

ABSTRACT

Teachers' Perception of Inclusion

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This qualitative study sought to describe regular education teachers' perceptions of inclusion at a primary school in Trinidad and Tobago. Data were collected through interviews held with five randomly selected teachers to elicit their views about their experiences with special needs children and their thoughts on the impending implementation of inclusion. Additional themes which highlighted the factors that affected the teachers' perceptions about inclusion included 1) more adequate and focused pre-service and in-service training, 2) better consideration of classroom load factors, 3) more reliable support systems, and 4) availability of appropriate physical facilities and resources. The analysis revealed that the teachers did not have a clear understanding of inclusion and likened it to mainstreaming.

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