

persons in successful integration. Educators who were asked for feedback said they realized the importance of a positive school environment in making integration work. They gave valuable recommendations for school administrators involved in the integration process.

## **RECOMMENDATIONS FOR SCHOOL ADMINISTRATORS**

### ***Make a Commitment***

Because the principal is seen as the leader of the school, it is imperative that the commitment to integration be reflected in the school administrator's behaviour. Principals who were interviewed about integration by the California Research Institute (1989) said, "... building leadership (is) characterized by ... unwavering commitment."

In New Brunswick, educators have indicated that the most progressive schools are the ones with school administrators who have a commitment to integration. One group of teachers stated, "The success of integration in these schools is based on school administrators who planned, promoted, implemented and rewarded."

### ***Overcome Fears and Prejudices***

For some school administrators, making a commitment to integration meant overcoming fears and prejudices, and changing attitudes about students who have special needs.

In order to better understand integration, it may be helpful for administrators to spend time talking to parents, other principals, teachers, and friends who have had experiences with exceptional students and who can help to allay fears. Observing and meeting these students may help school administrators to feel more comfortable and to know what to expect in different situations.

In addition to changing their own attitudes, school administrators are responsible for helping their staff to overcome