

fears and prejudices about exceptional children. They can do this by arranging for teachers to visit classes where students are successfully integrated, to read articles and books, to view videos on integration, and to talk to students, parents, principals and teachers who have had experience with the integration process.

One administrator said he finally understood what integration was all about after reading Don Little's article, *A Crime Against Childhood — Uniform Curriculum at a Uniform Rate: Mainstreaming Re-Examined and Redefined* (1985). A teacher said that after he saw CBC's *The Journal* documentary, *Different but Equal*, he had a better understanding of parents' reasons for wanting integration. He indicated that he had been affected by this news story and felt more motivated to make integration work. Even when school administrators had no opportunity to personally prepare for integration, they said they and their staff were still able to make a commitment. As one principal said, "Even before our school district developed their integration policies and practices, I knew it was the right thing to do and my staff supported me." Similarly, another educator stated, "For me, it meant just saying to myself and others, 'I'm going to try this and do my best!'"

### *Initiate Integration*

The educators involved in the provincial workshop could not agree on how school administrators should first involve all their staff in the integration process. Some principals thought that at first they should allow their staff to volunteer to integrate an exceptional student into their classroom. Then other teachers would have many opportunities for sharing, observing and in-service training, and would become involved naturally. They felt this process would allay initial teacher fears.

Other principals thought that all teachers on staff should be responsible for integrating students with special needs