

## תהליכי התקדמות של תלמידים בכיתות המקדמות

### יבגניה שילשטיין וחיה שליט

#### מקורות

וייסבלאי, א' (2015). חינוך לילדים עם צרכים מיוחדים בישראל – נתונים וסוגיות מרכזיות. מרכז המידע והמחקר של הכנסת, נדלה מאתר הכנסת <https://www.knesset.gov.il/mmm/data/pdf/m037>

שכטמן, צ' (2010). *ייעוץ וטיפול קבוצתי בילדים ומתבגרים - תיאוריה, מחקר וטיפול*. הוצאת ספרים אקדמית עמק יזרעאל.

Al-Yagon, M., Aram, D. & Margalit, M. (2016). Early Childhood Inclusion in Israel. *Infants & Young Children*, 29, 205-213.

Brewton, S. (2005). The effects of inclusion on mathematics achievement of general education students in middle school (Unpublished doctoral dissertation). Seton Hall University, South Orange, NJ.

Donahoe, K. & Zigmond, N. (1990). Academic grades of ninth-grade urban learning-disabled students and low-achieving peers. *Exceptionality*, 1, 17–28.

Fuchs, D., Fuchs, L.S. & Fernstrom, P. (1993). A conservative approach to special education reform: Mainstreaming through transenvironmental programming and curriculum-based measurement. *American Education Research Journal*, 30, 149–77.

Hanushek, E.A., Kain, J.F. & Rivkin, S.G. (2002). Inferring program effects for specialized populations: does special education raise achievement for students with disabilities? *Review of Economics and Statistics*, 4, 584-599.

Hegarty, S. (2001). Inclusive Education - A Case to Answer. *Journal of Moral Education*, 30, 243-249.

Hewitt, M. (1999). Inclusion from a General Educator's Perspective. *Preventing School Failure* 43, 133-134.

Hoccut A.M. (1996). Effectiveness of Special Education: Is Placement the Critical Factor? *Future Child*, 6, 77-102.

Hurt, J.M. (2012). A Comparison of Inclusion and Pullout Programs on Student Achievement for Students with Disabilities. [Electronic version]. Electronic Theses and Dissertations. Paper 1487. Retrieved from <http://dc.etsu.edu/etd/1487>

Kauffman, J.M., Bantz, J. & McCullough, J. (2002) Separate and Better: A Special Public School Class for Students With Emotional and Behavioral Disorders. *Exceptionality*, 10, 149-170.

Keefe, C.H. & Davis, R. (1998). Inclusion means. *NASSP Bulletin*, 82, 54-64.

Klingner, J., Vaughn, S., Schumn, J.S., Cohen, P. & Forgan, J.W. (1998) Inclusion or Pull-Out, Which Do Children Prefer. *Journal of Learning Disabilities*, 31, 148-158.

Konza, D. (2008). Inclusion of students with disabilities in new times: Responding to the challenge. In P. Kell, W. Vialle, D. Konza & G. Vogl (Eds.), *Learning and the learner: Exploring learning for new times* (pp. 39–64). Wollongong, Australia: Faculty of Education, University of Wollongong. Retrieved from <http://ro.uow.edu.au/edupapers/36>

Marsh, H.W. (1986). Verbal and math self-concepts: An internal/external frame reference model. *American Educational Research Journal*, 23, 129-149.

Mastropieri, M.A. & Scruggs, T.E. (1992). Effective Mainstreaming Strategies for Mildly Handicapped Students. *Elementary School Journal*, 92, 389-409.

Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies*. (2<sup>rd</sup> ed.). Abingdon, Oxon: Routledge.

Tompkins, R. & Delony, P. (2004). Inclusion the Pros & Cons. *Southwest Educational Development Laboratory*, 4, 1-15.

Trembla, P. (2013). Comparative outcomes of two instructional models for students with learning disabilities: inclusion with co-teaching and solo-taught special education. *Journal of Research in Special Educational Needs*, 13, 251-258.

Waldron, N.L. & McLeskey, J. (1998). The effects of an inclusive school program on students with mild and severe learning disabilities, *Exceptional Children*, 64, 395-405.