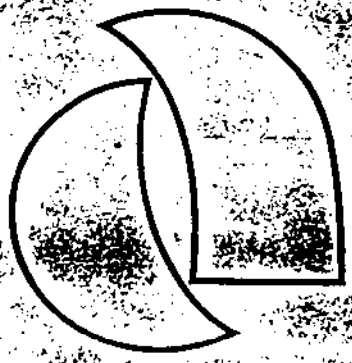
MAINSTREAMING

SOME ISSUES FOR SCHOOL BOARDS



Canadian Education Association
Association canadienne d'education

MAINSTREAM1NG:
SOME ISSUES FOR SCHOOL BOARDS

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FOREWORD

Integration, mainstreaming or normalization are terms that refer to the increasingly popular movement of educating exceptional pupils in regular program classes for all, or a certain part, of the school day. An integrated program incorporates special help within or outside the regular program setting. As the education of exceptional pupils in Canada becomes increasingly the responsibility of school boards, and as more and more parents demand that their children be absorbed into the regular school system, school boards must deal with this new dimension of education. If the concept is to work, misconceptions about integration, which create resistance to it or cause it to be viewed through rose-coloured glasses, must be eliminated. Integration can either be an opportunity to create a positive, humanizing educational environment or a fiasco. To achieve the former requires a careful preparation, orientation, and understanding of integration. A serious commitment of time is necessary to avoid a backlash.

This report resulted from a recommendation by the CEA Advisory Committee on Communication Services and was written by CEA Information Officer Suzanne Tanguay. It discusses many of the issues school boards face in developing and maintaining integrated programs. Their experiences are highlighted through comments from school board administrators and excerpts from board policies and reports.

The CEA is grateful to all the school boards who took the time to participate in our survey. We hope that this report will serve as a useful vehicle for sharing information on integration.

Robert E. Blair
Executive Director
Canadian Education Association

INTRODUCTION

Attitudes toward the education of exceptional children have changed dramatically during the past 20 years. There has been a definite move away from special schools for exceptional children, which are now becoming scarce. Even partial integration — placing special education classes in regular schools — is now overshadowed by the trend toward integrating exceptional children in regular classrooms. Integration or mainstreaming, as it is often called, has been defined by the Council for Exceptional Children as *"an educational placement procedure for exceptional children based on the conviction that each child should be educated in the least restrictive environment in which his or her educational ana related needs can be satisfactorily addressed."*

Thus, integration strives to provide the most appropriate education for each child in the least restrictive setting. It consists of educating exceptional and non-exceptional children in the same classroom but provides special education services based on specific needs rather than on one category of handicap. Integration is not a return of all exceptional children to regular classes but a process which creates alternatives to help educators serve exceptional children in the regular setting but with the support services they require.

The trend toward integration is a reflection of our society's distaste for segregation. Self-contained special classes and schools have been under attack since research demonstrated that they provide few social or academic advantages to the segregated child. Indeed, the effectiveness of conventional special education methods has come under close scrutiny and the labelling of children by disability for educational purposes has been frowned upon. The prevalent view today is that both exceptional and non-exceptional children will benefit from integration. Among some of the advantages to the exceptional child are the learning of social competencies necessary to reduce social isolation and increased educational aspirations and achievements. The non-exceptional child, on the other hand, is given the experience to understand, help, and accept children with disabilities.

These views have produced legislation in the United States that mandates integration. The passage of PL 94-142 in 1975 made it law that every child between the ages of 3 and 18 be educated in "the least restrictive environment possible." There are no provincial laws in Canada which mandate integration but the growing acceptance of integrated programs is unlikely to be reversed. In the past, the education of exceptional children was the responsibility of several provincial departments (education, health, and community and social services) and associations. This responsibility has increasingly been shifted to the departments of education and, in recent years, the education of exceptional children has been turned over to local school boards. Several provinces, notably Ontario, Newfoundland, Saskatchewan,

Nova Scotia and Quebec, have legislation that obliges school boards to provide educational programs to exceptional children.

Still, the subject of integration remains controversial. Some parents fear that their handicapped child will be ridiculed by the other students or that their child will not receive the specialized attention given in segregated schools or classes. Some may fear that integrated classes are no more than a cost-cutting measure and a poor substitute for educating children in special self-contained classrooms.

Integration has focused much greater attention on the problems of exceptional students and their instructional programs; these issues have become the concern of all school board personnel. Indeed, the success of integrated programs depends on the attitude, understanding, and preparation of the entire gamut of educators, administrators, and custodial, transportation and secretarial staff. The time and effort required to make it work are significant. This report examines many of the issues that school boards face in providing integrated programs.

THE SURVEY

In May 1984, the Canadian Education Association sent out 170 questionnaires to school boards across the country to survey their activities in integrating exceptional pupils in regular programs. All the CEA Information Service Boards were contacted as well as randomly selected boards in each province. The survey consisted of 27 questions which explored the development of integrated programs in a board, the assessment and placement of exceptional pupils, the type of instruction provided, public relations, in-service, and the administration of the integrated programs. Personal comments from school board administrators were sought to provide a closer look at the challenges and rewards integration brings. A total of 97 school boards responded to our survey *(51%).* (See page 34.)

	Questionnaires sent	**Replies** returned
British Columbia	22	
Alberta	20	
Saskatchewan	15	
Manitoba	17	
Ontario	33	
Quebec	25	
New Brunswick	10	
Nova Scotia	12	
Prince Edward Island	4	
Newfoundland	10	
Northwest Territories	2	

WHY INTEGRATION?

The successful integration of exceptional pupils into the regular school classroom is a lengthy and demanding process which requires a period of carefully planned orientation for teachers, school board and school administrators, parents, students and all other personnel dealing with the integrated program pupils. The conditions necessary for successful integration have been studied carefully and the findings demonstrate that such programs require a high degree of commitment and support. Teacher-pupil ratios must be reduced for individualized instruction appropriate numbers of aides must be provided, methods for assessing and placing pupils must be defined, models for instruction must be established, and administrators must ensure that resources and facilities are appropriate for the exceptional pupils.

In view of these requirements, it would not be surprising if school boards shied away from implementing integrated programs. And, in fact, some school boards hesitate to provide them because they would have to do away with elaborate programs and structures that have been built around the concept of segregated schools and classes. As well, a number of issues can frustrate school boards: transportation, inadequate resource personnel, insufficient in service an unsupportive attitudes . These issues all must be dealt with if the broadest and most positive concept of integration is to be realized.

Despite the extensive planning and preparation required for successful integrated programs, our survey found that integration is widespread. From the 97 boards that returned our questionnaire, 96 indicated they integrate exceptional pupils into regular programs. The one remaining board was in the process of formulating a policy on the subject and preferred not to answer the questionnaire at this time. It was clear from the answers that the majority of school boards offer a variety of programs ranging from segregated and partially integrated to fully integrated. By and large, the degree of integration is dependent upon the needs of the student and the wishes of the parents.

We found that integration began to flourish in Canadian school boards during the early 1970s and had reached a high degree of popularity by the early 1980s. Although some school boards began integration earlier, it was usually done on a small scale and very gradually. Who develops the plans for the implementation of integrated programs? The top three answers were 1) school board personnel (77 boards); 2) school personnel (48 boards); and 3) special board committees (21 boards).

We also asked school boards their principal reason for Implementing integrated programs. The most frequent answer, mentioned by 20 boards, was the desire to place exceptional pupils in the least restrictive enviroment and to normalize their education as much as possible.

Eighteen boards felt it was to better meet the needs of students; 15 indicated that children are more alike than different and that integration would permit a healthy climate of socialization and understanding between both groups; and 14 said it was a question of resources in that there were not enough exceptional pupils to justify segregated schools or classes. Twelve boards wrote that integration enabled exceptional pupils to receive the regular curriculum which was viewed as providing a better education to special students; nine boards mentioned that integration was the department of education's policy; eight were concerned about preventing isolation from regular students and eight indicated that integration was a board policy.

More specifically, boards stated that they saw integration as necessary for socialization, peer modelling, alleviating the stigma of being exceptional and enhancing the children's self-image. Programs were also introduced, some boards said, because the parents wanted integration and because integration programs can respond — in the least restrictive environment — to the variety of individual learning needs that special education children have. A number of boards said that since there are more similarities than difference between exceptional students and their regular classroom peers, exceptional pupils should not be isolated from others for the whole school day, especially those who have not demonstrated any weakness in certain subjects.

Many boards began integrated programs to help students cope better with society as a whole. The social and emotional development of the exceptional students is encouraged and their self-esteem is increased when they work and live in the normal school setting as much as possible. Both exceptional and non-exceptional students can learn from each other, and a positive learning atmosphere and a co-operative spirit, beneficial to both groups of children, can be fostered in the integrated classroom.

PROGRAM PREPARATION AND PUBLIC RELATIONS

A program of integration requires a serious commitment of time and planned orientation activities from a school board. Some studies have revealed that a minimum of 18 months of preparation is needed. Once it has been decided that integration will be offered, the school principal, the regular classroom teachers, the special education classroom teachers, the exceptional pupils, the regular pupils, and the parents of both groups of students will all need to be prepared.

Each one of these groups must have a positive and realistic understanding of what integration is, and should be aware not only of its advantages but also of its limitations. Besides ensuring that integration is accepted, school boards must make certain that the proper support services, resources, and staff are available and that the various instructional strategies needed to deal with a multitude of handicaps are in place. It should never be assumed that integration will be the best thing for a child; to make it a positive experience requires a great deal of care.

Persons interested in learning about the key findings of research done on integration should be encouraged to read A Search of the Literature on Mainstreaminq, a 1983 publication of the Federation of Women Teachers' Associations of Ontario. This informative publication presents in a clear manner the salient results of the extensive research that has been done on mainstreaming. A Search of the Literature on Mainstreaminq quotes Samuel 3. Meisels, Associate Professor, Department of Child Study, at Tufts University who suggests that the following actions be taken by school staff to ensure successful integration:

> Decide as a staff that you wish to explore mainstreaming.
> - Visit other mainstreamed programs.
> - Establish a support system among colleagues.
> - Find an outside specialist or consultant who will act as resource person to teachers.
> - Establish criteria for the kinds of special needs children that will be mainstreamed into any particular classroom. The composition of individual classrooms should be considered carefully.
> - Meet with the parents of non-special needs children and explain the mainstreaming program and the possible effects on their child.
> - Staff, administration and parents must make a commitment to the proposed mainstreamed program.
> - Make necessary spatial and environmental changes in the school.
> - Encourage all staff to enrol in in-service courses.

- Find special needs children and send out information about your program to parents.
- Maintain contact with all available resources.
- Keep the support system among colleagues, administrators and parents operational.
- Keep evaluating the effects on special needs students and also the effects on non-special needs students.[1]

Research has shown that teacher skills and attitudes are the most important factors in a child's adjustment to an integrated class. Although teacher attitudes and in-service will be dealt more thoroughly later on, let us mention the feeling many regular classroom teachers have of being left out of the decision - making process regarding integration and of fearing that they will be unable to cope with the exceptional children. There are many other fears the school board will have to deal with: parents of regular pupils are afraid the classroom teacher will devote most of his or her attention to the exceptional pupils or that the academic pace will be slower than before. Meanwhile, parents of exceptional pupils fear their child may be shortchanged by not receiving the amount of teacher attention perceived as being available in a special class, and also that their child may not be accepted by his or her peers. School boards should ensure that both exceptional and regular pupils are taught social skills in order to approach integration in the best way possible.

We asked school boards what they did to inform and prepare parents, students and the public for successful integration. A study of the answers revealed that boards do plan activities that will make parents well-acquainted with the program. However, there was a noticeable lack of planned activities to prepare students for integration. Most of the preparation was very informal and a number of boards did not do anything at all.

A Sampling of Examples

At the Huron County Board of Education (Clinton, Untano), parental communications are encouarged through on-going parent-teacher interviews. Parents are also contacted concerning all referral and formal assessment procedures, for which their written consent is mandatory, and are invited to participate in the ldentificatioa, placement and review procedures concerning their child. A Parental Guide is available upon request from any school principal or from the administration office of the board.

1 Mary Howarth, *A Search of the Literature on Mainstreaming* (Toronto: Federation of Women Teachers' Associations of Ontario, 1983), p. 27.

The development of parental awareness is also accomplished through newsletters and pre-registration case conferences which include parents and through the channels of communication available from the local associations for the mentally retarded or handicapped; appropriate personnel is available for discussions, and seminars upon request. Staff invited to speak to community groups, agencies or associations convey the philosophy of the Huron County 8oard Education. Media coverage of special events or programs is encouraged.

Jasper School District No. 3063 (Jasper, Alberta), informs parents of regular program pupils through local newspaper articles, through "open house" sessions and through the student handbook. Regular program pupils are given an explanation of how the resource room works. All parents of exceptional pupils have a personal interview with the resource room teacher before their child is admitted to the program. A meeting between each exceptional pupil and the instructor is also held to discuss the pupil's performance, to set goals, and to outline a method of achieving these goals.

At Howe Sound School District No. 48 (Squamish, British Columbia), the teacher explains to the regular program pupils the need for integrating students through discussions, films, puppet shows and plays. The Edmonton Public School Board frequently includes school support personnel in professional development activities. A variety of awareness programs are offered to regular program pupils. The board has units of study on handicapped conditions, special films and books at various grade levels, guest speakers and visits. Exceptional pupils are given individual counselling and assistance. Potential integration problems are dealt with through classroom instruction; a major curriculum theme is "Understanding Self and Getting Along with Others."

At the York Region Board of Education (Aurora, Ontario), parent awareness is provided by speakers at special meetings, by requests for input to the program and by parent handbooks and pamphlets. Regular students are prepared for integration through the use of films and speakers, through field trips to special facilities and through guidance programs which stress positive attitudes toward integration. As well, students gain an understanding of their disabled peers by assisting them. Special programs for exceptional pupils are carefully meshed with regular programs in order to ensure success.

The Commission scolaire Ancienne-Lorette (Ancienne-Lorette, Quebec), informs parents of regular students through discussions of disabilities and the integration programs as well as through slides and films. Parents of exceptional children are involved in the board's plan of action. As well, a presentation of the support methods available is given. Regular students are prepared through discussions, films, slides, and visits to the resource room while exceptional students discuss integration and visit the regular school or classes to familiarize themselves with available facilities and support services.

At Peace River North, School District Mo. 60 (Fort St. John, British Columbia), individual counselling is provided to parents of regular pupils if they are concerned about the program; generally their fear is a lowering of the standard of service for their child. Parents of exceptional pupils are required to attend a meeting before the child enters the program at which all aspects of integration are discussed fully. Ongoing communication between the parents and the school continues throughout the year.

School District No. 43 (Coquitlam, British Columbia) aims to establish close working relationships with parents and community agencies so that services on behalf of exceptional children are co-operative and coordinated. It provides parents with the opportunity to participate in the choice of education given to their child and attempts to ensure parental access to prevention, identification and intervention services. The school district's policy further states that it will foster general awareness in others of the needs and abilities of exceptional pupils by assisting the total educational community in accepting the responsibility for preparing itself for maximum acceptance of children with a wide range of individual differences.

ASSESSMENT AND PLACEMENT

One of the principal concerns educators face in providing an integration program is determining which children will be mainstreamed and which ones will be segregated. Is integration a realistic choice for a child? Does it serve his or her best interest? These are some of the questions school boards must confront in their assessment and placement procedures to ensure an educational setting which best meets the needs of each child.

Experts agree that there must be a selective placement of children into regular programs; not all exceptional pupils should or can be integrated. Developing assessment and placement procedures that determine which children require specialized care not available in the local school or those who belong in an integrated class calls for a careful examination of a child's educational needs rather than the grouping of children based on a category of handicap.

The passing of legislation in several provinces requiring school boards to undertake the education of exceptional children has placed considerable attention on special education. For example, Bill 82 in Ontario requires boards of education to provide by September, 1985, appropriate programming for all students identified as exceptional. Under Saskatchewan law, public education is provided to all children regardless of disability; the Education Act guarantees the handicapped the right to appropriate educational services.

However, identifying and placing exceptional children remains a complicated issue with no hard and fast rules:

> One of the very great difficulties is that the terms used to describe exceptional students are often vague. The terms used to describe special students have changed dramatically over the past two decades, with learning disabilities and hyperactivity being basically less than 20 years old. While there is general agreement about vision or hearing impairment (although even here there is some debate), there is little agreement about what is meant by such terms as "learning disability" or "behaviour problem." While some contend that a learning disability involves an actual perceptual or cognitive disorder, there has been no success in isolating any of these; in practice a learning disability may be just another name for underachievement, where a student's performance is not equal to his or her ability. Similarly, the official definition of behavioural exceptionalities is so broad as to be practically meaningless.[2]

When we posed the question, "What type(s) of exceptional pupils does your board place in integrated programs?", the responses were as follows (most boards gave more than one answer): the largest number of boards (64) integrate physically handicapped children, 63 mentioned the educable mentally retarded; 61 the learning disabled; 48 the hearing handicapped; 41 the visually handicapped; 34 the trainable mentally retarded; 27 the behaviourally and/or socially maladjusted; and 16 the emotionally disturbed. Seven boards mentioned specifically speech and language disabilities, four mentioned slow learners and 13 indicated that every type of exceptionality was integrated.

On what basis do these boards make the decision to integrate exceptional pupils in regular programs? Neck and neck for the most common answers were 1) the needs of the students and 2) the suitability of the regular class for the exceptional student. One of the questions boards consider is, How successfully can a child fit into the regular class? In third place was the pupil's ability; generally the degree of exceptionality was determined by the results of an assessment. In some cases, children were integrated primarily because of staff recommendations. In others, teacher attitudes toward a particular disability was an influential factor. In fourth place was the question of finances, whether or not the school and class had the appropriate resources. Some school boards have a policy that all but the most severely handicapped children must be integrated. A handful of school boards mentioned that the age of the student was an important factor, while a few said the wishes of the parents were the most significant factor in placement.

2 Peel Board of Education, "Referral and Placement Decisions in Special Education," *Research Bulletin,* April 1983, Number 17.

In some schooL boards the exceptional child's ability to succeed in the regular class, and the class's ability to adapt, are the most important considerations in determining whether a pupil will be integrated or not. Integration depends upon the child's ability to cope socially with the class's age group and his or her ability to participate academically. A child is integrated when it is believed he or she will benefit, bearing in mind the abilities ana attitudes of the regular classroom teacher. In most cases, the exceptional child is given a chance to show what he or she can do in the regular class.

In most school boards the placement decision is taken by a group and the parents are involved. The East York Board of Education (Toronto) says its decision is based on four factors: 1) the needs of the invidiual pupil, which are determined by the Indentification, Placement and Review Committee with the help of resource personnel; 2) what programs are available; 3) what the parents want; and 4) staff competence and training. Recently, the Peterborough County board of Education's sub-committe studying metally handicapped students recommended further integration within the regular school system. One of the reasons for this was that parents of non-integrated children felt like second-class parents and wanted to get their child into the regular programs.

Who, in fact, makes the final decision to place an exceptional pupil in an integrated program? Our survey revealed that the largest number of placement decisions (mentioned by 54 boards) are made by a school committee, often called an Identification, Placement and Review Committee (IPRC). Ontario law mandates that a committee of at least three persons be appointed to review relevant information concerning pupils, to identify whether or not the pupil is exceptional, to determine an appropriate special education placement, and to review the placement at least once a year. Twenty-nine school boards indicated that one of their consultants makes the placement decision, while 28 boards said it was done by the school principal. In 13 cases, both the principal and the teachers decided; nine boards mentioned that the parents' wishes were the determining factor.

Pupils are placed in an appropriate program after they have been carefully assessed. This assessment may consist of many components; testing, observation of the pupil at work and at play; conversations with the pupil's parents and teachers; discussions with the pupil and his or her peers; an examination of past performance; informal teacher made tests, standardized tests, special tests for particular purposes and individual psychological tests. The placement decision must be based on the needs of the child and the resources available to fulfil those needs. Most Canadian school boards base their placement decision on the policy of the "least restrictive envirorment."

INSTRUCTION AND RESOURCES

The concept of integration and of the least restrictive environment is a commitment to match as closely as possible the needs of an exceptional student with the resources available. Not all exceptional students can be placed in regular classrooms and not every school can provide every service to every child. However, the concept of the least restrictive environment remains the guide for determining the most appropriate educational placement for a child.

Finding the right programming and personnel presents difficulties for a number of school boards. Timetabling, class size, providing for the special individual needs of pupils, facility renovations, making sure that appropriate resources are available to schools, individualized instruction and the transfer of overall responsibilities to regular classroom teachers are aspects of integration with which school boards say they have difficulty.

There are several ways of providing instruction to exceptional children. These choices are best expressed in the Cascade Model which presents various levels of educational environments appropriate for a pupil depending on the severity of disability. Children with the most severe handicaps receive their education in a residential setting (level 7). Ideally, the child moves up to higher levels as rapidly as feasible: homebound instruction (level 6); special school (level 5); full-time special class (level 4); part-time special class (level 3); regular class attendance plus supplementary instructional services (resource room) (level 2) and regular class attendance with special equipment or materials (level 1).[3]

A child should preferably follow a regular program in the regular class but if this is inappropriate the Cascade Model presents a number of educational options. Generally, the further a child is placed away from the "normal" school setting, the less desirable the program. The child should thus move away from regular class placement only as far as necessary and toward the regular class as rapidly as possible.

The most commonly used instruction models in integration are 1) individualized instruction within the regular class, 2) regular class instruction with support services, 3) regular class instruction with withdrawal to a resource room program, 4) part-time special class instruction with some integration for certain subjects, and 5) full-time special class instruction with integration for certain school activities.

3 B.R. Gearheart, *Organization and Administration of Educational Programs for Exceptional Children* (Springfield, Ill.: Thomas, 1974).

Individualized Instruction

The individualized model is complete integration; social and academic goals are adapted for every child so that each pupil in the class is following an educational program tailor-made to his or her needs. Individualized instruction is not an open program which requires pupils to learn independently; it provides direct instruction, monitoring and feedback. It permits pupils to progress at their own pace and allows for a wide range of individual differences. Although providing individualized instruction places heavy demands on the teacher and on resources, this model is favoured by many educators because it does not single out those pupils who have difficulties with the regular curriculum.

Resource Room

Another method which is favoured by a great number of school boards is the resource room program. The child is placed in a regular class for most of the time but his or her specific instructional needs are met in a special education resource room for several periods a week.

> Proponents of the resource room model see the key to an effective resource room program as the consultative services which are available to the resource room teacher. Unless the resource room teacher has access to a wide variety of specialists, the number and kinds of pupil disabilities can be overwhelming.[4]

How are the special needs of exceptional pupils provided for in the school boards that were surveyed? The most popular model (some boards gave more than one answer) was the resource room program, which was mentioned by 84 boards. Individualized instruction was second (68), remedial tutors and teacher aides was third (32) and full-time special classes was fourth (27). In schools offering several integration models, the resource room program was predominant.

In general, the less severe the handicap, the greater the child's chance of full integration. Still, any integration program requires the teaching of skills and behaviour patterns to exceptional pupils, and regular pupils must feel convinced that they should respond positively to them. Research has shown that exceptional pupils will not automatically model their behaviour on that of regular pupils. Exceptional students are often difficult to deal with in the regular class because of inappropriate behaviour which may be a result of their frustrations, their immaturity or their lack of ability. The child

4 Mary Howarth, *op. ait.*, p. 15.

usually does not want to be different and wants to follow the exact program and curriculum materials as the regular pupil although he or she may not be capable of this. Some of the techniques educators can use to alleviate programming problems are to establish realistic, short-term goals for the pupil, to modify the curriculum, and to find innovative ways to evaluate special students other than through paper and pencil tests. As well, teachers must be prepared to be more tolerant when an exceptional child's behaviour is atypical. They must encourage positive interaction between students and provide opportunities for exchanges through such techniques as peer group tutoring.

The Huron County Board of Education's (Clinton, Ontario) view of integration is illustrated below:

> Provision of appropriate special education placement for exceptional students must, of necessity, incorporate a variety of available services, including regional residential schools, self-contained classes, and accommodation within the regular class.
>
> In keeping with this range of necessary services, the Huron County Board of Education maintains classes and/or schools for students with special learning needs. It is important to note, however, that most exceptional students have learning needs which can be met through placement in the regular classroom, with appropriate accommodation and support. The resource support model represents both a philosophy and a procedure for service to these students.
>
> A concerted effort has been undertaken to co-ordinate the efforts of the special education staff and the curriculum coordinators in the program department. In this manner it is suggested that the needs of all children may be addressed in the most comprehensive fashion possible. The two departments have been amalgamated through the establishment of a "teacher resource centre" and all activities, materials and human resources are provided to the system with the on-going co-operation of the respective superintendents for student services and program.
>
> At the administrative level, the director and supervisory officers address the provision of educational services through an "executive team" approach. This ensures a high level of coordination for all central services.
>
> At the school level, principals are provided with a formula budget which enables flexibility and respects the individuality of each school. Specific educational needs may therefore be addressed school-by-school within a system

framework for the provision *of* instructional equipment materials.[5]

Class size

How many exceptional students are placed in a regular class? How big is the total class size? Research suggests that there should be no more than three exceptional students in a regular class at the same time. It is also recommended that the resource room teacher see a maximum of 15 to 25 students per day. from the school boards answering our survey, 19 indicated that three exceptional pupils are placed in the regular classroom, 16 said two; 11 said two or three; 11 said one or two; seven said four, five said five, three said between five and ten and two said one. The average number of pupils, both exceptional and regular, in a class is between 21-30 pupils for 69 boards; seven boards have classes of 20 pupils or fewer. Only three boards had classes of over 30 pupils.

Research tells us that the average amount of time needed in the resource room is between 30-60 minutes a day. Our survey indicated that the largest number of boards (30) allowed for 30-60 minutes of resource room instruction per day, 11 boards have 60-90 minutes per day and another 11 boards have two to three hours. Ten boards gave over four hours of resource room instruction per day; eiqht gave up to 30 minutes and five gave 90 minutes to two hours.

Ninety-two of the 96 boards reported that, in most cases, the exceptional students are the same age, or one or two years older, than the regular program pupils. Although multi-age classes are strongly favoured by research in integration, only six boards reported having them.

Another aspect school boards must consider is altering school facilities and obtaining the necessary equipment to accommodate integration. Generally, this did not appear to present a problem to our respondents. The changes most frequently required were wheelchair ramps and lifts, elevators, wider doors, larger toilet stalls, handrails, specially designed desks, tables and chairs, communication devices for the aurally and visually handicapped, more space for private tutoring, accoustic tiles, phonic ears, a greater variety of resource materials to individualize programs, braille typewriters, tutorial rooms, and providing transportation for the exceptional students. School buildings must have the facilities to ensure the

5 Huron County Board of Education, *Special Education Planning Guide 1984* (Clinton: Huron County Board of Education, 1984), p. 27 and 32.

safety and mobility of the students and aides should be hired to help the physically handicapped who require assistance.

More difficult problems are faced in trying to provide the necessary personnel. One Saskatchewan school board wrote that the integration of special needs students into regular programs with the required modifications is a theoretical ideal workable in literature but not very realistic in actual practice.

The York Region Board of Education describes its program:

> In order for integration to succeed, there must be regular and close communication between the special education teacher and the regular class teacher in terms of the exceptional pupil's strengths, weaknesses, and special needs. Preparation and support for integration should be in both the academic and social areas.
>
> Integration will vary according to the exceptionalities and will range from integration of facility — a classroom within a regular school — to almost full-time academic integration in regular classes.
>
> A class for the trainable retarded is frequently placed in a regular school. This is a form of integration. Where this is done, it is not expected that much academic integration will be possible. However, such children should be integrated into the life of the school and should participate in assemblies, should view films with other classes where appropriate, should share lunch facilities, and should participate in regular recess and noon hour activities. Sane additional integration may occur in the form of "regular pupils" visiting the trainable classroom to work with these pupils in areas such as drama.
>
> The slow learning pupil will be integrated into the life of the school. However, some slow learning pupils have academic strengths that will also allow academic integration to occur. If such a pupil is good in spelling, reading, mathematics, or shop and is able to compete with regular pupils of approximately the same age with a reasonable chance of success, then such opportunities should be arranged. Such integration could occur at one grade level below that indicated by age but care must be taken not to place the child in a situation that is embarrassing for him, e.g., a twelve-year-old should never be asked to take reading with *a* grade one or two class.
>
> Pupils with behavioural or emotional problems should not be integrated until they are ready both emotionally and

academically. They must feel they can succeed and must want to do so. It is particularly important that close communication between regular and speciaL class teachers occurs. It is also wise to make provisionsfor such children to remain in the special class if they are having a bad day.

The learning disabled child requires the most integration, is usually the first to be ready for integration, and requires the most acceptance on the part of the regular classroom teacher. This is so because very often a small modification of program or of classroom rules is the difference between success or failure.Examples of such modifications might be: freedom to move from the assigned seat; a change in the seating arrangement; extra time for written work; or oral tests. The special class for learning disabled children becomes a support base that fosters success in the regular stream.

The three keys to successful integration are attitude, pupil readiness, and communication. Any school can make it work if they wish to do so. Exceptional pupils are the responsibility of every teacher in the system and not simply of the special class teachers.[6]

As mentioned earlier, not every school can provide every service to every child, but most schools can provide or extend their services to exceptional pupils. This necessitates, first of all, a desire to do so, but it also means additional resources, support services, professional development, and well-designed resource programs. Small districts may have difficultly in providing services to students since they may be so few in number. Getting teachers to write individual education plans for individualized instruction is essential but many regular teachers lack the background to do this. School boards must create school environments that enhance each student's opportunities to maximize basic academic and social skills. School programs should be designed to modify conditions in the learning environment to accommodate the needs and characteristics of individual students and, at the same time, build upon each student's strengths and capabilities in order to increase the ability to profit from the learning enviroment.

St. Paul's Roman Catholic Separate School Division No. 20 (Saskatoon) writes that "parental expectations of mainstreaning, particularly for moderate to severe handicaps, may not always be realistic. A more realistic understanding has to be developed by parents and teachers — the model for the delivery of services is much

6 York Region Board of Education, *Special Education Resource book for Parents* (Aurora: York Region Board of Education 1984), p. 5.

broader than integration alone. If we are to serve students, we must maintain provisions for segregated settings, integration, specialized services, etc. Integration should be viewed as a part of the total model for the delivery of services."

Where integration is well planned and roles and responsibilities clearly defined, the improvement in the self-image of the exceptional pupil and the increase in parental support is evident. Colchester-East Hants District School Board (Truro, Nova Scotia) says there are few, if any, disadvantages to integration. The most significant advantages are the enhanced self-esteem of integrated students and the learning that results from interaction with their peers.

STAFF AND IN-SERVICE

As the responsibility for providing educational services to exceptional children shifts more and more to the public school system, teachers and administrators must be able to take appropriate pre-service or in-service education courses. The lack of preparation by regular classroom teachers to undertake this function was a major concern of our responding school boards. Teachers do not feel adequately trained to handle the needs of exceptional pupils. A few classroom teachers are uncomfortable because they feel that the slow pace of certain classes is a reflection on their teaching ability. Often this uncertainty is reflected in an unwillingness to accept integration and a negative attitude toward the program. Indeed, when we asked school boards to rate how certain groups have generally accepted the concept of integration, regular program teachers were given the lowest rating of seven groups. The highest degree of acceptance for integration was found in special education personnel, followed by parents of exceptional pupils, exceptional pupils, school administrators, regular program pupils, parents of regular pupils, and finally regular program teachers.

Respondents to our questionnaire often mentioned teacher skills and attitudes as being difficult to deal with from an administrative point of view. Regular classroom teacher skills and attitudes were seen as critical variables in the success of mainstreaming. One board said, "In some cases, classroom teachers' roles and responsibilities were often misunderstood, leading to frustration and disillusionment. Adequate support services to ensure smooth integration were not provided. Insufficient in-service did not enable teachers to understand the children's needs and how to provide for them. There was also a need for improving the liaison between regular classroom teachers and special education personnel."

In a report to the Board dated February 13, 1983, Marie Sedor, Special Education Coordinator for Duck Mountain School Division No.34 (Winnipegosis, Manitoba), writes:

> One problem we share, and this one is common to all divisions; some regular classroom teachers are not comfortable with a special student because they do not have realistic expectations, the pace is often very slow, and they have not been trained. In a case like this, the teacher will expect the resource teacher to take full responsibility. Yet, the regular teacher must take responsibility for the whole child.
>
> Here is where communications are so vital: the resource teacher must work with the classroom teacher as a team, provide insights and expectations (based on assessment), together plan programs and activities for which the child will obtain the most benefit. It is possible that the student may work on a totally individualized language arts program yet be successfully integrated in all other grade activities with subject assignments in science or social studies modified to the student's abilities.
>
> We must provide more training and awareness for regular class teachers so that they can be comfortable with a special needs program. To this end, resource teachers must act as professional development agents within their schools at staff meetings and through personal communications with teachers...Programs for training prospective teachers will have to be revamped. I hope this will occur in the very near future. Communication is the only way to keep teachers informed now. Until teacher training is revised, we must continue to build awareness through involving the teachers in programming, providing support by way of resource teachers, and providing in-service which addresses integration.

Getting regular classroom teachers to understand integration and to approach it positively is a concern of many boards. There is an urgent need for co-operative, constructive dialogue within a school about the needs and programs of exceptional students. No integration program will work without the involvement, commitment and training of regular classroom teachers and the full cooperation of principals, the school administration and the board.

In his article, "Special Students in the Regular School," John Lordon, School Supervisor for Chatham School District No. 10 (Chatham, New Brunswick), says:

> The key to effective communications, as in so many instances, is the school principal, who must foster, promote, and nurture a climate in which a free and positive exchange of ideas, information and action plans for these students is possible. Everyone must know what everyone else is doing. What works and what doesn't? What technigues are best for

> this student? At what level? How can I support and reinforce your efforts? What have you discovered about this child which could be useful to me?'

One determinant of successful integration is the willingness of the teacher to adapt the curriculum to accommodate the individual needs of exceptional pupils. here again, the teacher's attitude towards the child and the child's behaviour and performance largely determine the teacher's response.

> The teacher's self-perception of her ability as well as her attitude toward the handicapped child in her class appear to be important factors in the integration process...The first competency required of a teacher is the ability to model acceptance of the handicapped child and to teach the children to value diversity. The classroom teacher helps most by facilitating acceptance. 8

Obviously, there is a great need to offer pre-service and in-service to educators who will be responsible for teaching and administering integration programs. We asked school boards if they had taken steps to train and prepare their staff for integration by organizing or sponsoring courses or workshops or by encouraging their personnel to take training available in the community. Of 96 boards, 70 said yes; 20 said no, and seven did not reply to the question. In 3b cases it was the school board that offered this in-service, 31 boards said it was a university, 11 said a local agency, seven said a community college and four said it was offered by the department of education. Who participated in this in-service? The answers were as follows (most school boards gave more than one answer): special program teachers (57), regular program teachers (46), school administrators (35), school board supervisory officers (30), and school board administrative staff (20).

In-service education must offer both preventive and corrective services. Preventive services would include programming techniques, research and screening; corrective services would include remedial and special education. Some of the areas in which teachers feel they need more preparation are individualized instruction programs, developing and implementing remediation strategies, adapting instructional models to

7 John Lordon, "Students in the Regular School," *The Canadian School Executive* June 1984, p. 17.

8 Dorothy Sokolyk, *Mainstreaming in Quebec: Teacher Competencies in an Integrated Classroom* (Montreal: The Quebec Association for Children with Learning Disabilities, 1981), p. 2-3.

exceptional children, identifying learning difficulties, measurement and evaluation, counselling and working with parents, being aware of their own attitudes toward exceptional pupils, and helping children in the integrated classroom respect each other and work together.

Some of the in-service areas of particular benefit to administrators include integration models, adapting and elaborating curriculum and instruction for special needs students, assessment and monitoring procedures, placement criteria and process, parent counselling, and learning about community support services and school building facilities for special needs children.

Poor teacher training is often named as the number one negative aspect of mainstreaming. Courses are needed which provide more direct contact with exceptional children and help teachers work with a variety of disabilities and with the available educational resources. Very specific skills are required by teachers in integrated classrooms. One of the skills most teachers are anxious to learn is controlling student behaviour and helping children toward self-control. They also list skills in assessment, programming and evaluation as most important.

Besides teacher attitudes and in-service, there are other concerns school boards have about their staff. These concerns include equalizing the workload of the personnel, providing sufficient support for regular teachers, implementing individualized instruction with its resulting workload increase, scheduling classes and providing enough time and opportunities for teachers to consult with resource people and plan their programs. In order for integration to work, a proper number of specialists and support services must be available to the teachers and students. These include speech and language therapists, nurses, hearing specialists, guidance counsellors, psychologists, health professionals and others.

The cooperative spirit necessary to nurture a climate for successful integration is illustrated by the York Region Board of Education:

> Since the philosophy of the York Region Board of Education calls for a high level of integration of special students, much of the assistance and support provided by the special education and support services personnel goes to support regular classroom teachers as they work with special children within the mainstream of education. All staff employed by the York Region Board of Education share responsibility for the progress of the special children within the system. These children are not, and it is important that they do not become, the sole responsibility of the special class teachers or the special services staff. Children in special classes

> are integrated according to their strengths and must be met with full acceptance. Children in regular classes are withdrawn for resource help according to their needs but remain an integral part of their regular class.[9]

We asked school boards what they have done or are doing to inform and prepare educators, administrators and school support staff for successful integration. At the Calgary Roman Catholic Separate School District No. 1, the main focus is on school administrators. School principals, in turn, communicate with teachers, support staff, parents of regular program pupils and the children. At the Commission scolaire Baldwin-Cartier (Pointe-Claire, Quebec), a three-day administrators' session was held on integration. At Peace River North School District No. 60 (Fort St. John, British Columbia), staff meetings were held to inform the personnel of new programs, the nature of the students involved and the personnel's responsibility toward integration. Principals and special education teachers had one-to-one meetings with staff members directly involved. The coordinator of special education worked with the school administration in planning the program and deciding on the integration process.

In most cases, personnel preparation consists of meetings with resource people, speakers, workshops, consultation between staff, special professional development days, distribution of recent literature on mainstreaming including information on various options and techniques, system-wide discussion of the philosophy of integration, films, slide presentations, small group meetings, case conferences and visits to other schools. Prince Albert School District No. 3 (Sasktachewan) holds an annual Awareness Week in each school on integration and the various exceptionalites.

At North Vancouver School District No. 44, there was never a "clean sweep" to integration. Rather the district moved gradually in the direction of increased integration as the necessity and opportunity presented itself. In all cases, personnel, parents and students were involved in the decision and process. As the years go by, the orientation task has become easier because there is a wide acceptance of integration in the community.

An objective to the Hastings-Prince Edward County Roman Catholic Separate School District (Belleville, Ontario) has been to identify and respond to professional growth needs which assist schools in meeting their educational requirements. There has been a prompt response to

9 York Region Board of Education, *Special Education Resource Book for Parents* Aurora: York Region Board of Education, 1984), p. 1

requests for services, teacher in-service, consultations, professional dialogue and prompt delivery of assessment results. Presentations have been made to parents as well as to local associations.

Although most school boards provide some kind of preparation for staff members involved in integration, in many cases it is sporadic and informal. School boards mentioned time and time again the need for pre-service training on exceptional children in faculties of education. Special and regular class teacher training programs at the university level must be carefully evaluated and brought more in line with modern research and trends in the area of integration.

In-service training provides the best results when presented on an on-going basis for regular and special education teachers. Some of the improvements school boards would like to see in in-service are more individual school staff training geared to the various types of exceptional students in the classroom; a long-term systematic plan in which new materials and new strategies are examined continually; more opportunities to share success stories with other teachers; a more formalized plan designed to provide in-service particularly on role descriptions and the responsibilities of staff involved; courses on individualized student instruction rather than on preparation to teach content; more contact with parents; more documentation on Canadian efforts in this field; workshops to help regular classroom teachers make modifications to regular programs for exceptional students; and more ideas on how to handle the needs of the handicapped child in the regular class especially at the junior high and high school level.

One school board would like to see more practical workshops and conferences directed mainly toward the regular classroom teachers and support staff. These in-service sessions should be held in conjuction with several other agencies for two or more days. Another believes more follow up is necessary. "We do a good job of initial orientation but do not do enough reinforcement from year to year as staff and students change." The aspect of integration which concerns an Ontario board is that all professional staff must share the same philosophy if success is be achieved. However, this is not the case at present. "Some people think that more integration should be accomplished, while others feel it should be done less often — it is going to take a real effort to make everyone follow the same philosophy." And finally one Quebec school board feels that the most important concept to remember is that before a child can be integrated, the services in a system must be integrated. Role changes are often critical — and difficult. The role of administration cannot be emphasized too strongly; senior administrators set the tone by giving the message that integration is important and that "this is the way we do things," as well as by building positive staff attitudes. Without appropriate leadership, little is possible.

REFLECTIONS ON INTEGRATION

The administration of integrated programs requires a positive school climate, adequate and appropriate resources, the proper co-ordination of support services and sufficient consultation among personnel.

In one study, a mainstreaming program was evaluated over a three-year period. It was found that the following eight criteria were predictive of success:

. The teaching staff and the principal must be committed to the concept.
. There must be teacher training in behavioural principles and classroom management prior to mainstreaming.
. There must be positive, co-operative relationships among and teachers and principals.
. There should be prior stability of staff and children in the special education class.
. The exceptional students should possess academic and social skills comparable to the skills of the regular students.
. The exceptional students should be close in age to the regular students in the mainstreamed classroom.
. There should be no serious budgetary restraints to hinder the program.
Students, teachers and administrators should have a positive attitude towards the exceptional student.[10]

Experts in the field of integration urge school boards to get rid of traditional labels for exceptional children and establish new criteria for placing pupils in special education programs based on need, ability and behaviour. Preferably, each child should follow an individual program after a thorough referral, assessment and case conference procedure unveils the best option or options for the pupil. Each type of special education class should have some basic goals and, as they are attained, the child should move toward the most normal placement.

Dr. David Barnes, Special Education Consultant for Lunenburg County District School Board in Nova Scotia, suggests that boards develop the following important aspects:

1. Program evaluation, (a) done by classroom teachers, (b) parents' evaluation, (c) objective data evaluation.

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Mary Howarth, *op. cit.* p. 29.

2. A primary prevention model to eliminate as much unnecessary special education as possible.
3. Summer camps.
4. Adapted recreation programs.
5. Working with social agencies.
6. A comprehensive volunteer program.
7. In-service programs for classroom teachers.
8. Development of parent-support groups and parent-support programs.
9. Giving needed expertise to pre-school programs and nursery schools.
10. A comprehensive program of public relations so that the general public and the professionals are aware of what you are attempting to do. This would be done by several means such as speaking to service clubs, visitations by interested parties to special classes, writing and speaking professionally and doing radio, TV and newspaper information articles.[11]

What do school boards find are the most difficult aspects of integration to deal with? What aspects are the easiest to deal with? The answers to. these questions varied widely. However, difficulties with staff and programming were most often mentioned. One **board said,** "The most difficult aspect to deal with is always teacher confidence. The feeling that only specialists can deal effectively with exceptional children is still common. Class size is frequently an obstacle as well." Another found that the difficulties at the outset **were** in convincing teachers that special needs students' could be **profitably** accommodated in regular classes and in ,determining what placement **would** most suitably meet the needs of students.

Having school administrators, regular program teachers, pupils and parents accept the concept of integration is, of course, a concern for boards. for some, the most difficult aspect is instilling in the students sufficient confidence to move into an integrated classroom and work at competing. Because of the informal way integration develops in some school boards, the most difficult aspect appears to be a clear definition of the role and responsibilities of each participant. Another difficult aspect of integration is having the parents of exceptional children understand what integration really means.

To keep people aware, comfortable and feeling involved takes a great deal of time and requires personal contact. "It is not always easy to organize and co-ordinate support services for exceptional

11 David Barnes, *A Model for the Delivery of Special Education Services in the Lunenburg County District School Board* (Bridgewater: Lunenburg County District School Board, 1982), p. 7.

pupils. Their needs are not always met. It is not always possible to find adequately trained staff. There is heavy pressure on both special education services and regular program staff to cope with minimal resources."

Timetabling, busing, obtaining the necessary resources, financial restraint, student behaviour, individualized programs and the time required to develop them were additional problems boards cited.

What presents problems to one board sometimes does not concern others. For many, getting school staff, parents and students to accept the concept of integration was easy. "The acceptance of regular students was really a thrill to observe. They really reached out to their handicapped peers. The school tone was affected positively." One board said that although they lack confidence, regular classroom teachers are almost always prepared to try integration. "It has been quite easy to find personnel with an interest in, and a willingness to work with, handicapped students."

The advantages of integration as perceived by school board administrators are most often related to the benefits received by both the exceptional and regular pupils. "Special kids learn much faster when we expect them to perform well and when we show faith in them." Administrators report that integrated students are being challenged to their full potential, they have the opportunity to socialize with their peers and feel a sense of belonging with the regular class. Integration prepares exceptional students for the real world and prepares regular program pupils to realize that these children exist and are not all that different. The students thus gain an acceptance and an understanding of disabled pupils and attitudes of discrimination begin to disappear. In turn, exceptional pupils begin to model their peers and feel a greater sense of self-esteem. Parents of exceptional children are grateful that their child can have access to the regular program and facilities while the parents of regular program pupils appreciate the fact their child will become acquainted with exceptionalities at an early age. School boards note that better team work on the part of all teachers is exhibited when integration is implemented and that teachers strive for better programming to meet individual needs.

However, integration may increase pupil-teacher ratios as well as the workload of the regular class teacher. One board revealed that, "In many cases students receive a less adequate education because teacher time is at a premium and often programs are not modified sufficiently to benefit the child — frustration ensues." Sometimes disabilities are emphasized by the exceptional pupils themselves when they feel they are in competition with non-disabled students. Instead of being proud of their accomplishments they may become discouraged as they struggle along near the bottom of a regular class. One disadvantage of integration cited by another board is the stress on teachers that occurs because of the children's variations in abilities, programs and skills. The time

required to deal with exceptionalities may allow for less time with regular pupils; there can be disruption to the classroom and to the learning envirorment of other children. As well, some teachers may work half-heartedly with the exceptional pupils because they really feel they should be in a special class. Mainstreamed students are still compared with their normal peers and difficult behaviour may develop as a result. The support services are not always adequate and the methods used by regular program teachers are not always pertinent. Certain teachers and regular program students are intolerant and the exceptional pupils feel rejected.

So much has been written about integration that individuals interested in learning more about it should have no difficulty in obtaining a wide variety of research. The social and educational climate of today strongly favours integration and it is being embraced as providing greater advantages for the exceptional child. However, it is certainly not a totally rosy picture. Indeed, many boards feel integration has been pushed too far and that there is not enough attention being given to segregated schools or classes — alternatives that are just as necessary.

A number of school boards believe that the swing toward integration has gone too far; there is a tendency to pursue integration to the extent that the integrated setting becomes more restrictive than the segregated setting. "One aspect which concerns us is the movement or pressure by some advocacy groups toward what they call total integration -- meaning the placement of all special needs students in regular full-time classes. While we fully endorse integration, we are not sure that such placement would be educationally sound." Another school board said that pressures by local associations to integrate ail trainable retarded children into regular classrooms are unrealistic. "The actions of some social workers serve to raise false hopes and expectations in the minds of these parents."

There is a feeling among many boards that they would like to stop the push for "instant integration" — they realize that much planning, in-service, orientation and preparation is needed for successful integration and that takes time. In some cases, a backlash against what parents perceive as excessive integration occurs and there is a demand for more segregated programs. What is resoundingly clear is that boards feel not all exceptional children should be in integrated programs — both segregated schools and classes are also required to meet the educational needs of some children.

One Nova Scotia school board raised a timely issue, "Our minister of education has stated that provincial standardized testing will take on a more important profile in the future. This places stress particularly on the high schools to have or to demonstrate a better than average performance on the tests. Therefore, below average students are not as welcome at the high school level and school administrators are relunctant to offer alternative programs which might include grade 12."

With the move towards compulsory provincial examinations in some provinces, it will be interesting to see if a growing number of school boards become concerned with this issue.

Most school boards are generally satisfied with their present integrated programs although they see much room for improvement. There are still many areas where more integration could occur. For example, the trainable mentally handicapped could, with appropriate support services, be accommodated in the regular class for a greater length of time. "However, profoundly mentally retarded students will continue to be the most difficult to integrate." As well, more individualized and alternative programs are needed at the secondary level. "Our adolescents have extremely limited choices regarding vocational or self-development courses. Our regular program teachers are reluctant to individualize for fear of watering down the program or course content."

Thus, we found that a number of school boards feel that integration has its limits, saying that integration that is not carefully planned is harmful and teachers will very much resist it. Programs have to be carefully monitored so that exceptional students do not feel inadequate. Wholesale integration does not necessarily work in the best interest of the child, yet with appropriate programming the child experiences success working with resource personnel and it is a positive experience. If regular classroom teachers or parents of regular program pupils feel that integration is being carried too far, the concept will fail. School boards expect that more handicapped children will be entering public schools in the future and their parents will expect appropriate services. This will be one of the challenges for schools and school boards during the next decade.

What we can conclude from the views of those school boards surveyed is that integration just for the sake of integration is not supported. Programs must be developed for each child to suit his or her own needs, strengths and weaknesses. If not, there is reduced motivation. "Often we push integration without adequate resources and the exceptional children are worse off." Despite these cautious attitudes, the benefits of integration are such that school boards expect to improve and enlarge their programs. They recognize that the exceptional child needs to have social and academic experiences with his or her peers and that it is important for the child to feel an integral part of the class. Integration also allows children to be educated closer to their home in a meaningful program; this has resulted in improved attendance. "Exceptional children learn much faster when we expect them to perform well and when we show faith in them. Certainly there is more work for the regular classroom teachers and school administrators — but there is more satisfaction also."

Integration strives to create a more humanizing environment for all. One school board echoes the sentiments of many when it says that every human being, regardless of his or her handicaps, has the right to live within society — the school is in an ideal position to educate our youth to this.

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SCHOOL BOARDS PARTICIPATING IN THE SURVEY

Northwest Territories

Yellowknife Education District No. 1

British Columbia

Burnaby School District No. 41
Castleqar School District No. 9
Coquitiam School District No. 43
Cowichan School District No. 65 (Duncan)
Howe Sound School District No. 48 (Squamish)
Nelson School District No. 7
New Westminster School District No. 40
North Vancouver School District No. 44
Peace River North, School District No. 60 (Fort St. John)
Penticton School District No. 15
Richmond School District No. 38
Trail School District No. 11

Alberta

Calgary Roman Catholic Separate School District No. 1
County of Beaver No. 9 (Ryley)
County of Lac St. Anne No. 28 (Sanqudo)
Edmonton Public School Board
Edmonton Roman Catholic Separate School District No. 7
Fort McMurray Catholic Board of Education School Division No. 32
Grande Prairie Roman Catholic Separate School District No. 28
Jasper School District No. 3063
Lethbridge Roman Catholic Separate School District No. 9
Lethbridge School District No. 51
Red Deer Public School District No. 104

Saskatchewan

Areola School Division No. 72
Humboldt School Division No. 47
Meadow Lake School Division No. 66
Nipawin School Division No. 61
Prince Albert School Division No. 3
Regina Roman Catholic Separate School Division No. 81
St. Paul's Roman Catholic Separate School Division No. 20 (Saskatoon)
Saskatoon School Division No. 13
Yorkton School Division No. 93

Manitoba

Assiniboine South School Division No. 3 t,Winnipeg)
Birdtail River School Division No. 38 (Crandall)
Division scolaire de la Riviere Rouge no 17 (St-Pierre-Jolys)
Division scolaire de la Riviere Seine no 14 (Ste-Anne)
Duck Mountain School Division No. 34 (Winnipegosis)
Kelsey School Division No. 45 (The Pas)
Interlake School Division No. 21 (Stonewall)
St. Vital School Division No. 6 (Winnipeg)
Swan Valley School Division No. 35 (Swan River)

Ontario

Durham Board of Education (Oshawa)
East York Board of Education (Toronto)
Elgin County Roman Catholic Separate School board (St. Thomas)
Etobicoke 8oard of Education
Halton Board of Education (Burlington)
Hastings-Prince Edward County Roman Catholic Separate School Board (Belleville)
Huron Coumy Board of Education (Clinton)
Kenora Board of Education
Lakehead Board of Education (Thunder Bay)
Leeds and Grenville County Board of Education (Brockville)
London Board of Education
Niagara South Board of Education (Wellana)
North Shore Board of Education (Elliot Lake)
North York Board of Education
Ottawa Board of Education
Peel Board of Education (Mississauga)
Renfrew County Roman Catholic Separate School Board (Pembroke)
Waterloo County Board of Education (Kitchener)
Wellington County Board of Education (Guelph)
York Region Board of Education (Aurora)

Quebec

Commission des ecoles catholiques de Montreal
Commission des ecoles catholiques de Quebec
Commission scolaire Ancienne-Lorette
Commission scolaire Baldwin-Cartier (Pointe-Claire)
Commission scolaire Davignon (Cowansvllle)
Commission scolaire de Granby
Commission scolaire Le Gardeur (Repenticnv)
Commission scolaire Les Ecores (Laval)
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Commission scolaire regionaJe de l'Arniante (Thetford Mines)

Commission scoiaire regionale de l'Outaouais (Hull)
Commission scoiaire regionale du Bas St-Laurent (Rimouski)
Commission scoiaire regionale du Golfe (Sept-Ties)
Protestant School Board of Greater Montreal

New Brunswick

School District No. 15 (Moncton)
School District No. 20 (Saint John)
School District No. 26 (Fredericton)
School District No. 36 (Dalhousie)
Conseil scoiaire district no 7 (Tracadie)
Conseil scoiaire district no 12 (Bouctouche)
Conseil scoiaire district no 32 (Grand-Sault)
Conseil scoiaire district no 41 (Bathurst)

Nova Scotia

Colchester-East Hants District School Board (Truro)
Dartmouth District School Board
Halifax District School Board
Lunenburg County District School Board (Bridgewater)
Northside-Victona District School Board (North Sydney)
Yarmouth District School Board

Prince Edward Island

Regional Administrative School Unit No. 1 (Elmsdale)
Regional Administrative School Unit No. 2 (Summerside)
Regional Administrative School Unit No. 3 (Charlottetown)
Regional Administrative School Unit No. 4 (Montague)

Newfoundland

Deer Lake Integrated School Board
St. Barbe South Integrated School Board (Rocky Harbour)
Terra Nova Integrated School Bnard (Gander)