

## **ABSTRACT**

### **The Perceptions of Special Education Resource Aides Regarding the Roles They Fulfill While Working in Inclusive Settings in District X**

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This study investigated the perceptions of four Special Education Resource Aides (SERAs) regarding their roles while working in inclusive settings in a district in Trinidad and Tobago. Data were collected through interviews and document analysis. Five themes emerged from the study: 1) a range of roles, 2) the need for partnership between the SERA and the school, 3) the reality of inappropriate inclusive settings, 4) SERAs' being treated as outsider Student Support Services division staff members, and 5) concerns about compensation.

**Keywords:** Inclusive education; Special education; Paraprofessionals; Perception; Special Education Resource Aides; Role analysis; Trinidad and Tobago