

Whitehouse, Carlene. (1988). Integration — a personal perspective. *New Brunswick Teacher's Association News*, 30(10), pp. 12-13.

This article is written by a teacher who, with no special training, integrated Susan, a student with handicaps, into her Grade 5 classroom. She documents her initial fears and worries about her ability to meet Susan's various needs, and about the increased work load and the possible impact on the academic progress of other students. Yet what originally seemed a daunting task evolves into a mutual learning process for all. The author learns to involve Susan in the general program, make small adaptations to the curriculum, and allow and encourage natural interactions with peers.

Wang, Margaret C., Eva D. Vaughan and Joan A. Dytman. (1985). Staff development: A key ingredient of effective mainstreaming. *Teaching Exceptional Children*, 17(2), pp. 112-121.

An Adaptive Learning Environments Model (ALEM) was implemented in five schools of a large urban school system as a full-time mainstreaming program. It was designed for students with mild handicaps who had previously been served in self-contained special education programs. While many general education teachers had expected problems in dealing with students with mental handicaps, difficulties were rare. Staff development was identified by participating teachers as a key factor in the program's success.

The authors call for renegotiation of the roles of both general and special education staff. They see general education teachers acting as the primary instructors for all students and special education teachers providing consultation and special instruction as needed in the classroom.

Winzer, M. (1984). Mainstreaming the handicapped