

Teachers can play a critical role in making integration work if they have support from administrators, teachers and parents. They also need practical strategies and principles with which to work.

This chapter outlines three basic principles which can provide the foundation for successful integration: 1) a commitment to integration as a value; 2) use of a functional curriculum model; and 3) community referenced instruction.

Stainback, William and Susan Stainback. (1989). Facilitating merger through personnel preparation. In Stainback, Susan, William Stainback and Marsha Forest (Eds.). *Educating all Students in the Mainstream of Regular Education*. Baltimore, MD: Paul H. Brookes Publishing Co.

By integrating personnel, programs and resources in special and regular education departments, colleges and universities can set the stage for a unified regular education system for elementary and secondary schools. This chapter suggests steps for doing it, including a "common professional core of courses for all educators" and "community referenced curricular content."

Stainback, S.B. and W.C. Stainback. (1983). Preparing regular classroom teachers for the integration of severely handicapped students: An experimental study. *Education and Training of the Mentally Retarded*, 18, pp. 204-209.

Thirty-seven teachers read and discussed information related to the integration of students with severe handicaps into regular schools. The results of this study indicate that teachers' attitudes and behavioural intentions regarding this issue can be significantly influenced by such a program of reading and discussion.