

*Most teachers feel much more at ease if we can take the regular program and deal with that so these kids can still be a part of the class. They find it easier to cope that way.*

*I always make sure the teacher has input. The teacher looks through the objectives with me and then I take away what we have agreed on. I always type it up, then give it to them and ask them to look it over. If I'm modifying the program, I do the modification that we've talked about and I always get them to OK it before I go ahead. They're the ones who tell me whether I'm doing alright.*

## **WHAT IS NEEDED TO DO THE JOB?**

### ***Professional Background***

Most of the people interviewed for this study had been regular class teachers with more than ten years of experience each before becoming M&R teachers. These teachers were mainly recruited into the M&R position while on staff at the school in which they now work. They were selected for their suitability for the job. Only a few had pre-service training in special education, although a number of the others took special education courses after becoming M&R teachers.

A handful of the teachers interviewed had been special class teachers, specifically of students labelled "trainable mentally handicapped". They evolved into the M&R role as the integration of these students proceeded in the school system.

Most of the teachers felt that regular class teaching experience was essential, and that M&R teachers should be able to identify with the experience of the regular teacher:

*I think experience as a regular class teacher is necessary. It would be a mistake to bring somebody totally new into the job. The good thing about having somebody who was a classroom teacher, especially from the same school or*