

## ABSTRACT

### Examining Inclusive Education at a Private School in Urban Jamaica: A Single Case Study

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This research explored stakeholder perspectives on issues surrounding inclusive education at the primary level at a private school in urban Jamaica using a qualitative single case study. It also sought to deepen an understanding and expand the knowledge of the phenomenon towards the development of a contextual inclusive model for improvement. Data were collected using individual interviews and focus group discussions involving 27 participants who are key stakeholders in inclusive education. In addition, observations of the classroom, the school environment, and children at play were done. Thematic analysis was used to interpret and present findings. Participants conceded that school policies (or the lack thereof) on inclusive education at Kan Prep School had negative influences on the inclusive practices in the inclusive classroom. This was attributed to adverse effects on the learning of students with special needs in inclusive classrooms. Findings also suggest that shadow aides play a critical role in inclusive education despite constraints/limitations with their training and competence. The study provides several implications for the inclusive classroom in the Jamaican educational milieu. One such implication is that policy and programme development which adopts a collaborative stakeholder approach is necessary for effective inclusive practices in inclusive classrooms.

Keywords: inclusive education; special needs; shadow aides; private school; Jamaica.