

## **ABSTRACT**

### **Inclusion at an Urban Government Primary School in Trinidad and Tobago**

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This study examined the experiences of two senior administrators during the implementation of inclusion at a model urban coeducational government primary school in Trinidad and Tobago. Data were collected through interviews. The findings indicated that the administrators' concepts of inclusion included the need for a shared definition of inclusion; support from all sectors; support for teachers, students, and families; accommodation in all inclusive environments; and the need for a legal framework to guide the process. They shared the sentiment that there was a lack of political will to ensure that the necessary provisions were available to bring about successful inclusion.

**Keywords:** Inclusive education; Administrator attitudes; Primary schools; Educational experience; Special education; Special needs students; Trinidad and Tobago