



Research on Classroom Ecologies: Implications for Inclusion of Children With Learning Disabilities

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Written during a period of reexamination and change in the field of special education, this book was developed in order to provide a better understanding of the contexts in which children receive their formal education. The movement toward the "least restrictive environment" for the education of children with disabilities is weathering a wave of reinterpretations including mainstreaming, the regular education initiative, and inclusion. While each interpretation has its proponents and critics, limited theory and few data are available to guide these important policy decisions.

Focusing specifically on classrooms -- the settings where educators can have the most immediate impact and where research is most needed -- this volume's goals are:

- * to establish what is known about classroom ecologies from both general and special education perspectives,
- * to integrate the perspectives of researchers and practitioners, and
- * to chart directions for further research specifically related to children with learning disabilities.

The construct of classroom ecology is defined as three interrelated domains: instruction, teacher and peer interaction, and organization and management. This scheme provides the structure for the book. Taken as a whole, the content of the volume underscores the limits of current knowledge and at the same time provides directions for needed changes in both research and practice.

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