

ing need to be promoted. Special educators need to ensure that the general effort to improve instruction includes factors relevant to students with special needs.

It will be necessary to advocate for sufficient resources to carry out an inclusionary program. Class size has a definite effect on the ability of teachers to meaningfully integrate students with special needs. A class with twenty-five students including one with special needs is much more manageable than one with thirty-four students. Ongoing training is required for both regular teachers and M&R teachers. A sufficient number of M&R teachers need to be provided as well as teacher's aides and other consulting professionals. Integration is not a way to reduce the cost of special education. It is a way to enrich the quality of education for *all* students.

Finally, it's important that those responsible for the program resist being dogmatic or defensive. They need to be open and receptive to constructive suggestions to improve both the policy and practice of the model. New ideas need to be incorporated into the plan as it goes along. The opinions of those participating must be respected, and flexible responses developed to deal with new situations. Integration must be seen as consistent with providing better education to all students.