

Similarly, the current teachers need time to prepare the receiving teachers. This may include observing the receiving teacher in the classroom environment, meeting with him or her and following up on observations and meetings once the student has been in the receiving teacher's class.

This planning often becomes more crucial when a student is entering a new school such as junior or senior high. The principals between the schools need to facilitate scheduling times for these observations and meetings.

Enhance Teacher Expectations and Attitudes

In some cases, teachers said they needed to raise their expectations and enhance their attitudes toward their exceptional students. This appeared to be particularly true for teachers of high school students. In other cases, classroom teachers had expectations that were too high, and consequently became frustrated because their exceptional students were unable to perform like the other students.

When exceptional students do not perform at an expected level, the teachers often feel they are not doing enough for them. To help alleviate confusion and develop realistic expectations, teachers need to be involved right from the beginning. Administrators should ensure that all classroom teachers are involved in the initial planning sessions for integrating exceptional students. Even though at the high school level this would involve many teachers, it would help all teachers to know in advance what is expected of them and their students. The initial meeting helps prevent teachers and students from becoming overwhelmed and frustrated by vague and unclear expectations and goals. Once the student is in the regular classroom, it may be helpful for the principal, the classroom teacher, and the methods and resource teacher to collaborate in answering the following questions:

1. Why is the student in the regular class?
2. What will be expected of the student?