

2.2 Teacher Preparation and Teacher Attitudes

Csapo, M. and D. Baine. (1985). Teachers of students with severe handicaps. *Canadian Journal of Exceptional Children*, 1, pp. 130-135.

The authors describe the demands that deinstitutionalization has placed on regular and special education teachers and administrators. They also present the results of a recent Canada-wide survey of programs which prepare teachers and others to work with students who have severe and multiple handicaps.

Darvill, C.E. (1989). Teacher attitudes to mainstreaming. *Canadian Journal of Special Education*, 5(1), pp. 1-14.

This author suggests that, while teacher attitudes are one of the most powerful factors affecting the success of mainstreaming, much of the existing research in this area is conflicting or inconclusive. More work is needed around the implications of labels used for students with handicaps, and around mainstreaming practices, instruments for measuring attitudes, and the degree to which research on attitudes can be generalized.

Hill, J.L. (1988). Integration in Canada: Implications for the certification of regular education teachers (RETS). *Canadian Journal of Special Education*, 4, pp. 123-131.

The author presents the results of a survey of deputy ministers of education and directors of special education across Canada regarding certification requirements for teachers to work with children with special needs. Two jurisdictions required completion of a course in special education by regular teachers. No province or territory required practicum experience with students with special needs.

Since regular teachers increasingly provide educational