

**Annotated Bibliography for the Inclusive School's Checklist**  
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**Abend, A.C. (2001). *Planning and designing for students with disabilities*. National Clearinghouse for Educational Facilities. Retrieved January 29, 2002 from <http://www.edfacilities.org/pubs/disabilities.htm>.**

Provides background on the laws associated with inclusive educational as well as principles of universal design for schools. These principles include providing versatile classroom spaces, minimizing travel distances, integrating general and special education programs, maintaining student dignity, supporting parental involvement and least restrictive practices.

**Aiello, B. *Places and spaces (1976). Facility planning for handicapped children and adults*. Reston, Virginia: The Council for Exceptional Children.**

This book includes an excellent annotated bibliography of informational sources for designing barrier-free environments. As well, clearly illustrated diagrams and measurements are included for a wide variety of design modifications for individuals using wheelchairs. The final section includes a list of people and organizations who may be helpful to planners and architects when designing environments for individuals with disabilities.

**Baker, S. & Rogosky-Grassi M.A. (1993). *Access to the school*. In Fern Rowley-Kelly, and Donald H. Reigel ( Eds.), *Teaching the Student with Spina Bifida* (pp. 31-70). Baltimore: Paul H. Brooks Publishing.**

Article discusses adaptive equipment, mobility within school settings, and strategies for designing a functional environment for children with physical disabilities.

**Canadian Mortgage and Housing Corporation. (1996). *Housing for persons with disabilities*. Ottawa, Canada: Canadian Mortgage and Housing Corporation.**

Twelve basic design principles for barrier-free environments are detailed. Following these principles is an extensive guide for universal design for interior areas, social and recreational areas, plant/building systems and signage requirements.

**Center, Y., Ward, J., & Ferguson, C. (1991). *Towards an index to evaluate the integration of children with disabilities into regular classes*. *Educational Psychology*, 11(1), 77-95.**

Research examining those factors which support integration within schools for students with disabilities. Structured teaching techniques and appropriate resource support were found to be strongly associated with successful placement in schools.

**Cook, T., Swain, J., & French, S. (2001). Voices from segregated schooling: Toward an inclusive education system. *Disability & Society*, 16(2), 293-310.**

The perspective of students with disabilities are examined in relation to barriers within the school setting.

**Department of Justice, Office of the Attorney General, United States (1996). *Americans with disabilities act. Accessibility Guidelines for buildings and facilities; proposed rule. Architectural and Transportation Barriers Compliance Board, 36 CFR Part 1191. Federal Register, Vol. 61, No. 141. See <http://www.access-board.gov/adaag/html/adaag.htm#4.16.7>***

Document examining the accessibility design for Americans with Disability Act specifically concerned with children's facilities. Includes data from the Recommendations for Children's Environments study that examined the specifications and anthropometrics related to children.

**Duckworth, S.V., & Kostell, P.H. (1999). The parent panel: Supporting children with special needs. *Journal for the Association for Childhood Education International*, 75 (4), 199-203.**

Article discussion the usefulness of parent panels for facilitating inclusion and participation of children with disabilities in school.

**Goldsmith, B. (1979). *Design data for wheelchair children : with particular reference to designing special schools for physically handicapped children*. London : Disabled Living Foundation.**

This book covers the principal elements of buildings for physically disabled children, with particular reference to schools. It has been prepared to assist designers in providing for the general requirements of such children in the home, residential establishments and education buildings.

**Gutman, E., & Gutman, C. (1968). *Wheelchair to independence: Architectural barriers eliminated*. Illinois, USA: Charles C. Thomas Publisher.**

Although dated, there is a useful chapter on educational settings (in this case for institutionalized children) which covers washrooms, bedrooms, gyms, auditoriums, administrative offices, classrooms, parking/bus services, doors, switches and controls, and water fountains.

**Harkness, S. P., & Groom, J. N. (1977). *Building without barriers for the disabled*. New York: Watson-Guption Publications.**

Useful description of design guidelines for individuals with physical disabilities as well as wheelchair dimensions, needed transfer spaces and reach guides.

**Law, M. (1993). *Changing disabling environments through participatory research*. *Canadian Journal of Rehabilitation*, 7(1), 22-23.**

Research focused on identifying barriers within communities for children with disabilities through the use of focus groups with their parents.

**Law, M. & Dunn, W. (1993). *Perspectives on understanding and changing the environments of children with disabilities*. *Physical and Occupational Therapy in Pediatrics*, 13(3), 1-17.**

The authors provide a sociopolitical planning model which views disability in relation to the environment. Improved community accessibility is highlighted as well as participation by individuals with disabilities in defining their needs within community institutions and environments.

**MacElman, R.M., & Burden, C.E. (1979). *Society versus the wheelchair: The experiences of a handicapped child*. *Pediatrics*, 63, 576-579.**

Extremely moving description of the barriers and negative attitudes faced by a high school student with physical limitations. Suggestions are provided for ameliorating those barriers.

**Marks, S.B. (1997). *Reducing prejudice against children with disabilities in inclusive settings*. *International Journal of Disability, Development and Education*, 44 (2), 117-131.**

The author explores how prejudice develops in children and provides specific advice for counteracting discrimination against children with disabilities, both within the classroom and as a school overall.

**Moore, G.T., Cohen, U., Oertel, J., & van Ryzin, L. (1979). *Designing environments for handicapped children: A design guide and case study*. New York: Educational Facilities Laboratories, A Division of Academy for Educational Development.**

Particular focus on outdoor play spaces/learning environments which encourage active participation for children with disabilities. The principles of inclusivity and developmental goals were used in a case study where a children's play/learning centre was designed. The process of designing the space was participatory with staff at the educational centre.

**National Institute for Urban School Improvement (2000). *Improving education: The promise of inclusive education*. Retrieved June 28, 2000 from <http://www.edc.org/urban/lbtwo.htm>.**

Paper describes the differences between inclusion and mainstreaming and provides information on general educational support that promotes inclusive practices. Principles and practices for promoting an inclusive school are also provided along with a framework for evaluating whether a school has adopted inclusive values and philosophies.

**Pivik, J., McComas, J., and Laflamme, M. (In press). *Barriers and facilitators to inclusive education as reported by students with physical disabilities and their parents*. *Exceptional Children*.**

In this study, a series of focus group meetings involving youth with mobility limitations and their parents were used to identify the physical and attitudinal barriers in different school settings. Fifteen youth between the ages of 9 and 15 years and 12 parents identified the barriers to full inclusion in school and recommended solutions to these barriers, using a modified version of the nominal group technique. These data were analyzed using qualitative methods, specifically, thematic and content analysis. The following categories describe the identified barriers: a) the physical environment (e.g., hallways and doorways too narrow); b) intentional attitudinal barriers (e.g., isolation, bullying, intentional emotional or physical harm); c) unintentional attitudinal barriers (e.g., lack of knowledge, understanding or awareness); and, d) limitations inherent to the physical disability (e.g., difficulty with manual dexterity).

**Pivik, J., McComas, J., Macfarlane, I., and Laflamme, M. (In press). Using virtual reality to teach disability awareness. *Educational Computing Technology*.**

A desktop virtual reality (VR) program was designed and evaluated to teach children about the accessibility and attitudinal barriers encountered by their peers with mobility impairments. Sitting in a virtual wheelchair, children experience obstacles such as stairs, narrow doors, objects too high to reach, and attitudinal barriers such as inappropriate comments. Using a collaborative research methodology, 15 youth with mobility impairments assisted in developing and beta-testing the software. The effectiveness of the program was then evaluated with 60 children in grades 4-6 using a controlled pre- post-test design. The results indicated that the program was effective for increasing the children's knowledge of accessibility barriers.

**Robinette, G. (1985). *Barrier-free Design: anyone can go anywhere*. New York: Nostrand Reinhold Company/**

Excellent source of external environmental considerations for inclusive design including ramps, gates/doorways, walks, curbs, stairs, handrails, parking areas, drop-off zones, signage, and recreation areas. Illustrations are included in each section as well as a summary of human dimensions, anthropometrics and turning requirements for users of wheelchairs.

**Rowley-Kelly, F. (1993). Social acceptance and disability awareness. In Fern Rowley-Kelly, and Donald H. Reigel ( Eds.), *Teaching the Student with Spina Bifida* (pp. 245-250). Baltimore: Paul H. Brooks Publishing.**

Practical advice on dealing with social issues for children with disabilities in school. Especially useful are the ideas associated with disability awareness programming for all age levels.

**Sapon-Shevin, M. (1983). Teaching children about differences: Resources for teaching. *Young Children*, January, 24-32,**

Excellent information on curriculum material designed to teach children without disabilities about their peers with a disability. As well, specific suggestions are provided for teachers to assist in creating an environment that promotes inclusion.

**The Architectural and Transportation Barriers Compliance Board (Access Board). *Building Elements Designed for Children's Use*. Retrieved February 5, 2002**

from <http://www.access-board.gov/adaag/kids/child.htm>.

Current recommendations of the Access Board for universal design elements for children. Includes specifications and anthropometrics specifically for children.

**Zoller, N.J., Ramanathan, A.K., & Yu, M. (1999). The relationship between school culture and inclusion: how an inclusive culture supports inclusive education. *Qualitative Studies in Education*, 12(2), 157-174.**

Provides a description of the most effective school policies that promote inclusion and full participation.

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**Disability awareness literature:** Review of disability awareness programming and the factors which influence these programs' effectiveness.

**Donaldson, J. (1980). Changing attitudes toward handicapped persons: A review and analyses of research. *Exceptional Children*, 46 (7), 504-513.**

**Rosenbaum, P.L., Armstrong, R., W., & King, S.M. (1988). Determinants of children's attitudes toward disability: A review of evidence. *Children's Health Care*, 17 (1), 32-39.**

**Rowley-Kelly, F. (1993). Social acceptance and disability awareness. In Fern L., Rowley-Kelly, Donald H. Reigel (Eds.), *Teaching the Student with Spina Bifida* (pp. 245-250). Baltimore: Paul H. Brooks Publishing.**

**Siller, J. (1984). Attitudes toward the physically disabled. In R.L. Jones (Ed). *Attitudes and Attitude Change in Special Education: Theory and Practice*. Reston, VA: The Council for Exceptional Children.**

**Staub, D. (1998). *Delicate threads: Friendships between children with and without special needs in inclusive settings*. Bethesda, MD, USA: Woodbine House.**

**Thurston, S., Wideman, R., Wideman, M., & Willet, P. (1985). Promoting positive attitudes on the disabled. *History and Social Science Teacher*, 21, 39-43.**