

child: Attitudes of teachers and non-teachers. *Canadian Journal for Exceptional Children*, 1(1), pp. 23-26. An attitude survey reveals that regular classroom teachers question their own competence to teach a child with special needs. They also fear increased time demands and worry about dilution of the academic content of their programs. This article calls for a continued focus on staff development on integration issues, since the regular classroom teacher "is the indispensable professional who will carry the primary responsibility for integrating the exceptional child."

2.3 Practical Strategies

Baker, C. and G. Baker. (1982). Suggestions on how to more effectively mainstream special education students. *Special Education in Canada*, 57(3), pp. 16-18. Ideas to assist teachers in facilitating integration address placement in the classroom, preparation of the regular teacher, preparation of all the students, and follow-up.

Berres, Michael S. and Peter Knoblock (Eds.). (1986). *Program Models for Mainstreaming: Integrating students with moderate to severe disabilities*. Rockville, MD: Aspen Publishers.

This book begins with the assumption that integrating children with moderate to severe disabilities depends more upon the attitudes and problem-solving skills of the educators than on the skills of the students. The first section focuses on the values and philosophy of integration and discusses models for change within the school system. The second section describes integration efforts in school systems across the U.S. These include accounts of innovative practices, successes, failures and the particular challenges presented by different disabilities.