with multiunit organizational-administrative arrangements. These arrangements have been designed to involve all of the critical decision makers in the education process in discussion of programs and curriculum for the students involved. The multiunit organization structure consists of three hierarchical groupings (see Figure 2). At the top administrative level, there are systemwide selected teachers, unit leaders, and principals representing the individual participating schools, community representatives, and other central office personnel and consultants. At the second administrative level, included may be the principal of the individual school, parent representatives, director of the instructional media center, special teachers, and the unit leaders.

Figure 1  
MAJOR COMPONENTS OF IGE



From *Individually Guided Education in the Multiunit School* by H. J. Klausmeier, R. G. Morrow, and J. E. Walter. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1968. Copyright 1968 by the University of Wisconsin. Reprinted by permission.

**Figure 2**  
**MULTIUNIT ORGANIZATION OF AN IGE SCHOOL OF 400-600 STUDENTS**



**Key:** ——— Instruction and Research Unit  
 ■ Instructional Improvement Committee  
 - - - Systemwide Program Committee

\* Inclusion of these persons will vary according to particular school settings

From *Individually Guided Education and the Multiunit School: Guidelines for Implementation* by H. J. Klausmeier, M. R. Quilling, J. S. Sorenson, R. S. Way, and G. R. Glasrud. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971, p. 21. Copyright 1971 by the University of Wisconsin. Reprinted by permission.

The bottom level of the three level hierarchy is made up of the individual units. Included in each unit is a unit leader, 3-5 staff teachers, instructional aids, clerical aids, student teachers or interns. There are from 100-150 students contained in each unit. The pupils within the units span these chronological ranges: (a) 4-6, (b) 6-9, (c) 8-11, and (d) 10-12.

The multiunit organizational structure details both the vertical (i.e., from central administration to the classroom) relationship and the horizontal relationship (i.e., from community participants to central office personnel; from parents to special teachers; and from unit to unit). This type of structure provides opportunities for discussion and decision making by all parties involved in and concerned with the education of the pupil involved. It structures an environment in which it is easy for central office administrators, school administrators, parents, and teachers to communicate about the educational needs of the pupils for whom the structure exists.

The organizational and administrative structure provided by the multiunit framework can alleviate some of the difficulties typically encountered in mainstreaming. These are (a) poor communication between the school and the parents, (b) poor communication between the teacher responsible for the education of children with exceptional educational needs and regular school administrators who do not identify with the problems, and (c) poor communication between the special education teacher and the regular class teacher. This structure does not solve all of the problems involved in communication among these groups, but it does provide a mechanism for bringing the right individuals together so that confrontation, conflict, compromise, and resolution can occur in their natural sequence. The communications involved will be dealt with more fully as the various IGE committee structures which bring these groups together are examined in more depth.

There are three committees embedded in the multiunit organization—Instruction and Research Unit, Instructional Improvement Committee, and Systemwide Program Committee.

*Instruction and Research Unit.* The Instruction and Research Unit (I & R Unit) is comprised of the unit leader, the staff teachers, and (depending on the particular school situation) instructional aids, clerical aids, student teachers or interns. Although the pattern varies, in those mainstreaming situations reported (Baban, 1975; Janesville Public Schools, 1970-1971; Johnson, 1974), the pat-

tern which has been reported as being most successful has been one which includes the special education teacher as a member of the team. The special education teacher, then, is involved in the instruction of large groups, small groups, or individual tutorial settings with both normal and exceptional children. In essence, the general pattern within the I & R Unit which capitalizes on the strengths and interests of the individual teachers is maintained. The main functions of the staff within the I & R Unit, then, are to plan, carry out, and evaluate instructional programs for each student in the unit.

The I & R Unit structure allows teachers within the unit to build on and strengthen their own level of expertise and their own area of interest. Teachers who especially like involvement with pupils in a large group situation can focus their efforts on large group instruction. Teachers who prefer involvement with small numbers of students can focus their attention on the development and refinement of strategies of instruction appropriate for use with small groups of students. Subject matter can also be an area of specialization within the I & R unit. Special education teachers will typically have more training and expertise in task analysis and sequencing; media and materials design and adaptation; sensory-motor, perceptual, physical, and mobility training; and affective and language development. Teachers trained in regular education will have concentrated more on such subject matter areas as mathematics, reading, language arts, spelling, social studies, and science, thus offering more expertise in these areas.

By using the team approach to teaching, there is more released time for individual planning, inservice, and research. Research within the I & R Unit is primarily concerned with the practical research that allows one to determine the appropriateness of a particular instructional plan for use with individual students (Klausmeier, 1975a). This empirically based approach to programming for individual students provides a good monitoring and feedback system. Such a system is needed if the highest quality of education is to be provided for children with exceptional educational needs. The I & R Unit, then, provides a nongraded instructional organization which replaces the typical age-graded, self-contained classroom as the departmentalized form of organization for instruction. Teachers within the unit are encouraged to focus on their area of interest and expertise.

*Instructional Improvement Committee.* The Instructional Improvement Committee (IIC) of IGE is com-

prised of the principal, the four unit leaders and at times such auxiliary personnel as a parent representative, the school librarian, music, physical education, art, and other special teachers. This committee of individuals links the systemwide administrative structure or the top level of the multiunit administrative organizational structure (see Figure 2) to the bottom level of the multiunit administrative structure, that is, the individual instructional unit.

The IIC is involved with (a) the formulation of goals and the general structuring of the total school curriculum, (b) the interpretation and implementation of policies that affect the educational program, (c) the coordination of the activities of the I & R Units to achieve continuity in all curriculum areas, and (d) the arrangements for the use of facilities, time, and material. The IIC is organized and chaired by the principal (Klausmeier, Walter & Lins, 1974).

In a mainstreaming situation, it is critical that both special education administrative or supervisory personnel and special education teachers participate in the IIC. It is also advisable to include parent representatives of both regular class children and children with exceptional educational needs.

*Systemwide Program Committee.* The Systemwide Program Committee (SPC) is at the top of the three-tiered hierarchy (see Figure 2). This committee is chaired by the school superintendent or an appropriate designee and includes representative central office consultants, principals, unit leaders, teachers, and parents or citizens (Klausmeier, 1975a). This committee, which deals primarily with planning, decision making, and coordinating the activities related to instruction in mainstreaming situations, offers the structure for dealing with the critical interfaces between the school system and the community.

Additional functions carried out by the SPC include (a) identifying the functions to be performed in each IGE school of the district, (b) providing for the recruiting of personnel for each IGE school and for their inservice education, (c) providing the essential resources and instructional materials, and (d) planning an effective program of home-school-community relations for the district.

One of the more frequently cited failures of mainstreaming has been the inadequate preparation of the community, school administrative structures, and teachers for the change. Thus, if the SPC includes parent representatives of both regular class students and stu-

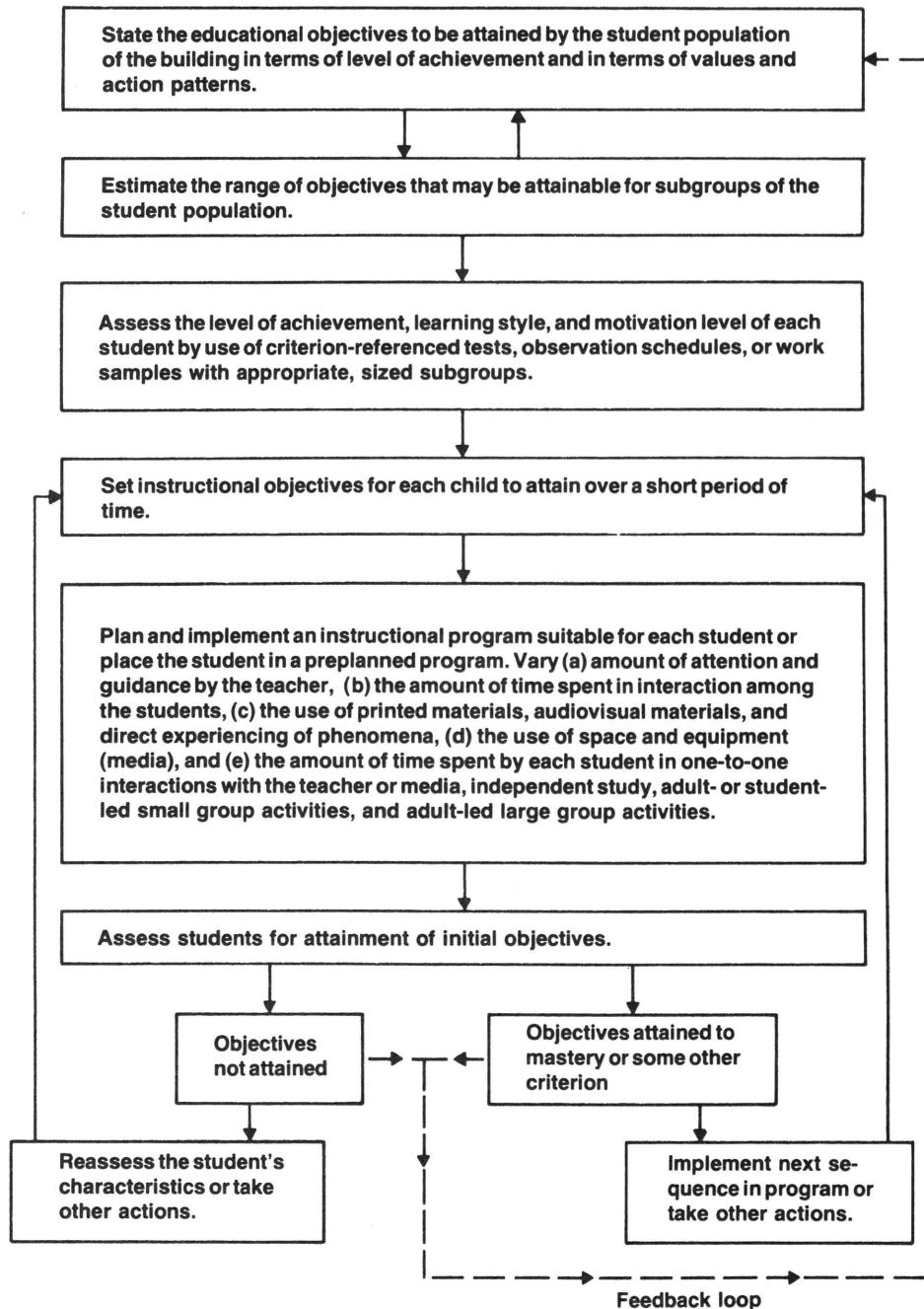
dents with exceptional educational needs along with all relevant special education administrators and teachers, many of the difficulties typically encountered in implementing the programmatic changes associated with mainstreaming can be alleviated. Some of the changes IGE makes in school structures when implemented get schools closer to the form which facilitates the implementation of mainstreaming. These include (a) administrative support of the change, (b) community support of the change, (c) involvement in discussion of the change of all those who will be concerned with or affected by the implementation of the change, and (d) a systematic pattern for implementing systemwide changes in school structures.

#### **Instructional Programming Model**

The Instructional Programming Model (IPM) offers a diagnostic-prescriptive system for defining learner needs and specifying specific program plans to meet these needs (see Figure 3). The first step of the IPM involves the setting of the general educational goals of the school. This is carried out by the IIC. These goals as specified are broad but are stated with a certain level of specificity both in terms of length of time for achievement and other criteria of attainment related to subject matter areas. In mainstreaming situations, the normal curriculum must be expanded to include goals in the areas of psychomotor development, affective development, and physical, speech, perception, and language training and therapy. Persons involved in the IIC typically solicit input from unit staff members, central office personnel, parents, and others concerned with the educational priorities of the school (Klausmeier, 1975b). In mainstreaming situations where there is a need for some curriculum modifications, it is important to have individuals on the IIC who can adequately represent the interests of children with exceptional educational needs.

The second step in the IPM is to identify the range of objectives that may be attainable for subgroups of the student population within the individual unit structures. Identification of these objectives is carried out by the unit leader and staff of the IIC (see Figures 2 and 3). In mainstreaming situations, it is important that these objectives be allowed to span readiness levels in the academic areas as well as the academic areas themselves. Of equal importance is the inclusion of objectives in the areas of psychomotor development, affective development, and physical, speech, and language therapies.

**Figure 3**  
**INSTRUCTIONAL PROGRAMMING MODEL IN IGE**



From *Individually Guided Education in the Multiunit School: Guidelines for Implementation* by J. J. Klausmeier, M. R. Quilling, J. S. Sorenson, R. S. Way, and G. R. Glasrud. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971, p. 19. Copyright 1971 by the University of Wisconsin. Reprinted by permission.

The third step in the IPM is the assessment of each student's level of understanding, skill or attitudinal development, either by administering tests, observing performance, or utilizing such other measures as observation schedules or work samples.

In mainstreaming situations, additional assessments need to be done which will assist in pinpointing preferred and/or potential processing modes, fine and gross motor control and orientation, and any special behavioral deficits which will need to be accommodated by the instructional program. One of the major areas for focus for pupils with exceptional educational needs should be the potential and best input and response modes. Frequently, programs designed for regular class children are unimodal and, thus, eliminate learning opportunities for many pupils. Too often, materials require use of the visual mode and a written response. Reading is too often used as the only avenue for learning. For the educable mentally retarded and the specific learning disabled, oftentimes an auditory input mode and a verbal or manipulative response is preferable. An assessment of the status of psychomotor systems provides information valuable to the definition of appropriate programs for children with exceptional educational needs.

The fourth step in the IPM is the setting of instructional and process objectives for each student in the unit which they are to attain over a short period of time. These objectives are determined by developing a correspondence between where the individual student is based on his or her level of development and achievement and where the student needs to be upon school completion based upon the overall goals of the school established by the ICC.

The fifth step of the IPM is the planning and implementing of an instructional program for all pupils in the unit so that they can attain the objectives established for them. The plan is implemented by varying (a) the amount of attention and direction provided by the teacher, (b) the use of printed materials, audiovisual materials, and direct experiences, (c) the use of space and equipment, and (d) the amount of time spent by each student in independent study, one-to-one interactions with the teacher, with other students or with media, in adult- or student-led small group activities, and in adult-led large group activities (Klausmeier, 1975b). This structure is very useful in meeting the needs of children with exceptional educational needs. As frequently implemented in each small group, materials, methods, and use of time are matched

to individual pupils with consideration given to their present level of achievement, rate of learning, preferred learning style, and other characteristics (Klausmeier, 1975b). Learning stations where pupils can go and participate in self-directed activities require minimal teacher involvement.

The sixth step in the IPM involves assessment to determine whether or not the pupils have attained the objectives set for them. If the objectives have not been attained, then the student's learning characteristics are reevaluated and new objectives are set along with any changes in instructional programming which seem necessary. Step six in the IPM, then, provides an opportunity to evaluate both pupil progress and the instructional program's match to the learners needs. The seventh step of the IPM, then, is a decision mode for either proceeding or reevaluating the direction being taken.

The IPM in essence incorporates the elements of IGE which are in components three and four (see Figure 1). The third component of IGE is involved with *assessment and evaluation*, and the fourth component is involved with *curriculum (instructional) materials*. For the IPM of IGE to work, it is essential that there are both adequate assessment and evaluation devices and procedures and appropriate instructional materials.

In mainstreaming situations, as in any educational situation where the intent is to truly individualize instruction, how well the diagnostic prescriptive element of the system works determines to a large extent the success or the failure of the total program.

As in most individualized systems, one of the practical difficulties in IGE is the identification and accession of all of the needed assessment, diagnostic, evaluative, and instructional media and materials which are needed to implement appropriate programming for all children. The IGE program is seeking to solve some of these problems by developing tests and programs and devising a computer based management system to help facilitate the matching of learner diagnosed needs to program elements. Programs and tests which have been developed by the Wisconsin Research and Development Center for Cognitive Learning as a part of IGE are (a) the Pre-Reading Skills Program (Venezky, Rittleman, Kamm & Leslie, 1974), (b) the Wisconsin Design for Reading Skill Development (Otto & Askov, 1973), (c) Individually Guided Motivation (Klausmeier, Jeter, Quilling, Frayer & Allen, 1975), and (d) Developing Mathematical Pro-



cesses (Wisconsin Research and Development Center for Cognitive Learning, 1975).

The characteristics which materials must have to make them compatible with IGE are (a) content which is accurate and reliable, (b) content which is appropriately selected and sequenced for the learners for whom the materials were designed, (c) stated instructional objectives, (d) objectives-based assessment tools, devices, and/or procedures, (e) a variety of media formats, (f) teacher instructions, and (g) appropriateness in terms of cost attractiveness, and amount of inservice education required (Klausmeier, 1975b). These same materials characteristics are very appropriate for consideration when making decisions about other materials which might be useful in any mainstreaming situation. Of concern is materials which are objectives based and which offer means for assessing the continuous progress of pupils throughout the program.

### Home-School-Community Relations

The home-school-community relations component of IGE is concerned with the interface between the school and the community. The goals of the school-community relations program of IGE are (a) to make school personnel more aware of and responsive to the educational expectations of the community, parents, and students, (b) to make the community, parents, and students more aware of and responsive to the requisites of the instructional program implemented through IGE, and (c) to identify and utilize ways and means of actively involving both school personnel and individuals in the community in the awareness, adoption, changeover, refinement, and renewal of IGE (Fruth, Bowles & Moser, n.d.; Klausmeier, 1975b).

The home-school-community relations program in IGE schools varies substantially from school to school. Even so, there are certain principles which underlie a good program in home-school-community relations in any IGE situation. Included within a good program of home-school-community relations are analysis, communication, and action.

Analysis involves the careful study of the social-cultural-political milieu within which the school operates. Communication refers to the necessary types of dialogue which must go on between the school and the community and the school and the parent. Action refers to the con-

tinuous involvement of the community in the operations and management of the school and its program and the mechanisms for making the home-school-community relations phase of IGE continuous rather than crisis oriented (Fruth, Bowles & Moser, n.d.).

Ongoing communication between the parents and the school is extremely critical to an action oriented home-school-community relations program. This includes involvement of parents as volunteers working within the school, parent observations of ongoing classroom instruction, home visits by school personnel, and parent participation and involvement in making educational policy and operational decisions through the committee structures of IGE. Good programs of home-school-community relations are not based in crises. Rather a good program is continuous; it operates during tranquil periods as well as during periods of upheaval.

A good home-school-community relations program takes into account the specialized interest groups which are operative within the community. In mainstreaming situations, it is extremely critical to involve such parent groups as the Association for Retarded Children; such local organizations as United Cerebral Palsy, Easter Seal Foundations, and the local chapters of such professional organizations as the Council for Exceptional Children, American Association for Mental Deficiency, Association for Severely and Profoundly Handicapped, and others.

Suggested strategies for working with these groups are to (a) involve representative members of these groups in planning sessions of committees where mainstreaming and instructional issues related to the education of children with exceptional educational needs will be discussed, (b) develop effective means of communication with these groups, (c) seek input from these groups in formulating alternatives which impact on educational policy and practice, and (d) develop systems to resolve potential or actual conflict before it occurs among these special interest groups, the school, and the home (Fruth, Bowles & Moser, n.d.).

Communication is one of the more critical elements of a successful school-home-community relations program. Of importance is not only that communication takes place, but that it be of a special type and quality. In most cases, two-way communication is preferable to one-way communication. There are two critical aspects involved in two-way communication: The receiver of the message has the opportunity to seek clarification from the sender of the message if the intent is not clear; and since the receiver of

the message is able to ask further questions for clarification, all intentions and nuances can be understood (Fruth, Bowles & Moser, n.d.).

The style of the communication from school to home or community should be clear and devoid of educational jargon. Parents or other community members can sometimes facilitate clarity of communication through the provision of short written documents about IGE. In mainstreaming situations, it is preferable to have a teaming of a parent of a regular class student with a parent of a child with exceptional educational needs. In this way, the benefits to both groups of children of IGE mainstreaming can be discussed in language which is meaningful to other parents of these types of children.

Another strategy for use in communicating with parents as a part of the home-school-community relations program is that of starting the first interchange with a positive instance. This is especially critical when working with parents of children with exceptional educational needs. It is preferable, at times, to change the location of the school conference from the school to the home. A good program of home-school-community relations requires that teachers, unit leaders, and principals visit the homes of the pupils in the program (Fruth, Bowles & Moser, n.d.).

A strong program of home-school-community relations is extremely critical in the mainstreaming of children with exceptional educational needs using IGE. The overall goal is to make the IGE staff aware of community expectations and to make parents and the community aware of the IGE mainstreaming program. The greater the involvement of parents and community representatives in the IGE mainstreaming program, the better the resulting satisfaction of all concerned with the program.

### **Facilitative Environments**

The facilitative environments component of IGE (see Figure 1) refers to both the intraorganizational and extraorganizational structures which must be maintained to insure a strong ongoing IGE program (Klausmeier, 1975b). The multiunit administrative organizational structure provides the mechanism through which the intraorganizational structure is maintained. The multiunit administrative organizational structure provides the mechanism within IGE to obtain, provide, and manage the physical and material resources required to main-

tain effective instructional programs. Since IGE involves a multiunit structure of non-age-graded classrooms, the physical environments which have oftentimes been designed for self-contained age-graded instruction may need to be redesigned or remodeled. It is oftentimes the case that new materials and assessment tools will be needed when IGE is implemented so that the IPM can be made functional (Klausmeier, Quilling, Sorenson, Way & Glasrud, 1971).

The extraorganizational system for building facilitative environments can also be accommodated through the multiunit administrative organizational structure. This system is concerned with the interfaces between one school district and other school districts, state education agencies, teacher education institutions, teacher's associations, parent organizations, etc. This phase of the program can be considered an extension of a good home-school-community relations program and in mainstreaming situations can do a great deal to foster more favorable attitudes and levels of understanding relative to the needs and requirements of children with exceptional educational needs. In mainstreaming situations, it is critical to involve representatives of the business world as well. This can lead to better vocational opportunities for individuals with exceptional educational needs as well as more freedom of movement for exceptional individuals within the community.

Another aspect of the facilitative environments component of IGE is the establishment of regional and state coordinating councils. These councils differ from state to state and from region to region, but typically will include representatives of intermediate agencies in the states, teacher-education institutions in the region and representatives of the state education agency. Regional councils include an IGE regional coordinator and representatives of the agencies within the region involved in starting and maintaining the growth of IGE schools. Representatives of the SPC provide the interface between Regional Councils and the individual IGE schools (Klausmeier, 1975b).

The State IGE Coordinating Council is chaired by the chief state school officer or designee and includes representatives of the Regional Councils, teacher educators, representatives of intermediate agencies, and the SPC. In mainstreaming situations, it is critical that there also be appropriate representation by special education personnel at all levels. This includes the state level administrator who is responsible for the educational programs for chil-

dren with exceptional needs throughout the state, regional special education administrators, representatives of the special education departments of teacher training institutions and, when appropriate, through the SPC a director of special education at the school district level and a parent of a child with exceptional educational needs as a community representative. By having these types of representatives at this level of the organizational structure, special planning can ensue to foster the inclusion of children with exceptional educational needs into the mainstream of the educational system. Environments both physical and social-psychological must be designed, fostered, and promoted which are accommodative of the needs of the exceptional individual if he or she is to be brought back into the mainstream of education.

### Continuing Research and Development

The final component of IGE is continuing research and development (see Figure 1). Individually Guided Education is a dynamic and growing system which if it is to be improved, must change. Any system that is to provide the best possible educational alternatives for all children must constantly reevaluate itself and modify identified inadequacies. This can best be accomplished by an ongoing program of research and development at all levels and in all phases of the program. IGE mainstreaming needs special research and development focus. As more and more state and local education agencies move into an IGE Mainstreaming Model, further research and evaluation can occur. Through this process, the quality of education being provided for children with exceptional educational needs in the mainstream can be improved.

### SUMMARY

Individually Guided Education (IGE) is one model which can be used to mainstream children with exceptional educational needs. Each of the seven components of IGE, if properly implemented, can facilitate changes in the self-contained classroom structure that will be equally accommodating to mainstreaming. Individually Guided Education appears to be a good option for mainstreaming; but further research, evaluation, and development needs to be done. Only through this process can the best possible educational alternatives be provided for children with exceptional educational needs as they are brought back into the mainstream of education.

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# CLASSROOM FORUM

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**I have a child in my class who is extremely withdrawn in group situations. He almost never participates in class. In small group activities he hides his head, makes no eye contact, and disrupts other children in his group. How can I help this child become a participating member in group activities?**

Often children who withdraw from group situations or behave inappropriately in a small group have not learned the social skills necessary to be an acceptable member of the group. Sometimes, praising the appropriate behaviors while ignoring the inappropriate helps. Other children must be taught specific social skills useful in groups. You may also help by planning situations in which the child can be successful. Listed below are some suggestions for helping this child become a participating group member.

## CHILD RESPONDS INFREQUENTLY

1. Praise the child when he does respond. Ask several children in the group to provide positive feedback (smile, complimentary comments) for every response. The praising children must be taken into your confidence and should be liked by the child who seldom responds.
2. Assign the child a structured response (complete a sentence, take lunch count, lead the pledge of allegiance).
3. Arrange for the child to be placed in a small group with any one other child with whom he usually responds. Later add a second, a third, and so on until the group approximates the entire class.
4. Make favorite activities contingent on making simple responses to simple, structured questions. Ask a question to which the child must make a simple response (yes-no) before he may engage in free play or a special art activity. When one-word responses have been accomplished, require more complicated responses.
5. Have the child record the number of responses he

gives in class and plot them on a graph. Praise him for any increase in response rate.

6. Allow the child to frequently be the messenger boy. Initially, write most of the message. Assign the child only a small part of the information to relate verbally. Gradually put more responsibility on the child for the entire message. The child may also enjoy requisitioning materials, obtaining supplies from the office, and making announcements.

## CHILD RESISTS COOPERATION WITH PEERS IN A GROUP

1. Assign a structured task for the child's group or for his part of the group assignment.
2. Assign him to be group leader for a small group and assist him in soliciting cooperation from peers. Praise him and his group as cooperation is given and accepted. At first, praise for approximations to appropriate actions and responses may need to be given. Later, assign him a larger group to lead.
3. Set up a group contingency in which all members must cooperate at some task in order to receive a positive reinforcement. A wall mural planned and painted by a group works well as an initial group task. Upon completion of the mural each member must point out his part of the mural and explain how it fits the group's theme for the mural. Good group reinforcers include such activities as displaying group results in a prominent place (in the hall outside the room or in the cafeteria), deciding what game to play at P.E., being allowed to water the plants or care for the classroom animals, etc.
4. Teach the child social skills that are helpful in group situations (listening to others answering questions, making suggestions, following the group's decisions and plan of action). Reinforce him for demonstrating these skills in a group. A graph of the number of times he demonstrates a specific cooperative skill may be helpful.
5. Ignore inappropriate responses in the group unless it interferes with the group's ability to function or unless he is causing someone physical harm. If you cue his group in on responding with praise, smiles, and other forms of recognition when he is cooperating, the group will be able to tolerate (ignore) much more disruptive behavior than without being cued in. Be sure to praise the entire group for demonstrating cooperative skills.