

## **ABSTRACT**

### **Perceptions of Primary School Teachers in Trinidad and Tobago Toward Inclusive Education**

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This study sought to examine primary school teachers' perceptions of inclusive education in Trinidad and Tobago. Data were collected from 20 participants from four schools: one special school; one public government school; and two denominational schools, using interviews and questionnaires. Findings indicated four factors that were potential barriers to inclusive education in Trinidad and Tobago: 1) attitudes/perceptions regarding inclusion of those with special needs, 2) change agents, 3) resources, and 4) experiences with special needs students.

**Keywords:** Inclusive education; Teacher attitudes; Primary school teachers; Trinidad and Tobago