

ABSTRACT

A Study into the Perspectives Teachers Have About Inclusive Classrooms at a Private Primary School, St. George East Trinidad

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This case study investigated three teachers' perspectives on the benefits and challenges of inclusive classrooms at a private primary school in the St. George East Educational District of Trinidad and Tobago. It also sought to determine their views on what resources they required to facilitate effective inclusive classrooms and improve their practice. Data were collected through interviews, observations, and document analysis. The findings revealed that: 1) there was a multiplicity of social benefits, which included acceptance of exceptionalities, increased self-esteem, tolerance, and a sense of belonging; 2) inclusive classrooms provided numerous academic benefits; 3) the lack of resources, time demands, parental perceptions, and insufficient administrative support were the principal challenges faced by inclusive classrooms; and 4) the teachers required training, teaching support, and several resources in order to effectively implement inclusive classrooms.

Keywords: Case studies; Teacher attitudes; Primary school teachers; Inclusive education; Special education; Private schools; Trinidad and Tobago