

implementing a vision of integrated education for a student; the process of creating an individual education plan (IEP) and developing instructional programs for use in an integrated classroom, and advantages and disadvantages of having an extra staff person present in the classroom.

One paper outlines four learning opportunities available to students with handicaps in integrated regular classes: 1) learning to interact with peers; 2) learning to participate in typical routines; 3) learning lifelong skills; and 4) learning about subjects not related to functional life skills.

## ***2.4 Exemplary Practice in Canada***

**Forest, Marsha. (1986). Education integration. *entourage*, 1(1), pp. 19-23.**

These are the stories of two children, one in Grade 2 and one in Grade 8, who are in fully integrated, individualized programs in schools in Hamilton, Ontario. The cooperative roles of the regular classroom teacher and special education resource teachers and aides are discussed. Forest maintains that the key issue in integration implementation is the "desire to do so" and not the need for money, resources or special equipment.

**Forest, Marsha. (1986). Just one of the kids. *entourage*, 1(2), pp. 20-23.**

Two children with severe handicaps are successfully integrated into a primary classroom. Their teacher describes her own learning process that led her to conclude that "their needs were the needs of all children" and "my own fear was the major problem."

**Forest, Marsha. (1987). Start with the right attitude.**