

## DOCUMENT RESUME

ED 380 939

EC 303 813

AUTHOR Kupper, Lisa, Ed.  
 TITLE Accessing the ERIC Resource Collection. A Parent's Guide. Revised Edition.  
 INSTITUTION Academy for Educational Development, Inc., Washington, D.C.; National Information Center for Children and Youth with Disabilities, Washington, DC.  
 SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.  
 PUB DATE Jan 95  
 CONTRACT H030A30003  
 NOTE 9p.; For previous edition, see ED 330 131.  
 AVAILABLE FROM NICHCY, P.O. Box 1492, Washington, DC 20013 (free).  
 PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.  
 DESCRIPTORS \*Clearinghouses; \*Databases; \*Disabilities; Elementary Secondary Education; Information Centers; Information Retrieval; \*Information Services; Information Sources; Library Services; Postsecondary Education; Preschool Education  
 IDENTIFIERS \*ERIC; ERIC Clearinghouse on Disabil and Gifted Educ

## ABSTRACT

This guide describes ERIC (the Educational Resources Information Center) as a system of 16 clearinghouses and 5 support units providing many types of information services related to education, and also describes ERIC as a bibliographic database where descriptions of education-related documents and articles are maintained. It explains how to get started using ERIC; how to use a computer to access the ERIC database; and how to obtain articles or documents identified through searches of the ERIC system. The guide also reports how to access the ERIC clearinghouse that specifically focuses on information about disabilities (the Clearinghouse on Disabilities and Gifted Education) and describes its products and services. The guide displays a sample ERIC document resume; presents names, addresses, telephone and fax numbers, and scope notes for each of the 16 ERIC clearinghouses; and lists two suggested readings.  
 (JDD)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ERIC

Revised Edition, January 1995

# A PARENT'S GUIDE

## Accessing the ERIC Resource Collection

N  
I  
C  
H  
C  
Y  
ED 380 939  
EC 30 3813  
ERIC

### What is ERIC?

ERIC, *The Educational Resources Information Center*, is a system comprised of 16 clearinghouses and 5 support units. The clearinghouses gather, select, abstract, and index articles and documents on a wide range of educational topics. Documents include pamphlets, booklets, program reports, instructional materials, and conference papers. The articles come from more than 1,000 different journals and magazines.

ERIC also refers to the bibliographic database where descriptions of these articles and documents — more than 850,000 of them — are maintained. The documents and articles are also abstracted and indexed in two monthly publications — *Resources in Education (RIE)* for documents, and the *Current Index to Journals in Education (CIJE)* for journal articles. Most libraries have the RIE and CIJE.

### Why use the ERIC system?

You can turn to the ERIC database for almost any question you might have about the education of your child. This observation is especially true if your child has a disability. It is difficult to be a well-informed parent, but it is certainly much easier when you know how to use such valuable information resources as those available through ERIC. ERIC is a rich source of information, and more and more families are learning to use the collection. They have found that learning to use the ERIC system is certainly worth the effort.

### How do I get started using ERIC?

Go to your local library or to a nearby university library and talk to the reference librarian. You can request a short lesson on how to use ERIC, including how to use RIE and CIJE to identify articles and documents of interest to you. A sample abstract for a document in the RIE, with a full explanation of how to read it, is presented on page 4 of this guide. (If your library does not have RIE or CIJE, ask the librarian where these can be found in your area.) Also available is the *Thesaurus of ERIC Descriptors* that lists the subject headings used in cataloging articles and documents.

Another valuable resource for learning about ERIC is the ERIC support unit, *ACCESS ERIC*, which helps new clients use ERIC resources. The staff can help orient you to the system, answer your questions about ERIC services, refer you to sources of specific information, and provide publications produced by the system on a variety of topics. *ACCESS ERIC* also maintains a number of database files available on-line to the public. Call *ACCESS ERIC* toll-free at 800/LET-ERIC (800/538-3742).

### Can I use a computer to access the ERIC database?

Yes. In fact, one of the most important features of the ERIC database is that it is computerized. This means that the descriptions of ERIC documents and articles are available not only in print form (RIE and CIJE), but also in an

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.  
 Minor changes have been made to improve reproduction quality.

\* Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

electronic database that can be searched from anywhere in the United States using a personal computer (PC) equipped with a modem. Most libraries offer computer searches of the ERIC database, but anyone who has access to a PC and modem can search the ERIC database with a minimal amount of training.

The ERIC database is also available on compact disc. Searching the ERIC database on CD-ROM is an excellent way to become familiar with both the content of the ERIC database and the art of computer searching. Most libraries now have personal computers equipped to handle compact discs, and many libraries will help you learn to use this technology yourself, so that you can become your own information provider. Searching ERIC on CD-ROM may be an excellent resource for parent and/or disability organizations, allowing users to find what they want and print it out right away.

And, if you have a personal computer, a modem, and access to the Internet electronic network, you can take advantage of the AskERIC service. AskERIC is an electronic question-answering service for parents, teachers, students, or anyone with a question on education. AskERIC information specialists and staff of the ERIC Clearinghouses respond to these queries within 48 working hours.

To use the AskERIC service, simply send your e-mail inquiry (via the Internet) to: [askeric@ericir.syr.edu](mailto:askeric@ericir.syr.edu)

Some commercial network services now offer electronic access to ERIC information. For example, if you currently subscribe to an electronic service such as America Online or CompuServe, you can access ERIC. If you are not sure how to reach ERIC electronically, or if you are not sure your service connects to ERIC, call ACCESS ERIC, toll-free, at 1-800-LET-ERIC (1-800-538-3742).

### ***How do I obtain articles or documents I've identified through ERIC?***

A unique feature of the ERIC system is that, once you have identified a document you would like to read in full, you can usually find it in the ERIC microfiche collection. Unlike most bibliographic databases, ERIC provides microfiche copies of the documents you found abstracted and indexed in *Resources in Education*. This means you can go to many major libraries and most university libraries and find the document on microfiche, read it on a microfiche reader, and even copy it and take it home, if you like.

If your library does not have the ERIC microfiche collection, you can still use ERIC. Copies of ERIC documents—pamphlets, program reports, instructional materials, and conference papers—can be ordered directly from the *ERIC Document Reproduction Service* (EDRS). The toll-free EDRS ordering number is 1-800-443-3742. EDRS can give you price information for paper copies and for microfiche. Postage is additional in both cases. You will need to use a microfiche reader to read microfiche products, but your local library should have such a reader. If it does not, or if you prefer to read a paper copy, you can always request that EDRS send you the paper version of the article or document of interest.

### ***I'm looking for information about disabilities. Does it matter which ERIC clearinghouse I contact?***

While each of the 16 ERIC clearinghouses will try to answer your questions, the *ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC)* is the clearinghouse to call or write when you have an education question about children with disabilities. Located in Reston, Virginia, this clearinghouse is

operated by The Council for Exceptional Children, a non-profit professional organization with a membership of over 50,000 educators and policy makers concerned about the future of special education.

Among the products and services provided by the ERIC/EC are: references and referrals; *ERIC Digests* (brief syntheses of topical information on a well-researched topic); information packages on current topics; mini searches (limited to 10 citations); computer search reprints (prepackaged computer searches on important special education topics); and reports that synthesize and analyze special education research and practice.

To contact ERIC/EC, call 1-800-328-0272, or write: ERIC Clearinghouse on Disabilities and Gifted Education, 1920 Association Drive, Reston, Virginia 22091.

### **What do the other clearinghouses do?**

Each of the clearinghouses has its own subject area(s) of specialization and is responsible for gathering, selecting, and abstracting the articles and documents in that subject area to be added to the ERIC database. Staff at the clearinghouses can also answer questions about the ERIC system from anyone who calls, writes, or visits them. If you would like to visit one of the clearinghouses, it is best to call in advance to make an appointment.

To help you pursue using the ERIC system, we have listed, beginning on page 5, the names, addresses, and telephone numbers of the 16 clearinghouses, along with a brief description of each clearinghouse's area(s) of emphasis.

We hope that you will take advantage of the rich resource of ERIC. It can be a powerful tool for gathering information about the education of your child and other related matters. For more information about any topic discussed in this guide, including how to order copies of documents from EDRS, contact ACCESS ERIC or any of the ERIC clearinghouses.

## **READINGS**

Smarte, L. (1994). *All about ERIC*. Washington, DC: Central ERIC. (This 38-page book is available from ACCESS ERIC at the address listed on page 7.)

Smarte, L., & McLane, K. (1994). *How to find answers to your special education questions* (2nd ed.). Reston, VA: ERIC/EC. (This 70-page book is available for \$10 from the ERIC Clearinghouse on Disabilities and Gifted Education, at the address listed on page 5. Ask for Publication #R637R.)

NICHCY thanks the following people for their contributions to the original edition of this *Parent's Guide*:

Craig B. Howley, ERIC/CRESS  
Judy Conrad, ERIC/HE

For her care in revising the *Parent's Guide* and for making possible this newest edition, NICHCY especially thanks:

Bernadette Knoblauch, ERIC/EC

*While each of the 16 ERIC clearinghouses will try to answer your questions, the ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC) is the clearinghouse to call or write when you have an education question about children with disabilities.*

# Sample ERIC Document Resume

**ERIC Accession Number**—  
identification number sequentially  
assigned to documents as they are  
processed.

ED359626  
Author(s) → Fuhrman, Susan H., Ed.

EA025062  
Clearinghouse Accession  
Number

Title → Designing Coherent Education Policy: Improving  
the System.

**Institution.**  
(Organization where document  
originated.)

Corporate Source—Consortium for Policy Research  
in Education, New Brunswick, NJ.  
Sponsoring Agency—Office of Educational  
Research and Improvement (ED), Washington,  
DC.

**Sponsoring Agency**—agency re-  
sponsible for initiating, funding, and  
managing the research project.

Contract or Grant Number → Contract Nos.—R117G10007; R117G10039

Date Published → Pub Date—1993

**Alternate source for obtaining  
document.**

**ISBN**  
(International Standard Book  
Number)

ISBN—1-55542-536-4  
Available from—Jossey-Bass Publishers, 350  
Sansome Street, San Francisco, CA 94104.  
Note—370 p.

**Descriptive Note** (pagination first).

**ERIC Document Reproduction  
Service (EDRS) Availability**—“MF”  
means microfiche; “PC” means  
reproduced paper copy. When  
describes as “Document Not  
Available from EDRS,” alternate  
sources are cited above. Prices are  
subject to change. For latest price  
code schedule see section on “How  
to Order ERIC Documents.” in the  
most recent issue of *Resources in  
Education*, or call EDRS at  
1-800-443-3742 for price  
information.

EDRS Price—MF01/PC15 Plus Postage.  
Pub Type—Books (010)—Collected Works—General  
(020)—Guides—Non-Classroom (05:\*)  
Descriptors—Educational Change; Elementary  
Secondary Education; Governance; Politics of  
Education; Standards; \*Educational Objectives;  
\*Educational Policy; \*Instructional Improvement;  
\*Policy Formation; \*Public Education

**Publication Type**—broad categories  
indicating the form or organization of  
the document, as contrasted to its  
subject matter. The category name is  
followed by the category code.

This book examines issues in designing coherent  
education policy for public elementary and  
secondary schools. It seeks to expand the policy  
discussion by refining the definition of coherence  
and considering a number of complex questions  
raised by the notion of coherent policy. The book  
offers an indepth look at systemic school reform and  
offers a variety of ideas as to how educators at the  
district, state, and federal levels may coordinate the  
various elements of policy infrastructure around a  
new set of ambitious, common goals for student  
achievement. Chapters include the following: (1)  
“The Politics of Coherence” (Susan H. Fuhrman);  
(2) “Policy and Practice: The Relations between  
Governance and Instruction” (David K. Cohen and  
James P. Spillane); (3) “The Role of Local School  
Districts in Instructional Improvement” (Richard F.  
Elmore); (4) “Systemic Educational Policy: A  
Conceptual Framework” (William H. Clune); (5)  
“Student Incentives and Academic Standards:  
Independent Schools as a Coherent System” (Arthur  
G. Powell); (6) “New Directions for Early  
Childhood Care and Education Policy” (W. Steven  
Barnett); (7) “How the World of Students and  
Teachers Challenges Policy Coherence” (Milbrey  
W. McLaughlin and Joan E. Talbert); (8) “Systemic  
Reform and Educational Opportunity” (Jennifer A.  
O’Day and Marshall S. Smith); and (9) “Conclusion:  
Can Policy Lead the Way?” (Susan H. Fuhrman).  
References accompany each chapter. (LMI)

**Descriptors**—subject terms found in  
the *Thesaurus of ERIC Descriptors*  
that characterize substantive content.  
Only the major terms (preceded by an  
asterisk) are printed in the Subject  
Index of *Resources in Education*.

**Abstract**

**Abstractor’s Initials**

**Note:** The format of an ERIC  
Document resume will vary  
according to the source from which  
the database is accessed. The  
above format is from the printed  
index, *Resources in Education*.

## ERIC Clearinghouses (and Other Network Components)

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

### ***Adult, Career, and Vocational Education***

Ohio State University  
Center on Education and Training for  
Employment  
1900 Kenny Road  
Columbus, OH 43210-1090  
Telephone: (800) 848-4815; (614) 292-4353  
Fax: (614) 292-1260  
Internet: ericacve@magnus.acs.ohio-state.edu

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the student with disabilities.

### ***Assessment and Evaluation***

The Catholic University of America  
209 O'Boyle Hall  
Washington, DC 20064  
Telephone: (800) 464-3742; (202) 319-5120  
Fax: (202) 319-6692  
Internet: eric\_ae@cua.edu

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

### ***Community Colleges***

University of California at Los Angeles (UCLA)  
3051 Moore Hall  
Los Angeles, CA 90024-1521  
Telephone: (800) 832-8256; (310) 825-3931  
Fax: (310) 206-8095  
Internet: eeh3usc@mvs.oac.ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

### ***Counseling and Student Services***

ERIC/CASS, School of Education, Curry Bldg.  
University of North Carolina at Greensboro  
Greensboro, NC 27412-5001  
Telephone: (800) 414-9769; (910) 334-4114  
Fax: (910) 334-4116  
Internet: ericcass@iris.uncg.edu

Preparation, practice, and supervision of counseling at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

### ***Disabilities and Gifted Education***

The Council for Exceptional Children  
1920 Association Drive  
Reston, VA 22091-1589  
Telephone: (800) 328-0272; (703) 264-9474  
Fax: (703) 264-9494  
Internet: ericec@inet.ed.gov

All aspects of the education and development for disabilities and giftedness across all age levels, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

### ***Educational Management***

University of Oregon  
1787 Agate Street  
Eugene, OR 97403-5207  
Telephone: (800) 438-8841; (503) 346-5043  
Fax: (503) 346-2334  
Internet: ppiele@oregon.uoregon.edu

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

### ***Elementary and Early Childhood Education***

University of Illinois, College of Education  
805 W. Pennsylvania Avenue  
Urbana, IL 61801-4897  
Telephone: (800) 583-4135; (217) 333-1386  
Fax: (217) 333-3767  
Internet: ericece@ux1.cso.uiuc.edu

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

### ***Higher Education***

The George Washington University  
One Dupont Circle, N.W., Suite 630  
Washington, DC 20036-1183  
Telephone: (800) 773-3742; (202) 296-2597  
Fax: (202) 296-8379  
Internet: eriche@inet.ed.gov

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

### ***Information and Technology***

Syracuse University  
4-194 Center for Science & Technology  
Syracuse, NY 13244-4100  
Telephone: (800) 464-9107; (315) 443-3640  
Fax: (315) 443-5448  
Internet: eric@ericir.syr.edu

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

### ***Languages and Linguistics***

Center for Applied Linguistics  
1118 22nd Street, N.W.  
Washington, DC 20037-0037  
Telephone: (800) 276-9834; (202) 429-9292  
Fax: (202) 659-5641  
Internet: eric@cal.org

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchange; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

### ***Reading, English, and Communication***

Indiana University, Smith Research Center  
2805 East 10th Street, Suite 150  
Bloomington, IN 47408-2698  
Telephone: (800) 759-4723; (812) 855-5847  
Fax: (812) 855-4220  
Internet: ericcs@ucs.indiana.edu

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory,

speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation for reading teachers and specialists.

#### ***Rural Education and Small Schools***

Appalachia University  
1031 Quarrier Street, P.O. Box 1348  
Charleston, WV 25325-1348  
Telephone: (800) 624-9120; (304) 347-0400  
Fax: (304) 347-0487  
Internet: u56e1@wvnm.wvnet.edu

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

#### ***Science, Mathematics, & Environmental Education***

Ohio State University  
1929 Kenny Road  
Columbus, OH 43210-1080  
Telephone: (800) 276-0462; (614) 292-6717  
Fax: (614) 292-0263  
Internet: ericse@osu.edu

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

#### ***Social Studies/Social Science Education***

Indiana University, Social Studies Development Center  
2805 East 10th Street, Suite 120  
Bloomington, IN 47408-2698  
Telephone: (800) 266-3815; (812) 855-3838  
Fax: (812) 855-0455  
Internet: ericso@ucs.indiana.edu

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12), content and curriculum materials on "social" topics such as law-re-

lated education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

#### ***Teaching and Teacher Education***

American Association of Colleges for Teacher Education  
One Dupont Circle, N.W., Suite 610  
Washington, DC 20036-1186  
Telephone: (800) 822-9229; (202) 293-2450  
Fax: (202) 457-3095  
Internet: ericsp@inet.ed.gov

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

#### ***Urban Education***

Teachers College, Columbia University  
Institute for Urban and Minority Education  
Main Hall, Room 300, Box 40  
525 W. 120th Street  
New York, NY 10027-9998  
Telephone: (800) 601-4868; (212) 678-3433  
Fax: (212) 678-4048  
Internet: eric-cue@columbia.edu

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings (local, national, and international); the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

### **Support Components**

#### **ACCESS ERIC**

Aspen Systems Corporation  
1600 Research Boulevard  
Rockville, MD 20850-4305  
Telephone: (800) 538-3742; (301) 251-5264  
Fax: (301) 251-5767  
Internet: acceric@inet.edu.gov

#### **ERIC Document Reproduction Service (EDRS)**

7420 Fullerton Road, Suite 110  
Springfield, VA 22153-2852  
Telephone: (800) 443-3742; (703) 440-1400  
Fax: (703) 440-1408  
Internet: edrs@gwuvwm.gwu.edu

#### **ERIC Processing & Reference Facility**

1301 Piccard Drive, Suite 300  
Rockville, MD 20850-4305  
Telephone: (800) 799-3742; (301) 258-5500  
Fax: (301) 948-3695  
Internet: ericfac@inet.ed.gov



*A Parent's Guide* is published once a year; single copies are provided free of charge. In addition, NICHCY disseminates other materials and can respond to individual requests for information. All services and publications are free. For further information and assistance, or to receive a NICHCY *Publications List*, contact NICHCY, P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (Voice/TT) and (202) 884-8200 (Voice/TT).

NICHCY thanks our Project Officer, Dr. Sara Conlon, at the Office of Special Education Programs, U.S. Department of Education, for her time in reading and reviewing this document and, as always, for her commitment to the Clearinghouse.

Project Director ..... Suzanne Ripley  
Editor ..... Lisa Küpper

*This information is copyright free*, unless otherwise indicated. Readers are encouraged to copy and share it, but please credit the National Information Center for Children and Youth with Disabilities (NICHCY). Please share your ideas and feedback with our staff by writing to the Editor.



*Academy for Educational Development*

Publication of this document is made possible through Cooperative Agreement #H030A30003 between the Academy for Educational Development and the Office of Special Education Programs of the U.S. Department of Education. The contents of this document do not necessarily reflect the views or policies of the Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

The Academy for Educational Development, founded in 1961, is an independent, nonprofit service organization committed to addressing human development needs in the United States and throughout the world. In partnership with its clients, the Academy seeks to meet today's social, economic, and environmental challenges through education and human resource development; to apply state-of-the-art education, training, research, technology, management, behavioral analysis, and social marketing techniques to solve problems; and to improve knowledge and skills throughout the world as the most effective means for stimulating growth, reducing poverty, and promoting democratic and humanitarian ideals.