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Review of *Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps*

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focused on students reading from a wide variety of literature of all types. Techniques such as literature groups, sustained silent reading, and the extended use of individualized reading are typical of these recent developments. This increased emphasis on literature has put additional responsibility on the classroom teacher for not only knowing what their students are interested in reading but also the appropriate selection of fiction and nonfiction materials.

Two resources that clearly meet these needs of classroom teachers in a very specific way are *Notes From A Different Drummer* and *More Notes From A Different Drummer*. The authors' purpose and challenge was to compile as complete a listing of children's fictional literature that depicted disabled individuals in some manner. By all standards they have successfully met these two goals.

The strengths of these two books are numerous. Not only are the basic listing of references extensive, the annotations are written with the needs and interests of classroom teachers clearly in mind. The authors are not hesitant to point out both strengths and

weaknesses in a particular book when appropriate. For teachers looking for information on using bibliotherapy in their classroom these references would be of invaluable help. The extensive subject index alone, with its listing of handicaps by type, is well worth the price of the books.

For the reviewer, the real strength of both of these books is in the introductory material. Each has several excellent essays on how the disabled are portrayed in juvenile fiction. These are written with sensitivity and insight that is not often seen in volumes such as these. For the classroom teacher who has not had extensive training in working with the handicapped child this material would provide excellent background information.

The only weakness in these volumes is the fact that they are somewhat dated according to the time period included (the first book covers the time span from 1940 to 1975 and the second from 1976 through 1981).

In summary these are important references that would be of invaluable help in developing a quality reading program using juvenile fiction portraying the disabled.

Mary A. Falvey

Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps, 2nd Ed.

Baltimore, MD: Paul H. Brookes, 1989

372 pp. \$30.00

Reviewed by Robert A. Fox, Ph.D. (University of Wisconsin-Madison). Dr. Fox is Professor of Educational Psychology in the School of Education at Marquette University. He brings significant editorial experience and a prolific record of scholarly publication to this review. Dr. Fox's current writings focus on individuals with severe and profound handicaps and children and adults having a wide range of developmental disabilities.

The stated purpose of this book is to provide a compendium of strategies for developing and implementing a wide range of programs for persons with severe handicaps. The intended audience includes parents, significant others, teachers, counselors, and other service providers. The book is comprised of 14 chapters, 11 of which include contributing authors. A variety of relevant

topics are covered such as general assessment approaches, instructional strategies, and the specific development of domestic, communication, motor, academic, employment and recreation skills for persons with severe handicaps. Novel content areas also are presented including the important role of parents and siblings in the lives of persons with handicaps, planning the IEP conference, developing friendships for individuals with severe handicaps, transition programs, and integration issues.

While the book content emphasizes strategies, it is not simply a how-to-do-it, technique oriented manual. Instead, the book carries with it a specific philosophy regarding persons with severe handicaps. This philosophy consistently underpins each chapter and includes three primary premises: (1) skills that

are taught to persons with severe handicaps should be functional in nature (e.g., learning to grocery shop rather than completing a pegboard); (2) teaching strategies should emphasize chronologically age-appropriate methods (e.g., playing with a stuffed animal as a reward would be considered inappropriate for a teenager with severe handicaps); and (3) all educational efforts should be geared towards maximizing each person's integration into the mainstream of society including school, home, work, recreational and community environments.

Some workers in the field may legitimately criticize the book's philosophical perspective as tending to view persons with severe handicaps through "rose-colored glasses" or as being insensitive to the developmental characteristics of these individuals. However, few could argue with the ultimate goal of this futuristic philosophy, which is to move society in the direction of accepting "people with severe disabilities (as) full-fledged human beings and therefore (as) entitled to all the rights, options, and community access afforded to all citizens" (Foreward, p. ix). More immediately, this philosophy challenges all service providers to assume direct responsibility for the progress of individuals with severe handicaps. Stated differently, the failure of a person with handicaps to progress implies that we have not yet discovered the correct teaching approach for that individual.

Consistent with this philosophy, book chapters are written in a proactive manner with the goal being to develop a repertoire of functional, chronologically age-appropriate skills to facilitate a person's maximum community integration. Each chapter includes a rationale, definitions of relevant terms, specific assessment and intervention strategies, and numerous samples of practical questionnaires, surveys, data recording systems, and guides for writing instructional objectives. These latter tools could be easily adapted to most settings serving persons with severe disabilities. Current research findings are well integrated and add support to the applied clinical approach presented throughout the book. In addition, special legal, ethical, cultural, and policy considerations are addressed when appropriate. Health related issues such as obesity management, self-medication programs, and nutrition are not covered. The contents also do not deal specifically with the plethora of problems that impede an individual's progress in attaining instructional objectives (e.g., emotional difficulties, self-injurious behavior, aggression).

Overall, the book is well written, succinct, and practical. While some parents of individuals with severe disabilities would benefit from reading this book, it seems most appropriate for special education methods courses or as an applied introductory clinical manual for service providers.