

ABSTRACT

Case Study: We Have a Voice. Experiences of Students With Special Needs and Typical Students in a Model Primary School in the St. George East District

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This qualitative study examined the experiences of inclusion, within a model primary school in Trinidad and Tobago, of both special needs students and their peers in the general education classroom. Data were collected through individual interviews and focus groups with nine students (eight typical and one special needs student), as well as through classroom observations. Four themes emerged from the study: 1) physical inclusion, 2) academic inclusion, 3) social inclusion, and 4) social justice.

Keywords: Case studies; Special needs students; Inclusive education; Primary schools; Primary school students; Regular class placement; Educational experience; Trinidad and Tobago