

## ABSTRACT

### **Teachers' Perceptions of Their Experiences With the Integration of Students With Special Educational Needs Into the Regular Classrooms at Excel Primary School: A Hermeneutic-Phenomenological Inquiry**

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This study sought to discover the lived experience resulting from the integration of students with special education needs (SEN) into the regular classroom at a primary school in Trinidad and Tobago from the perspective of three teachers purposively selected from various levels of the school. Data were collected through interviews. Seven themes emerged from the study: 1) large class size/time issues/individual attention; 2) challenging behaviour of children with SEN; 3) additional training needs/lack of services and support; 4) challenging teaching strategies; 5) positive teaching strategies; 6) life preparation for students; and 7) teaching successes. These emerging themes were then grouped into two clusters, identified as perceptions of challenging experiences and perceptions of positive experiences.

**Keywords:** Perceptions; Special needs students; Primary school teachers; Primary school students; Teacher attitudes; Mainstreaming; Inclusive education; Regular class placement; Case studies; Trinidad and Tobago.