

### ***Support the Methods and Resource Teacher***

As stated previously, both the regular class and methods and resource teachers need support from the school administrators in implementing integration. Initially, the methods and resource teacher may have to assist the regular class teacher in a variety of ways such as by providing more planning time and consultation. In order that this be carried out effectively, the principal should help with planning, organization and scheduling so that the classroom teachers can be released for specific periods.

Many principals said they have found it important to select methods and resource teachers who are able to assume some leadership and to collaborate effectively with staff and parents. Principals also tend to rely on the expertise of their methods and resource teachers. As one principal stated, however, "Even though I rely on my methods and resource teacher to provide leadership in integrating our exceptional students, I feel it is my responsibility to keep in close contact with her so that I can provide the necessary support."

### ***Assign Teacher Assistants***

At the outset of many integration programs, teacher assistants were often assigned to individual exceptional students. As a result, the teacher assistants often took on "ownership" of the exceptional students who were assigned to them. Consequently, the classroom teachers' role in educating these exceptional students diminished and the students became more and more isolated in the regular class.

In order to prevent this situation, the educators recommended that the teacher assistant be assigned to the teacher rather than the student. The teacher would then be responsible for making sure the teacher assistant helped the class in a variety of ways and became an integral part of the class.