

an extremely intelligent approach with far ranging benefits. While it is true that an open-door policy is often threatening to teachers trying new strategies to meet the needs of their integrated student, it is equally true that two heads are better than one. An observer, such as another staff member, can often shed light on factors in the classroom environment which may be influencing the way a student is learning or behaving.

Integrated classroom teachers also have the right to be demanding. They should ask for release time to attend workshops or to visit classrooms or schools. They should request parent volunteers and aides. In some cases extra preparation time is allotted or smaller class sizes given to teachers who work in an integrated classroom. Administration should be made aware that teachers need their support in the way of special resources and additional support people.

The strategies outlined above are practised in classrooms every day. They are not particular to an integrated classroom but are found wherever students and teachers enjoy learning together.

## **THE TEACHER AND THE CLASSROOM**

It has always been a characteristic of education that there has never been enough time to get everything done. Today, even with advanced technology surrounding us, it seems that more and more activities are cutting into our precious minutes. Each child needs time with the teacher, and teachers make conscious efforts to interact with each student every day. But we never feel that we have spent enough time with each student.

This feeling only increases when the class includes a child with special needs. Because of their needs, they generally require even more one-on-one attention.